



OROVILLE HIGH SCHOOL
CDS Code: 04-61515-0435602
Oroville Union High School District

Plan Period: 8/16/2010 – 6/10/2011
Date of this revision: April 15, 2010

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.

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

Contact Person:	Charles Tracy
Position:	Principal
Telephone Number:	530-538-2320
Address:	1535 Bridge St. Oroville, CA 95966-5060
Email Address:	ctracy@ouhsd.org

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ABOUT THIS SCHOOL

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 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 has an estimated population of 13,250 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 \$21,911.

Oroville High School has existed as an institution for over 100 years, though the site we currently occupy is (only) a little over 75 years old. The facility itself reflects that age; however, we are currently in the final stages of an \$ 8.5 million new construction 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. Modernization projects currently under way 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. The new buildings and the reconstruction reflect an overall expansion and renovation trend in the community. New businesses and county and state agencies are giving new life to our local economy and a newer look to parts of our town.

In 1992 Oroville High was designated a California Distinguished School; however, in 1999 OHS was designated as “under-performing,” and we began the intensive self-study and restructuring measures under 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 and the California High School Exit Exam (CAHSEE). Since 2001, our API has climbed steadily (110 points over the last 5 years), and in 2007 we *again* earned the distinction of being a California Distinguished School.

One of the school/community organizations instituted during the II-USP process has been partly responsible for the continued success of the school, the leadership team composed of administration, staff, parents, and students. The leadership team (later named the Staff Advisory Committee (SAC)) 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, Retail Sales, and Administration of Justice have generated partnerships and cooperative relationships with 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. Similarly, CSU Chico offers seniors University Connection, which specializes in (but is not restricted to) the field of education. 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 2009 scholarship convocation, nearly 1 million dollars was awarded to deserving students.

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 was raised for the 2007-2008 year, which became a factor in Oroville High School's decline in Student Annual Performance Index (API). During the 2007-2008 school year our 9th, 10th, and 11th grade students took the California Standards Test (CST, also known as STAR testing) that demonstrates student academic competency in the core content subjects: English, Math, Science, and Social Science. The API score garnered from the California STAR test for Oroville High School was 701. This was a 9 point decrease in our API from the 2006-2007 school year testing cycle.

In 2008-2009 Oroville High School saw a marked increase in our over all API, raising 26 points from 701 to 727. While this is a significant overall positive increase, Oroville High School still has issues in some of its subgroups. In the 2007-2008 school year our significant white population declined significantly. This subgroup was to have scored 722 but fell to 701 during the 06-07 school year. In the 2008-2009 school year, our Asian population decreased in overall performance, scoring 748 and they should have increased to 753. The staff, parents, and site council are working with the administration to level the academic performance of all students.

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 2008-2009 test results. The discussions have taken place in several forums: Site Councils, English Language Advisory Council (ELAC) meetings; Student Leadership classes; School Action Committee (SAC); the Department Chair Meetings; and our Faculty Minimum Day trainings. The collective conclusion from all of these meetings is for our school to focus on teaching and learning programs 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 and create goals that are measurable and attainable 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 curriculum. The standards-aligned curriculum and textbooks have been developed through a district-wide process in which departments review and update curriculum on a six-year cycle. Teachers' lesson plans are prepared daily and contain learning content set by state standards. The standards for learning are key elements for students to understand the complexity of each subject in core courses: language arts, math, science, and social studies. Teachers utilize quarterly assessment and STAR 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 core content instructional materials. Teachers working within their respective disciplines have had collaboration days to align curriculum in core content areas: math, language arts, science, and social studies. The focus for Oroville High School for the 2010-2011 school year will be to improve teaching and learning. To accomplish this task, our staff is developing strategies to implement our

WASC action plan of improving basic performance levels in all subjects, promoting school culture of high expectations, and improving the use of technology within our schools.

Alignment of staff development to support standards based education

Teachers have the opportunity to use 30 hours of staff development through a block grant. This grant allows teachers to participate in specific areas of instruction that will enhance teaching and learning. Our teachers assigned to teach English language development classes (ELD) are currently working with a consultant to redevelop our ELD program at Oroville High School. The new program for our second language learners will focus on intense instruction in English language acquisition. The math department attended a math conference as a means to help with improvement with instructional strategies. The special education department worked with the district Director of Educational Services to create a math placement exam for all incoming eighth grade students. The math placement exam will be used to help place special education students in the correct math level. Our Career Technical Education teachers (CTE) continually attend conferences and participate in CTE on-line to enhance learning integrating core standards within their discipline.

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

The instructional staff has been CLAD or SDAIE trained and utilizes these strategies across the curriculum. Specific classes have been created to address those students who have not passed the California High School Exit Exam (CAHSEE). Students with specific needs in reading and math have specialized courses that are designed to enhance their reading/math skills as a means to enhance their learning skills across the curriculum. After-school tutoring has been established to help students achieve. Quarterly assessments and STAR results are some of the guideposts for staff to determine the effectiveness of these programs.

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 second language learners. CAHSEE math and English classes are embedded within the instructional day. Students who are second language learners have specific courses in English accompanied by a support class to enhance learning ELA skills. The targets within these classes would be for English acquisition and knowledge, skills, and abilities to pass the CASHEE.

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

Teachers meet to address data within their departments. These departmental meetings occur after each Quarterly assessment. STAR data is also used to place students in specific classes that will help enhance their educational prowess. STAR data is also used in conjunction with the data gained by the quarterly assessments as a benchmark for improvement.

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

Tutoring is offered to all students in all subjects two days per week. Consultation periods are scheduled for the 2010-2011 school year on Mondays and Wednesday. These days were chosen so that students who are involved in after school sports and other activities can receive consistent assistance from their teachers. Additionally, the district has provided each site with an intervention coordinator to work with staff, students, parents and community leaders to help support the emotional and social welfare of our campus.

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

The Oroville Union High School District is facing declining enrollment. (See chart below for projected enrollment.) Additionally, the State of California is in a huge financial crisis. This crisis will see a decrease in the district's funding of two million dollars over the next two years. This is a looming issue that forces the district and each site to attempt to provide the same level of services with fewer resources.

5-Year Decline Projected for the Oroville Union High School District			
School Year	Projected Enrollment	Projected Decline	Percentage of Decline
2009-2010	2860 (actual)	n/a	n/a
2010-2011	2829	31	1.08%
2011-2012	2776	53	1.87%
2012-2013	2706	70	2.52%
2013-2014	2565	141	5.21%
2014-2015	2474	91	3.55%
Total Projected Decline		386	13.50%

Another barrier that affects student achievement is that the area schools are not unified. Not being unified causes difficulty with articulation among the feeder schools and the high schools. As part of our goal for improving student achievement the high school will work with elementary districts to build a relationship to improve articulation.

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

We support assigning a lead teacher in our ELD program. A consultant will continue working with our newly formed ELD program. We have found that a majority of students entering Oroville High as 9th graders struggle with the newness of high school, as well as the standards needed to be successful in high school curriculum. We continue to support an after-school tutoring program to assist students in all areas of academic instruction. All students are offered support through this program.

Additional areas of academic need for our under-performing students that may be considered:

- Math
- English
- Science
- Career Technical Education
- Visual and Performing Arts
- Special Education
- Social Studies

ANALYZE INSTRUCTIONAL PRACTICES

Conclusions from Analysis of Instructional Programs

The data reviewed was conducted by the School Site Council, the School Advisory Committee, department chairs, and the school site staff. The information presented showed that the school as a whole dropped in all sub-groups except for our Asians and second language learners. The API scores for Oroville dropped from 710 in the 2006-2007 school year to 701 in the 2007-2008 school year. Although gaining 24 points overall in 2008-2009, the Asian sub group did not meet the expected target of 753.

	2005-06	Sub Group Target met?	2006-07	Sub Group Target met?	2007-08	Sub Group Target met?	2008-09	Sub Group Target met?
School Wide	692	Yes	710	Yes	703	No	727	Yes
Asian	733	Yes	739	No	748	Yes	749	No
White	686	Yes	717	Yes	701	No	727	Yes
Socio Econ	690	Yes	693	No	693	No	702	Yes
English Learners	634	-	694	Yes	717	Yes	729	Yes

As indicated in the chart, (page 7), the Adequate Yearly Progress index, (AYP), demonstrates that the students at Oroville High School have been very successful in meeting the ever increasing benchmark for improvement of academic achievement. With the exception of the 2008-2009 school year, our school has met the AYP. During the 2008-2009 school year, our second language learner students, largely Asian students, did not meet the minimum growth target set by the state and federal government for English/language arts. We believe the decrease in performance was due to two factors. One was the

increase of the minimum benchmark standards being raised for this testing period by the federal government. The second factor is that OHS has implemented a new language development program for all second language learners. The increase in expectations of these students raised the bar, making it more difficult for them to perform well on the assessment tests that measure our success.

This year, 2009-2010, the language development program has been fully implemented. Our second language students are being fully amerced in language fluency for reading, writing and speaking. We anticipate that our second language students will be more prepared for this testing season and will perform adequately with the tools needed to succeed.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP)												
/w EPDw UKMTkx	2006-07				2007-08				2008-09			
Criteria?	Made AYP: YES				Made AYP: YES				Made AYP: NO			
	ELA		MATH		ELA		MATH		ELA		MATH	
Participation Rate	Yes		Yes		Yes		Yes		Yes		Yes	
Percent Prof.	Yes		Yes		Yes		Yes		No		Yes	
Sub Groups	Partcip Rate		% Prof		Partcip Rate		% Prof		Partcip Rate		% Prof	
	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH
School												
Wide	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
White	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Socio Econ	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
EL	-	-	-	-	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
	Add'l Indicator: Yes				Add'l Indicator: Yes				Add'l Indicator: Yes			
	Grad Rate: Yes		Grad Rate: Yes		Grad Rate: Yes		Grad Rate: Yes		Grad Rate: Yes		Grad Rate: Yes	

SCHOOL GOALS

GOAL #1: IMPROVE PERFORMANCE LEVELS IN ALL SUBJECTS

Issue Statement:

Oroville High School has seen an increase in their Academic Performance Index three of the last four years, (see chart on page 6 for comparisons). As shown in the chart, the 2005-06 and 2006-07 school years each showed above average growth in most all sub-groups. In 2007-2008 the White (non-Hispanic group) dropped 16 points. In 2008-2009 our school had a dramatic increase in our over-all API, raising school-wide 24 points. All groups except our Asian population made progress. Our Asian students dropped 4 points. The 2008-09 increase is the second largest increase in four years, next to the 2005-2006 school year where the over all API score then was 27 points with all sub-groups achieving their individual progress.

The issue at Oroville High School is that more than 50% of our students still score below proficient on the California Standardized Tests. Our school has tried incentive assemblies and other external extrinsic motivators for students to achieve. Although we consistently review and critique our instruction, we have learned that our school will only achieve sustained academic growth when students have learned to apply the material they have learned. This must be accomplished by improving teaching and learning strategies.

Objective:

Our intent in this goal is to improve basic instruction that supports all students in achieving their highest potential for the 2009-2010 and 2010-2011 school years. Areas to be specifically addressed are:

1. Improve learning support through the use of consultation hours.
2. Evaluate and refine categorically funded intervention programs including those for second language learners.
3. Evaluate, refine and sustain technology campus-wide.
4. Focus professional development on improving student achievement in all subjects.
5. Invite parents to become planners, as well as stake holders, in the school-wide effort to improve student achievement.

The school has worked to improve services through the library on campus. An effort to rebuild the printed resources for students has been undertaken over the last few years. It is the goal of the school to continue funding the library, especially in improving technology, as well as printed materials. During the 2008-2009 school year, the Oroville High School Site Council saw the need to expand services through entitlement programs to all students. Meeting the qualifications of the State and Federal guidelines, categorical funding was given higher priority to serve the academic needs of student populations who qualify for such services. The expansion of services not only serves our most academically at risk, but our socioeconomically disadvantaged students who otherwise would have been left out of such programs as GATE and Advanced Placement had the school-wide designation not been accomplished. The school recognizes the need to continue supporting these academic areas to ensure that students who avail themselves of these classes and programs are allowed to reach their fullest potential.

Strategies:

Strategy	Measure	Time Line	Funding Source
Consultation periods to be used more effectively for intervention <ul style="list-style-type: none"> • Find ways to increase attendance • Increase parent communication regarding consultation periods 	Sign-in sheets BlackBoard Connect logs Teacher Feedback Grades	Sign-in sheets: Weekly Quarterly report to Site Council	Title I EIA SCE General Fund

<ul style="list-style-type: none"> • Explore the process of mandating tutoring/consultation for failing students • Increase personnel support 		(Principal)	
<p>Intervention Support</p> <ul style="list-style-type: none"> • Intervention Classes • Read 180 Classes • English Proficiency Classes • CAHSEE Intervention Classes • ELD Classes 	<p>Pre-post test Quarterly Reports API CAHSEE results CELDT scores CST scores Redesignated students</p>	<p>School Start Quarterly Semester End of Year</p>	<p>EIA SCE EIA LEP Title I General Fund Title III</p>
<p>Update Technology Plan</p> <ul style="list-style-type: none"> • Revive the technology committee • Provide innovative teaching tools to address students learning styles 	<p>Technology Plan Staff /Student Surveys Semi-Annual report from Tech Committee</p>	Semi-Annual	<p>General Fund Title I EIA SCE Lottery Grants</p>
<p>Professional Development</p> <ul style="list-style-type: none"> • Use of Technology • On-site workshops • ELD • Competency training in assessment tools • Department collaboration days • Conferences 	<p>Observations Sign-in sheets WASC reports CELDT scores CST scores</p>	Annually	<p>Title I EIA SCE EIA LEP Title III Title II Part D</p>
<p>Parent Involvement</p> <ul style="list-style-type: none"> • Increase School-to-Home Communication <ul style="list-style-type: none"> ○ Personal Contact (Phone/Email/Home visits) ○ Mass communication • Translation of parent correspondence (Phone calls / Mailings, etc...) • Provide meaningful Parent Training / Meetings • Meetings for Parents of Second Language Learner (ELAC) • Title I meetings • Increase personnel for coordination of volunteers • Increase opportunities for volunteering 	<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 Title III</p>
<p>Library Improvement</p> <ul style="list-style-type: none"> • Explore need for more hours <ul style="list-style-type: none"> ○ Implement Sign-in sheets ○ Student Surveys • Increase reading materials for all levels and subject areas • Technology • Reading materials to support second language learners • Materials and Supply Budget Request from Library 	<p>Sign-in sheets Student surveys</p>	<p>Monthly use Report to Site Council Annual budget</p>	<p>Title I EIA SCE EIA LEP General Fund Grants Title III</p>
College Readiness	Class enrollment	Annually	Title I

<ul style="list-style-type: none"> • Increase enrollment for AP and Honors classes • Provide more opportunities for enrichment (e.g.: GATE, Academic Decathlon) 	Course offerings AP Scores		EIA SCE GATE General Fund AP Funding
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This goal meets 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 #2: ENHANCE SCHOOL-WIDE CULTURE

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 economical stressors, the normalcy that has existed at Oroville High School has changed. Students face a changing bell schedule every other day. Some staff have been shifted between school sites due to budget cuts and the school faced an overall site budget reduction due to California's budget cuts to programs. Our school has also had a reduction in services that are tied to the site safety plan. Services and maintenance of safety practices and equipment have been mostly eliminated due to these budget issues. All of these factors have placed additional stressors on students and staff. The school has seen an increase in student disciplinary issues and the staff has reported higher numbers of classroom management issues with students. A review committee of staff and students examined the changes in our school culture this year and has indicated that the aforementioned issues are the leading causes for these changes.

Objective:

Work collaboratively with parents, students, staff, administration and the community we serve to create a safe, caring and effective learning community. This objective will be accomplished by our school site Coordination of Services Team (COST) by:

1. Offering counseling services for students.
2. Reviewing and creating strategies to improve student attendance.
3. Enhancing staff development that will provide teaching and learning strategies to support all students towards academic success.
4. Supporting teachers and administrators to develop classroom and school-wide strategies to encourage good student behaviors.

The school has created a committee of teachers, students and administration who will examine and make recommendations for improving the school culture. Students and parents are empowered to be fully engaged in the school community process of school culture. Staff will also receive in-house staff development training on how to create and integrate positive character education within the curriculum. Guest speakers, on-site and off site training will be included in the staff development efforts.

Strategies:

Strategy	Measure	Time Line	Funding Source
COST Meetings	Attendance sheets	Weekly	Title 1, EIA SCE
Safe School Ambassadors	# of students	Monthly	Title 1, Carl Washington,

			EIA SCE
Conflict Managers	Quarterly report of interventions. Training/Meeting sign-in	Daily Weekly Monthly Quarterly	Title I, Carl Washington, EIA SCE
Link Crew	Quarterly Report Training/Meeting sign-ins # of participants Decline in discipline in 9 th grade.	Daily, Weekly, Monthly Quarterly	Title I, Carl Washington, EIA SCE
Technology to support statistical data gathering.	Annually	Annually	Title I, Title II Part D, Lottery, EIA SCE
Support of staff development/admin training	Classroom and School-wide discipline reports	Annually	Title I, Carl Washington, EIA SCE
Meaningful Parent Training Meetings for parents of second language learner	Invitations sent Personal contact News letters Web Site Surveys	Quarterly Each meeting Quarterly Weekly Annually	Title I EIA SCE EIA LEP
Involve students at the school decision level.	Include students on panels Principal to meet with students Site Council Student Council Classroom	On-going	Title I EIA SCE
Motivational Assemblies <ul style="list-style-type: none"> Diversity day Multiforum 	Clubs Community members Staff Students Media	As scheduled throughout the school year	Title I EIA SCE EIA LEP Title III

This goal meets WASC Critical Areas of Follow-up:

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

Area 4: A 4-year plan will establish criteria for evaluating the effectiveness of each curricular path way as it pertains to student success.

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 #3: PREPARE STUDENTS TO BE PRODUCTIVE MEMBERS OF SOCIETY:

Issue Statement:

Oroville High School is committed to offering quality academic and Career Technical Education (CTE) programs to all of our students. One year of CTE is required for graduation from Oroville High School. The CTE staff and counselors promote the programs year-round through many activities. Oroville High

School will continue to integrate learning standards for both core academics and CTE courses. CTE provides practical application to both areas of instruction. Counselors work diligently to help students meet their future goals – be it attending a trade school, a 2-year community college, a 4-year college or university, a private college, the military or other individual goals. The counseling department provides scholarship information to students and coordinates scholarship activities such as a counseling newsletter for seniors, bulletin announcements, writing letters of recommendation, assisting with scholarship applications and providing a “Student Fact Sheet” to assist students in the scholarship process.

As a means to address the school-wide critical areas for follow-up from the WASC visiting committee, Oroville High School will need to develop an action plan and implementation of a career center that will assist students with career planning and college preparation.

Objective:

Counselors and CTE teachers work collaboratively to create comprehensive career centers in both the counseling office and library. The purpose of Goal 3 is to articulate how:

1. All students will be exposed to comprehensive career exploration, research and planning.
2. Skills, attitudes and knowledge are required for success in a chosen career pathway.
3. Core content standards are embedded within the instruction of all CTE courses.

Students will have access to both career centers. In the counseling office, they will be able to work individually or with a counselor to explore career and college opportunities. Within their CTE course work, students will expand their career search options utilizing any of the technology labs located on the campus, as well as the library and classroom resources.

Strategies:

Strategy	Measure	Time line	Funding source
Career Technical Education Classes <ul style="list-style-type: none"> • Core content standards integrated into CTE courses • Comprehensive career component in all CTE courses • Improve student use of technology • Career Technical Student Organizations (FHA-HERO, FBLA, Skills USA, FFA) • Collaboration with the community college districts in our area 	CTE Online API CAHSEE test results Completer/Leaver Surveys Student grades and attendance Portfolios Exit interviews Community Classroom Placements	Semi-annually	General Fund Title 1 ROP VEA Grants Tech Prep
Technology <ul style="list-style-type: none"> • Provide/maintain software and hardware for college/career research and resources 	Student sign-in log	Annually	Title I Title II Part D IEA SCE Lottery
Professional Development for CTE Teachers and Counselors <ul style="list-style-type: none"> • Use of career and college exploration software • Department collaboration days 	Sign-in logs	Annually	Title I Title II Part D EIA SCE Lottery

<ul style="list-style-type: none"> • Conferences 			
Library Improvement <ul style="list-style-type: none"> • Explore need for more hours <ul style="list-style-type: none"> ○ Implement Sign-in sheets • Student Surveys • Designated career/college area <ul style="list-style-type: none"> ○ Reading materials to support careers ○ Information on colleges, universities and trade schools 	Sign-in sheets Student surveys	Monthly use Report to Site Council Annual budget	Title I EIA SCE EIA LEP General Fund Grants Title III
Counseling Center <ul style="list-style-type: none"> • Networked computer available for students with software compatible to that in library and CTE classrooms. • Information on colleges, universities and trade schools • Provide access to all scholarship information fro students 	Student college and scholarship applications Sign-in logs for counseling department	Monthly use Quarterly Annually	Title I EIA SCE General Fund Title II Part D Lottery
Explore Options: <ul style="list-style-type: none"> • Career center • Senior Project 			Title I EIA SCE EIA LEP Title II Part D Title III Lottery General Fund

This goal meets WASC Critical Areas of Follow-up:

Area #1: Curriculum, instruction, and assessment will be aligned to the California Career Technical Education Model Curriculum Standards.

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

Area #8: Auxiliary services are available for students and parents. (Establish a career center that provides students with comprehensive services on options including colleges/universities, trade/technical institutions, skill development programs, and/or employment opportunities)

BUDGET AND CATEGORICAL FUNDING:

Title I.....	\$290,762.00
Title II.....	No Funding Available
Title III.....	No Funding Available

Estimated EIA.....	\$184,280.00 *
Lottery ~ Computer Maintenance.....	\$16,565.00
Lottery ~ Athletic Equipment.....	\$5,000.00

* Total Allocation for LEP/SCE without Carryover!

SCHOOL SITE COUNCIL

2009-2010 SCHOOL SITE COUNCIL MEMBERS			
Member Name	Represents	Contact Information	Plan Review Date
Tara Aldrich	Student		April 15, 2010
Alice Alino	Parent	530-533-4422	April 15, 2010
Sharyl Backues	Teacher	530-538-2320 ext 338	April 15, 2010
Joseph Boehme	Classified Staff	530-538-2288 ext 11	April 15, 2010
Adam Clay	Student		April 15, 2010
Johanna Clay	Parent (President)	530-534-3062	April 15, 2010
Terri Gravison	Teacher	530-538-2320 ext 327	April 15, 2010
Mark Lundberg	Parent	530-534-3623	April 15, 2010
Mary Masters	Classified Staff	530-538-2320 ext 362	April 15, 2010
Mary Neeley	Teacher	530-538-2320 ext 340	April 15, 2010
Kelsey Roberson	Student		April 15, 2010
Julie Rossiter	Parent	530-532-7084	April 15, 2010
Charlotte Ross	Community Member	530-538-2320 ext 310	April 15, 2010
Bob Schmautz	Teacher	530-538-2320 ext 321	April 15, 2010
Jessika Solorzano	Student		April 15, 2010
Charles Tracy	Principal	530-538-2320 ext 301	April 15, 2010
Nicole Zunino	Teacher/Counselor	530-538-2320 ext 314	April 15, 2010

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:

Assurances

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:

Charles Tracy (Oroville High Principal)	Approved insert dates for each
Department Chairs	Approved
English Learner Advisory Committee	Approved
School Advisory Committee	Approved
WASC Focus Groups	Approved

Approval

Public Notice Due Date	insert dates approved here
District Governing Board Review Date	
School Site Plan	

Attested	Signed	Date
School Principal: Charles Tracy		
SSC Chairperson: Johanna Clay		

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