OUHSD COMMUNITY BULLETIN

SPRING 2025



Update on how the Oroville Union High School District is changing its approaches and policies to discipline and behavior in order to ensure that its schools are safe, positive environments that are conducive to learning for all students.

The Oroville Union High School District is committed to providing a safe, culturally responsive and nurturing environment for all of our students.

100%

THE DISTRICT'S GOAL: TO ENSURE THAT ALL STUDENTS ARE PROVIDED WITH SCHOOLS THAT ARE SAFE, POSITIVE AND HAVE AN ENVIRONMENT THAT IS CONDUCIVE TO LEARNING.

STATEMENT OF GUIDING PRINCIPLES

The Oroville Union High School District is committed to providing all students with a rigorous educational program, which prepares them to be college or career ready and productive members of society. All OUHSD students will attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student, grades 9 through adult, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning.

The District's goal is to ensure that all students are provided with schools that are safe, positive and have an environment that is conducive to learning. The District is committed to non-discrimination in discipline practices and treating all students fairly and equitably without regard to race, color, ancestry, nationality, immigration status, age, ethnicity, religion, parental or pregnancy status, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics.

The District will take effective and prompt steps to prevent, eliminate and remedy the effects of harassment on students based on any protected characteristic or category.

It is critical that students learn appropriate behavior, and that it is reinforced when necessary, so they are engaged in the education program rather than the disciplinary system. Therefore, to the maximum extent possible, and permitted and consistent with the law, the District will use student discipline policies that equitably implement research-based alternatives to exclusion; and will only use exclusionary discipline as a last resort.

A student will not be suspended for tardiness or truancy. If a student's presence causes a danger to himself/herself or others, the District will take appropriate measures to ensure safety and protect the student and others. If the student engages in an offense for which suspension or expulsion is required by law, the suspension or expulsion shall be enforced.

The Oroville Union High School District is committed to providing a safe, culturally responsive and nurturing environment for all of our students.

WANT TO LEARN MORE?

Visit the Supportive School Climate Committee webpage: bit.ly/SupportiveSchoolClimate

ITEM	TOTAL NUMBERS	TOTAL PERCENTAGE
District Enrollment as of February 28, 2025	2249	n/a
District Percentage of SPED Students	350	15.56%
District Percentage of English Language Learners	103	4.58%
District Percentage of Foster Youth	15	.822%
District Percentage of Homeless Students	84	3.37%
District Percentage of Socio Economically Disadvantaged Students (SED)	1799	80%
District Enrollment in Independent Study	238	10.49%
LPHS Enrollment	1215	54.02%
OHS Enrollment	795	35.35%
PHS Enrollment	73	3.25%
CDS Enrollment	7	.31%

INNOVATIVE CLASSROOM PROJECTS INSPIRE HANDS-ON LEARNING AND STUDENT SUCCESS AT OUHSD

At Oroville Union High School District (OUHSD), students embrace innovative learning opportunities beyond textbooks. These unique classroom and club projects foster creativity, problem-solving, leadership, and community engagement. Through hands-on, exciting experiences, OUHSD students gain valuable life skills while positively impacting their peers and the community.

These initiatives also play a crucial role in supporting OUHSD's **Positive Behavioral Interventions and Supports** (PBIS) efforts. By engaging in real-world projects, students learn essential values such as responsibility, respect, and teamwork, a cornerstone of the PBIS framework. These projects allow students to demonstrate positive behaviors in practical settings, reinforcing the importance of collaboration, leadership, and accountability. Students participating in these innovative activities contribute to their school's climate and strengthen the overall feeling and culture of OUHSD's school sites.





At Las Plumas High School, the **Agricultural Systems Management** class has completed its second Hydroponic Harvest. Students grew fresh cilantro and dill, which were then supplied to the school's **Culinary Department**. This project not only introduced students to sustainable farming techniques but also demonstrated the connection between agriculture and culinary arts, giving students a tangible sense of accomplishment and showing them how their work can serve their peers. Projects like this highlight the integration of different disciplines, allowing students to see real-world applications of their studies.

Creativity and fundraising efforts converged in the **Las Plumas Art Club's** Valentine's Day project. Students created fused glass hearts, some engraved with intricate designs made possible by a grant from Lundberg Family Farms. These artistic creations supported the club while allowing students to develop their creative skills in a meaningful, project-based format.

Las Plumas High School's educational adventures continue with its 10th-grade **World History students**. Recently, 34 students visited Angel Island, the "Ellis Island of the West Coast," where they explored immigration history. Hiking to the detention barracks provided an immersive learning environment, allowing history to come alive in a way that simply cannot be replicated in the classroom.



Leadership and agricultural education were highlighted when nine **Agriculture Leadership Students** from Las Plumas visited Oakdale Elementary School. They engaged younger students with a lesson about the farm-to-table process, using the book How Did That Get in My Lunchbox? This initiative not only enriched the elementary students' understanding of agriculture but also developed the leadership and teaching skills of the high school students.



Another great program is the **Recycled Cycles class at Prospect High School**, where students refurbish old bicycles, gaining practical mechanical skills while promoting environmental sustainability. By learning how to repair and recycle bikes, students contribute to the community by providing refurbished bicycles to those in need.









The academic success of OUHSD students was evident during the **Academic Decathlon County Competition**, where Las Plumas High School's newly formed team earned 36 medals, outshining four other schools. Oroville High School also saw its students excel, bringing home 11 medals. These achievements highlight the district's dedication to fostering academic excellence alongside innovative, hands-on learning opportunities.

In addition to academics and creative projects, Oroville High School's **Family, Career, and Community Leaders of America (FCCLA)** program celebrated multiple first-place wins in various categories, including bread-making, teaching strategies, creative cakes, and community service displays. These wins recognize the students' talents and reflect the importance of teamwork, leadership, and real-world problem-solving that FCCLA encourages.

OUHSD's commitment to providing students with college and career readiness opportunities was fully displayed during a recent field trip. Oroville High School **California Scholarship Federation (CSF)** advisors led 25 bright students on an exciting journey to San Jose State University and Santa Clara University on March 5th. The students explored both campuses, learned about future educational opportunities, and gained valuable insights into college life. This field trip offered inspiration and discovery, showing students the possibilities that lie ahead and motivating them to pursue higher education.

WHY INNOVATIVE LEARNING MATTERS FOR STUDENT SUCCESS

Programs like these are vital to the success of high school students because they engage learners in a more profound, meaningful way. By participating in hands-on projects, students gain skills that cannot be taught through traditional methods alone—leadership, collaboration, creativity, and critical thinking. These experiences prepare students for future academic and career success and equip them to be active, thoughtful members of their communities.

These innovative learning opportunities directly support OUHSD's **Positive Behavioral Interventions and Support (PBIS)** efforts. By engaging in project-based learning, students practice responsibility, respect, and teamwork—core components of PBIS. These projects also reinforce positive behaviors by encouraging students to take ownership of their learning and contribute positively to their school and community environments. Students who experience success by working together and problem-solving with their peers also help to build a sense of pride and belonging, strengthening the district's focus on positive behavior and our in alignment with our PBIS initiatives.

In today's fast-paced, ever-evolving world, students need more than rote memorization and standardized tests to succeed. They need opportunities to apply what they learn in real-world settings, allowing them to build confidence in their abilities. At OUHSD, these innovative projects provide the ideal platform for students to do just that, ensuring they are ready for graduation and the challenges and opportunities beyond the high school walls.

OUHSD MISSION STATEMENT

OUHSD is committed to providing every student with equitable educational and extra-curricular opportunities that prepare them to be college and/or career ready. Every school will have a positive climate that focuses on being safe, responsible and respectful.

OUHSD VISION STATEMENT

Preparing students for the future today.

OUHSD CORE BELIEFS

We believe:

1. When provided an engaging, inspiring and challenging learning environment, every student will have the opportunity to achieve at their maximum potential.
2. Active engagement of students by caring adults is key to helping students achieve.
3. Every student learns at their own pace and will have access to educational services and supports to enhance their learning experience.
4. Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities.
5. Every member of the learning community deserves to be part of a safe, caring, equitable and nurturing learning environment and should be treated with respect, dignity and worth.





ATTENDANCE

All students

80.4% (2023-24) → ▲ 82.1% (2024-25)

Chronic absenteeism
Socioeconomically disadvantaged students

22% (2023-24) → ▼ 19.7% (2024-25)

Chronic absenteeism
All students

19.5% (2023-24) → ▼ 17.9% (2024-25)

Chronic absenteeism
Students with disabilities

33.3% (2023-24) → ▼ 29.4% (2024-25)

SUSPENSION RATE

All students

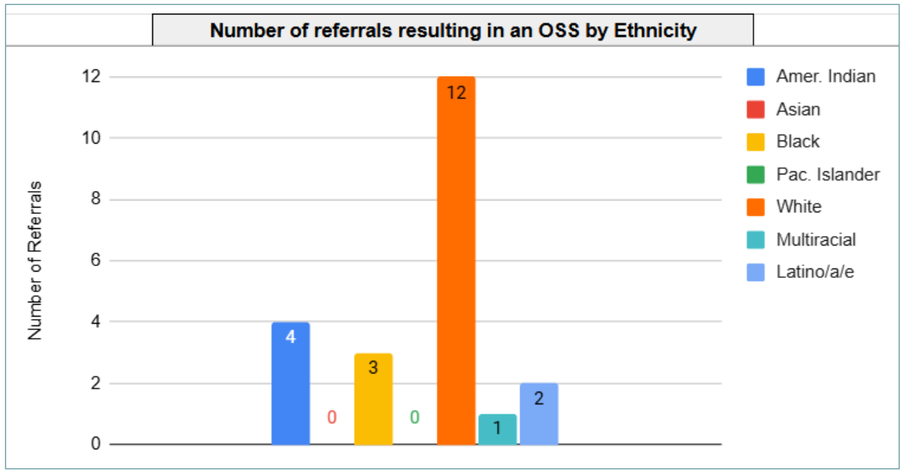
6.39% (2023-24) → ▼ 3.69% (2024-25)

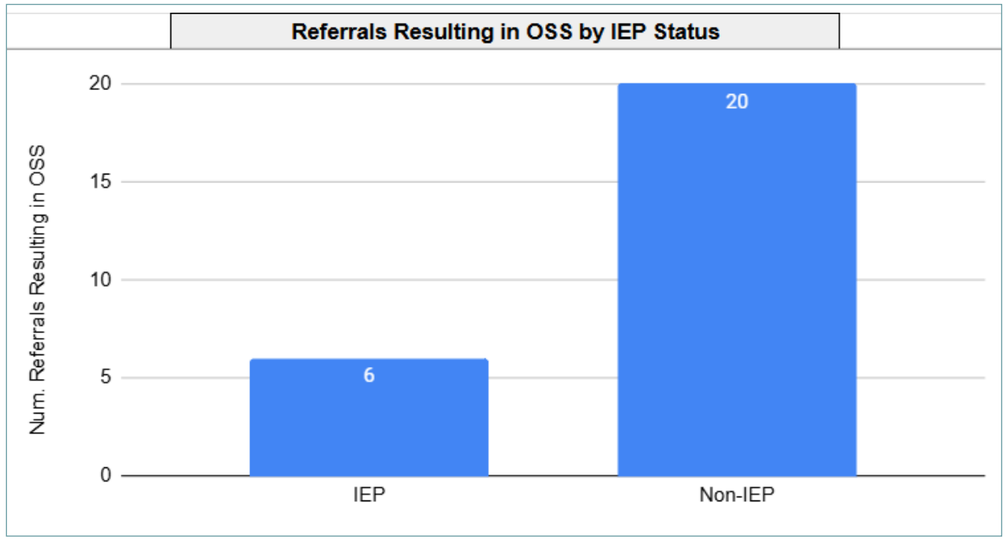
EXPULSION RATE

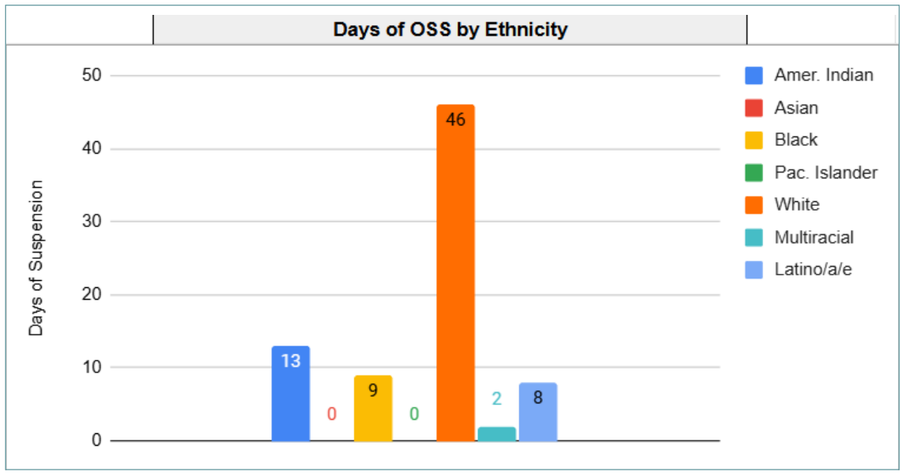
All students

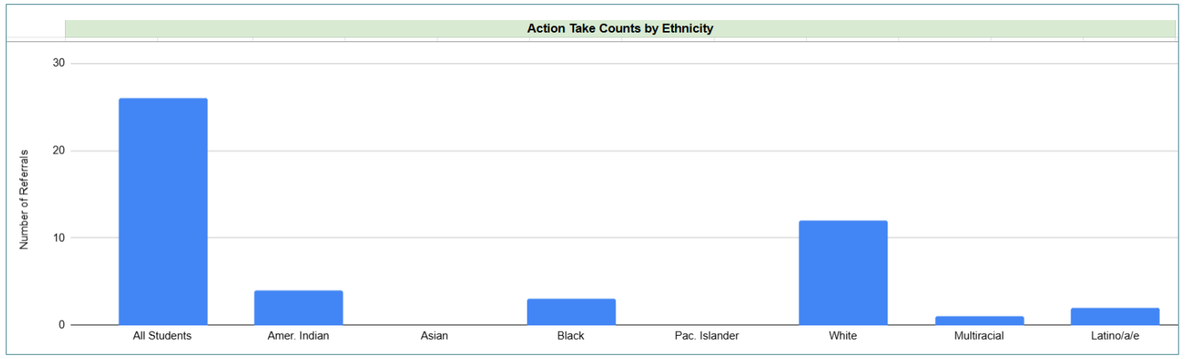
.19% (2023-24) → ▼ .04% (2024-25)

OHS STUDENT DISCIPLINE: 2024-25 SCHOOL YEAR









PROGRESSIVE INTERVENTION POLICY

The Progressive Intervention Policy is designed to provide safe classrooms and healthy learning environments. Each level places an emphasis on being Safe, Respectful, and Responsible. Intervention procedures are documented at each of our schools and additional interventions not listed may be utilized as well.

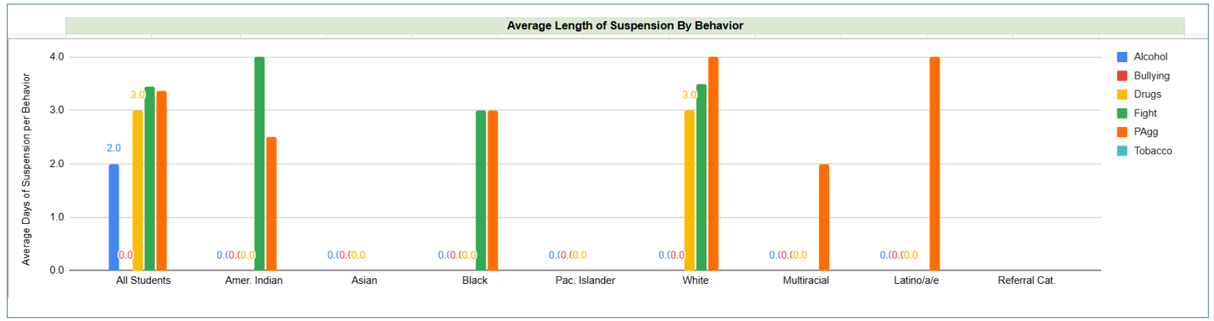
Tier I: Teacher/Staff Interventions
Tier II: Counselor/ Social Worker/ Targeted Case Manager Interventions
Tier III: Administration Interventions

Examples of alternatives to suspensions include, but are not limited to: structured day, restorative practice agreement, brief intervention, lunch with teacher, reflection sheet.

OUHSD's goal is to prevent student misconduct and correct student behavior through School Wide Culturally Responsive Positive Behavioral Interventions and Supports in order to enable them to be successful and productive members of our society. The school will take effective and prompt steps to prevent, eliminate and remedy disruption and obstacles that prevent learning.

OUHSD's full Progressive Intervention Policy can be found at: www.ouhsd.org/parents-students/progressive-intervention-policy

OHS STUDENT DISCIPLINE: 2024-25 SCHOOL YEAR



Referral Type Major — **Equity Data Summary**

Risk Index

	# Students Enrolled	# Students w/ Referral	% of Students within Race/Ethnicity with Referrals	Risk Index
Amer. Indian	72	13	18.06%	0.18
Asian	176	2	1.14%	0.01
Black	62	15	24.19%	0.24
Pac. Islander	18	1	5.56%	0.06
White	412	68	16.50%	0.17
Multiracial	32	13	40.63%	0.41
Latino/a/e	137	21	15.33%	0.15

Risk Ratio

	# Students Enrolled	Risk Index	Comp. Risk Index	Risk Ratio
Amer. Indian	72	0.18	0.17	1.09
Asian	176	0.01	0.17	0.07
Black	62	0.24	0.17	1.47
Pac. Islander	18	0.06	0.17	0.34
White	412	0.17	0.17	1.00
Multiracial	32	0.41	0.17	2.46
Latino/a/e	137	0.15	0.17	0.93

Referral Type OSS — **Equity Data Summary**

Risk Index

	# Students Enrolled	# Students w/ Referral	% of Students within Race/Ethnicity with Referrals	Risk Index
Amer. Indian	72	4	5.56%	0.06
Asian	176	0	0.00%	0.00
Black	62	3	4.84%	0.05
Pac. Islander	18	0	0.00%	0.00
White	412	10	2.43%	0.02
Multiracial	32	1	3.13%	0.03
Latino/a/e	137	2	1.46%	0.01

Risk Ratio

	# Students Enrolled	Risk Index	Comp. Risk Index	Risk Ratio
Amer. Indian	72	0.06	0.02	2.29
Asian	176	0.00	0.02	0.00
Black	62	0.05	0.02	1.99
Pac. Islander	18	0.00	0.02	0.00
White	412	0.02	0.02	1.00
Multiracial	32	0.03	0.02	1.29
Latino/a/e	137	0.01	0.02	0.60

OUHSD TRANSLATION SERVICES

OUHSD has staff members at each site available to assist parents with translations in Hmong and Spanish at meetings. The District also has access to IEP forms in Hmong and Spanish.

OUHSD is contracting with Language Line Services, Inc. to provide phone interpreting, document translation and virtual meeting translation when local staff are not available or local staff cannot translate the required language.

Parents can contact the Oroville Union High School District, Director of Education if they require translation services. OUHSD has Google Translate on our website that is available to students, parents and teachers.

Referral Type Minor — **Equity Data Summary**

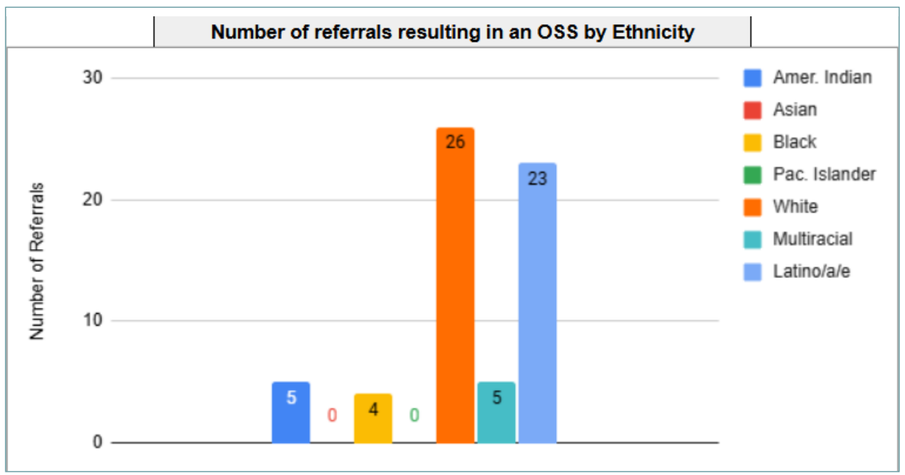
Risk Index

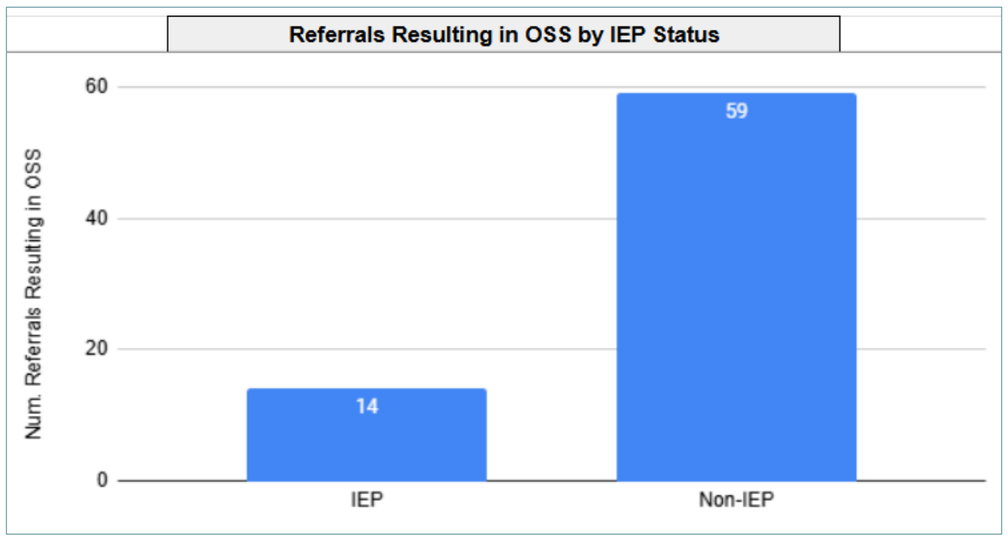
	# Students Enrolled	# Students w/ Referral	% of Students within Race/Ethnicity with Referrals	Risk Index
Amer. Indian	72	20	27.78%	0.28
Asian	176	15	8.52%	0.09
Black	62	24	38.71%	0.39
Pac. Islander	18	2	11.11%	0.11
White	412	122	29.61%	0.30
Multiracial	32	21	65.63%	0.66
Latino/a/e	137	45	32.85%	0.33

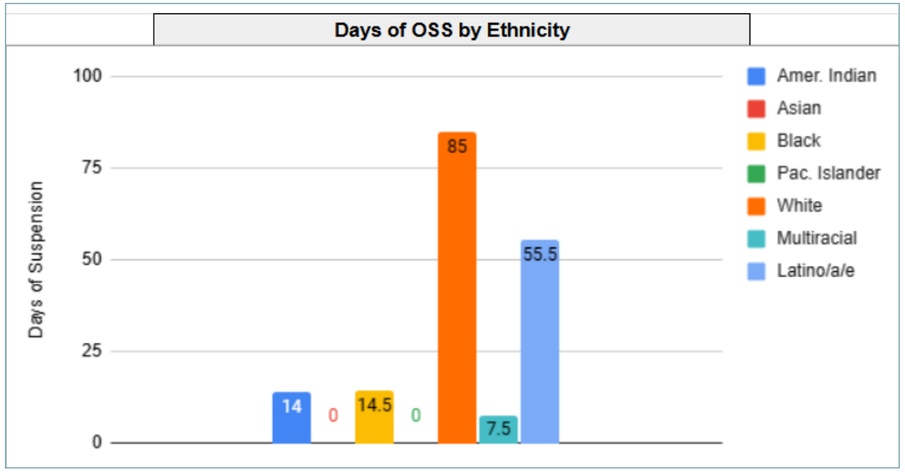
Risk Ratio

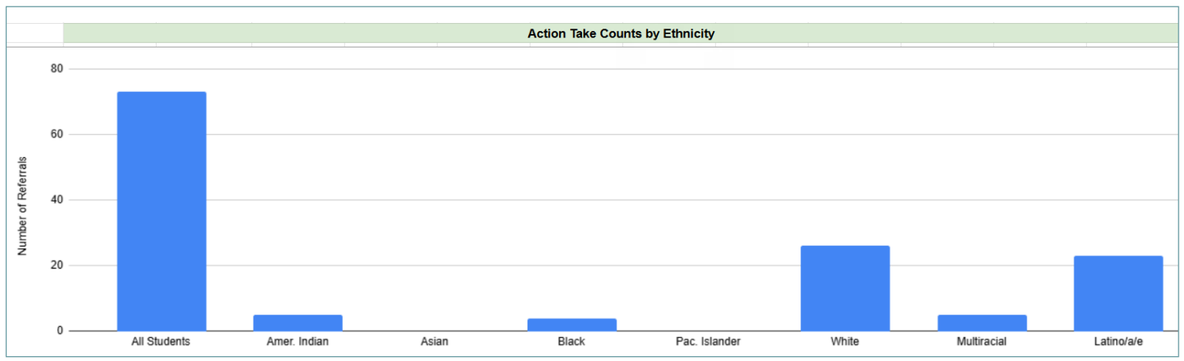
	# Students Enrolled	Risk Index	Comp. Risk Index	Risk Ratio
Amer. Indian	72	0.28	0.30	0.94
Asian	176	0.09	0.30	0.29
Black	62	0.39	0.30	1.31
Pac. Islander	18	0.11	0.30	0.38
White	412	0.30	0.30	1.00
Multiracial	32	0.66	0.30	2.22
Latino/a/e	137	0.33	0.30	1.11

LPHS STUDENT DISCIPLINE: 2024-25 SCHOOL YEAR

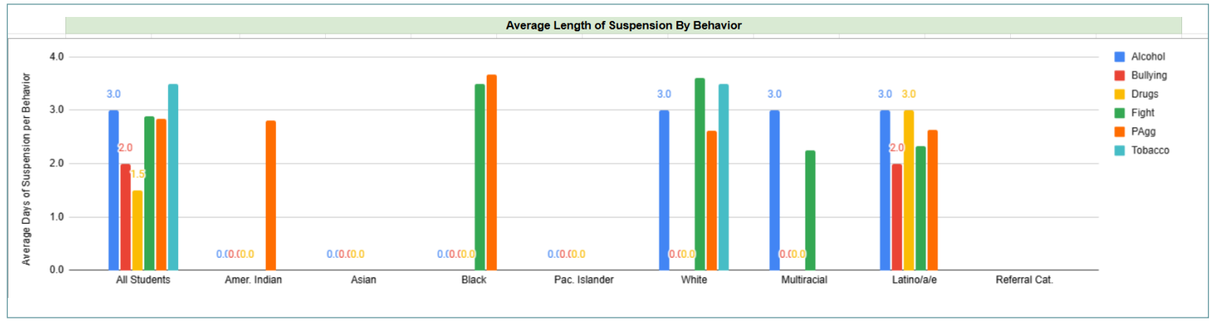








LPHS STUDENT DISCIPLINE: 2024-25 SCHOOL YEAR



Referral Type Major — **Equity Data Summary**

Risk Index

	# Students Enrolled	# Students w/ Referral	% of Students within Race/Ethnicity with Referrals	Risk Index
Amer. Indian	77	12	15.58%	0.16
Asian	88	2	2.27%	0.02
Black	30	9	30.00%	0.30
Pac. Islander	7	2	28.57%	0.29
White	723	105	14.52%	0.15
Multiracial	100	7	7.00%	0.07
Latino/a/e	305	45	14.75%	0.15

Risk Ratio

	# Students Enrolled	Risk Index	Comp. Risk Index	Risk Ratio
Amer. Indian	77	0.16	0.15	1.07
Asian	88	0.02	0.15	0.16
Black	30	0.30	0.15	2.07
Pac. Islander	7	0.29	0.15	1.97
White	723	0.15	0.15	1.00
Multiracial	100	0.07	0.15	0.48
Latino/a/e	305	0.15	0.15	1.02

Referral Type OSS — **Equity Data Summary**

Risk Index

	# Students Enrolled	# Students w/ Referral	% of Students within Race/Ethnicity with Referrals	Risk Index
Amer. Indian	77	3	3.90%	0.04
Asian	88	0	0.00%	0.00
Black	30	3	10.00%	0.10
Pac. Islander	7	0	0.00%	0.00
White	723	20	2.77%	0.03
Multiracial	100	3	3.00%	0.03
Latino/a/e	305	13	4.26%	0.04

Risk Ratio

	# Students Enrolled	Risk Index	Comp. Risk Index	Risk Ratio
Amer. Indian	77	0.04	0.03	1.41
Asian	88	0.00	0.03	0.00
Black	30	0.10	0.03	3.62
Pac. Islander	7	0.00	0.03	0.00
White	723	0.03	0.03	1.00
Multiracial	100	0.03	0.03	1.08
Latino/a/e	305	0.04	0.03	1.54

Referral Type Minor — **Equity Data Summary**

Risk Index

	# Students Enrolled	# Students w/ Referral	% of Students within Race/Ethnicity with Referrals	Risk Index
Amer. Indian	77	26	33.77%	0.34
Asian	88	8	9.09%	0.09
Black	30	13	43.33%	0.43
Pac. Islander	7	2	28.57%	0.29
White	723	228	31.54%	0.32
Multiracial	100	20	20.00%	0.20
Latino/a/e	305	116	38.03%	0.38

Risk Ratio

	# Students Enrolled	Risk Index	Comp. Risk Index	Risk Ratio
Amer. Indian	77	0.34	0.32	1.07
Asian	88	0.09	0.32	0.29
Black	30	0.43	0.32	1.37
Pac. Islander	7	0.29	0.32	0.91
White	723	0.32	0.32	1.00
Multiracial	100	0.20	0.32	0.63
Latino/a/e	305	0.38	0.32	1.21

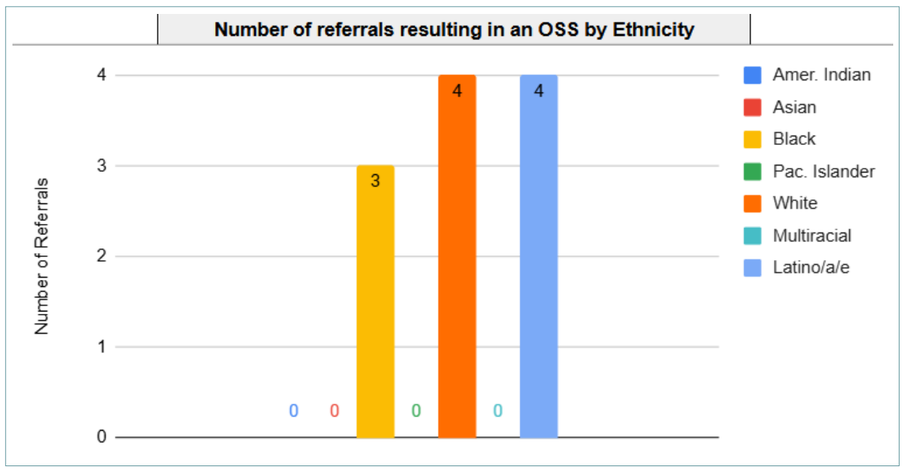
SUPPORTIVE SCHOOL CLIMATE ADVISORY COMMITTEE

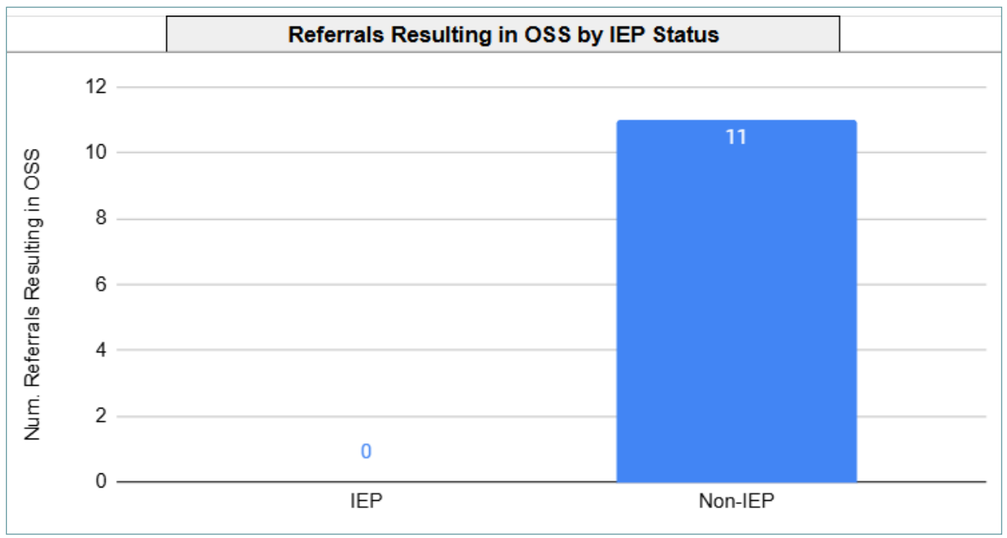
The Supportive School Climate Advisory Committee consists of parents, students and staff who are representative of the diverse students attending District schools and members of community organizations and non-profit organizations who work with and provide supports to students and parents in the area to provide suggestions on improvements to the District's discipline policies, procedures, and practices, the terms and implementation of substantive provisions in this Judgment, and communications with parents, students, and the community regarding the same.

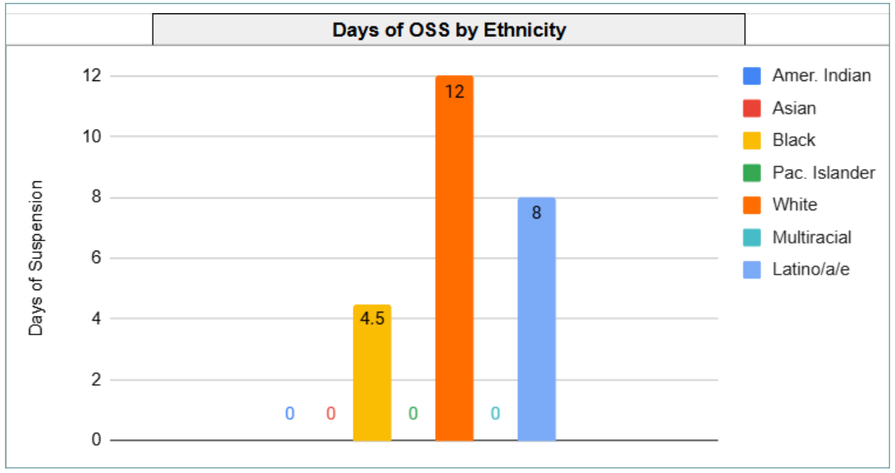
The focus of this committee is to: (a) emphasize the District's commitment to treating all students fairly and equitably in the administration of discipline without regard to race, color, national origin, sex, gender, gender identity, disability, religion or foster youth or homeless status; (b) discuss what is expected of students and staff under the revised policies and practices; (c) describe the alternative means of correction that will be available and implemented; (d) explain the law, research, and evidence supporting the steps and practices the District will be implementing to provide a safe, welcoming, and supportive school environment; and (e) the ways in which parents, guardians, and education rights holders can partner with the District to provide a safe, welcoming, and supportive school environment.

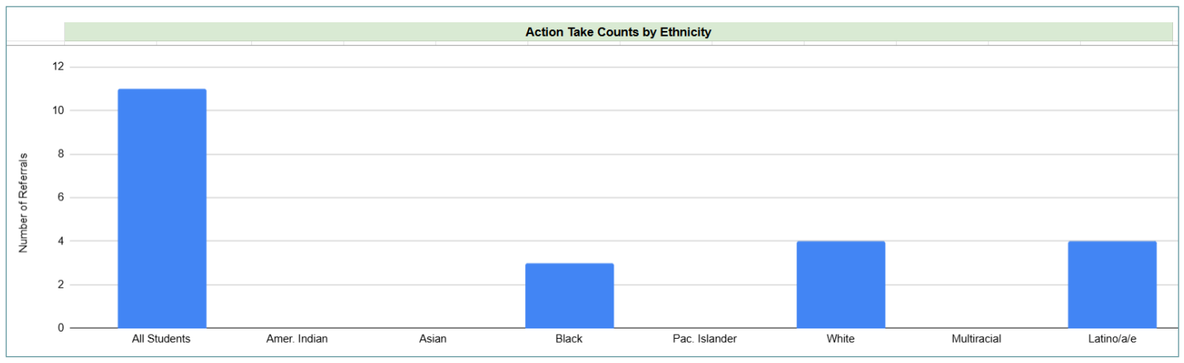
The committee and its work aligns with and supports the District's larger efforts to improve its equity and achievement policies and practices, including increasing staff training, modifying its student discipline policies and practices, establishing district-wide multi-tiered systems of support, strengthening mental health, social work, and counseling services for students, engaging with the school community regarding student discipline policy changes, and improving procedures for handling student complaints. More information can be found at: www.ouhsd.org/community/supportive-school-climate-advisory-committee

PHS STUDENT DISCIPLINE: 2024-25 SCHOOL YEAR

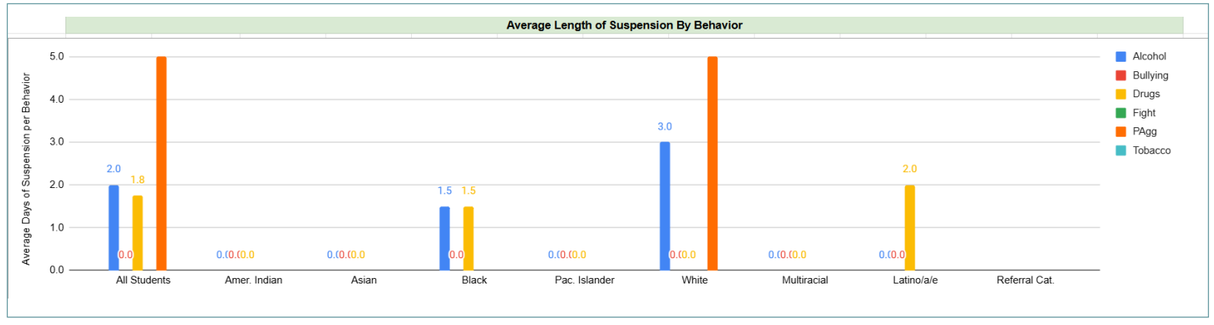








PHS STUDENT DISCIPLINE: 2024-25 SCHOOL YEAR



Referral Type Major — **Equity Data Summary**

Risk Index

	# Students Enrolled	# Students w/ Referral	% of Students within Race/Ethnicity with Referrals	Risk Index
Amer. Indian	5	0	0.00%	0.00
Asian	1	0	0.00%	0.00
Black	6	1	16.67%	0.17
Pac. Islander	2	0	0.00%	0.00
White	37	11	29.73%	0.30
Multiracial	1	0	0.00%	0.00
Latino/a/e	17	3	17.65%	0.18

Risk Ratio

	# Students Enrolled	Risk Index	Comp. Risk Index	Risk Ratio
Amer. Indian	5	0.00	0.30	0.00
Asian	1	0.00	0.30	0.00
Black	6	0.17	0.30	0.56
Pac. Islander	2	0.00	0.30	0.00
White	37	0.30	0.30	1.00
Multiracial	1	0.00	0.30	0.00
Latino/a/e	17	0.18	0.30	0.59

Referral Type OSS — **Equity Data Summary**

Risk Index

	# Students Enrolled	# Students w/ Referral	% of Students within Race/Ethnicity with Referrals	Risk Index
Amer. Indian	5	0	0.00%	0.00
Asian	1	0	0.00%	0.00
Black	6	1	16.67%	0.17
Pac. Islander	2	0	0.00%	0.00
White	37	3	8.11%	0.08
Multiracial	1	0	0.00%	0.00
Latino/a/e	17	2	11.76%	0.12

Risk Ratio

	# Students Enrolled	Risk Index	Comp. Risk Index	Risk Ratio
Amer. Indian	5	0.00	0.08	0.00
Asian	1	0.00	0.08	0.00
Black	6	0.17	0.08	2.06
Pac. Islander	2	0.00	0.08	0.00
White	37	0.08	0.08	1.00
Multiracial	1	0.00	0.08	0.00
Latino/a/e	17	0.12	0.08	1.45

Referral Type Minor — **Equity Data Summary**

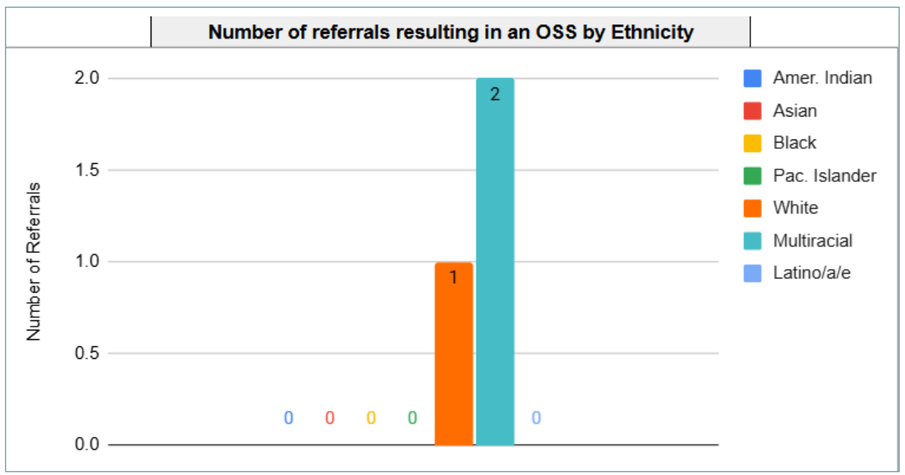
Risk Index

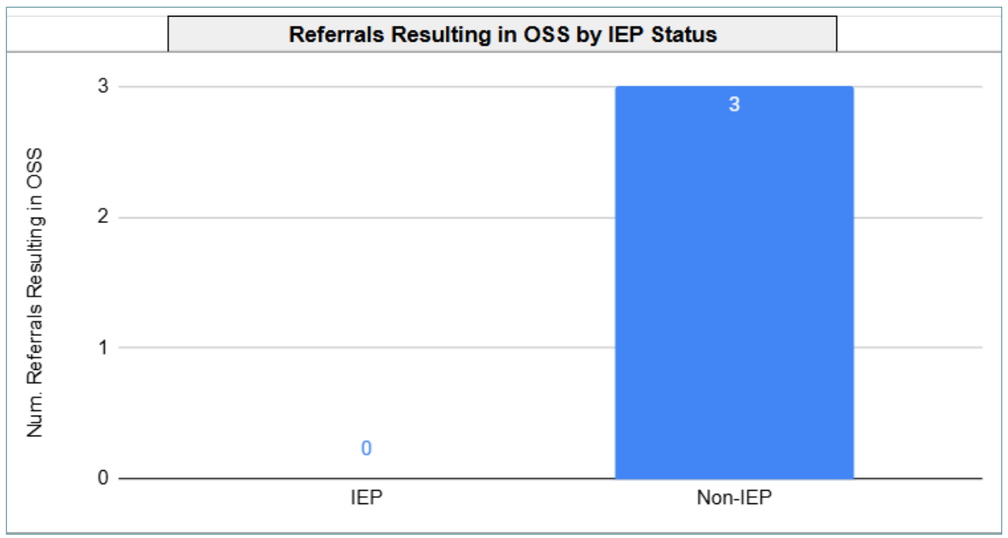
	# Students Enrolled	# Students w/ Referral	% of Students within Race/Ethnicity with Referrals	Risk Index
Amer. Indian	5	1	20.00%	0.20
Asian	1	0	0.00%	0.00
Black	6	1	16.67%	0.17
Pac. Islander	2	0	0.00%	0.00
White	37	8	21.62%	0.22
Multiracial	1	0	0.00%	0.00
Latino/a/e	17	2	11.76%	0.12

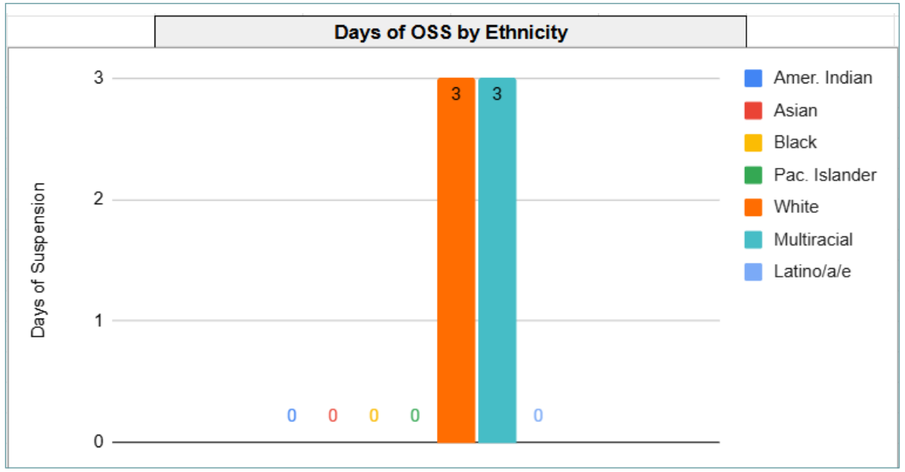
Risk Ratio

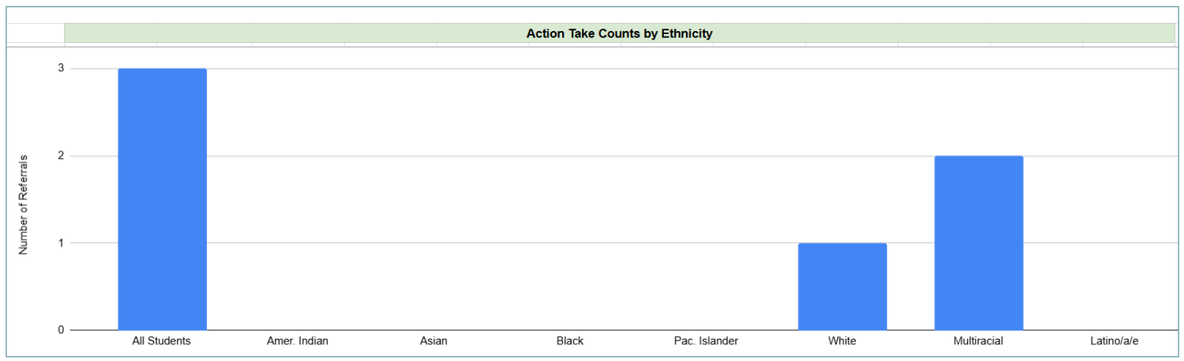
	# Students Enrolled	Risk Index	Comp. Risk Index	Risk Ratio
Amer. Indian	5	0.20	0.22	0.93
Asian	1	0.00	0.22	0.00
Black	6	0.17	0.22	0.77
Pac. Islander	2	0.00	0.22	0.00
White	37	0.22	0.22	1.00
Multiracial	1	0.00	0.22	0.00
Latino/a/e	17	0.12	0.22	0.54

CDS STUDENT DISCIPLINE: 2024-25 SCHOOL YEAR

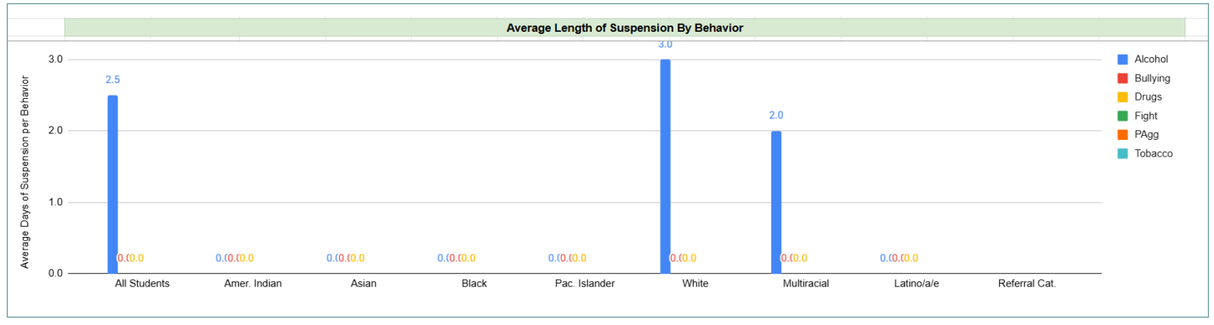








CDS STUDENT DISCIPLINE: 2024-25 SCHOOL YEAR



Referral Type Major — **Equity Data Summary**

Risk Index

	# Students Enrolled	# Students w/ Referral	% of Students within Race/Ethnicity with Referrals	Risk Index
Amer. Indian	0	0	0.00%	0.00
Asian	0	0	0.00%	0.00
Black	1	0	0.00%	0.00
Pac. Islander	0	0	0.00%	0.00
White	3	1	33.33%	0.33
Multiracial	2	1	50.00%	0.50
Latino/a/e	0	1	0.00%	0.00

Risk Ratio

	# Students Enrolled	Risk Index	Comp. Risk Index	Risk Ratio
Amer. Indian	0	0.00	0.33	0.00
Asian	0	0.00	0.33	0.00
Black	1	0.00	0.33	0.00
Pac. Islander	0	0.00	0.33	0.00
White	3	0.33	0.33	1.00
Multiracial	2	0.50	0.33	1.50
Latino/a/e	0	0.00	0.33	0.00

Referral Type OSS — **Equity Data Summary**

Risk Index

	# Students Enrolled	# Students w/ Referral	% of Students within Race/Ethnicity with Referrals	Risk Index
Amer. Indian	0	0	0.00%	0.00
Asian	0	0	0.00%	0.00
Black	1	0	0.00%	0.00
Pac. Islander	0	0	0.00%	0.00
White	3	1	33.33%	0.33
Multiracial	2	1	50.00%	0.50
Latino/a/e	0	0	0.00%	0.00

Risk Ratio

	# Students Enrolled	Risk Index	Comp. Risk Index	Risk Ratio
Amer. Indian	0	0.00	0.33	0.00
Asian	0	0.00	0.33	0.00
Black	1	0.00	0.33	0.00
Pac. Islander	0	0.00	0.33	0.00
White	3	0.33	0.33	1.00
Multiracial	2	0.50	0.33	1.50
Latino/a/e	0	0.00	0.33	0.00

Referral Type Minor — **Equity Data Summary**

Risk Index

	# Students Enrolled	# Students w/ Referral	% of Students within Race/Ethnicity with Referrals	Risk Index
Amer. Indian	0	0	0.00%	0.00
Asian	0	0	0.00%	0.00
Black	1	0	0.00%	0.00
Pac. Islander	0	0	0.00%	0.00
White	3	3	100.00%	1.00
Multiracial	2	1	50.00%	0.50
Latino/a/e	0	1	0.00%	0.00

Risk Ratio

	# Students Enrolled	Risk Index	Comp. Risk Index	Risk Ratio
Amer. Indian	0	0.00	1.00	0.00
Asian	0	0.00	1.00	0.00
Black	1	0.00	1.00	0.00
Pac. Islander	0	0.00	1.00	0.00
White	3	1.00	1.00	1.00
Multiracial	2	0.50	1.00	0.50
Latino/a/e	0	0.00	1.00	0.00



The District is committed to non-discrimination in discipline practices and treating all students fairly and equitably without regard to race, color, ancestry, nationality, immigration status, age, ethnicity, religion, parental or pregnancy status, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics.

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