

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09



## Oroville High

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

## II. About This School

### Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Oroville High	District Name	Oroville Union High
Street	1535 Bridge St.	Phone Number	530-538-2300
City, State, Zip	Oroville, CA 95966-5060	Web Site	<a href="http://www.ouhsd.org">www.ouhsd.org</a>
Phone Number	530-538-2320	Superintendent	Dr. Oran L. Roberts
Principal	Charles Tracy	E-mail Address	<a href="mailto:oroberts@ouhsd.org">oroberts@ouhsd.org</a>
E-mail Address	<a href="mailto:ctracy@ouhsd.org">ctracy@ouhsd.org</a>	CDS Code	04-61515-0435602

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

The 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 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.

Oroville High School is located in the rural north valley at the base of the Sierra Nevada foothills, about seventy miles north of Sacramento. Oroville is the Butte County seat and the primary source of income for the city's population of 13,700 residents (55,000 in the greater Oroville area. Other significant sources of income are Agriculture, light manufacturing, tourism, retail trade services, transportation, public utilities, construction, finance, government and public administration. The medium household income in the city is \$21,911.

Oroville High School was founded in 1892 and is the oldest high school in the district. The four-acre campus has forty six classrooms and all are Internet connected. Additionally, there are two computer labs, one is in the library. In addition, five of the classrooms also contain full functioning computer labs for a total of seven school wide. Computer labs are located in our Industrial Technology department, the Opportunity School, the Business department, the Math department and in the Science department.

Oroville High School employs fifty certificated teachers, three counselors, and twenty five classified staff. The instructional staff is a dynamic, flexible, caring, thoughtful, attentive, collaborative group of professionals who care about the individual needs of each and every student.

The Oroville Union High School District is a rural high school district serving two comprehensive high schools: Oroville High School and Las Plumas High School, as well as a charter high school, a continuation high school and an adult school.

Opportunities for higher education are plentiful. Butte Community College offers comprehensive programs in many fields as well as a college connection program for current seniors. California State University Chico, a four-year university, that offers a full spectrum of curricula, is about a 25-minute drive from Oroville. Furthermore, Oroville is about three hours from the cultural centers of San Francisco and the Bay area and just about two hours from Reno, Tahoe and Sacramento.

## Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Mr. Charles Tracy

Contact Person Phone Number: (530)538-2320 ext 301

Parental involvement at Oroville High School is strongly encouraged and valued. Parents are involved in a number of ways. Through Back to School night, parents meet with teachers to learn about curriculum and course expectations. Parent Connect is an online resource available for parents to monitor student attendance, grades and discipline records.

PTSA and Parent Athletic Boosters are some of the organization on campus providing monthly meetings to help organize events that generate funding for scholarships and school needs.

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	321
Grade 3	0	Grade 10	329
Grade 4	0	Grade 11	303
Grade 5	0	Grade 12	274
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	1227

## Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	3.67%	White (not Hispanic)	56.56%
American Indian or Alaska Native	5.62%	Multiple or No Response	0.33%
Asian	25.43%	Socioeconomically Disadvantaged	62.00%
Filipino	0.65%	English Learners	14.00%
Hispanic or Latino	7.01%	Students with Disabilities	9.00%
Pacific Islander	0.73%	n/a	n/a

## Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	11	20	13	27.1	11	21	13	28.4	11	11	20
Mathematics	29.2	2	16	12	29.2	3	19	10	29.2	4	17	11
Science	29.3	3	14	9	27.4	5	22	4	30.4	1	16	11
Social Science	31.2	1	17	13	31.6	0	14	12	32.8	0	10	20

## III. School Climate

### School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

OHS actively promotes a safe, clean, and orderly learning environment and has a comprehensive disaster and safety plan in place. The school has both a safety and discipline committee that meet regularly to evaluate existing practices and determine school needs. The safety and discipline plans are reviewed by district

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

committees each year and are approved by the Board of Trustees.

OHS has two full time assistant principals and a resource officer. There is also one campus security supervisor and two universal staff positions, who sometimes serve as a campus supervisor. All five positions are equipped with communication devices, and the campus supervisor has a bicycle for patrol. In addition, OHS has a full-time Oroville Police Department Officer and a part-time probation officer.

Based on our recent safety survey, the majority of students feel safe at Oroville High School. Visitors to OHS must register immediately upon entering the school grounds.

OHS also involves SAC (Staff Advisory Committee) in school safety issues, which include communication concerning, and staff training for, safety and violence incidences. All staff is notified regarding students with a record of violence that could affect classroom management.

All teachers have access to a telephone in their classroom to allow immediate contact with parents or emergency personnel. In addition, several Oroville High School personnel have cell phones and many have hand radios to provide school staff with immediate contact if it is necessary. As a preventative measure, OHS administrators are responsible for conducting periodic safety checks as well as monitoring site upgrades such as alarm installation and repairs

The Safe School Plan encompasses several components (EC 35294.1):

The goal of this document is to outline procedures for a safe and orderly environment at Oroville High School, which allow all students to pursue their educational goals without interference from others. In addition, it is our goal to provide clearly understood procedures to be followed in the event of an emergency.

Maintenance and Improvements:

The Oroville High School staff, (together with the students, parents, and community), is making every effort to make our school a safe and nurturing environment. While working on our School Safety Plan it became evident that our school needs to address the following safety related maintenance and improvement issues:

Oroville High School administration needs to continue to meet regularly with local law enforcement, emergency and social service agency personnel to update and practice crisis plans in the event of a natural disaster or man-made emergency.

Oroville High School has an updated Comprehensive Safety Plan, which is reviewed and updated by March 1 of each year. BP0450(a-d)

It is recognized that students contribute positively to a safe and wholesome school climate when they are actively engaged in their education and when they feel they are an important and integral part of the school community. With this in mind, Oroville High School staff will continue to look for opportunities to promote student growth and affiliation with the school.

Safety and supervision equipment need annual maintenance and replacement when necessary (this includes, but is not limited to cell phones and hand held two-way radios). A central component of our school and district crisis plans is the Public Address system. The system at Oroville High School has been in the process of being upgraded. In the event of an emergency it meets minimum standards.

A video camera/ surveillance system has been installed. it meets contemporary daytime school security requirements and records after hours crimes.

Problems with student traffic flow and an inadequate amount of tables and seating in the cafeteria result in unnecessary conflict. This creates a safety risk. We have added 8 new cafeteria tables, and our wood shop has provided three rows of rope stands to help keep our students in line in an orderly fashion.

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	22.5	24.7	21.5	33.8	31.0	29.4
Expulsions	1.5	1.1	1.5	2.5	1.3	2.3

Date School Safety Plan last reviewed: 12/2/2008

## IV. School Facilities

### School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Oroville High School was established in 1892 at the current site of the Oroville High. Due to earthquake and maintenance standards, the original two story complex was slowly replaced with more modern buildings, the latest of which were built in 2006. The new X wing that houses our state of the art science department is the newest building. The School and community passed a bond in 2002 that created a new library building, science wing, industrial arts building, and many modernization projects that enhanced the safety and learning of students. It should be noted that Oroville Union High School District has a regularly scheduled daily and deferred maintenance plan for all school facilities.

### Planned Improvement

School Grounds and Facilities:

Oroville High School maintenance is provided by the district's Maintenance and Operations Department. They do an extremely good job considering the age of some of our buildings on campus.

Oroville High School meets all safety upgrades requirements. These include fire alarms, panic bars on exit doors, a fire alarm with lights and lighted exit signs above each door.

The buildings contain the required number of fire extinguishers and safety cleanup kits.

There is a district-wide effort in the improvement on all campuses to better meet the requirements for ADA compliance.

The Assistant Principal will be a member of the District Safety Committee and the committee will conduct several checks of the facility to insure the safety of all students and employees. It is essential to the safety and security of the Oroville High School site that the administrator remains an integral part of this safety team.

To date the Oroville Union High School District has committed \$122,000 to deferred maintenance district wide!

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Instalación eléctrica (interior y exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

## Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary		X		

Date of inspection: 11/7/2008

Completion date of inspection form: 11/7/2008

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

	School			District
	2005-06	2006-07	2007-08	2007-08
Teachers				
With Full Credential	48	49	40	122
Without Full Credential	5	4	7	15
Teaching Outside Subject Area of Competence	--	--	--	n/a

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	2	2	2
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	2	2	2

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.4%	3.6%
All Schools in District	97.3%	2.7%
High-Poverty Schools in District	88.9%	11.1%
Low-Poverty Schools in District	--	--

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	409
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	--	--
Social Worker	--	--
Nurse/a	--	--
Speech/Language/Hearing Specialist	--	--
Resource Specialist (non-teaching)	--	--
Other	--	--

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

#### Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Oroville Union High School District has all core content subjects on a state adoption cycle for all text and supporting materials. Each school within the district complies with the Williams Act in providing every student with a school board adopted text book for all core subjects. Text books that are lost or damaged are replaced to ensure that all students have the approve books.

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

#### Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Adventures in American Literature, Heritage ed. Revised, Orlando, Harcourt Brace Jovanovich, 1985	7-18-2001
English-Language Arts	Timeless Voices, Timeless Themes, Gold Edition, Prentice Hall	7-18-2001
English-Language Arts	Perrine's Literature: Structure, Sound, & Sense, Thomas R Arp, ed. Harcourt, Brace College Publisher, 1998	7-18-2001

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

English-Language Arts	Woe Is I, Patricia T. O'Connor, rRverhead Books, 1996	7-18-2001
English-Language Arts	High School Journalism, H.L. Hall, Rosen Publishing Group, Inc., New York, 1994	7-18-2001
History-Social Science	Economics: Principles and Practices, Glencoe, 2005	7-21-1999
History-Social Science	Economics Holt, Rinehart, and Winston, 1999	7-21-1999
History-Social Science	Glencoe Health, Glencoe, 2004	7-21-1999
History-Social Science	The American Pageant, Houghton Mifflin Publishing, 13th Edition	7-21-1999
History-Social Science	Responsible Driving, Glencoe, 2000	7-21-1999
History-Social Science	The American Vision, Appleby, Brinkley, Broussard, McPherson and Ritchie, 2005	7-21-1999
History-Social Science	Government in Action, 11th Edition, Wallenberg & Lineberry Prentice-Hall, 2004	7-21-1999
History-Social Science	World Geography, Richard Boehm, Glencoe/McGraw-Hill, 3rd Edition	7-21-1999
History-Social Science	United States Government: Democracy in Action, Glencoe, 2006	7-21-1999
History-Social Science	Glencoe World History: Modern Times, Spielvogel, 2005	7-21-1999
History-Social Science	Principles of Economics, 3rd Edition, Gotthiel, South-Western Publishing, 2004	7-21-1999
History-Social Science	America's Story: After 1865, Vivian Bernstein, Steck-Vaughn Co, 2005	7-21-1999
Mathematics	Geometry: concepts and Applications, Glenco/McGrath-Hill, 2001	6-20-2001
Mathematics	Math 4 (Math Analysis) Version 3.1, CPM Educational Program, 2001	6-20-2001
Mathematics	Pre-Algebra: A Transition to Algebra and Geometry, California Edition, Glencoe/McGraw-Hill, 2002	6-20-2001
Mathematics	Math 2 (Geometry) Second Edition Version 4.0, CPM Educational Program, 2000	6-20-2001
Mathematics	Foundations for Algegra, Year 1, Vol.1, CPM Educational Program, Sacramento, Version 2.0, 2001	6-20-2001
Mathematics	Math Matters 3, McGraw-Hill Companies, Glencoe 2006, student edition	5-16-2007
Mathematics	Math 3 (Algebra 2) 2nd Edition Version 5.3, CPM Educational Program 2000	6-20-2001
Mathematics	Algebra 2: Integratin, Applications, Connections, California Edition, Glencoe/McGraw-Hill, 2001	6-20-2001
Mathematics	Math 1 (Algebra 1) Second Edition, Version 6.0, Vol 1, CPM Educational Probram, 2000	6-20-2001
Mathematics	Algebra 1: Applications and connection, California Edition, Glencoe/McGraw-Hill, 2002	6-20-2001
Science	Agriscience Fundamentals & Applications, Cooper, Delmar Publisher, 1997	1-21-2004
Science	Biology, 6th Edition, Benjamin-Cummings, Prentice Hall, Needlham, MA,2002	6-19-2002
Science	Biology, The Dynamics of Life, Alton Biggs, Whitney CrispensHagins, The McGraw Hill Companies, Inc., 2005	6-19-2002
Science	Introduction to Livestock and Companion Animal, Lee/Hutter?Rudd/Westrom/Patrick/Bull, Prentice Hall Interstate, 2004	1-21-2004
Science	Principles and Practice of Veterinary Technology, Paul W. Pratt, Mosby Publishing, 1998	1-21-2004

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Science	Glencoe, Biology, Alton Biggs, Whitney CrispinHagins, The McGraw Hill Companies, Inc., 2007	6-19-2002
Science	Physics (AP Edition), James S. Walker, Prentice Hall, 3rd Edition	8-4-2004
Science	Food Science, Goodheart-Wilcox, 2002	6-21-2006
Science	Physics, Holt, Rinehart, and Winston, San Francisco, CA, 2002	6-19-2002
Science	Biology Principles and Explorations, Holt, Rinehart, and Winston, 2001	6-20-2001
Science	Concepts & Challenges in Earth Science, 2nd Edition, Globe Book Co., 1989	6-20-2001
Science	Human Anatomy & Physiology, 5th Edition, Benjamin Cummings, Prentice Hall, Needham, MA, 2001	6-19-2002
Science	Chemistry, Addison-Wesley, Prentice Hall, Needham, MA, 2002	6-19-2002
Science	Modern Livestock & Poultry Production, 6th Edition, James R. Gillespie, Delmar Publishers, 2002	1-21-2004
Science	Earth Science, McDougal, Illinois, 2003	1-21-2004
Science	Earth Science, Nancy E. Spalding, Samuel N. Namowitz, McDougal, Illinois, 2005	6-20-2001

## Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: 9/5/2008

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$6,777.78	\$1,355.78	\$5,422.78	\$59,964.00
District	n/a	n/a	--	\$55,946.00
Percent Difference – School Site and District	--	--	--	6.7%
State	n/a	n/a	\$5,300.00	\$64,657.00
Percent Difference – School Site and State	--	--	2.3%	7.8%

### Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Oroville High School employs a full-time outreach consultant to work directly with at-risk students. She works with truants, students at-risk of failing, as well as those having other personal problems that could lead to failure and/or dropping out of school. Other duties include conducting home visits, making one-on-one student contact, and providing staff and parents education on issues that may interfere with the student's ability to graduate. She attends School Site Council meetings and appropriate training sessions.

The outreach consultant has served as our Dropout Prevention Specialist by facilitating two programs within the Motivation and Maintenance Program itself: The Student Success Team (SST) and the Collaboration of Services Team (COST). The SST process is a strength-based program designed to empower the at-risk/high risk student to become involved as a pro-active member in his or her own educational process. This is accomplished by bringing together the student's parents, teachers, counselor, administrator, and outreach consultant (ORC) to discuss the student's strengths and skills in the attempt to aid the student in fashioning a successful academic plan. After a plan has been devised, the Student Study team then meets again a month later to fine-tune the plan as the student continues to receive advocacy and support from the parents and professionals in the team.

The COST program is a team of professionals which provides all the support services to the students at OHS. These professionals include both school employees, (such as special education staff), and county employees (including the School Attendance Review Board (SARB)). The COST team also includes: Title I and Title II coordinators, bilingual Para-educators, counselors, the technology coordinator, the Safe and Drug Free Schools coordinator's drug and alcohol coordinator, the Native American coordinator, a Migrant Education representative, the SRO, probation officer, GATE coordinators, mental health counselors from Butte County, the student support advisor (county), campus supervisors, the school psychologist and administration. As the program develops, it is our hope to include more community organizations. The purpose of the Coordinated Services Team is to provide services to at risk students to prevent them from falling through the cracks.

Members of the COST team utilize SSTs, weekly progress reports, anger management classes, and drug and alcohol counseling, etc. in order to track the services received by high-risk students. The team meets on a weekly basis in order to effectively case-manage students who need more than average support in order to graduate from high school. COST members identify certain high-risk students as the focus of weekly discussion and a plan of action is agreed upon within the meetings as to who monitors the student and how to best advocate in order to meet the student's future needs. , and providing staff and parents education on issues that may interfere with the students

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

ability to graduate.

Oroville High School has programs to avert violence; students are identified and referred to Drug & Alcohol counseling, Anger Management class, and Conflict Management Class, as well as a conflict manager student group. We have various campus programs that encourage students to participate in healthy, safe activities. Friday Night Live, Every 15 Minutes, Unity Day, Sober Graduation, and an extensive extracurricular activity program contribute to a safe student community. We have school assemblies that incorporate motivational speakers and programs addressing student emotional issues.

Several programs empower students to interact with each other to effect positive change: The Link Crew program connects upper classmen, (Link Crew Leaders), with students in the freshman class as a support for those freshman. Link Leaders provide classroom lessons designed to improve student study skills, organization, and other important academic habits. Link Crew sponsors social outreach activities such as tailgate parties and movie nights to encourage freshmen to become active participants during their high school career.

The Safe School Ambassadors program trains students from different walks of life to identify potential problems dealing with bullying and harassment. They may intercede on sight or inform an adult.

Conflict Managers are trained students who are called in as a neutral third party to help diffuse conflicts between other students.

Respect Days is a program that pulls up to 100 hundred students out of class for the day and puts them together in mixed groups to promote respect between races, genders, and other social groups.

The school is continually striving for an improved atmosphere. We have a campus beautification committee that takes care of landscaping improvement two times each year. The Student Body Association assumes responsibility for cleaning the student break area weekly and following school events. In addition, each class in the Homecoming and Spirit Week celebrations assumes responsibility for cleaning an area of the school. Homecoming and Spirit weeks include a community service project that is performed by each of the classes. There are frequent projects that are integrated into the curriculum, performed by various classes, which improve the campus. Many clubs, such as CSF, Friday Night Live, and the Environmental Club, regularly perform community service activities. Student artwork displayed in an on-campus art gallery, the Library Student Art Gallery, the office, and the hall display cases beautify the school while expressing pride in student work.

Butte Behavioral Health, through the services of Victor family Intervention and Community Support, (VCSS), is providing a mental health clinician to the Oroville High Campus. The counselor is here five days a week and has 30 students on her case load with 5 on the referred list. Students must be eligible for Medi-Cal in order to receive the counselors services.

The Nine Step discipline program includes positive intervention, counseling, home visits, and family services referrals. Oroville High School has established a sign-in, sign-out procedure to better track student presence on campus. The school works actively to involve the juvenile justice program in habitual attendance problems. In addition, we have a Saturday School disciplinary program to which truant student are assigned. Students are able to receive help from tutors while attending the Saturday School program. Teachers are notified of a student's physical or learning disability, critical medical history, or history of violence toward other students or adults via our SASI system or by direct contact between teacher and assistant principal or school psychologist. Teachers are able to view any of their students records concerning attendance and discipline using SASI. In addition, the assistant principal sends all staff suspension information regularly.

Our staff shares high expectations for all OHS students and a personal commitment to improving our school.

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,516.00	\$40,408.00
Mid-Range Teacher Salary	\$54,271.00	\$64,309.00
Highest Teacher Salary	\$74,047.00	\$83,070.00
Average Principal Salary (Elementary)	\$0.00	--
Average Principal Salary (Middle)	\$0.00	--
Average Principal Salary (High)	\$89,349.00	\$111,434.00
Superintendent Salary	\$117,313.00	\$145,352.00
Percent of Budget for Teacher Salaries	33.2%	36.9%
Percent of Budget for Administrative Salaries	4.7%	6.1%

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	36%	39%	39%	35%	38%	38%	42%	43%	46%
Mathematics	24%	16%	16%	18%	17%	15%	40%	40%	43%
Science	37%	37%	48%	38%	33%	42%	35%	38%	46%
History-Social Science	28%	28%	28%	27%	26%	29%	33%	33%	36%

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	22%	4%	0%	9%
American Indian or Alaska Native	27%	10%	*	32%
Asian	33%	17%	51%	31%
Filipino	*	*	*	*
Hispanic or Latino	37%	14%	47%	29%
Pacific Islander	*	*	*	*
White (not Hispanic)	44%	17%	51%	27%
Male	33%	17%	48%	30%
Female	45%	14%	47%	25%
Economically Disadvantaged	35%	15%	44%	--
English Learners	9%	8%	28%	5%
Students with Disabilities	3%	2%	5%	--
Students Receiving Migrant Education Services	23%	0%	47%	27%

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	44.8%	49.6%	40.7%	45.3%	43.8%	43.9%	51.1%	48.6%	52.9%
Mathematics	45.7%	56.1%	50.5%	43.2%	46.1%	47.1%	46.8%	49.9%	51.3%

## CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	59.3%	33.7%	7.0%	49.5%	34.6%	15.9%
African American	*	*	*	90.9%	0.0%	9.1%
American Indian or Alaska Native	*	*	*	83.3%	8.3%	8.3%
Asian	59.8%	37.8%	2.4%	34.9%	43.4%	21.7%
Filipino	*	*	*	*	*	*
Hispanic or Latino	50.0%	43.8%	6.2%	50.0%	43.8%	6.2%
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	56.4%	33.1%	10.4%	51.5%	33.1%	15.3%
Male	66.2%	30.5%	3.2%	49.0%	36.9%	14.0%
Female	51.1%	37.4%	11.5%	50.0%	31.8%	18.2%
Economically Disadvantaged	64.8%	31.2%	4.0%	52.0%	33.7%	14.4%
English Learners	66.7%	30.9%	2.5%	40.2%	41.5%	18.3%
Students with Disabilities	95.0%	5.0%	0.0%	100.0%	0.0%	0.0%
Students Receiving Migrant Education Services	80.0%	20.0%	0.0%	26.7%	60.0%	13.3%

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards
5	0.00%
7	0.00%
9	37.60%

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	4	6	6
Similar Schools	2	2	2

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2007-08
All Students at the School	27	8	-9	701
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	1	9	748
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Pacific Islander	--	--	--	--
White (not Hispanic)	21	19	-19	698
Socioeconomically Disadvantaged	35	-7	-3	690
English Learners	--	53	23	717
Students with Disabilities	--	--	--	--

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	No

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Yearh in Program Improvement		
Number of Schools Currently in Program Improvement	--	
Percent of Schools Currently in Program Improvement	--	

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	4.2	2.6	2.2	3.7	3.5	3.7	3.1	3.5	4.4
Graduation Rate	90.0	86.8	84.1	87.3	86.0	81.9	85.0	83.0	79.5

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	School	District	State
All Students	95.93%	--	n/a
African American	92.86%	--	n/a
American Indian or Alaska Native	100%	--	n/a
Asian	96%	--	n/a
Filipino	100%	--	n/a
Latino	100%	--	n/a
Pacific Islander	100%	--	n/a
White	95.31%	--	n/a
Socioeconomically Disadvantaged	94.93%	--	n/a
English Learners	94.12%	--	n/a
Students with Disabilities	91.67%	--	n/a

## Career Technical Education Programs (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

**No Data Available**

## Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	236
Percent of pupils completing a CTE program and earning a high school diploma	100.0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	17.0%

## Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	51.2%
Graduates Who Completed All Courses Required for UC/CSU Admission	21.5%

## Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	--	--
English	2	--
Fine and Performing Arts	--	--
Foreign Language	--	--
Mathematics	1	--
Science	2	--
Social Science	2	--
All Courses	7	3.3

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

OHS has placed a strong emphasis on staff development using Title I, Title II, and other grant monies. Every OHS staff development activity is required to support state, district, and site goals for student academic achievement and safety. Our AP instructors have attended workshops to better align the AP curricula. In the fall of 2004, every OHS teacher attended a workshop regarding the use of Edusoft, an on-line computer program that will allow teachers to dis-aggregate student data on state test and local test.

Teachers have been trained in SDAIE, have CLAD credentials, or are in training. Class syllabus incorporate the ESLRs and the standards. Teachers incorporate the ESLRs into their classroom at the beginning of each year. Implementation of the ESLRs is also part of the evaluation process. Student assessment is just beginning to drive instructional practices, while experienced teachers choose their own individual staff development activities.

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

### Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2005-06	2006-07	2007-08
Annual number of school days dedicated to staff development	4	4	4