

Oroville High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.


DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Mr. Douglas Williams, Principal

 Principal, Oroville High

About Our School

Hi and welcome to Oroville High School's Accountability Report Card.

At Oroville High, our focus is student learning. We have made many positive changes after adopting this point of view and look forward to the outcomes as we continue our focus. Teachers have made a universal commitment that no student will fail and all of our decisions are based on that commitment.

The mission at Oroville High School is to provide a safe, engaging environment that promotes high academic achievement and personal and social responsibility.

Oroville High School's guiding vision is to assure that all students meet the academic, social, physical and career challenges of the 21st century.

We offer quality programs to help our students succeed. Courses, curriculum, and schoolwide goals at Oroville High School are reviewed and aligned regularly so that our instructional practices are focused on essential core content standards. As we enter into 2017 our focus is to begin implementation of the Common Core. As we focus on instructional practices we are guided by the following 4 questions: 1) What is it we expect students to learn? 2) How will we know if they have learned it? 3) How will we respond if they haven't learned it? 4) How will we respond when our students already know it?

Doug Williams

Contact

*Oroville High
1535 Bridge St.
Oroville, CA 95966-5060*

*Phone: 530-538-2320
E-mail: dougwilliams@ouhsd.org*

About This School

Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) | |
|--|--|
| District Name | Oroville Union High |
| Phone Number | (530) 538-2300 |
| Superintendent | Corey Willenberg |
| E-mail Address | cwillenb@ouhsd.org |
| Web Site | www.ouhsd.org |

| School Contact Information (School Year 2016-17) | |
|--|--|
| School Name | Oroville High |
| Street | 1535 Bridge St. |
| City, State, Zip | Oroville, Ca, 95966-5060 |
| Phone Number | 530-538-2320 |
| Principal | Mr. Douglas Williams, Principal |
| E-mail Address | dougwilliams@ouhsd.org |
| Web Site | http://ohs.ouhsd.org |
| County-District-School (CDS) Code | 04615150435602 |

Last updated: 1/11/2017

School Description and Mission Statement (School Year 2016-17)

Oroville is the county seat for Butte County and sets along a particularly scenic stretch of the Feather River at the base of what is the second tallest earth-filled dam in the world. The lake that the dam created serves as the primary source for the California Water Project, the aqueduct that supplies Central and Southern California with much of its water. Oroville High School (OHS) is located in a residential area near downtown Oroville. The main campus encompasses an entire block with several satellite classrooms and athletic playing fields located on an adjacent block. The roughly 1050 students who attend Oroville High come from an area of approximately 663 square miles and from five different elementary districts. Oroville city limits has a population of roughly 15,558 with 55,000 in the greater Oroville area. We have a rich ethnic diversity within the school and the community, due in large part to the number of Hmong immigrants who have settled in the town. The state agencies associated with the dam and the numerous county agencies and offices associated with the county seat account for much of the income in the area, but other governmental sources (including education and welfare), along with tourism, medical health services, transportation, retail trade, service industries, light manufacturing, agriculture, and lumber account for most of the rest. The median household income in Oroville is \$32,530.

Oroville High School has existed as an institution for over 100 years, though the site we currently occupy is (only) around 80 years old. The facility itself reflects that age; however, we recently completed an \$8.5 million renovation and modernization project initiated through the passage of a local bond measure. Recently completed construction projects include the building of a new library, a new science wing, and a new industrial arts building. Other modernization projects include the conversion of the old library into a theater/performing arts center, conversion of the old wood shop building into new art and ceramics classrooms, and improvements and upgrades to the gymnasium and locker rooms. We also have new softball and soccer fields on campus and the most modern and sophisticated football/soccer stadium and track in the north section due to a \$12 Million bond measure.

For more than 20 years Oroville High School has seen a fairly consistent growth in student achievement. During that time we have twice been recognized as a California Distinguished School and twice during that time we have gone into Program Improvement.

One of the school/community organizations which has been partly responsible for the continued success of the school is The Staff Advisory Committee (SAC). SAC is composed of administration, staff, parents, and students and meets monthly to provide input and to make recommendations in nearly all aspects of school governance. Increasing and expanding parent and community involvement has long been a challenge at OHS, but the SAC, our School Site Council, and our ROP programs in Chef Prep, Medical, Retail Sales, and Administration of Justice have generated partnerships and cooperative relationships with the local hospital and local businesses in support of the school and its programs. OHS also has a partnership with Butte Community College that allows seniors to take classes on the college campus and to gain concurrent credits for both high school and college. CSU Chico also offers OHS students Upward Bound and Educational Talent Search, which give opportunity to low-income and first-generation students to get a head start on college through tutoring programs, residential summer programs, visitations, and personal encouragement. Though Oroville is not an affluent community, a large number of businesses, individuals, and organizations have created scholarships and endowments to support post-secondary pursuits of our graduating seniors. At our 2013 scholarship convocation, over \$160,000 was awarded to deserving students.

Technology has been a focus at Oroville High School for many years. Our first introduction to technology was created by a lead teacher over twenty-five years ago when he wrote a competitive grant to bring the first computers and networking to our campus. Since this time, our school has focused on developing and modernizing our technology offerings both in hardware and software at Oroville High School. Technology such as smart boards and LCD projectors have been added. Digital overheads, such as "Elmo" cameras have been placed in nearly all classes. Teacher's computers and computer labs continue to be upgraded as finances allow.

In addition, the school is in the 2nd year of implementing a "One to One" chrome book program throughout our subjects. Currently we have 350 devices operating in various classrooms. This will expand to 450 next year. The teachers in the classes are also being trained to utilize the latest technologically based instructional methods in order to improve student engagement in their classes.

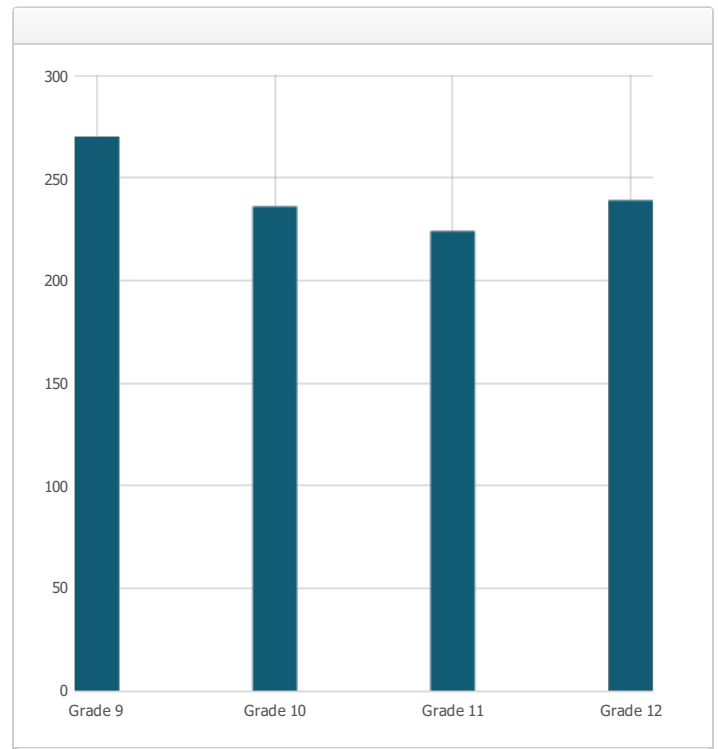
The students from Oroville High School have many opportunities for higher education during and beyond high school. Butte Community College offers comprehensive programs in many fields as well as a college connection program for current seniors. California State University Chico, a four-year university, offers a full spectrum of curricula and is about a 25-minute drive from Oroville.

Thank you for your interest in Oroville High School,
Douglas J. Williams, Principal

Last updated: 1/11/2017

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 270 |
| Grade 10 | 236 |
| Grade 11 | 224 |
| Grade 12 | 239 |
| Total Enrollment | 969 |



Last updated: 1/11/2017

Student Enrollment by Student Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.0 % |
| American Indian or Alaska Native | 5.4 % |
| Asian | 25.1 % |
| Filipino | 0.5 % |
| Hispanic or Latino | 15.1 % |
| Native Hawaiian or Pacific Islander | 0.3 % |
| White | 45.9 % |
| Two or More Races | 4.7 % |
| Other | 0.0 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 71.1 % |
| English Learners | 6.1 % |
| Students with Disabilities | 10.5 % |
| Foster Youth | 1.3 % |

Last updated: 1/11/2017

A. Conditions of Learning

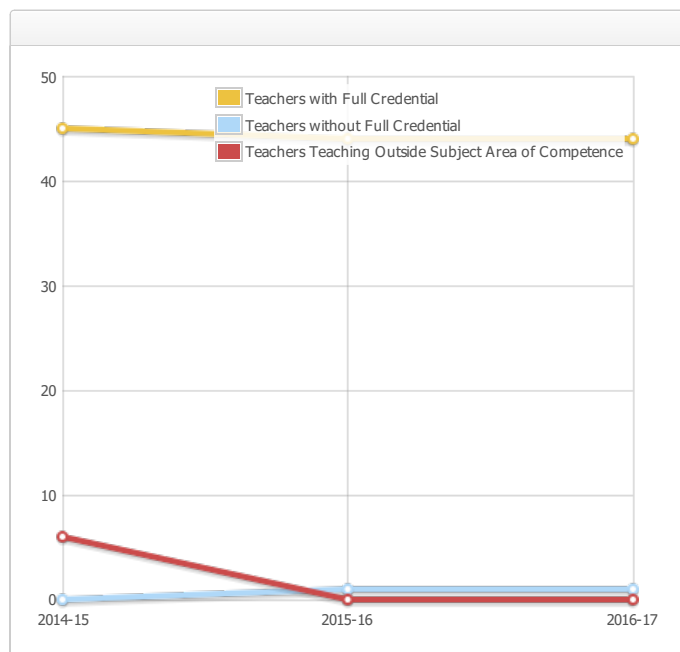
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

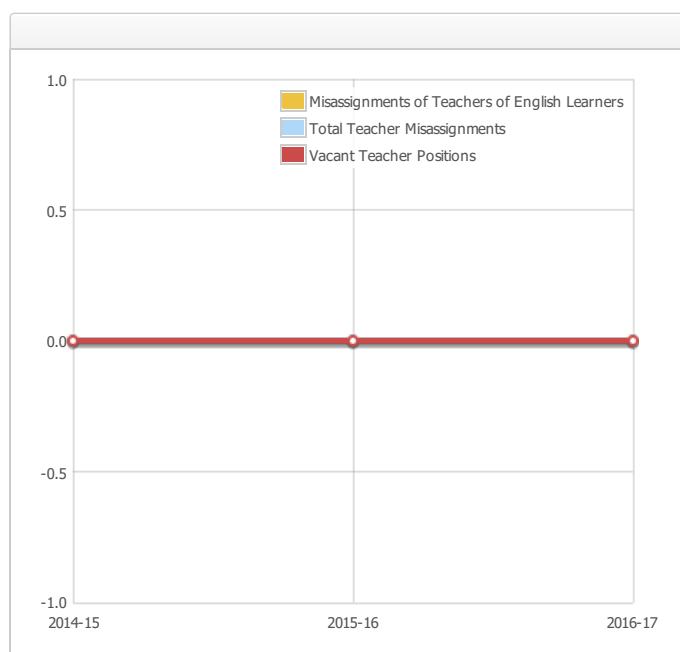
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 45 | 44 | 44 | 116 |
| Without Full Credential | 0 | 1 | 1 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 6 | 0 | 0 | 1 |



Last updated: 1/11/2017

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/11/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100.0% | 0.0% |
| All Schools in District | 99.0% | 1.0% |
| High-Poverty Schools in District | 99.0% | 1.0% |
| Low-Poverty Schools in District | 0.0% | 0.0% |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/11/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|--|
| Reading/Language Arts | <ol style="list-style-type: none"> Timeless Voices, Timeless Themes, Gold Edition, Prentice Hall Perrine's Literature: Structure, Sound, & Sense, Thomas R Arp, ed. Harcourt, Brace College Publisher, 1998 Woe Is I, Patricia T. O'Connor, Roverhead Books, 1996 | Yes | 0.0 % |
| Mathematics | <ol style="list-style-type: none"> Making Connections: Foundations for Algebra Course 2 Ver.3.0 CPM Educational Program 2011 Algebra Connections California Edition: CPM Educational Program 2008 Algebra 1: Applications and Connection, California Edition, Glencoe/McGraw - Hill, 2002 Geometry Connections Ver 3.1 CPM 2007 Math 3 (Algebra 2) 2nd Edition Version 5.3, CPM Educational Program 2000 Pre-calculus With Limits: A graphing Approach, 5th Edition Houghton Mifflin 2008 Calculus of a Single Variable, 8th Edition Houghton Mifflin 2006 Math Matters 3, McGraw -Hill Companies, Glencoe 2006,9. Core Connections Integrated I 2nd Edition Ver 6.0 CPM 2014 Core Connections Integrated II 2nd Edition Ver 1.0 CPM 2014 Core Connections Algebra 2, 2nd Edition, Ver 4.0 CPM 2013 | Yes | 0.0 % |
| Science | <ol style="list-style-type: none"> Earth Science, McDougal, Illinois, 2003 Biology, The Dynamics of Life, Alton Biggs, Whitney CrispinHagins, The McGraw Hill Companies, Inc., 2005 Biology, 9th Edition, Raven McGraw Hill, 2011 Glencoe, Biology, Alton Biggs, Whitney CrispinHagins, The McGraw Hill Companies, Inc., 2007 Human Anatomy & Physiology, 6th Edition, Benjamin Cummings, Prentice Hall, Needham, MA, 2001 Chemistry, Addison-Wesley, Prentice Hall, Needham, MA, 2002 | Yes | 0.0 % |

| | | | |
|--------------------------------|---|-----|-------|
| | 7. Physics, Holt, Rinehart, and Winston, San Francisco, CA, 2002 8. Physics (AP Edition), James S. Walker, Prentice Hall, 3rd Edition | | |
| History-Social Science | 1. Geography Alive Regions and People, TCI 2006 2. World History Modern Times, Glencoe Publishing 2006 3. US Government Democracy in Action, Glencoe Publishing 2006 4. Government in America: People, Places and Policy – AP Edition, Pearson Education 2009 5. Economics: Principles and Practices, Glencoe, 2005 6. History Alive! Pursuing American Ideals, Teacher's Curriculum Institute, 2013 | Yes | 0.0 % |
| Foreign Language | 1. Abriendo Puertas, Antología de literatura Tomo I, McDougal Littell, 2003 2. Abriendo Puertas, Antología de literatura Tomo II, McDougal Littell, 2003 | Yes | 0.0 % |
| Health | 1. Glencoe Responsible Driving Not sure the adoption year but they are the 2005 edition. 2. Glencoe Health, again not sure the adoption year but these are 2004 editions. | Yes | 0.0 % |
| Visual and Performing Arts | 1. Discovering Drawing, 2nd Edition, Ted Rose and Sallye Mahan-Cox, Davis Publishing, 2004 2. Exploring Painting, Gerald F. Brommer and Nancy K. Kinne, Davis Publishing 3. Exploring Visual Design, 3rd Edition, Joseph A. Gatto, Albert W. Porter, Jack Selleck, Davis Publishing, 2000 4. Experience Clay, Maureen Mackey, Davis Publishing, 2003 5. Beginning Sculpture, Arthur Williams, Davis Publishing, 2005 6. Focus on Photography, Hera Joyner and Kathleen Monaghan, Davis Studios, 2007 | Yes | 0.0 % |
| Science Lab Eqmt (Grades 9-12) | N/A | N/A | 0.0 % |

Note: Cells with N/A values do not require data.

Last updated: 1/11/2017

School Facility Conditions and Planned Improvements

Oroville High School was established in 1892 at the current site of Oroville High. Due to earthquake and maintenance standards, the original two story complex was slowly replaced with more modern buildings, the latest of which were built in 2006.

The "new" X-Wing that houses our state-of-the-art science department is the newest building. The school and community passed a bond in 2002 that created a new library building, science wing, industrial arts building, and many modernization projects that enhanced the safety and learning of students.

During the 2011-12 school year, two new baseball and softball fields were created.

Oroville High has 57 classrooms of which 17 are portables. Five custodians work in the evenings to maintain the classrooms.

It should be noted that Oroville Union High School District has a regularly scheduled daily and deferred maintenance plan for all school facilities. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The district governing board has adopted cleaning standards for all schools in the district. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/11/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2016

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | New flooring in student service center. Reserviced flooring in old GYM, Cafeteria. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | Remodel of the girl's "C" wing bathroom. |
| Safety: Fire Safety, Hazardous Materials | Good | All staff that work with hazardous materials received an update training in November 2015. |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: January 2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | 55.0% | 43.0% | 48.0% | 41.0% | 44.0% | 48.0% |
| Mathematics (grades 3-8 and 11) | 23.0% | 13.0% | 19.0% | 13.0% | 34.0% | 36.0% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/2017

ELA - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 233 | 226 | 97.0% | 43.4% |
| Male | 133 | 127 | 95.5% | 42.5% |
| Female | 100 | 99 | 99.0% | 44.4% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 75 | 73 | 97.3% | 52.1% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 29 | 28 | 96.6% | 35.7% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 98 | 95 | 96.9% | 42.1% |
| Two or More Races | 15 | 14 | 93.3% | 21.4% |
| Socioeconomically Disadvantaged | 170 | 165 | 97.1% | 41.8% |
| English Learners | 17 | 16 | 94.1% | 25.0% |
| Students with Disabilities | 28 | 27 | 96.4% | 18.5% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/2017

Mathematics - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 232 | 225 | 97.0% | 12.9% |
| Male | 132 | 126 | 95.5% | 15.9% |
| Female | 100 | 99 | 99.0% | 9.1% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 75 | 73 | 97.3% | 16.4% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 28 | 27 | 96.4% | 14.8% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 98 | 95 | 96.9% | 11.6% |
| Two or More Races | 15 | 14 | 93.3% | 7.1% |
| Socioeconomically Disadvantaged | 169 | 164 | 97.0% | 11.6% |
| English Learners | 17 | 16 | 94.1% | -- |
| Students with Disabilities | 27 | 26 | 96.3% | 3.9% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/2017

CAASPP Test Results in Science for All Students

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 58.0% | 37.0% | 43.0% | 50.0% | 43.0% | 43.0% | -- | -- | -- |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students | 234 | 224 | 95.7% | 42.9% |
| Male | 123 | 119 | 96.8% | 52.1% |
| Female | 111 | 105 | 94.6% | 32.4% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 48 | 45 | 93.8% | 46.7% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 39 | 37 | 94.9% | 35.1% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 112 | 107 | 95.5% | 43.0% |
| Two or More Races | 14 | 14 | 100.0% | 35.7% |
| Socioeconomically Disadvantaged | 165 | 156 | 94.6% | 38.5% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 26 | 23 | 88.5% | 52.2% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/2017

Career Technical Education Programs (School Year 2015-16)

Oroville High School offers a variety of Career Technical courses, which are a part of a coherent three course sequence, with a capstone course. Vocational Education has long been a requirement for graduation, as the need to expose students to different career opportunities has been demonstrated through labor partners and demand by students and parents for the courses. These courses are offered to all students, giving them the ability to choose the pathway that is best for them.

All CTE courses are evaluated for relevant and appropriate content, as well as evaluating the performance of the instructors.

The Oroville Union High School District made a major commitment to continue to provide career and technical education classes for students even with the collapse of regional R.O.P. programs. At Oroville High School these classes include a range of courses that are reviewed and compared to regional employment data and include: Culinary Arts and Consumer foods, Automotive courses, Digital Photo and Graphic Design, Engineering Design, Home economics, Child Development and working with Children.

Last updated: 1/11/2017

Career Technical Education Participation (School Year 2015-16)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | 436 |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | 72.0% |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 25.0% |

Last updated: 1/11/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission | 54.0% |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 23.8% |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parental involvement at Oroville High School is strongly encouraged and valued. Parents are involved in a number of ways.

- Through Back-to-School night, parents meet with teachers to learn about curriculum and course expectations.
- Aeries ABI Parent Portal is an online resource available for parents to monitor student attendance, grades, and discipline records.
- Parents serve on our school site council as well as our leadership committee, WASC Focus Groups and our district Discipline Committee.
- For parents of English Learners, there is an Advisory Committee that meets several times during the school year.
- PTSA and Parent Athletic Boosters are some of the organizations on campus providing monthly meetings to help organize events that generate funding for scholarships and school needs.

Oroville High School has made it our mission to set goals and implement strategies that will create opportunities for our parents to play a greater role in the educational process of their children. Our goal is to open the lines of communication and create a welcoming environment where parents and teachers work collaboratively together towards the improvement of student achievement.

State Priority: Pupil Engagement

Last updated: 1/9/2017

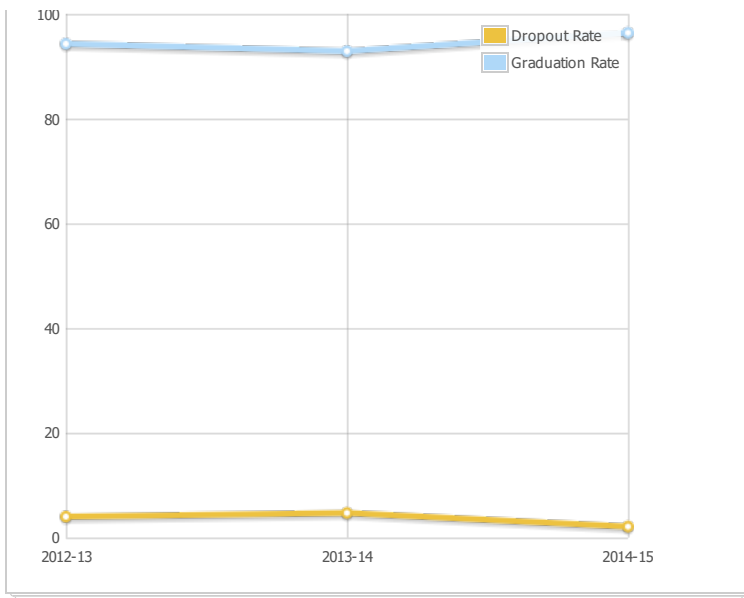
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 4.0% | 4.7% | 2.1% | 7.8% | 9.5% | 6.0% | 11.4% | 11.5% | 10.7% |
| Graduation Rate | 94.30 | 92.90 | 96.40 | 87.00 | 86.30 | 90.30 | | | |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/9/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | 92 | 84 | 85 |
| Black or African American | 100 | 53 | 77 |
| American Indian or Alaska Native | 60 | 57 | 75 |
| Asian | 100 | 98 | 99 |
| Filipino | 0 | 100 | 97 |
| Hispanic or Latino | 93 | 82 | 84 |
| Native Hawaiian or Pacific Islander | 0 | 100 | 85 |
| White | 90 | 85 | 87 |
| Two or More Races | 81 | 82 | 91 |
| Socioeconomically Disadvantaged | 91 | 83 | 77 |
| English Learners | 100 | 92 | 51 |
| Students with Disabilities | 76 | 68 | 68 |
| Foster Youth | -- | -- | -- |

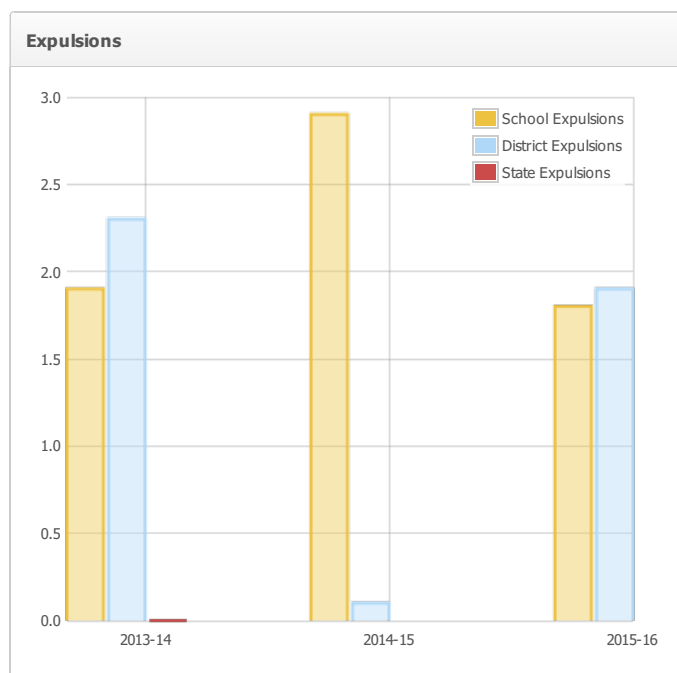
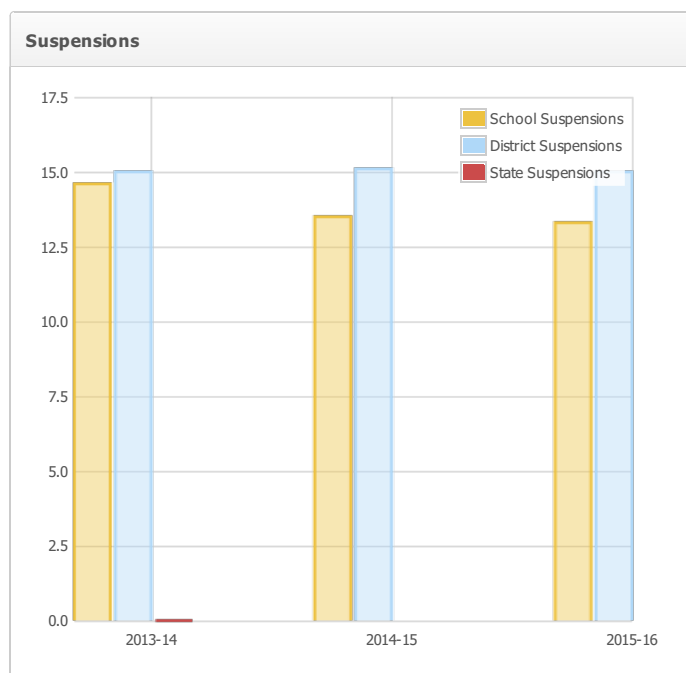
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 14.6 | 13.5 | 13.3 | 15.0 | 15.1 | 15.0 | | | |
| Expulsions | 1.9 | 2.9 | 1.8 | 2.3 | 0.1 | 1.9 | | | |



Last updated: 1/11/2017

School Safety Plan (School Year 2016-17)

OHS actively promotes a safe, clean, and orderly learning environment and, in accordance with SB 187, has a comprehensive disaster and safety plan in place. The goal of the safety plan document is to outline procedures for a safe and orderly environment at Oroville High School, which allows all students to pursue their educational goals without interference from others. In addition, it is our goal to provide clearly understood procedures to be followed in the event of an emergency.

Oroville High has a safety committee which develops the Comprehensive Safety Plan. The committee, working under the direction of the School Site Council, has met and identified specific goals, objectives, and action steps, with regard to California state guidelines for the Comprehensive School Safety Plan. It includes an assessment of the current school crime rate, procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, school discipline rules and procedures, sexual harassment policy, cyber bullying policy, procedures for safe ingress and egress of pupils, and other safe school strategies.

The safety as well as discipline plans are reviewed by district committees each year and are approved by the Board of Trustees and the School Site Council.

All of the OHS staff and administration were trained in the ICS system.

Staff and parents, in case of an emergency, are contacted by the automatic phone caller. The website also will have updated information in case of an emergency.

OHS has one full-time assistant principal and a full-time school resource police officer. There is also one and

one-half campus security supervisors and one universal staff position who sometimes serves as campus supervisors. All positions are equipped with communication devices and a campus supervisor has a bicycle for patrol.

Based on our recent safety survey, the majority of students feel safe at Oroville High School.

Visitors to OHS must register immediately upon entering the school grounds.

All teachers have access to a telephone in their classroom to allow immediate contact with parents or emergency personnel. In addition, most Oroville High School personnel have cell phones and have agreed to be included in a phone tree.

Approximately one half of our staff has hand radios to provide immediate contact if it is necessary. In addition, cameras placed in common areas help monitor the campus.

As a preventative measure, OHS administrators are responsible for conducting periodic safety checks as well as monitoring site upgrades such as alarm installation and repairs.

The Safe School Plan encompasses all components of the Safe Schools Act. (EC 35294.1):

Last updated: 1/9/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2010-2011 | 2010-2011 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 3 |
| Percent of Schools Currently in Program Improvement | N/A | 75.0% |

Note: Cells with NA values do not require data.

Last updated: 1/11/2017

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 27.0 | 14 | 16 | 14 | 25.0 | 13 | 16 | 12 | | | | |
| Mathematics | 22.0 | 17 | 17 | 5 | 23.0 | 12 | 15 | 7 | | | | |
| Science | 25.0 | 9 | 13 | 9 | 26.0 | 7 | 12 | 8 | | | | |
| Social Science | 28.0 | 6 | 11 | 16 | 29.0 | 3 | 14 | 12 | | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/11/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 3.0 | 323.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (librarian) | 1.0 | N/A |
| Library Media Services Staff (paraprofessional) | 0.0 | N/A |
| Psychologist | 0.8 | N/A |
| Social Worker | 0.5 | N/A |
| Nurse | 0.0 | N/A |
| Speech/Language/Hearing Specialist | 0.0 | N/A |
| Resource Specialist (non-teaching) | 0.0 | N/A |
| Other | | N/A |

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/11/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$3325.0 | \$1035.0 | -- | \$65102.0 |
| District | N/A | N/A | \$0.0 | \$68194.0 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$5677.0 | \$75859.0 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

Note: Cells with N/A values do not require data.

Last updated: 1/11/2017

Types of Services Funded (Fiscal Year 2015-16)

Oroville High School is designated Title I school-wide. Approximately 75% of students receive Free or Reduced Lunch.

Programs are in place to support students who are at risk of performing below their ability. These supplemental programs provide academic support, in order to promote success.

Federal Title I funding is the primary source of funding, with some state Economic Impact Aid(EIA) carryover funds providing additional assistance. (State EIA funding was eliminated, limiting the ability to provide additional support.)

Oroville High School provides reading intervention for struggling readers through the READ 180 program. English Language Learners take part in a designed program and are assisted by a Hmong para-educator.

Oroville High School also employs a credentialed teacher to identify and target at-risk students through two Intervention Period.

READ 180 Computer Lab
 Para-Educator for READ 180 Lab
 CAHSEE Math Lab
 3.5 hr. /day Hmong Para-Educator
 Math I Ready
 Two period Intervention Coordinator
 Supplemental books and materials
 Professional Development for teachers
 Purchasing up to date technology for supplemental needs

Last updated: 1/11/2017

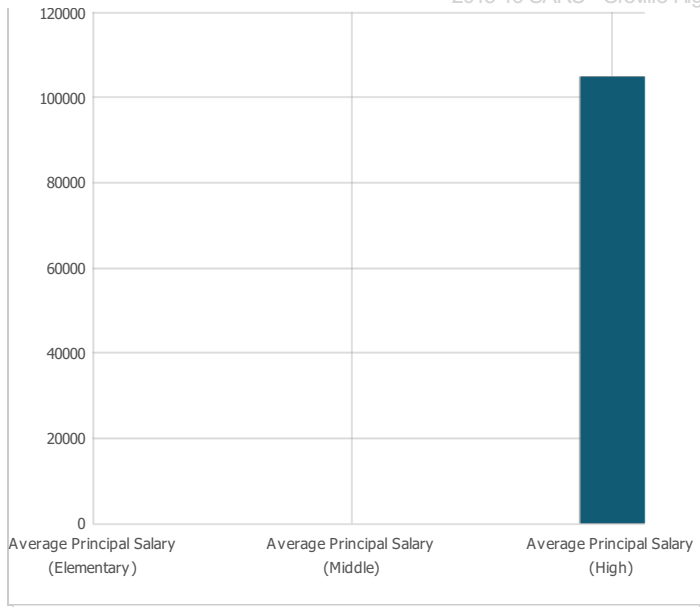
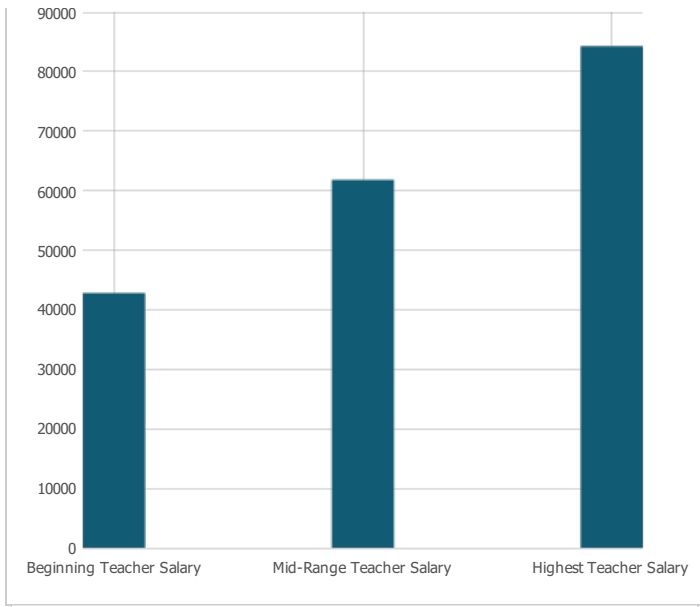
Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$42,804 | \$45,265 |
| Mid-Range Teacher Salary | \$61,825 | \$72,281 |
| Highest Teacher Salary | \$84,273 | \$94,342 |
| Average Principal Salary (Elementary) | \$ | \$ |
| Average Principal Salary (Middle) | \$ | \$ |
| Average Principal Salary (High) | \$104,898 | \$127,317 |
| Superintendent Salary | \$131,475 | \$168,625 |
| Percent of Budget for Teacher Salaries | 31.0% | 34.0% |
| Percent of Budget for Administrative Salaries | 5.0% | 6.0% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/11/2017

Advanced Placement (AP) Courses (School Year 2015-16)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 2 | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | 2 | N/A |
| Mathematics | 1 | N/A |
| Science | 2 | N/A |
| Social Science | 2 | N/A |
| All Courses | 9 | 12.0% |

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/11/2017

Professional Development

OHS and the Oroville Union High School District have placed a strong emphasis on staff development using Title I, Title II, and other grant monies.

Every OHS staff development activity is required to support state, district, and site goals for student academic achievement including Common Core and safety.

Our focus has been to train staff in the Professional Learning Communities concepts with nearly all staff having attended a PLC conference. We have a PLC team that is currently training with a district provider and bringing back the PLC principals to the campus.

Our AP instructors have attended workshops to better align the AP curricula.

Teachers have been trained in SDAIE, have CLAD credentials, or are in training.

We have a Beginning Teachers Support and Assessment (BTSA) plan. BTSA monitors and supports beginning teachers, offering a peer support, analysis of classroom practices, and California Standards for the teaching profession. BTSA training is required of all first and second year teachers.

Because Oroville High School and the Oroville Union High School District has entered Program Improvement we are now part of a District Assistance and Intervention Team (DAIT). The District has contracted with Total School Solutions to provide consulting services and Staff Development. The 2013-14 school year had instructors receiving professional development to prepare for the implementation of Common Core. Each department has received focused training on Common Core during the first semester of the academic year. The plan continues with development of new curriculum and evaluation of texts in the second semester. A District Site Leadership Team was also formed to advise the Superintendent on matters relating to DAIT.

Finally, teachers are encouraged and supported to attend professional development conferences with their area of study.

Last updated: 1/9/2017