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

Plan Period: 08-22-2011 - 06-08-2012
Date of this revision: May 5, 2011

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.*

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
Website:	**http://ohs.ouhsd.org**

TABLE OF CONTENTS

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 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 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 $39,766.00.

Oroville High School has existed as an institution for over 118 years, though most of the buildings we currently occupy are a little over 75 years old. Over the last five years, the district has completed construction projects, including a new library, a new science wing, and a new industrial arts building. 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. 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 not only improve facilities on our campus, but also 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 American with Disability Act (ADA).

In 1992, Oroville High was designated a 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. While the school works to keep its academic rigor and expectations high, we slipped into program improvement (PI) during the 2009-2010 school 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 was raised for the 2009-2010 year and will again rise over the next three years. The increase in expectations was not unknown to our faculty, which worked collaboratively to support students to achieve. 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 had worse results. Overall, our school API dropped 19 points. Our Asian sub-group increased by 4 points during 2009-2010 school year but failed again to achieve the needed 5 points by 1 point, thus it failed to meet the growth target. The EL sub-group, our socio-economically disadvantaged sub-group also declined during the 2009-2010 school and did not meet their growth targets. None of the sub groups met its target, and in the academic core areas, math and English saw a decrease in overall school-wide scores.

Based on the data as explained above and contained in the charts on pages seven and eight, Oroville High School has areas of data in 2010 that are of critical concern. Those areas are in our math scores, school-wide API, and all of our 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 2009-2010 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; and faculty minimum day trainings. The conclusion from all of these meetings is that our school needs 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 to 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 Standards. The standards-aligned curriculum and textbook adoption 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. All essential State Standards are clearly posted in each classroom. Teachers utilize 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 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.

Alignment of staff development to support standards-based education

In 2011, each teacher has the opportunity to use 30 hours of staff development paid by a block grant. This grant allows teachers to participate in specific areas of instruction that will enhance teaching and leaning. During the 2010-2011 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 improving best practices at OHS. 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. 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 ELD students 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) attend conferences and participate in CTE on-line to learn how to better integrate core standards within their discipline.

*(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

The instructional staff has been trained in the Cross-cultural Language and Academic Development known as CLAD or the Specialized Designed Academic Instruction In English, (SDAIE) trained and utilizes these strategies across the curriculum. As stated above, the PLC model that will begin during the remainder of the 2010-2011 school year will continue to utilize data to drive instruction in the classroom. With this model, all staff members will have high expectations that students will be successful at all times. Student willful failures will be unacceptable at OHS.

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. CAHSEE math and English classes are embedded within the instructional day. ELD students have specific courses in English accompanied by a support class to enhance learning ELA skills. The targets within these programs are to provide English acquisition and knowledge, reading and math skills and the abilitiy to pass the CAHSEE. 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 or math skills as a means to improve their learning skills across the curriculum. Quarterly assessments and CST results are some of the guideposts for staff to determine the effectiveness of these programs. In addition, after-school tutoring will be established during the second semester of the second semester to help students raise their grades and master content standards.

A further goal of our school since it has lapsed into Program Improvement (Year 1), 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. The use of data by each department, as well as at grade level and interdepartmentally, will focus on supporting students to achieve and succeed. The PLC philosophy has been the driving force for school improvement in other school districts. The schools and districts who have embraced the PLC model moved from under-performing to high achieving.

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

Teachers meet to address data within their departments. Ideally, these departmental meetings occur after each quarterly assessment. CST data is also used to place students in specific remediation classes that will help them master standards. Quarterly assessment data is also used in conjunction with CST data as a benchmark for improvement.

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

Tutoring is offered during the school day to all students in all subjects twice per week. Consultation periods are scheduled for the 2010-2011 school year on Mondays and Wednesdays. These days were chosen so that students who are involved in afterschool 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 students. The Governing Board has approved a daily consultation period for the 2011-2012 school year. One consultation period a week will be for collaboration or staff meetings, two will be for direct intervention for students, and two will be for IEP, Student Study Team, or 504 meetings.

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

One of the issues that faces Oroville High School and the Oroville Union High School District is declining enrollment. It is projected that by 2014-2015, our district enrollment will decline over 13%. 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 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 significant issue is an increased number of unemployed or underemployed residents. The residents of Oroville face a 12.3% unemployment rate compared to the remainder of Butte County that has an unemployment rate of 8.3%. The hardship of underemployment or unemployment causes parents who reside in Oroville to seek employment outside of the area, making parents less available to participate in their child's education. This sometimes requires additional services for students from the school system.

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

-Math Intervention
-Reading Support
-Science Ambassadors
-Library materials
-Mental Health Services

-Career Technical Education
-Social Studies
-Tutoring Support
-Updated Technology

-Special Education
-Student Study Teams
-Counseling Services
-Current Instructional Materials

ANALYZE INSTRUCTIONAL PRACTICES

Conclusions from Analysis of Instructional Programs

Academic Perfomance Index (API)

	Sub Grp 2006	Tgt met?	Sub Grp 2007	Tgt met?	Sub Grp 2008	Tgt met?	Sub Grp 2009	Tgt met?	Sub Grp 2010	Tgt met?
School Wide	702	Yes	710	Yes	703	No	726	Yes	707	No
Asian	738	Yes	739	No	748	Yes	749	No	753	No
White	698	Yes	717	Yes	701	No	727	Yes	714	No
Socio Econ	700	Yes	693	No	693	No	701	Yes	672	No
English Learners	641	-	694	Yes	717	Yes	728	Yes	707	No

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 dropped, as did all sub-groups, except for our Asian sub-group. In 2010 the API scores for Oroville dropped by 21 points from the prior year.   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. Our goals are designed to ensure that all students are given every opportunity to achieve.

Adequate Yearly Progress (AYP)

	2008		2009		2010	
	Met AYP Criteria for 2008: Yes		Met AYP Criteria for 2009: No		Met AYP Criteria for 2010: No	
	ELA	MATH	ELA	MATH	ELA	MATH
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes	No	No

	Participation Rate		Percent Proficient		Participation Rate		Percent Proficient		Participation Rate		Percent Proficient	
Sub Groups:	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	No
Asian	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No
White	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Socio Economic	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
English Learners	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No

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
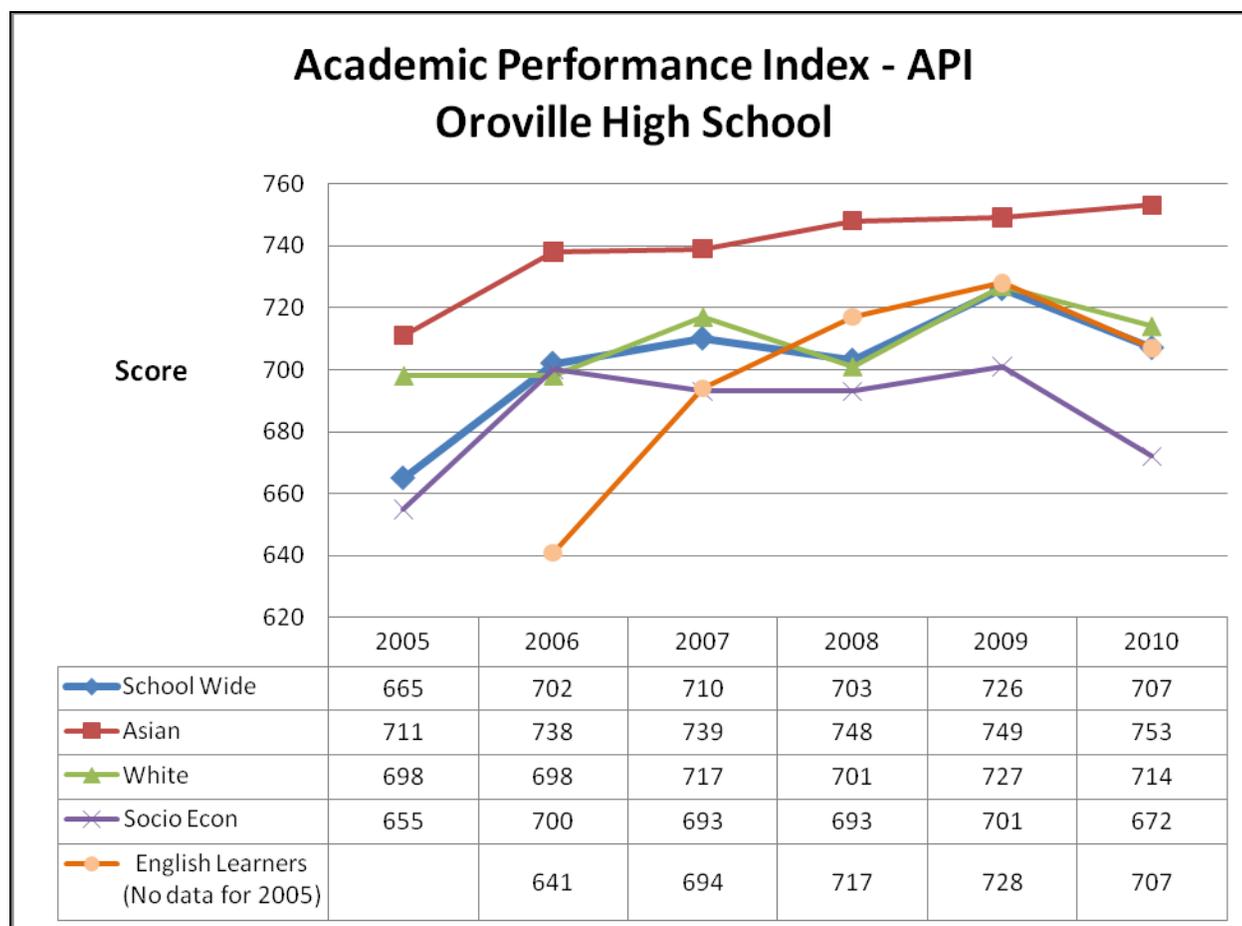*2009*   http://dq.cde.ca.gov/dataquest/AcntRpt2009/2009APRSchAYPReport.aspx?allcds=04615150435602
2010   http://dq.cde.ca.gov/dataquest/AcntRpt2010/2010APRSchAYPReport.aspx?allcds=04615150435602

SCHOOL GOALS

GOAL #1: IMPROVE PERFORMANCE LEVELS IN ALL SUBJECTS

Issue Statement:

In spite of the fact that Oroville High School has seen an increase in its school-wide Academic Performance Index three of the last five years, we have found ourselves in Program Improvement (PI). All schools in California must meet their yearly API in two ways: school-wide, and by significant sub-groups. All schools, school-wide must achieve at least 3 points of growth annually. Each school's significant sub-groups must achieve 5 points as well. It is the combined growth of both school-wide and significant sub-groups that totals the overall score for the school. 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 2007-2008, our school-wide API dropped seven points, our White (non-Hispanic group) dropped 16 points, and the socio-economic showed no growth. In 2008-2009, our school had a dramatic increase in our overall API, raising school-wide by 23 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 2008-09, the increase is the second largest increase in four years, after the 2005-2006 school year, when the over all API score of 27 points, and all sub-groups achieved their growths targets. In 2009-2010, our school saw a 19 point decrease in the school-wide API. In addition, our White sub group dropped 13 points, our Socio-economic students dropped 29 points, and our English Learners dropped 21 points. The overall combined decline of subgroups and school-wide performance caused Oroville High School to enter into Program Improvement Year 1.

Academic Performance Index - API
Oroville High School

	2005	2006	2007	2008	2009	2010
School Wide	665	702	710	703	726	707
Asian	711	738	739	748	749	753
White	698	698	717	701	727	714
Socio Econ	655	700	693	693	701	672
English Learners (No data for 2005)		641	694	717	728	707

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. One key factor in providing a well-rounded education is the involvement of parents in the total process of our school. By having parents work in concert with staff and administration, the quality of teaching and learning will greatly improve. Parental involvement is one of the areas that has been identified by staff and the WASC visiting committee as a critical area of follow-up for improving our overall progress at Oroville High School.

Oroville High School, as part of a larger district-wide staff development plan, has undertaken the training of staff in two areas. One is the Professional Learning Community (PLC) model, The other is training staff to become proficient in the use Data Director, a district-wide data information system that allows teachers to guide instruction from data. The objective of both efforts is to increase student learning. The PLC model is a philosophy that allows teachers to collaborate in departments, grade levels and across the curriculum to build capacity for students to learn. It is critical that staff continue to receive time to train and to collaborate on developing best practices. Students will need a schedule where movement to intervention is possible. Creativity and a close partnership between staff and administration will be a cornerstone of success in the PLC model. Currently a few staff and all the site administrators have been trained in the PLC model. The District Director of Education is coordinating the efforts to train all district staff in the PLC model.

Objective:
Our intent in this goal is to improve basic instruction that supports all students in achieving their highest potential for the 2011-2012 school year. Areas to be specifically addressed are:

1. Improve learning support through tutoring during consultation hours.

2. Improve availability of staff development opportunities, such as PLC, to support learning and improving student achievement in all subjects

3. Evaluate and refine categorically funded intervention programs, including those for second language learners, math and ELA.

4. Evaluate, refine and sustain technology campus-wide.

5. Encourage all parents to be engaged with their child's education. Invite parents to join school groups and committees to help plan for school-wide performance improvement.

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 school recognizes the need to continue supporting all academic areas to ensure that students are allowed to reach their fullest potential.

(Goal #1 – continued)

Strategies:

Strategy	Measure	Time Line	Funding Source
Consultation periods to be used more effectively for intervention • Find ways to increase attendance • Increase parent communication regarding consultation periods • Explore the process of mandating tutoring/consultation for failing students • Increase personnel support	Sign-in sheets Blackboard Connect logs Teacher Feedback Grades	Sign-in sheets: Weekly Quarterly report to Site Council (Principal)	Title I EIA SCE General Fund

Intervention Support
• Intervention Classes – Examples:
  o Reading/Writing (ELA) – Read180
  o Math – IPass Math
  o ELD - Visions
  o CAHSEE
• Credit Recovery
  ▪ Odysseyware
• PLC Intervention School-wide
	Pre-post test
	Quarterly Reports
	API
	CAHSEE results
	CELDT scores
	CST scores
	Redesignated students
		School Start
		Quarterly
		Semester
		End of Year
			EIA SCE
			EIA LEP
			Title I
			General Fund

Update Technology Plan • Provide innovative teaching tools to address students' learning styles	Technology Plan Staff /Student Surveys Semi-Annual report from Tech Committee	Semi-Annual	General Fund Title I EIA SCE Lottery Grants
Professional Development • Use of Technology • On-site workshops • ELD • Competency training in assessment tools • Department collaboration days • Conferences (PLC and content area) • Reading and writing across the curriculum	Observations Sign-in sheets WASC reports CELDT scores CST scores	Annually	Title I EIA SCE EIA LEP

Parent Involvement
• Increase School-to-Home Communication
  o Personal contact of teachers with every parent (phone/email/home visits/ letters/class rules)
  o Mass communication
• Translation of parent correspondence (phone calls, mailings, etc…)
• Provide meaningful parent trainings, meetings
• Meetings for parents of English Learner students (ELAC)
• Title I meetings
• Increase opportunities for volunteering (Boosters, PTSA)
• Coffee with the principal
	Invitations sent and personal contact
	News letters
	Web site
	Sign-in lists
	Surveys
	Blackboard Connect logs
		Each meeting
		Weekly
		Quarterly
		Annually
			Title I
			EIA SCE
			EIA LEP

Library Improvement
• Explore need for more hours
  o Implement Sign-in sheets
  o Student Surveys
• Increase reading materials for all levels and subject areas
• Technology
• Reading materials to support English Learners and ELA remediation students
Materials and supply budget request from librarian
	Sign-in sheets
	Student surveys
		Monthly use Report to Site Council
		Annual budget
			Title I
			EIA SCE
			EIA LEP
			General Fund
			Grants

College Readiness • Increase enrollment for AP and Honors classes • Provide more opportunities for enrichment (e.g. Academic Decathlon)	Class enrollment Course offerings AP Scores	Annually	Title I; EIA SCE GATE General Fund AP Funding

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 #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 other economical stressors, Oroville High School has changed. Some staff have been shifted between school sites due to budget cuts, and the school faced 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. 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. In addition, students face a changing bell schedule.   A review committee of staff and students examined the changes in our school culture this year and has pointed to the aforementioned issues as the leading causes for these changes.

Objective:

The focus of this goal is to 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. Our goal is to empower students and parents to be fully engaged in the school community development of school culture. Staff will also receive in-house staff development 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, EIA SCE
Conflict Managers	Quarterly report of interventions. Training/Meeting sign-in	Daily/Weekly Monthly Quarterly	Title 1, EIA SCE
Link Crew	Quarterly Report Training/Meeting sign-ins # of participants Decline in discipline in 9th grade.	Daily/Weekly, Monthly Quarterly	Title I, 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, EIA SCE
Meaningful parent trainings Meetings for parents of ELs	Invitations sent Personal contact Newsletters Website Surveys	Each meeting/Weekly Quarterly 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 • Diversity day	Clubs Community members Staff Students Media	As scheduled throughout the school yr	Title I; EIA SCE EIA LEP

(Goal #2 – continued)

This goal meets the following 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 pathway 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 counselors and CTE staff 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 providing a counseling newsletter for seniors, placing 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. Goal 3 is to articulate the following actions:

1. Expose all students to comprehensive career exploration, research and planning.

2. Inform students that skills, attitudes and knowledge are required for success in a chosen career pathway.

3. Embed core content standards 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.

(Goal #3 – continued)

Strategies:

Strategy	Measure	Time line	Funding source
Career Technical Education Classes • Integrate core content standards into CTE courses • Create comprehensive career component in all CTE courses • Improve student use of technology • Promote career Technical Student Organizations (FHA-HERO, FBLA, Skills USA, FFA) • Collaborate 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 • Provide/maintain software and hardware for college/career research and resources	Student sign-in log	Annually	Title I EIA SCE Lottery
Professional Development for CTE Teachers and Counselors • Career and college exploration software • Department collaboration days • Conferences (such as PLC)	Sign-in logs	Annually	Title I EIA SCE Lottery
Library Improvement • Student Surveys • Designated career/college area • Reading materials to support careers • Information on colleges, universities and trade schools	Sign-in sheets Student surveys	"Monthly use Report" to Site Council	Title I EIA SCE EIA LEP General Fund Grants
Counseling Center • Networked computer available for students with software compatible to that in library and CTE classrooms. • Information on colleges, universities and trade schools • Access to all scholarship information for students	Student college and scholarship applications Sign-in logs for counseling department	Monthly use Quarterly Annually	Title I EIA SCE General Fund Lottery
Explore Options: Examples • Career Center • Senior Project			Title I EIA SCE EIA LEP 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	**$270,893.97**
Title I Admin	**$9,857.29**
Title I Professional Development	**$11,127.35**
Title I Parent Involvement	**$4,615.00**
Title II	**$0.00[1]**
Title III	**$0.00[1]**
EIA-SCE	**$185,920.80**
EIA-LEP	**$69,680.15**
EIA-Admin	**$21,414.79**
Lottery	**$30,734.00**
Grants	**None**

1. *Note: The Director of Education and Student Services will coordinate Title II and Title III funds. There will be no allocation to the site for Title II and Title III funds for the 11-12 school year.*

SCHOOL SITE COUNCIL

School Staff Members

	Name	Title	Prior Term	Current
1	Sharyl Backues	Teacher	2009-2010	2010-2011
2	Michael Buchanan	Teacher		2010-2011
3	Rachel Gwinnup	Teacher		2010-2011
4	Teisha Hase	Teacher		2010-2011
5	Bob Schmautz	Teacher – Vice Chair	2009-2010	2010-2011
6	Mary Masters	Classified – Secretary	2009-2010	2010-2011
7	Joe Boehme	Classified	2009-2010	2010-2011
8	Charles Tracy	Principal	2009-2010	2010-2011

* 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

	Name	Title	Term	
1	Johanna Clay	Parent – Chair	2010-2011	2011-2012
2	Mark Lundberg	Parent	2010-2011	2011-2012
3	Julie Rossiter	Parent	2009-2010	2010-2011
4	Alice Alino	Parent	2009-2010	2010-2011
5	Trevor Bidwell	Student	2010-2011	
6	Josh Skaggs	Student	2010-2011	
7	Tori Smith	Student	2010-2011	
8	Chue Vang	Student	2010-2011	
	ELAC Representatives:			
	Ja Pao Xiong	Parent (Payengchia Xiong)		
	Teng Vang	Parent (Thunder & Julie Vang)		
	Charlotte Ross	Community Member	Lifetime	

2010-2011	ELAC Representation	Pat Bell
2010-2011	Title I Representative	Johanna Clay
2010-2011	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: **SAC; WASC Committee; Department Chairs; ELAC; ASB**

Public Notice Due Date	Posted	3-4-2011
Charles Tracy (Oroville High Principal)	Approved	4-28-2011
School Site Council	Approved	4-28-2011
District Governing Board Review Date		

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