



# OROVILLE HIGH SCHOOL

**CDS Code: 04-61515-0435602**

**Oroville Union High School District**

**Plan Period: 08-15-2012 through 06-06-2013**

**Date of this revision: May 8, 2012**

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001, and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

*Our mission at Oroville High School is to provide a safe, engaging environment that promotes high academic achievement and personal and social responsibility through a cooperative effort of students, teachers, and parents with high expectations for our diverse student population.*

*Oroville High School's guiding vision is to prepare our students for success in our rapidly changing, information-based society and to help them make sound, informed, ethical decisions in all aspects of their adult lives. We offer quality programs to help our students succeed. Courses, curriculum, and school-wide goals at Oroville High School are reviewed and aligned regularly with local, state and national standards. Our students learn how to be critical thinkers, life-long learners, effective communicators, and community contributors.*

For additional information on school programs and how you may become involved locally, please contact the following person:

<b>Contact Person:</b>	Jeff Peek
<b>Position:</b>	Principal
<b>Telephone Number:</b>	530-538-2320
<b>Address:</b>	1535 Bridge St. Oroville, CA 95966-5060
<b>Email Address:</b>	<a href="mailto:jpeek@ouhsd.org">jpeek@ouhsd.org</a>
<b>Website:</b>	<a href="http://ohs.ouhsd.org">http://ohs.ouhsd.org</a>

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## **ABOUT THIS SCHOOL**

Oroville is the county seat for Butte County and sits 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 creates serves as the primary water source for the California Water Project, the aqueduct supplying 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 1200 students who attend Oroville High come from an area of approximately 663 square miles and from five different elementary districts. Oroville city limits have an estimated population of 14,700 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 refugees 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 \$21,911.00.

Oroville High School has existed as an institution for over 119 years, though most of the buildings we currently occupy are a little over 75 years old. Over the last seven years, the district has completed construction projects, including a new library, a new science wing, and a new industrial arts building. Modernization projects have included 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, as well as the addition of new softball and baseball fields. The new buildings and the modernization reflect the district's overall commitment to improve our school's facilities. In 2008, the community of Oroville passed Measures J and H to improve facilities on our campus and at Harrison Stadium, a community facility that is owned by the school district but is used by many youth and adult sports organizations. The facility has been completely reconstructed with a state-of-the-art playing surface, an all-weather track, and higher-capacity bleachers that seat over 5000 spectators. New restrooms, snack bar and parking facilities were also constructed. The entire facility complies with the Americans with Disability Act (ADA).

In 1992, Oroville High earned the designation of California Distinguished School; however, in 1999 OHS became an "under-performing" school, and we began the intensive self-study and restructuring measures under the Immediate Intervention/Underperforming Schools Program (II-USP). As a result of those efforts, we created and implemented standards-based, data-driven curriculum aligned with the California Content Standards. Between 2001 and 2006, our API climbed steadily (110 points over those 5 years), and in 2007 we again earned the distinction of being a California Distinguished School. Although the school works to keep its academic rigor and expectations high, we slipped into program improvement (PI 1) during the 2009-2010 school year and were identified as PI 2 in the 2010-2011 year. However, our staff, parents and students are dedicated to regain our status as a distinguished school.

## **AREAS OF ANALYSIS**

### **STUDENT PERFORMANCE**

#### **Conclusions from Student Performance Data Analysis**

When analyzing student performance data, it is important to know that the state target continues to rise and will for the next two years. The increase in expectations was known to our faculty, which worked collaboratively to support students to achieve. We have experienced school-wide overall growth of 63 points since 2005, and all of our sub-groups have grown as well; nevertheless, our growth has not maintained pace with the moving target the state has set. In the past few years, Oroville High School had mixed success with our Academic Performance Index (API). In 2008-2009, our school's API jumped 23 points overall. This was great news except for one factor: our Asian sub-group only grew 1 point out of the 5 needed to meet its growth target. Our school remained in "Safe Harbor" for the 2008-2009 school year and was designated the school of choice under NCLB for the Oroville Union High School District. In the 2009-2010 school year Oroville High School's API dropped 20 points. During that same year, our Asian sub-group increased by 4 points, but failed to meet the growth target by one point. Our other three significant sub-groups, EL, socio-economically disadvantaged, and white, declined significantly, and did not meet their growth targets.

School-wide in 2010-2011, OHS saw growth in overall API, and all our significant sub-groups grew as well, with the exception of the Asian sub-group, which declined by 2. Also, although the White sub-group grew, it did not meet its targeted growth.

Based on the data as explained above and contained in the charts on pages six through nine, Oroville High School has areas of data in 2011 that are of critical concern. Those areas include our math and English scores across all sub-groups. Demonstrating consistency in our test scores will be a focus for OHS. The goals of this plan have the action strategies and action steps we intend to utilize to raise student achievement.

#### **Conclusions from Parent, Teacher, and Student Input**

The community of Oroville High School has engaged in discussions regarding the current data reported on our California Standardized Testing (CST) from the 2010-2011 test results. The discussions have taken place in several forums: Site Council, English Language Advisory Council (ELAC); Student Leadership; School Advisory Committee (SAC); Department Chair meetings; faculty meetings; and weekly staff collaboration meetings. The conclusion from all of these meetings is that our school needs to focus on the learning outcomes from our teaching that will help students to grow academically and to perform at higher levels on the CST's. Our school has taken steps to unify our efforts under the Single School Plan for Student Achievement by identifying essential standards that can be measured and attained in our efforts to improve student success.

## **EDUCATIONAL PRACTICES**

#### **Alignment of curriculum, instruction, and materials to content and performance standards**

The district has fully adopted the California English Language Arts, Mathematics, Science, and Social Studies Standards. The standards-aligned curriculum has been developed through a district-wide process in which departments review and update curriculum. Teachers' lesson plans are prepared daily and contain learning content set by state standards. The standards for learning are benchmarks for each subject in core courses: language arts, math, science, and social studies. All essential State Standards are clearly posted in each classroom. Teachers utilize locally developed district quarterly assessment and CST data to ensure that all standards are being addressed and learned.

### **Availability of standards-based instructional materials appropriate to all student groups**

The district, in cooperation with each site, has adopted standards-based core content instructional materials in all grades. Teachers working within their respective disciplines have had, and continue to have, collaboration days to align curriculum in all content areas.

### **Alignment of staff development to support standards-based education**

While OHS wishes to limit the use of substitutes in classroom for maximized student learning, we recognize the necessity of having a well-trained staff. In 2011-2012, each teacher had the opportunity to use 30 hours of staff development paid by a block grant. This grant allowed teachers to participate in specific areas of instruction that will enhance teaching and learning. During the 2011-2012 school year, through the use of categorical funding and with the approval of the School Site Council, each discipline embarked on four collaboration days with the goal of identifying essential standards, and writing common formative assessments. In the 2012-2013 school year, our goal is to increase the use of DataDirector to analyze results of the assessments in identifying students for intervention. The school, its staff, and the site and district leadership are adopting the Professional Learning Community (PLC)\* philosophy, where the foundations and structure of teaching best practices are embedded in improving learning. More than 80% of our staff has attended PLC conferences. Our teachers assigned to English language development classes (ELD) are in their last year of working with a consultant to redevelop our ELD program at Oroville High School. The immersion program for our ELD students focuses on intense instruction in English language acquisition. The math department attended conferences/workshops to improve instructional strategies. In the summer of 2011 the math department members attended the CPM (College Preparatory Math) conference, for example. In addition, one math department member and one English department member attended a DataDirector Users Conference in December of 2011 and will now assist other staff members with data analysis. The special education department worked with the district Director of Educational Services to create a math placement exam, which is currently being used with all incoming eighth grade students. Our Career Technical Education teachers (CTE) attend conferences and participate in CTE on-line to learn how to better integrate core standards within their courses.

\*(Professional Learning Communities is a philosophy of collaboration among staff to improve teaching and learning. Teachers meet to examine data and discuss instructional strategies that work most effectively to improve student learning. For more information on the PLCs, visit <http://www.allthingsplc.info/about/aboutPLC.php> for additional information.)

### **Services provided by the regular program to enable under-performing students to meet standards**

All staff members have high expectations that students will be successful at all times. Student willful failures are unacceptable at OHS. Several services are provided to help students meet standards. A daily consultation period provides the opportunity for underperforming students to voluntarily seek help, or to be directed by teachers to work on standards. A new program, Get on Track (GOT) was implemented in 2010-2011. This is a mandatory lunchtime program for freshman students who are either 1) non-eighth grade graduates or 2) a freshman in danger of failing one or more classes. Students remain in GOT until they demonstrate they have met the performance criteria needed to exit. Data Director and Aeries allow teachers to monitor students and design curriculum to review or remediate standards. The instructional staff has been trained in the Cross-cultural Language and Academic Development known as CLAD and/or the Specialized Designed Academic Instruction in English, (SDAIE). They utilize these strategies across the curriculum. Also, in accordance with the PLC model that began during the 2010-2011 school year, teachers will continue to utilize data to drive instruction in the classroom.

### **Services provided by categorical funds to enable under-performing students to meet standards**

Specific classes are included in the master schedule to address the needs of our under-performing or ELD students. ELD students have specific courses in English Language Development accompanied by a support class to enhance language skills. CAHSEE math and English classes are embedded within the instructional day, to address those students who have not passed the California High School Exit Exam (CAHSEE). Students with specific needs in

reading are placed in Power Reading or English Intervention classes, and students with extra needs in math are placed into Algebra Readiness, or in an Algebra A/ B sequence. These reading and math classes were added to improve skills across the curriculum. The targets within these programs are to provide English acquisition and knowledge, reading and math skills and the ability to pass the CAHSEE. Classroom and quarterly assessments, as well as CST results, are some of the benchmarks staff uses to determine the effectiveness of these programs. In addition, currently Butte County Office of Education EL Coordinators are working with eight OHS teachers from two departments using data to determine where ELs are struggling in core classes and coaching the teachers in techniques to address the deficient areas. Two full-time aides were also hired to work with struggling students in math and English.

A further use of categorical funds is to improve teaching and learning for all students. The school district is training all certificated staff to work collaboratively for student success using the PLC model. OHS uses data in each department, as well as at grade level and interdepartmentally, to focus on student achievement and success. To that end, each department has been given four full days of collaboration time. Subs cover teachers' classes so that departments can collaborate, and grade-level teachers can plan and develop curriculum and formative assessments to further student learning

**Use of the state and local assessments to modify instruction and improve student achievement**

CST data is available through DataDirector at the beginning of the year to help teachers assess their new students' abilities in different subject areas. CST data is also used to place students in specific remediation classes that will help them master standards. Furthermore, teachers meet to address data within their departments. Ideally, these collaborations occur after each formative and quarterly assessment to identify where interventions are needed. Quarterly Assessments and CSTs are used as summative assessments, and though these are summative, the data is used for instructional improvement for subsequent years.

**Family, school, district, and community resources available to assist low-performing students**

The Governing Board has approved a daily consultation period for the 2012-2013 school year. One consultation period a week is for collaboration or staff meetings, two are for direct intervention for students, and two are for IEPs, Student Study Teams, or 504 meetings. Tutoring is offered during the consultation period to all students in all subjects. In addition, a Student Activity Center provides one-on-one peer tutoring for students before school, at lunch and after school. Additionally, the district provides our site with an intervention coordinator to work with staff, students, parents and community leaders to help support the emotional and social welfare of our students.

**School, district, and community barriers to improvements in student achievement**

- One of the issues that face Oroville High School and the Oroville Union High School District is declining enrollment, which has caused a financial strain on the school budgets. It is projected that by 2016-2017, our district enrollment will decline by approximately 8%. The net results of this decline may be the loss of course offerings that would enhance the educational opportunities for students. The chart below illustrates the estimated decline in student enrollment over five years.

5 Year Decline Projected for the Oroville Union High School District			
School Year	Projected Enrollment	Projected Decline	Percentage Decline
2011 - 2012	2631	n/a	n/a
2012 - 2013	2605	26	0.99%
2013 - 2014	2534	72	2.77%
2014 - 2015	2483	51	2.01%
2015 - 2016	2474	9	0.36%
2016 - 2017	2420	54	2.18%
Total Projected Decline		212	8.06%

- Another issue is that OHS has historically experienced low parent involvement. For instance, OHS mails over 400 letters inviting parents of Title I students to attend a meeting discussing Title I support; less than 5% attend.
- In addition, for chronic truants, the SARB (School Attendance Review Board) process lacks any real and/or timely consequences.
- Teachers also experience classroom interruptions due to tardies, call slips, and students out of class causing disturbances.
- Still another problem is class size. Currently the district goal is to maintain a 36:1 class size. Before the fiscal crisis, which began in 2004, the district supported class size reduction in 9<sup>th</sup> and 10<sup>th</sup> grade English, and introductory math classes.
- Finally, a clear plan for intervention for struggling students is in the beginning stage of development.

**Support of the current program to enable under-performing students to meet standards**

- |                      |                             |                                  |
|----------------------|-----------------------------|----------------------------------|
| -Math Intervention   | -Career Technical Education | -Special Education               |
| -Reading Support     | -Link Crew                  | -Student Study Teams             |
| -Science Ambassadors | -Tutoring Support           | -Counseling Services             |
| -Library materials   | -Updated Technology         | -Current Instructional Materials |
|                      | -Academic Decathlon         | - Mental Health Services         |

**ANALYZE INSTRUCTIONAL PRACTICES**

**Conclusions from Analysis of Instructional Programs**

Academic Performance Index

	Sub Grp Tgt Met				
	2007 ?	2008 ?	2009 ?	2010 ?	2011 ?
Schoolwide	710 Yes	703 No	726 Yes	707 No	718 yes
Asian	739 No	748 yes	749 No	753 No	751 No
White	717 Yes	701 No	727 Yes	714 No	720 No
Low Socio	693 No	693 No	701 Yes	672 NO	692 Yes
English Learners	694 Yes	717 Yes	728 Yes	707 No	720 Yes

A data review was conducted by the School Site Council, the School Advisory Committee, Subject Area Coordinators, and the school site staff. The information presented for 2009-2010 demonstrated that the school-wide API went up, as did all sub-groups except for our Asian sub-group. In 2010 the API scores for Oroville dropped by 19 points from the prior year, and none of the significant subgroups met their target. In 2011, we saw a schoolwide increase in the API, but two significant subgroups, the Asian and White subgroups, did not meet their target. The API and the AYP charts demonstrate the struggle OHS faces in maintaining consistent academic progress in our high-stakes testing results. Our school has shown some years of steady growth but not in all areas. In spite of the fact that Oroville High School has seen an increase in its school-wide Academic Performance Index four of the last six years, we have found ourselves in the second year of Program Improvement (PI 2). All schools in California must meet their yearly API in two ways: school-wide, and by significant sub-groups. School-wide, all schools must achieve at least 5 points of growth annually. Each school's significant sub-groups must achieve 5 points as well. As shown in the chart, the 2006-2007 and 2007-2008 school years each showed above target growth in all of the sub-groups, except socio-economically disadvantaged. In 2008-2009, our school-wide API dropped seven points, our

White (non-Hispanic group) dropped 16 points, and the socio-economic showed no growth. In 2009-2010, our school had dramatic growth in our overall API, increasing school-wide by 24 points. All groups increased their scores, but in the case of the Asian sub-group, the increase was not enough to meet the growth target. In 2009-2010, the increase is the second largest increase in four years, after the 2006-2007 school year, with the overall increase in API score of 24 points, and all sub-groups achieved their growth targets. In 2010-2011, our school saw a 19-point decrease in the school-wide API. In addition, our White sub group dropped 12 points, our Socio-economic students dropped 30 points, and our English Learners dropped 22 points. Our most recent school-wide API showed an 11- point gain. In that report, our low socio-economic students gained 20 points, and our English Learners gained 14. Unfortunately, both the Asian and White subgroups did not meet their goal. The overall combined decline of subgroups and school-wide performance caused Oroville High School to enter into Program Improvement Year 2.

<b><u>Adequate Yearly Progress (AYP)</u></b>												
	<b>2009</b>				<b>2010</b>				<b>2011</b>			
	<b>Met AYP Criteria for 2009: No</b>				<b>Met AYP Criteria for 2010: No</b>				<b>Met AYP Criteria for 2011: No</b>			
	<b>ELA</b>		<b>MATH</b>		<b>ELA</b>		<b>MATH</b>		<b>ELA</b>		<b>MATH</b>	
<b><u>Participation Rate</u></b>	<b>Yes</b>		<b>Yes</b>		<b>Yes</b>		<b>Yes</b>		<b>Yes</b>		<b>Yes</b>	
<b><u>Percent Proficient</u></b>	<b>No</b>		<b>Yes</b>		<b>No</b>		<b>No</b>		<b>No</b>		<b>No</b>	
	<b>Participation Rate</b>		<b>Percent Proficient</b>		<b>Participation Rate</b>		<b>Percent Proficient</b>		<b>Participation Rate</b>		<b>Percent Proficient</b>	
<b><u>Sub Groups:</u></b>	<b><u>ELA</u></b>	<b><u>Math</u></b>	<b><u>ELA</u></b>	<b><u>Math</u></b>	<b><u>ELA</u></b>	<b><u>Math</u></b>	<b><u>ELA</u></b>	<b><u>Math</u></b>	<b><u>ELA</u></b>	<b><u>Math</u></b>	<b><u>ELA</u></b>	<b><u>Math</u></b>
<b><u>School Wide</u></b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>
<b><u>Asian</u></b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>
<b><u>White</u></b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>
<b><u>Socio Economic</u></b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>
<b><u>English Learners</u></b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>

**The data for the above chart can be found at the following links:**

2008 <http://dq.cde.ca.gov/dataquest/AcntRpt2008/2008APRSchAYPReport.aspx?allcds=04615150435602>

2009 <http://dq.cde.ca.gov/dataquest/AcntRpt2009/2009APRSchAYPReport.aspx?allcds=04615150435602>

2010 <http://dq.cde.ca.gov/dataquest/AcntRpt2010/2010APRSchAYPReport.aspx?allcds=04615150435602>

**SCHOOL GOALS**

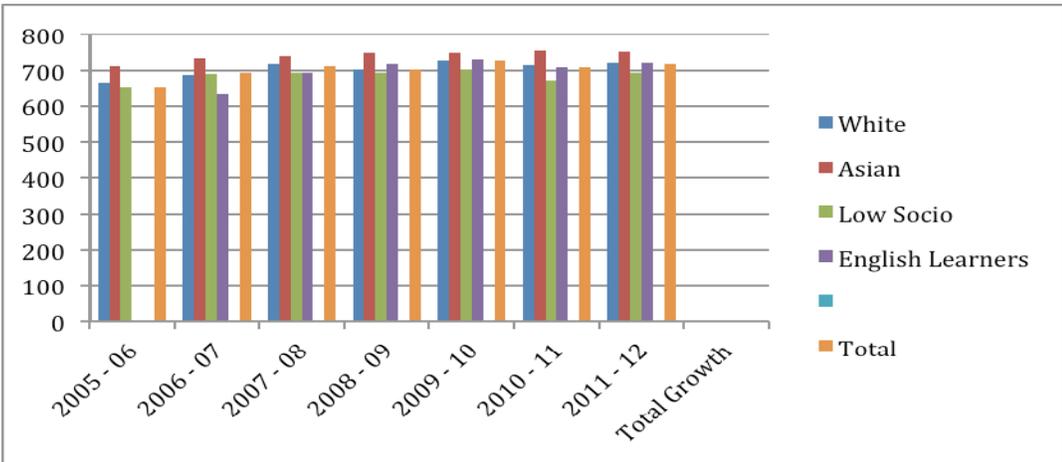
**GOAL #1: IMPROVE PERFORMANCE LEVELS OF ALL STUDENTS IN EVERY CORE SUBJECT**

**Issue Statement:**

Over the last five years, Oroville has faced a lack of steady growth on API, which indicates inconsistency in student performance. Our focus at Oroville must be sustained progress for all students year after year. The measures that are in place for all schools in California, such as the California Standardized Tests and the California High School Exit Examination (CAHSEE), provide districts with base-line information on how well students understand the State Content Standards that are taught in all core subjects.

Oroville High School  
Academic Performance Index  
2005/06 - 2011/12

	2005 - 06	2006 - 07	2007 - 08	2008 - 09	2009 - 10	2010 - 11	2011 - 12	Total Growth
White	665	686	717	701	727	714	720	+ 55
Asian	711	733	739	748	749	753	751	+ 40
Low Socio	655	690	693	693	702	672	692	+ 37
English Learners	---	634	694	717	729	707	720	+ 86
<b>Total</b>	<b>655</b>	<b>692</b>	<b>710</b>	<b>703</b>	<b>727</b>	<b>707</b>	<b>718</b>	<b>+ 63</b>



(Goal #1 – continued)

**Objective:**

Students will either remain at or above the proficient level, or gain one level of achievement each year on one or more of the CSTs. The non-passing rate of students will decline per grade each year. The number of students meeting all graduation requirements, including passing the CAHSEE, will increase over time.

**Means of Evaluating Progress Toward this Goal:**

Progress will be evaluated by departmental collaborative teams and the leadership team through on-going and timely analysis of perceptual and achievement data.

**Group Data To Be Collected To Measure Academic Gains:**

Grade distributions, CST Performance band distributions, benchmark performance bands, common assessments, CAHSEE outcome data, and graduation/dropout rate data will continue to be collected. If possible, data will be disaggregated by population and ethnicity subgroups.

Strategy	Measure	Time Line	Funding Source
<b>Professional Development</b> <ul style="list-style-type: none"> <li>• Use of Technology</li> <li>• On-site workshops</li> <li>• ELD</li> <li>• Competency training in assessment tools</li> <li>• Department collaboration days</li> <li>• Conferences ( PLC and content area)</li> <li>• <u>Reading and writing across the curriculum</u></li> </ul>	Observations Sign-in sheets WASC Reports CELDT Scores CST Scores CAHSEE Pass Rates	Annually	Title I EIA SCE EIA LEP
<b>Embed systematic collaborative process in grade and/or course alike teams to research and implement best practices in instruction</b>	Submit articles of research and curriculum created by sharing best practices online	On-going	EIA SCE EIA LEP Title I General Fund
<b>Departments will develop learning targets and common assessments aligned with essential standards in subject area teams.</b>	Submit formative and summative assessments within site computer network	Spring of 2013 and ongoing	EIA SCE EIA LEP Title I General Fund
<b>Increase teacher and administrator knowledge about best practices in instruction related to subgroups failing to meet API goals.</b>	Sharing of best practices at site meetings	On-going	EIA SCE EIA LEP Title I General Fund

**This goal meets the following WASC Critical Areas of Follow-up:**

**Area 1:** Curriculum, instruction, and assessment will be aligned to the California State Content and Performance Standards.

**Area 3:** Comprehensive staff development plan will be developed to challenge all students to achieve their highest potential.

**Area 5:** Data needs to be analyzed and interpreted to make decisions regarding curriculum, teaching practices, staff development, and program effectiveness.

**GOAL #2: UTILIZE FORMATIVE AND SUMMATIVE ASSESSMENT DATA TO ACCURATELY GAUGE LEVELS OF STUDENT LEARNING**

**Issue Statement:**

According to the PLC model, in order to track the proficiency levels of students, teachers in grade and/or course-like teams create formative assessments to intervene when students do not understand content, then create summative assessments to evaluate whether all students have met the standards.

**Objective:**

Subgroups currently performing at or below the proficient level will improve one performance band.

**Means of Evaluating Progress Toward this Goal:**

Teacher observation of test reliability by disaggregating formative and summative assessment results.

**Group Data To Be Collected To Measure Academic Gains:**

Grade distributions, CST Performance band distributions, benchmark performance bands, and CAHSEE outcome data will continue to be collected. When possible, data will be disaggregated by population and ethnicity subgroups.

<b>Strategy</b>	<b>Measure</b>	<b>Time Line</b>	<b>Funding Source</b>
Departments will continue to develop and utilize common assessments.	Common Assessments uploaded to school network.	Spring of 2013	Title I
Teacher-driven collaborative time will be dedicated to disaggregate and analyze assessment data.	Department chair report findings at DC Meetings	Monthly	Title I
Provide professional development in data analysis strategies utilizing DataDirector or similar program.	Reports to Site Council	On-going	Title I, EIA SCE, EIA LEP

**This goal meets the following WASC Critical Areas of Follow-up:**

**Area 1:** Curriculum, instruction, and assessment will be aligned to the California State Content and Performance Standards.

**Area 3:** A comprehensive staff development plan will be developed to challenge all students to achieve their highest potential.

**Area 5:** Data needs to be analyzed and interpreted to make decisions regarding curriculum, teaching practices, staff development, and program effectiveness.

**GOAL #3: CREATE AND IMPLEMENT A SCHOOL-WIDE, TIMELY, AND TARGETED SYSTEM OF INTERVENTIONS**

**Issue Statement:**

Oroville High School is committed to offering quality, targeted systems of interventions to meet the needs of students who are not achieving performance standards, and who may be in danger of failing individual courses, and/or not graduating. As a result of PLC training, staff has been in the process of developing common assessments and analyzing results; however, OHS recognizes that we lack a clear, concise system of measurement and intervention.

**Objective:**

Fund an Intervention Coordinator to help coordinate/ monitor interventions. Increased GPA, lowered dropout rate, lowered attrition rate, increased CST performance.

**Means of Evaluating Progress Toward this Goal:**

Analysis of data collected regarding GPAs, dropout rates, attrition rates, CST performance.

(Goal #3 – continued)

**Group Data To Be Collected To Measure Academic Gains:**

CST performance band distributions, particularly amongst underperforming subgroups (EL, SWD, low SES), grade distribution data disaggregated by subgroup, dropout rate, graduation rate, class attrition rate.

Strategy	Measure	Time Line	Funding Source
<p><b>Consultation periods to be used more effectively for intervention</b></p> <ul style="list-style-type: none"> <li>• Find ways to increase attendance</li> <li>• Increase parent communication regarding consultation periods</li> <li>• Explore the process of mandating tutoring/consultation for failing students</li> <li>• Increase personnel support</li> </ul>	<p>Sign-in sheets Blackboard Connect Logs Teacher Feedback Grades</p>	<p>Sign-in sheets: Weekly  Quarterly report to Site Council (Principal)</p>	<p>Title I EIA SCE General Fund</p>
<p><b>Intervention Support</b></p> <ul style="list-style-type: none"> <li>• Intervention Coordinator                             <ul style="list-style-type: none"> <li>○ Coordinate interventions with staff</li> <li>○ Monitor student progress</li> <li>○ Communicate with parents</li> </ul> </li> <li>• Intervention Classes – Examples:                             <ul style="list-style-type: none"> <li>○ Reading/Writing (ELA) – Read180</li> <li>○ Math – IPass Math</li> <li>○ ELD - Visions</li> <li>○ CAHSEE</li> <li>○ Credit Recovery                                     <ul style="list-style-type: none"> <li>◆ Odysseyware</li> </ul> </li> </ul> </li> <li>• Consultation periods</li> <li>• PLC Intervention School-wide</li> </ul>	<p>Number of parent contacts Number of students participating in interventions Pre-post test Quarterly Reports API CAHSEE results CELDT scores CST scores Re-designated students</p>	<p>School Start Quarterly Semester End of Year</p>	<p>EIA SCE EIA LEP Title I General Fund</p>
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Use of Technology</li> <li>• On-site workshops</li> <li>• ELD Strategies</li> <li>• Competency training in assessment tools</li> <li>• Department collaboration days</li> <li>• <u>Conferences ( PLC and content area)</u></li> <li>• <u>Reading and writing across the curriculum</u></li> </ul>	<p>Observations Sign-in sheets WASC reports CELDT scores CST scores</p>	<p>Annually</p>	<p>Title I EIA SCE EIA LEP</p>
<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>• Increase School-to-Home Communication                             <ul style="list-style-type: none"> <li>○ <u>Personal contact of teachers with every parent</u> (phone/email/home visits/ letters/class rules)</li> <li>○ Mass communication</li> </ul> </li> <li>• Translation of parent correspondence (phone calls, mailings, etc...)</li> <li>• Provide meaningful parent trainings, meetings</li> <li>• <u>Meetings for parents of English Learner students (ELAC)</u></li> <li>• Title I meetings</li> <li>• <u>Increase opportunities for volunteering to monitor and tutor students in danger of failing or not graduating. (Boosters, PTSA)</u></li> </ul>	<p>Invitations sent and personal contact News letters Web site Sign-in lists Surveys Blackboard Connect logs</p>	<p>Each meeting Weekly Quarterly Annually</p>	<p>Title I EIA SCE EIA LEP</p>

**This goal meets the following WASC Critical Areas of Follow-up:**

**Area 1:** Curriculum, instruction, and assessment will be aligned to the California State Content and Performance Standards.

**Area 3:** Comprehensive staff development plan will be developed to challenge all students to achieve their highest potential.

**Area 5:** Data needs to be analyzed and interpreted to make decisions regarding curriculum, teaching practices, staff development, and program effectiveness.

**Area 6:** Formal intervention will be applied to students who do not pass the CAHSEE and/or who enter OHS with skills below grade level.

**Area 7:** OHS will increase parent involvement. Immediate effort is needed to insure that EL parents have access to vital information, and that all reports and resources are readily available in the appropriate languages.

**GOAL 4: CREATE AND IMPLEMENT A SCHOOL-WIDE SYSTEM OF SUPPORT AND ENRICHMENT OPPORTUNITIES TO DEVELOP SCHOOL CULTURE TO REINFORCE ACADEMICS**

**Issue Statement:**

Oroville High School bases its foundations of school culture on the premise of safety, responsibility and respect among all stakeholders. Due to the budget crisis in California and other economical stressors, Oroville High School has been challenged. Some staff has been shifted between school sites due to budget cuts, and the school faces an overall site budget reduction due to poor economical times. Our school has also seen a reduction in services that are tied to the site safety plan. Financial support of services and maintenance of safety practices and equipment have been reduced due to these budget issues. All of these factors have placed additional stressors on students and staff. To counteract these problems, however, we have developed enrichments to make OHS a positive educational environment and to support academic achievement.

**Objective:**

Students will participate in enrichment activities to make them feel more comfortable at school—to feel part of the OHS family—and to increase academic performance. We believe that enrichments can inspire students and help them succeed as life-long learners. The focus of this goal is to work collaboratively with parents, student, staff, administration, and the community we serve to create a safe, caring and effective learning environment.

**Means of Evaluating Progress Toward this Goal:**

Analysis of student involvement in enrichment or support programs, increased attendance rates, a decline in discipline issues, and an increase in student grades and test scores.

**Group Data To Be Collected To Measure Academic Gains:**

Grade distributions, CST Performance band distributions, benchmark performance bands, common assessments, CAHSEE outcome data, and graduation/dropout rate data will continue to be collected. Participation in enrichment programs will be collected.

<b>Strategy</b>	<b>Measure</b>	<b>Time Line</b>	<b>Funding Source</b>
<b>COST Meetings</b>	Attendance sheets	Weekly	Title 1, EIA SCE
<b>Safe School Ambassadors</b>	# of students GPA of students participating, increased attendance and on-time record, pre-and post-surveys of student self-evaluations	Monthly	Title 1, EIA SCE
<b>Conflict Managers</b>	Quarterly report of interventions. Training/Meeting sign-in GPA of students participating, increased attendance and on-time record, pre-and post-surveys of student self-evaluations	Daily/Weekly Monthly Quarterly	Title 1, EIA SCE
<b>Link Crew</b>	Quarterly Report Training/Meeting sign-ins # of participants Decline in discipline in 9 <sup>th</sup> grade. GPA of students participating, increased attendance and on-time record, pre-and post-surveys of student self-evaluations	Daily/Weekly, Monthly Quarterly	Title I, EIA SCE
<b>Student Activity Center</b>	Number of mentors and mentees participating, GPA of students participating, increased attendance and on-time record, pre-and post-surveys of student self-evaluations	On-going	Title I, EIA SCE
<b>Science Ambassadors</b>	Number of students participating, GPA of students participating, increased attendance and on-time record, , pre-and post-surveys of student self-evaluations	Monthly	Title I, EIA SCE
<b>Meaningful parent trainings Meetings for parents of ELs</b>	Invitations sent Personal contact Newsletters Website Surveys	Each meeting/Weekly Quarterly Annually	Title I EIA SCE EIA LEP

(Goal #4 – continued)

<b>Involve students at the school decision level.</b>	Include students on panels Principal to meet with students Site Council; Student Council Classroom	On-going	Title I EIA SCE
<b>Motivational Assemblies</b> • Diversity day	Clubs Community members Staff Students Media	As scheduled throughout the school year	Title I; EIA SCE EIA LEP
<b>Academic Decathlon</b>	Number of students participating, GPA of students participating, increased attendance and on-time record, , pre-and post-surveys of student self-evaluations	Yearly	Title I, EIA SCE

**This goal meets the following WASC Critical Areas of Follow-up:**

**Area 2:** Following review of ESLRs, strategies are developed to integrate outcomes into curriculum development and instructional practices.

**Area 5:** Data needs to be analyzed and interpreted to make decisions regarding curriculum, teaching practices, staff development, and program effectiveness.

**Area 7:** OHS will increase parent involvement. Immediate effort is needed to insure that EL parents have access to vital information, and that all reports and resources are readily available in the appropriate languages.

**BUDGET AND CATEGORICAL FUNDING:**

<b>Title I</b>	<b>\$190,683</b>
<b>Title I Admin</b>	<b>\$7,975</b>
<b>Title I Professional Development</b>	<b>\$10,143</b>
<b>Title I Parent Involvement</b>	<b>\$2,029</b>
<b>EIA-SCE</b>	<b>\$133,192</b>
<b>EIA-LEP</b>	<b>\$39,821</b>
<b>EIA-Admin</b>	<b>\$18,830</b>
<b>Lottery</b>	<b>\$20,325</b>
<b>MAA</b>	<b>\$5,566</b>

## SCHOOL SITE COUNCIL

### School Staff Members

	<b>Name</b>	<b>Title</b>	<b>Prior Term</b>	<b>Current</b>
1	Ricky Giovannoni	Teacher		2011-2012
2	Michael Buchanan	Teacher	2010 - 2011	2011-2012
3	Rachel Gwinnup	Teacher	2010 - 2011	2011-2012
4	Teisha Hase	Teacher	2010 - 2011	2011-2012
5	Bob Schmautz	Teacher – Vice Chair		2011-2012
6	Pam Ishmael	Classified – Secretary		2011-2012
7	Joe Boehme	Classified		2011-2012
8	Jeff Peek	Principal		2011-2012

*\* Although staff members serve a one-year term, we encourage at least half of the staff members to serve for two years to ensure continuity.*

### Parent/Student Members

	<b>Name</b>	<b>Title</b>	<b>Term</b>	
1	Johanna Clay	Parent	2010-2011	2011-2012
2	Mark Lundberg	Parent - Chair	2010-2011	2011-2012
3	Julie Rossiter	Parent	2011-2012	2012-2013
4	Alice Alino	Parent	2011-2012	2012-2013
5	Joseph Flicker	Student	2011-2012	
6	Natalie Cesario	Student	2011-2012	
7	Jordan Griffin	Student	2011-2012	
8	Jennifer Bible	Student	2011-2012	

2011 - 2012	ELAC Representation	Pat Bell
2011 - 2012	Title I Representative	Johanna Clay
2011 - 2012	SAC Representative	Bob Schmautz

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) equal number of parents and students. Size – Not less than 12, no more than 16 voting members.

## ASSURANCES

The School Site Council recommends this school plan and its related expenditures to the District Governing Board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with District Governing Board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in District Governing Board policies and in the Local Improvement Plan.
4. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan: **Staff Advisory Committee; Department Chairs; ELAC; ASB**

This school plan was adopted by the Site Council on: 5/8/2012  
 Public Notice Due Date: 5/4/2012  
 Attested by Jeff Peek (Oroville High Principal): 5/8/2012  
 Attested by School Site Council Chairperson: 5/8/2012  
 District Governing Board Review Date:

Attested	Signed	Date
School Principal: Jeff Peek		
SSC Chairperson: Mark Lundberg		