



OROVILLE CITY ELEMENTARY SCHOOL DISTRICT

OCESD is committed to providing a safe school environment that is supportive, welcoming, and equitable to all students. We want to build partnerships with our parents; please feel free to communicate with us via phone or email.

OCESD is committed to serving all of our students equitably. Last year, we began a new committee to look at how we are providing a supportive school climate in all of our schools. We have been training staff on trauma-based instruction and high leverage classroom practices, building a stronger Positive Behavior Intervention System, and increasing staff to support our systems. Our committee will be looking at how our progress in making the changes is going and identifying further changes needed. We are in need of community members that would be willing to serve on this committee to represent all of the various ethnic groups in our community. We will meet three times this year: October 21, February 23, and May 18 at 7:00 p.m. Meetings currently are scheduled for a virtual format and may change to in-person depending on the COVID numbers. Please contact Janet Handley if you are interested in participating on this committee.

Janet Handley

Supportive School Climate Coordinator and
Assistant Superintendent, Curriculum & Instruction

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530-532-3000 ext. 3013

SUSPENSIONS IN SCHOOL AND OUT OF SCHOOL

OCESD Suspension Rates August 17, 2021 – October 1, 2021

	# of Enrolled Students	# of Students Suspended	% of Students Suspended
Central Middle	277	7	2.5%
Ishi Hills Middle	323	9	2.8%
Oakdale	312	7	2.2%
Ophir	437	3	0.7%
Stanford	447	9	2.0%
Wyandotte	279	7	2.5%
Sierra del Oro	30	0	0.0%
TOTAL	2105	42	2.0%

OCESD In School Suspension August 17, 2021 - October 1, 2021

	# of Enrolled Students	# of Students Suspended	% of Students Suspended
Central Middle	277	1	0.4%
Ishi Hills Middle	323	11	3.4%
Oakdale	312	0	0.0%
Ophir	437	0	0.0%
Stanford	447	0	0.0%
Wyandotte	279	0	0.0%
Sierra del Oro	30	0	0.0%
TOTAL	2105	12	0.7%

Due to extremely low numbers, data cannot be reported by race, gender, or any other identifying factors for suspensions and in-school suspensions. Equity calculations cannot be made at this time.

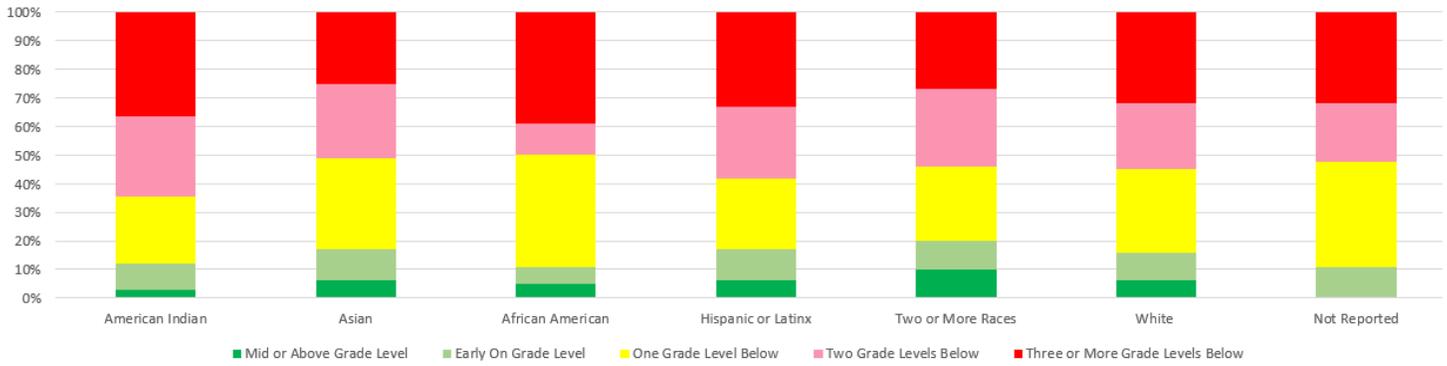
OFFICE REFERRALS

OCESD Student Office Referrals August 17, 2021 – October 1, 2021

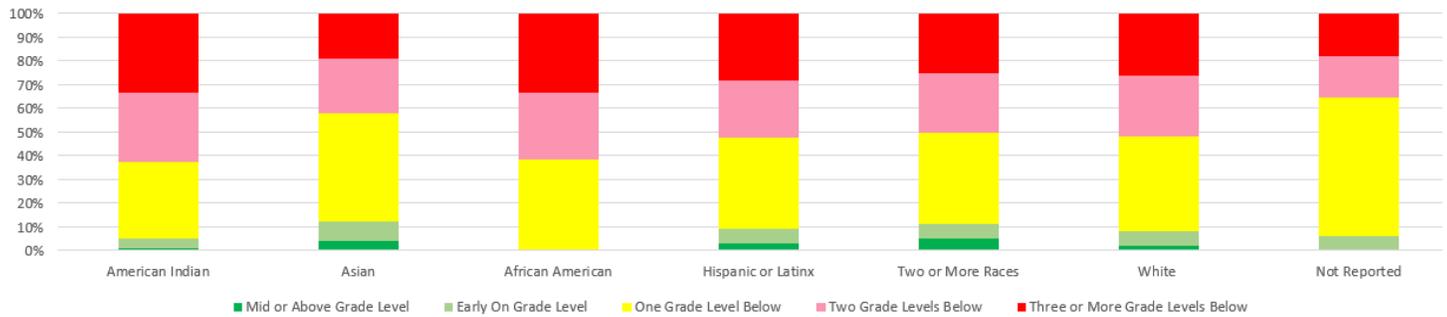
Data as of 10/13/21	# of Enrolled Students	American Indian/ Alaska Native	Asian Students	African American Students	Hispanic Students	White Students	Multiracial Students
Central Middle	277	8	0	2	13	55	5
Ishi Hills Middle	323	1	0	1	0	25	8
Oakdale	312	1	0	28	14	44	1
Ophir	437	1	1	1	18	30	1
Stanford	447	4	0	6	1	16	5
Wyandotte	279	1	0	2	1	5	2
Sierra del Oro	30	0	0	0	0	0	0
TOTAL	2105	16	1	40	47	175	22
Referrals Risk Ratio	2105	1.68	0.03	3.64	0.71	1.00	0.44

TEST SCORES

i-Ready Reading Scores, Fall 2021 Window 1



i-Ready Math Scores, Fall 2021 Window 1

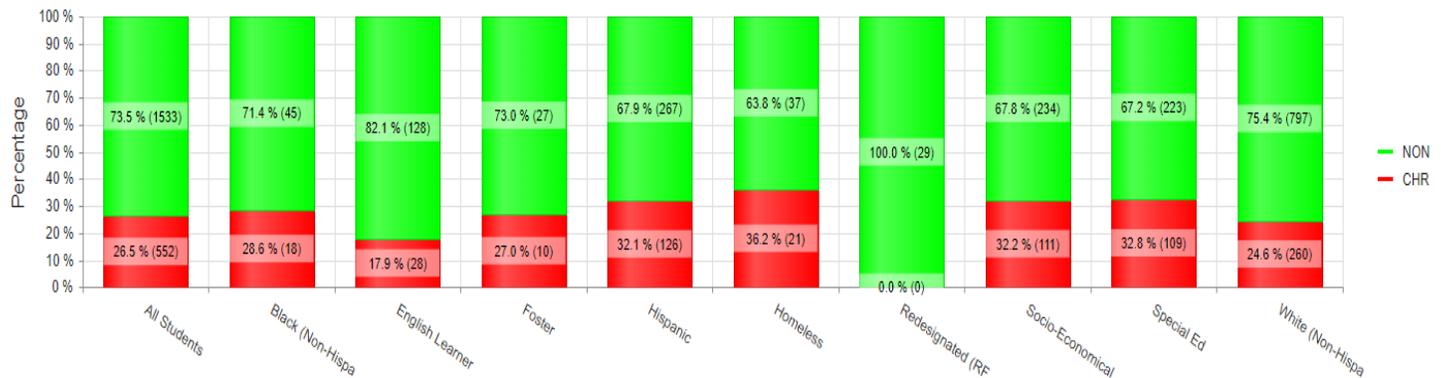


GRADES

Central MS	Number of Students	Avg. GPA	Ishi Hills MS	Number of Students	Avg. GPA
American Indian	31	2.16	American Indian	44	2.82
Blank	4	3.43	Blank	3	2.51
African American	11	2.04	African American	26	2.78
White	131	2.49	White	190	2.80
Asian	63	3.35	Asian	23	3.28
Hispanic	38	3.15	Hispanic	38	2.89
Total	278	2.77	Total	324	2.85

ATTENDANCE

Attendance % (Chronic (>=10%) vs Non Chronic)



Schools: Central MS, Oakdale Heights Schl, Ophir Schl, Stanford Avenue Schl, Wyandotte Academy, Sierra Del Oro, Ishi Hills MS
 Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8

PBIS Three Tiers of Support

MTSS emerged as a framework from the work conducted in public health emphasizing three tiers of prevention. Schools apply this model as a way to align to academic, behavioral, social, and emotional supports to improve education for all students. It's important to remember these tiers refer to levels of support students receive. Students in Tier 2 receive supports that are specified for that level of support; they are not Tier 2 students.

Tier 1: Universal Prevention (All)

Tier 1 supports serve as the foundation for behavior and academics. Schools provide these universal supports to all students. For most students, the core program gives them what they need to be successful and to prevent future problems.

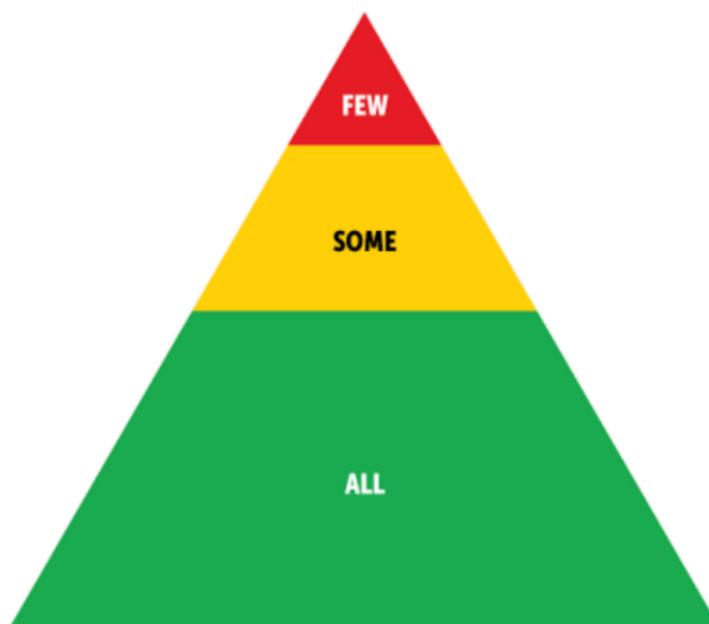
Tier 2: Targeted Prevention (Some)

This level of support focuses on improving specific skill deficits students have. Schools often provide Tier 2 supports to groups of students with similar targeted needs. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient.

Students may need some assessment to identify whether they need this level of support and which skills to address. Tier 2 supports help students develop the skills they need to benefit core programs at the school.

Tier 3: Intensive, Individualized Prevention (Few)

Tier 3 supports are the most intensive supports the school offers. These supports require the most resource-intensive due to the individualized approach of developing and carrying out interventions. At this level, schools typically rely on formal assessments to determine a student's need and to develop an individualized support plan. Student plans often include goals related to both academics as well as behavior support.



LAW ENFORCEMENT

During this reporting period, there were 8 students referred to SR officers regarding behavior.

INDEPENDENT STUDY

During this reporting period, there were no students referred for independent study.

EXPULSIONS

During this reporting period, there have been no students recommended for expulsion.

TRANSLATING AND INTERPRETING SERVICES

Parents: If you need translating or interpreting, please go through your student's teacher or the school office. OCESD has Hmong-speaking and Spanish-speaking Parent Liaisons. We also have access to Language Line, a service that can interpret all languages.

OCESD Statement of Goals

The mission of the Oroville City Elementary School District is to empower all of our students to be successful life-long learners and citizens. We commit to concrete actions to achieve excellence in education and the success of all our students and staff by providing an educational environment that promotes equity, access and inclusion in every aspect of our organization. We are committed through actions to provide each student with a quality education where all students can feel safe and respected.

The District's goal is to ensure that district-wide, all personnel have the training and resources they need to create a climate of safety, mutual respect, and equity through the use of evidence-based and promising practices. We collectively commit to treat all students with the following values, expectations and opportunities:

- All OCESD students will have the opportunity and support to thrive due to a culture of respect, equitable treatment, acceptance and encouragement.
- Student safety is non-negotiable; the district will utilize a multi-tiered system of prevention and evidence-based responses to create a nurturing, safe school climate that is maximally conducive to learning.
- The District is committed to be maximally inclusive, and to stop and prevent shaming, isolation, and discriminatory practices in discipline, consistent with state and federal law, and provide staff with training and resources to eliminate all forms of bias and provide a culturally responsive and supportive climate for students of all protected characteristics.
- The District is committed to routine review of disciplinary data and accountable, transparent action steps to ensure we are treating all of our students fairly and equitably in the administration of discipline, without regard to any protected characteristic or category.
- The District is committed to ensuring consistent and equitable implementation of research-based alternatives to punitive discipline and to using exclusionary discipline as a last resort after exhaustion of alternatives. Such research-based alternatives will focus on a continuum of both prevention and evidence-based responses including: a) positive behavioral strategies, b) Restorative Practices, and c) other SEL (social emotional learning) skill building practices.
- The District is committed to shaping our policies and practices to ensure we are working with the students who exhibit social behavioral issues, and their families. We will hold ourselves accountable to ensure that the students remain maximally engaged in the District's educational program and are given every opportunity to reach their potential by not limiting their instructional and engagement opportunities.
- The District is committed to taking effective and prompt steps to prevent and eliminate harassment and remedy its effects on any students based on any protected characteristic or category. We will work to achieve this through implementation of evidence-based bully prevention, positive behavioral support strategies, Restorative Practices, anti-bias training, and SEL skill building.