

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

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 at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

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, 95966 CA	Web Site	www.ouhsd.org
Phone Number	530-538-2320	Superintendent	Dwayne Robinson
Principal	Dr. Paul Broughton	E-mail Address	drobinso@ouhsd.org
E-mail Address	pbrought@ouhsd.org		

School Description and Mission Statement

This section provides information about the school's goals and programs.

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, medical, tourism, retail trade, services, transportation, public utilities, construction, finance, government and public administration. The medium household income in the city is \$37,229.

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 schoolwide. Computer labs are located in our Industrial Technology department, the Opportunity School, the business department, the math department and in the Science department.

The district was able to pass a school bond in 2003 for \$8,523,932. It allowed for the building of a new library, science wing, industrial technology center. In addition, modernization monies will convert the existing shop building into an art building, the old library into a performing arts center, and will also help to modernize the main gym.

Oroville High School employs fifty certificated teachers, three counselors, and twenty five classified staff.

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The population of OHS reflects the community. According to the October 2006 California Basic Education Data Systems (CBEDS), our current enrollment of 1179 students consists of 316 freshman, 325 sophomores, 285 juniors and 253 seniors. Our 2006-2007 student population is comprised of 6.2% American Indian, 22.5% Asian, .7% Pacific Islander, .4% Filipino, 6.8% Hispanic, 5.5% African American, and 58% European American.

The instructional staff shares the belief that teaching has occurred only when students have learned. They are 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.

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.

Opportunities for Parental Involvement

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

Contact Person Name: Dr. Paul Broughton

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, an online resource is available for parents to monitor student attendance, grades and discipline records.

PTSA is a strong organization on campus and provides monthly meetings to help organize events to provide funding for scholarships and other needs of the school.

Student Enrollment by Grade Level

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
Grade 9	336	Grade 12	246
Grade 10	347	Total Enrollment	1216
Grade 11	287		

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Student Enrollment by Group

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	5.5%	White (Not Hispanic)	58.0%
American Indian or Alaska Native	6.2%	Multiple or No Response	0.0%
Asian	22.5%	Economically Disadvantaged	52.4%
Filipino	0.4%	English Learners	12.0%
Hispanic or Latino	6.8%	Students With Disabilities	9.0%
Pacific Islander	0.7%		

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	2003-04				2004-05				2005-06			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+
English	29.4	3.0	19.0	13.0	29.2	3.0	23.0	11.0	27.0	11.0	18.0	13.0
Mathematics	30.2	--	20.0	9.0	30.4	3.0	13.0	14.0	29.2	2.0	16.0	12.0
Science	31.0	--	12.0	8.0	32.4	--	9.0	14.0	29.5	3.0	13.0	9.0
Social Science	32.4	--	13.0	12.0	32.0	1.0	12.0	13.0	31.2	1.0	15.0	12.0

II. School Climate

School Safety Plan

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

OHS has two fulltime 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

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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 componets (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.

The Oroville High School staff will continue to develop a method to reward and recognize student success including the securing of more college scholarship funds. Staff involved in security and supervision need uniform clothing maintained and replaced as needed annually.

Safety and supervision equipment need annual maintenance and replacement when needed (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 woodshop has provided three rows of rope stands to help keep our students in line in an orderly fashion.

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School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Discipline and Consequences:

The district has adopted a district-wide discipline plan. This plan is used at Oroville High School as the site plan. Teachers and staff work closely with the administrator to help students overcome difficult situations. The administrator contacts parents if a suspension is necessary. Teachers and staff provide counseling and information (resources) to assist students in becoming self-sufficient and successful.

School policies regarding academic expectations are clearly communicated to students and parents by each teacher.

The Oroville Police Department and Probation Officers work closely with the administration on a daily basis to help keep our campus safe.

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0.00	0.00	0.00	1,063.00	1,186.00	1,376.00
Expulsions	0.00	0.00	0.00	25.00	40.00	71.00

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III. School Facilities

School Facility Conditions and Improvements

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.

School Grounds and Facilities:

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

Two years ago, 2004, we completed the modernization of the M-Wing, which added a new computer lab to the facility.

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.

School Facility Good Repair Status

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

Item Inspected	Facility In Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	Yes		None at this time
Mechanical Systems	Yes		None at this time
Windows/Doors/Gates (interior and exterior)	Yes		None at this time
Interior Surfaces (walls, floors, and ceilings)	Yes		None at this time
Hazardous Materials (interior and exterior)	Yes		Safety Plan in place to administer if needed
Structural Damage	Yes		None at this time
Fire Safety	Yes		Every class has an action plan for any emergency.
Electrical (interior and exterior)	Yes		None at this time
Pest/Vermin Infestation	Yes		The school is sprayed during spring break.
Drinking Fountains (inside and outside)	Yes		Weekly inspection of fountains
Restrooms	Yes		Restrooms are cleaned twice daily
Sewer	Yes		None at this time
Playground/School Grounds	Yes		Groundsmen clean and pick up trash daily
Other			

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IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	38	44	48	125
Without Full Credential	3	4	5	13

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.

No Data Available

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site 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	91.8%	8.2%
All Schools in District	90.0%	10.0%
High-Poverty Schools in District	87.0%	13.0%
Low-Poverty Schools in District	0.0%	0.0%

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Substitute Teachers

The Butte County Office of Education maintains a list of qualified substitute teachers. The majority of the time there is no problem obtaining substitute teachers; however, when the demand is unusually high a shortage can exist. In cases where it is not possible to obtain a substitute teacher, compensatory time is given to teachers on staff to cover classes during their preparation period.

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Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teacher Evaluations

Teacher evaluation procedures and criteria are outlined in the bargaining unit contract. The Oroville Union High School District and OSTA work cooperatively to evaluate teachers based on contractual, district and state guidelines. Evaluations are conducted by both the principal and assistant principals each year. New teachers are evaluated at least twice a year and tenured teachers are evaluated at least once every five years. Sometimes it may be necessary to evaluate teachers more often.

The criteria used in evaluations of both tenured and probationary teachers are based on the California Teaching Standards, the school and district goals and the Expected Schoolwide Learning Results (ESLRs).

All evaluations are sent to personnel at the district office regardless if they are satisfactory, in need of improvement, or unsatisfactory.

V. Support Staff

Academic Counselors and Other Support Staff

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	2.0	608.0
Psychologist	1.0	--

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays 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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts		Zero. Every student has their own assigned textbook for the classroom as well as one to take home.
Mathematics	The mathematics department offers a variety of courses to ensure student success. Algebra I classes are offered in two-year course sequences. Algebra A and B classes provide practice for the CAHSEE and STAR testing. In addition, students who are in danger of not meeting the state algebra requirement are scheduled into a math study skills class which runs concurrently with their algebra class. The math department uses both accelerated math for remediation.	Zero. Every student has their own assigned textbook for the classroom as well as one to take home.
Science		Zero. Every student has their own assigned textbook for the classroom as well as one to take home.
History-Social Science		Zero. Every student has their own assigned textbook for the classroom as well as one to take home.
Foreign Language		Zero. Every student has their own assigned textbook for the classroom as well as one to take home.
Health		Zero. Every student has their own assigned textbook for the classroom as well as one to take home.
Science Laboratory Equipment (grades 9-12)		Zero. Every student has their own assigned textbook for the classroom as well as one to take home.

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Expenditures Per Pupil (Basic)	Average Teacher Salary
District	--	\$50,507.00
State	\$4,743.00	\$59,734.00

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Types of Services Funded

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

During the 03/04 school year Oroville wrote and received the SB65 Motivation and Maintenance Grant. This grant allowed for the hiring of a full time outreach consultant. Two outreach consultants were hired, one full-time and one part-time, to act as a change agent in the effort to prevent student dropout by creating a climate that fosters academic success. The outreach consultant works directly with at-risk students including truants, students at-risk of failing, as well as those who have other personal problems that could lead to failure and dropping out of school. Since November of 2004, one full-time outreach consultant has served as our Dropout Prevention Specialist. She does this primarily 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 students parents, teachers, counselor, administrator, and outreach consultant (ORC) to discuss the students strengths and skills in the attempt to use these attributes 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, the 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 students needs in the future. Other duties for the outreach consultant include conducting home visits, making one on one student contact, and providing staff and parents education on issues that may interfere with the students ability to graduate. She also attends School Site Council meetings and appropriate training sessions.

The 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 new programs empower students to interact with each other to effect positive change. At the beginning of the 2002 school year OHS began its Link Crew program to connect 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. A new Title II grant through Butte County Office of Education has allowed us to continue LINK Crew activities throughout the year.

In the fall of 05/06 24 students were trained as Safe School Ambassadors. This program trains students from different walks of life on campus to identify potential problems dealing with bullying and harassment. They may intercede on sight or inform an adult.

Another program, Conflict Managers, has been in place for several years now. Trained students called conflict managers are called in as a neutral third party to help diffuse conflicts between other students.

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Still another program, Respect Days, has just been implemented this year. This program 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. These new programs have been a positive addition to the support programs already in place.

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 after 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.

This year, 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 counselor provides weekly individual sessions with clients as well as family therapy. Clinicians also do home visits to provide a more convenient service for families. Students who are experiencing difficulties with such issues as Attention Deficit/Hyperactivity Disorder, depression, anxiety, Post traumatic stress, suicidal ideation attempts, self injurious behavior, physical and verbal aggression, defiance, truancy, mood disorders, eating disorders, relationship difficulties, adjustment disorders, personality disorders, impulse control and psychotic disorders are identified and referred to the clinician.

There is also a progressive discipline plan in place for ensuring attendance.

The Nine Step discipline program is a pilot program for the district. It 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.

In addition, our current WASC self-study team has united all stakeholders in a collaborative effort to help identify and plan programs and processes to improve student learning. Since fall 2001, time and resources have been set aside monthly for the SAC (reps. from all stakeholders) and the entire staff to create a schoolwide action plan based on school data we gathered and analyzed.

OHS obtained the SB65 grant in January 2005. This program is designed to reduce drop-outs. The program includes an outreach consultant who serves as a student advocate. The outreach consultant works directly with at risk students including truants, students at risk of failing, as well as those who have other personal problems that could lead to failure and dropping out of school. The SB65 program involves a Coordinated Services Team which is comprised of the outreach consultant, a SARB representative from the county, Title I and Title II coordinators, bilingual Para educators, counselors, the technology coordinator, the Safe and Drug Free Schools 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, the plan is 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.

In 2002/03 Read 180 was purchased to assist students in Oroville Highs reading program. And, in the fall of 2004 the math department implemented Plato Interactive Math to provide interventions and remediation for students struggling to pass the CAHSEE and/or the algebra graduation requirement.

Teachers in remedial reading and ELD classes are in the process of acquiring new materials appropriate to their

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students. In addition to reading materials, a new computer lab (6 workstations on a cart) has been purchased to support ELL students. Software programs will be researched and purchased in the future.

Home Hospital and Independent study classes are also available for students who require an alternative setting. In addition, the College Connection program is available to seniors.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information 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 at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,200.00	\$37,616.00
Mid-Range Teacher Salary	\$49,475.00	\$57,650.00
Highest Teacher Salary	\$67,503.00	\$75,486.00
Average Principal Salary (High)	\$82,916.00	\$98,570.00
Superintendent Salary	\$109,850.00	\$127,039.00
Percent of Budget for Teacher Salaries	33.0%	37.0%
Percent of Budget for Administrative Salaries	4.5%	6.0%

VIII. 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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 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 at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	29%	34%	36%	31%	36%	35%	36%	40%	42%
Mathematics	16%	16%	24%	15%	18%	18%	34%	38%	40%
Science	35%	46%	37%	34%	43%	38%	25%	27%	35%
History-Social Science	26%	25%	28%	27%	30%	27%	29%	32%	33%

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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	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African-American	33%	5%	32%	34%
American Indian or Alaska Native	20%	19%	31%	27%
Asian	31%	23%	42%	27%
Filipino	--	--	--	--
Hispanic or Latino	40%	19%	36%	16%
Pacific Islander	--	--	--	--
White (Not Hispanic)	40%	27%	37%	29%
Male	31%	27%	40%	33%
Female	41%	20%	35%	23%
Economically Disadvantaged	33%	26%	31%	27%
English Learners	8%	11%	11%	11%
Students With Disabilities	1%	0%	3%	8%
Students Receiving Migrant Education Services	25%	24%	54%	30%

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School	District	State		
	2004	2004	2004	2005	2006
Reading	46%	47%	43%	41%	42%
Mathematics	45%	42%	51%	52%	53%

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NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

No Data Available

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

No Data Available

California Physical Fitness Test Results

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 fitness standards (scoring in 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 CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
9	44.0%

IX. 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 CDE Web site 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	2003-04	2004-05	2005-06
Statewide Rank (from 2005 API Base Report)	4	6	4
Similar Schools	1	7	2

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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			2006 API Growth Score (from 2006 API Growth Report)
	2003-04	2004-05	2005-06	2006
All Students	35	-4	27	692
Asian	40	2	22	733
White (Not Hispanic)	40	-5	20	685
Economically Disadvantaged	30	9	34	689

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

This year OHS implemented an Opportunity Program to assist eighth grade non-graduates with transition into high school. Ninth and tenth grade students who are having a difficult time adjusting to the comprehensive site are also be included in the opportunity program. The program is housed on a satellite location (the B-wing) and consists of three classrooms, one of which is a computer lab. Opportunity students take English, Reading, PE, health/Geography, algebra, and computers/study skills in a remedial environment

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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	Yes
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	Yes

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Federal Intervention Program

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
Number of Schools Currently in Program Improvement	--	1
Percent of Schools Currently in Program Improvement	--	20.0%

X. School Completion and Postsecondary Preparation

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 comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	1.0%	2.6%	4.2%	1.3%	4.5%	7.1%	3.2%	3.3%	3.1%
Graduation Rate	92.0%	94.7%	90.0%	88.0%	89.5%	85.1%	86.7%	85.3%	84.9%

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, 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 2005-06 school year in the 12th grade, this table displays by student group the percent of students 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 CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006	
	School	District
All Students	226	0
African American	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Filipino	0	0
Hispanic or Latino	0	0
Pacific Islander	0	0
White (not Hispanic)	0	0
Socioeconomically Disadvantaged	0	0
English Learners	0	0
Students with Disabilities	0	0

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Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Students are afforded the opportunity to demonstrate their competence in technology. Both teachers and students are trained to use technology more effectively to enhance learning. Our Digital High School Grant provided opportunities to meet objectives and to train teachers in technology applications for integration into the curriculum. Because our district does not have a technology requirement, we have divided responsibility for providing technology to our students among departments. The mathematics department uses accelerated math and interactive math for remediation and interventions. In addition, mathematics is responsible for teaching spreadsheets during the course of the year. The English department teaches word processing using Microsoft Word, and also integrates PowerPoint and internet research into their curriculum. In addition, the English department uses read 180 in the Power Reading classes. Our science department integrates PowerPoint, internet research, video streaming and excel into their curriculum and is responsible for teaching PowerPoint in all their classes. The social science department integrates internet research, word processing and PowerPoint into their curriculum and is responsible for teaching internet research and e-mail. Our vocational education department uses digital cameras, scanning and word processing in their courses. A matrix has been developed indicating what is to be taught in the areas of word processing, spreadsheets, internet, e-mail and desktop publishing.

Several departments offer ROP programs to provide real world experiences and accelerated learning in specific areas of the curriculum.

Career opportunities are extended through the Le Tigre Cafe and several ROP courses. Students experience real-world application of learning through CAD Drafting, Fashion Design and Merchandising, students use local retail stores as community classrooms for such units as visual merchandising, buying, and sales.

Another vocational class that was implemented this year was ROP Administration of Criminal Justice. Students learn about the law and resources that the justice system uses.

Career Technical Education Participation

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

No Data Available

Courses for University of California and/or California State University Admission

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	50.2%
Graduates Who Completed All Courses Required for UC/CSU Admission	16.7%

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Advanced Placement Courses

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

	Number of AP Courses Offered	Percent of Students In AP Courses
English	1.0	--
Science	1.0	--
Social Science	2.0	--
All Courses	4.0	2.0%

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Gifted and Talented (GATE) students also have access to the academic core. GATE funds provide supplementary materials for these students in their Advanced Placement classes to offer them more challenging material. In addition, GATE funds are used to support the Academic Decathlon team. GATE students not enrolled in an AP class because of student performance are enrolled in a regular core courses. GATE funds provide supplementary materials for the Advanced Placement programs in the academic core, and programs for exceptionally gifted students in the Vocational and Arts areas. We provide field trips to colleges, universities, cultural events, museums, etc. In addition, GATE fund are used to support our Academic decathlon and Mock Trial teams

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	26.1%	22.6%	25.6%
Average Verbal Score	425.0	441.0	419.0
Average Math Score	455.0	471.0	474.0
Average Writing Score	--	--	432.0

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

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 Science Standards. The standards-aligned curriculum at Oroville High School has been developed through a District-wide process in which departments review and update curriculum on a six-year cycle. All teachers are well versed in the specific standards for each discipline and the pragmatics of carefully aligning their curriculum, instruction and assessment practices to the standards. The English, mathematics, science and social science departments have aligned curriculum to standards and developed (or are in the process of developing) quarterly standards assessments to be used district-wide to assess student progress toward meeting the standards. All students receive a coherent, challenging curriculum that encompasses both the ESLRs and standards based instruction. Our Math and Language Arts, Social Science, and Science teachers have attended numerous meetings with Butte County Office of Education to align their curriculum to the state content standards and create district quarterly standards

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aligned assessments. Career Technical Education teachers are currently aligning standards to academic content areas using CTE Online.

Teachers and administrators will continue to work together in department teams to ensure common understanding of content standards and the prioritization of key standards. Assessments, projects, supplementary material etc. will be thoughtfully aligned with content standards. Teachers are involved in comprehensive professional development to insure their knowledge of research based instructional strategies required for effective implementation of standards-based curricula.

Availability of standards-based instructional materials appropriate to all students

OHS offers a traditional high school schedule with six periods of class, each 58 minutes in length. There are a total of thirteen minimum days, six of which are for three days of finals at the end of each semester. The remaining seven minimum days allow teachers to collaborate in department or WASC focus groups to discuss and address the WASC action plan, and to address schoolwide concerns regarding academic achievement for all students. A final exam schedule is maintained for the end of each semester. Final exam periods are two hours each, allowing teachers to present students with an opportunity to take standards-based exams in many courses. The results of these exams are analyzed by the departments and used to modify/enhance instructional strategies.

All departments have made it a point to incorporate methods to increase reading across the curriculum. Classes such as PE, social science and science have students research papers to increase students writing abilities.

Teachers review assessment data to monitor student performance. One powerful new tool OHS teachers use to identify and support students at academic risk is Edusoft. Using any computer with Internet access, teachers can use Edusoft to analyze student performance on the CAHSEE and STAR tests and create standards-based tests and scannable answer sheets for that test. Teachers can also create scannable answer sheets to match existing standards-based tests--either from the adopted materials or teacher made tests. Once the test has been administered, teachers use a scanner to input the student answer sheets into Edusoft and grade the tests. Teachers can then immediately examine the students performance results to drive instructional and intervention decisions.

Oroville High School offers a variety of programs, scheduling, and services that support all students in meeting the demands of a rigorous academic and vocational curriculum. All course offerings are aligned with the State Frameworks and Content Standards. Teachers differentiate instruction and modify lessons and assessments to meet the special needs of their students. Extra help and remediation is offered throughout the day and after school, including a daily scheduled conference time after class hours. Students who fail content area benchmarks are placed in mandatory tutoring.

Staff and counselors work with feeder districts to initially place students. This year, working with feeder districts, an assessment test for math is being given to all incoming eighth graders in the spring. The results of this test will help to properly place students in classes beginning with 2004-2005. The English department is in the process of developing a means to assess incoming freshman to determine if placement in power reading is necessary.

Remediation courses such as Power Reading, Math Study Skills, General Study Skills, Opportunity classes, SDAIE Earth Science, SDAIE History, and ELD English are offered to those students who were unable to pass portions of the CAHSEE or to help those students meet the standards prior to graduation. In addition, emphasis has also been placed on helping students with reading and comprehension problems through the addition of a computerized reading lab and a curriculum (Read 180) called Power Reading. Within this lab, students progress can be monitored and individualized instruction given to prepare those deficient in reading capabilities the tools necessary to become fluent readers. Mandatory and non- mandatory tutoring is also offered. Saturday School, mandatory and non-mandatory study skills in addition to remediation classes has helped students review Basic English and math skills.

The array of programs including Title I, Reading teacher, Special Education, GATE, 9-12 Mandatory tutoring, instructional assistance for English language Learners, counseling and library support services are coordinated to insure alignment between programs.

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Students are scheduled into Power Reading classes based on teacher recommendation and STAR test scores. ELD English classes address the needs of second language learners while presenting the core English curriculum. Study Skills is required for students whose test scores and classroom achievement indicate a need for remediation. IEPs (Individual Educational Plans), ILPs (Individual Learning Plans), 504s (Citizens with Disability Act), and SSTs (Student Study Teams), support student learning. Courses are also offered for students classified as ELD (English Language Development) and LEP (Limited English Proficiency) learners in both Earth Science and World History. Para-educators, including bilingual Para-educators, provide individualized support.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

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 using our AP Grant monies and other monies. In the fall of 2004, every OHS teacher attended a workshop regarding the uses of Edusoft, an online computer program that will allow teachers to disaggregate student data on state test and local test. Similar professional development workshops are planned for teachers in all subject areas through the 2006-2007 school year.

Teachers are trained to integrate technology into the curriculum using CTAP 120, 210, 310, and Teaching with Technology (TWT) courses. All of our teachers (except teachers hired this year) have been trained in CTAP 100 at a minimum and the majority have gone on to complete one or more of the TWT, CTAP 120, 201, 210 and/or 161 components. Students benefit from teacher training through enriched learning experiences, such as using Power Point, Desktop Publishing and media presentations. Computers and software, including new computer labs, have contributed to increased access to technology for all students. Technology remains a vital part of the curriculum at Oroville High School.

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

Historically, teachers have been involved in discipline-specific conferences, seminars, and workshops. 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.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	State Requirement	Offered
9	64,800	65,657
10	64,800	65,657
11	64,800	65,657
12	64,800	65,657

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Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes
	State Requirement
9	180 Days
10	180 Days
11	180 Days
12	180 Days

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There are a total of thirteen minimum days, six of which are for three days of finals at the end of each semester.

The remaining seven minimum days allow teachers to collaborate in department or WASC focus groups to discuss and address the WASC action plan, and to address schoolwide concerns regarding academic achievement for all students. The remaining seven minimum days allow teachers to collaborate in department or WASC focus groups to discuss and address the WASC action plan, and to address schoolwide concerns regarding academic achievement for all students. Minimum day in-services are also scheduled on these days and have included topics such as literacy and mathematics across the curriculum as well as youth developmental assets.

The results of staff development activities are most often measured by student test scores, grade point averages, and drop out rates. Staff uses up-to-date teaching techniques, course and grade level standards, and efforts to improve learning and develop and use many student-centered techniques.