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

Plan Period: 08-13-2014 through 06-04-2015
Date of this revision: May 8, 2014

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

Our mission at Oroville High School is to provide a safe, engaging environment that promotes high academic achievement and personal and social responsibility.

Oroville High School's guiding vision is to assure that all students meet the academic, social, physical and career challenges of the 21st century.

We offer quality programs to help our students succeed. Courses, curriculum, and school-wide goals at Oroville High School are reviewed and aligned regularly with local, state and national standards. Our students learn how to be critical thinkers, life-long learners, effective communicators, and community contributors.

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

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ABOUT THIS SCHOOL

Oroville is the county seat for Butte County and sets along a particularly scenic stretch of the Feather River at the base of what is the second tallest earth-filled dam in the world. The lake that the dam created serves as the primary source for the California Water Project, the aqueduct that supplies Central and Southern California with much of its water. Oroville High School (OHS) is located in a residential area near downtown Oroville. The main campus encompasses an entire block with several satellite classrooms and athletic playing fields located on an adjacent block. The roughly 1050 students who attend Oroville High come from an area of approximately 663 square miles and from five different elementary districts. Oroville city limits has a population of roughly 15,558 with 55,000 in the greater Oroville area. We have a rich ethnic diversity within the school and the community, due in large part to the number of Hmong immigrants who have settled in the town. The state agencies associated with the dam and the numerous county agencies and offices associated with the county seat account for much of the income in the area, but other governmental sources (including education and welfare), along with tourism, medical health services, transportation, retail trade, service industries, light manufacturing, agriculture, and lumber account for most of the rest. The median household income in Oroville is $32,530.

Oroville High School has existed as an institution for over 100 years, though the site we currently occupy is (only) around 80 years old. The facility itself reflects that age; however, we recently completed an $8.5 million renovation and modernization project initiated through the passage of a local bond measure. Recently completed construction projects include the building of a new library, a new science wing, and a new industrial arts building. Other modernization projects include the conversion of the old library into a theater/performing arts center, conversion of the old wood shop building into new art and ceramics classrooms, and improvements and upgrades to the gymnasium and locker rooms. We also have new softball and soccer fields on campus and the most modern and sophisticated football/soccer stadium and track in the north section due to a $12 Million bond measure.
The facility has been completely reconstructed with a state-of-the-art playing surface, an all-weather track, and higher-capacity bleachers that seat over 5000 spectators. New restrooms, snack bar and parking facilities were also constructed. The entire facility complies with the Americans with Disability Act (ADA).

For more than 20 years Oroville High School has seen consistent growth in student achievement. During that time we have twice been recognized as a California Distinguished School and twice during that time we have gone into Program Improvement. We are now in year 4 of Program Improvement and are frozen there during the state's transition to Smarter Balanced Assessment program, this in spite of the fact that we have grown 138 points in our API over the last ten years.

In the last four years Oroville High School has adopted a new philosophy regarding our approach to teaching. We have adopted the PLC* principles and now meet regularly to collaborate on shared lessons and assessments. Since adopting the PLC principles we have seen more consistent growth in our APY/API.

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

AREAS OF ANALYSIS

STUDENT PERFORMANCE

Conclusions from Student Performance Data Analysis

We have experienced school-wide overall growth of 50 points since 2006, and all of our sub-groups have grown as well with our Asian subgroup now at 807; nevertheless, our growth has not maintained pace with the moving target the state has set. In the past few years, Oroville High School had mixed success with our Academic Performance Index (API).

In 2008-2009, our school's API jumped 244 points overall. This was great news except for one factor: our Asian sub-group only grew 1 point out of the 5 needed to meet its growth target. All other subgroups met their target. Our school remained in "Safe Harbor" for the 2008-2009 school year and was designated the school of choice under NCLB for the Oroville Union High School District.

In the 2009-2010 school year Oroville High School's API dropped 20 points. During that same year, our Asian sub-group increased by 4 points, but failed to meet the growth target by one point. Our other three significant sub-groups, EL, socio-economically disadvantaged, and white, declined significantly, and did not meet their growth targets.

In 2010-2011, OHS saw a10 point growth in our API , and all our significant sub-groups grew as well, with the exception of the Asian sub-group, which declined by 4. Also, although the White sub-group grew, it did not meet its targeted growth as well.

In 2011-2012, OHS saw significant growth in each sub-group as well as school wide. Overall our API grew by 28 and all subgroup met their target. The Asian subgroup grew by 37, the English Learners 26 and the white subgroup by 5.

In 2012-13 we again met our overall API with a gain of 10 but our English Learners only showed a 1 point growth. All other subgroups met their targets.

Based on the data as explained above and contained in the charts on pages seven through eleven, Oroville High School has areas of data in 2013 that are still a concern. The primary concern is English language arts where all sub-groups have not met our AYP. In Math, after a year in which all but the white sub-group met their target, all subgroups met it except the English Learners in 2013. Demonstrating consistency in our test scores as we shift to the common core will be a focus for OHS. The goals of this plan have the action strategies and action steps we intend to utilize to raise student achievement.

Conclusions from Parent, Teacher, and Student Input

The community of Oroville High School has engaged in discussions regarding the current data reported on our California Standardized Testing (CST) from the 2012-2013 test results. The discussions have taken place in several forums: Site Council, English Language Advisory Council (ELAC), Student Leadership, School Advisory Committee (SAC), Department Chair meetings, faculty meetings, and weekly staff collaboration meetings. The conclusion from all of these meetings is that our school needs to focus on the learning outcomes from our teaching that will help students to grow academically and to perform at higher levels on the new SBAC tests. Our school has taken steps to unify our efforts under the Single School Plan for Student Achievement by identifying essential standards and learning targets that can be measured and attained in our efforts to improve student success.

EDUCATIONAL PRACTICES

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

The district has fully adopted the California English Language Arts, Mathematics, Science, CTE and Social Studies Standards. The standards-aligned curriculum is developed through a district-wide process in which departments review and update curriculum. Teachers working within their respective disciplines have had, and continue to have, collaboration time to align curriculum in all content areas. Teachers' lesson plans are prepared daily and contain learning content, based on learning targets, set by state standards. The standards for learning are benchmarks for each subject in core courses: language arts, math, science, and social studies. All essential State Standards are clearly posted in each classroom. Teachers utilize locally developed district quarterly assessment, CST data (to be replaced by SBAC data) and classroom formative/summative assessments to ensure that all standards are being addressed and learned.

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

The district, in cooperation with each site, has adopted standards-based core content instructional materials in all grades. Over the next two years the English Language Arts, Mathematics, Science, and Social Studies departments will be updating our textbooks to align with the common core.

Alignment of staff development to support standards-based education

While OHS wishes to limit the use of substitutes in classroom for maximized student learning, we recognize the necessity of having a well-trained staff. For the last three years, through the use of categorical funding and with the approval of the School Site Council, each discipline embarks on four collaboration days per year with the goal of identifying essential standards and learning targets then writing and evaluating common formative/summative assessments.

Starting in 2012-2013, the district adopted a new bell schedule allowing teachers to meet weekly to collaborate. Since that time our goal has been to use that time to collaboratively develop lessons and common assessments that are then evaluated by analyzing results of the assessments in order to identify students for intervention. The school, its staff, and the site and district leadership have adopted the Professional Learning Community (PLC) philosophy, where the foundations and structure of teaching best practices are embedded in improving learning. More than 85% of our staff has attended PLC conferences.

Our teachers assigned to English language development classes (ELD) spent several years working with a consultant to redevelop our ELD program at Oroville High School. For the 2012-2013 school year the district created an ELD coaching position to implement these strategies but discontinued after one year. The immersion program for our ELD students focuses on intense instruction in English language acquisition.

All teachers have the opportunity to attend workshops and conferences related to common core and assessments to improve instructional strategies. In the summer of 2013 the math and English department members attended workshops to begin preparing for common core curriculum.

In addition, all core departments had several days of common core training provided by Total Schools Solution.

Since 2013 our PLC leadership group has worked closely with Dennis King from Solution Tree to identify learning targets and develop assessments accordingly. Those skills were then shared with departments during weekly collaboration time.

The special education department has worked with the district Director of Educational Services to create a math placement exam, which is currently being used with all incoming eighth grade students. Our Career Technical Education teachers (CTE) attend conferences and participate in CTE on-line to learn how to better integrate core standards within their courses.

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

All staff members have high expectations that students will be successful at all times. Student willful failures are unacceptable at OHS. Several services are provided to help students meet standards. A daily consultation period provides the opportunity for underperforming students to voluntarily seek help, or to be directed by teachers to work on standards. For the 2012-2013 school year a Mandatory Consultation time was established for students who needed extra help but will not attend voluntarily. Students remain in Mandatory Consultation until they demonstrate they have met the performance criteria needed to exit. AERIES Analytics allows teachers to monitor students and design curriculum to review or remediate standards.

OHS has volunteer staff and student mentors who work with eighth grade nongrads throughout the year. In addition, students can get credit serving as tutors in core classes.

The instructional staff has been trained in the Cross-cultural Language and Academic Development known as CLAD and/or the Specialized Designed Academic Instruction in English, (SDAIE). They utilize these strategies across the curriculum. Also, in accordance with the PLC model that began during the 2010-2011 school year, teachers will continue to utilize data to drive instruction in the classroom.

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

Specific classes are included in the master schedule to address the needs of our under-performing or ELD students. ELD students have specific courses in English Language Development accompanied by a support class to enhance language skills. CAHSEE math and English classes are embedded within the instructional day, to address those students who have not passed the California High School Exit Exam (CAHSEE). Students with specific needs in reading are placed in Power Reading or English Intervention classes, and students with extra needs in math are placed into Algebra Readiness, or in an Algebra A/ B sequence.   These reading and math classes were added to improve skills across the curriculum. The targets within these programs are to provide English acquisition and knowledge, reading and math skills and the ability to pass the CAHSEE. Classroom and quarterly assessments, as well as CST results, are some of the benchmarks staff uses to determine the effectiveness of these programs. For the last two years, Butte County Office of Education English Language (EL) Coordinators have worked with teachers from two departments using data to determine where EL students are struggling in core classes and coaching the teachers in techniques to address the deficient areas.

A new position was funded to provide coordination of intervention services for underperforming students.

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

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

CST data was available through AERIES Analytics at the beginning of the year to help teachers assess their new students' abilities in different subject areas. With the shift to common core there will be a two year delay before we are able to do a similar analysis. CST data was also used to place students in specific remediation classes that

would help those master standards. For the 2014/15 school year we will be assessing incoming 8th graders in both math and English to determine placement.

Teachers also meet to address data within their departments. Ideally, these collaborations occur after each formative and quarterly assessment to identify where interventions are needed. Quarterly Assessments are used as summative assessments, and though these are summative, the data is used for instructional improvement for subsequent years.

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

In 2012-2013, The School Board approved a new bell schedule. This new schedule provides a consultation period four days a week. Two are dedicated for direct intervention for students, and one is for IEPs, Student Study Teams, or 504 meetings and the fourth is for department meetings. Tutoring is offered during the consultation period to all students in all subjects. In addition, a weekly one hour collaboration time was built in for teachers.

A student Activity Center provides one-on-one peer tutoring for students before school, at lunch and after school. Additionally, the district provides our site with an outreach consultant to work with staff, students, parents and community leaders to help support the emotional and social welfare of our students.

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

- One of the issues that faces Oroville High School and the Oroville Union High School District is declining enrollment, which has caused a financial strain on the school budgets. It is projected that by 2018/19, our district enrollment will decline by approximately 4%. The net results of this decline continues to be the loss of course offerings that would enhance the educational opportunities for students. The table below illustrates the estimated decline in student enrollment.

Table – 1 5 Year Decline Projected for the Oroville Union High School District			
School Year	Projected Enrollment	Projected Decline	Percentage Decline
2014 - 2015	2296	63	2.67%
2015 - 2016	2304	+ 8	(-0.35%)
2016 - 2017	2238	65	2.82%
2017-2018	2267	+ 29	(1.30%)
2018 - 2019	2267	0	0.00%
Total Projected Decline		91	3.96%

- OHS parent involvement has declined . For instance, OHS mailed over 700 letters inviting parents of Title I students to attend a meeting discussing Title I support and two parents attended. In addition for one of our ELAC meetings, every EL student's parent received a personal phone call and one attended.
- Oroville is not an affluent community as reflected by the median household income of $32,530 and by the large and growing number of students who qualify for free or reduced lunches. Currently, 71% or 798 of our students meet that qualification. That number is up significantly from the 57%, from last year or even the 65% from 2011. Certainly the statistical increase of economically disadvantaged students has very real financial hardships associated with it.
- For chronic truants, the SARB (School Attendance Review Board) process lacked any real and/or timely consequences. With the switch to a Student Academic and Attendance Review Team (SAART) there has been some improvement.
- Teachers also experience classroom interruptions due to tardies, call slips, and students out of class causing disturbances.

- Meeting class size goals. Currently the district goal is to maintain a 36:1 class size. Before the fiscal crisis, which began in 2004, the district supported class size reduction in 9th and 10th grade English, and introductory math classes.
- Oroville High lost our Outreach coordinator after the 2012/13 school year which has significantly reduced our ability to provide services for at risk students.
- Loss of the ELD Coach.
- A clear plan for intervention for struggling students is in the beginning stage of development.

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

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

ANALYZE INSTRUCTIONAL PRACTICES

Conclusions from Analysis of Instructional Programs

Table-2 Academic Performance Index by Student Group

Proficiency Level	Performance Data by Student Subgroup											
	All students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	821	770	763	404	377	321	29	20	10	230	215	211
Growth API	718	746	760	720	726	752	579	683	-	751	788	807
Base API	708	718	750	717	721	731	623	579	689	755	751	792
Target	5	5	5	5	5	5	-	-	-	5	5	5
Growth	10	28	10	3	5	21	44	104	-	-4	37	15
Met Target	Y	Y	Y	N	Y	Y	-	-	-	N	Y	Y

Table-3 Academic Performance Index by Student Group

Proficiency Level	Performance Data by Student Subgroup											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	83	95	128	214	198	169	570	470	560	93	89	93
Growth API	725	755	728	720	746	751	692	726	748	431	517	580
Base API	673	724	760	707	720	750	673	693	726	360	444	534
Target	-	-	-	5	5	5	5	5	5	-	-	-
Growth	52	31	-32	13	26	1	19	30	22	71	73	46
Met Target	-	-	-	Y	Y	N	Y	Y	Y	-	-	-

A data review was conducted by the School Site Council, the School Advisory Committee, Subject Area Coordinators, and the school site staff. In 2010 the API scores for Oroville dropped by 19 points from the prior year, and none of the significant subgroups met their target. In 2011, we saw a school-wide increase in the API, but two significant subgroups, the Asian and White subgroups, did not meet their target. In 2012 all sub-groups including the Asian and White sub-group demonstrated tremendous growth in the API and all met their targets. Finally, in 2013, again we saw positive growth in the school API and all subgroups meeting their targets with the exception of our EL students. Our students with disabilities saw their API increase by the most significant amount, followed by our low socioeconomic students, then our white students, all with at least a 20 point gain. The API and the AYP charts demonstrate the struggle OHS faces in maintaining consistent academic progress in our high-stakes testing results. Our school has shown some years of steady growth but not in all areas. In spite of the fact that Oroville High School has seen an increase in its school-wide Academic Performance Index, we have found ourselves in the fourth year of Program Improvement. All schools in California must meet their yearly API in two ways: school-wide, and by significant sub-groups. School-wide, all schools must achieve at least 5 points of growth annually. Each school's significant sub-groups must achieve 5 points as well.

   In 2009- 2010, our school saw a 19-point decrease in the school-wide API. In addition, our White sub group dropped 13 points, our Socio-economic students dropped 29 points, and our English Learners dropped 21 points.

   In 2010-2011, our school saw a 10-point increase in the school-wide API. In addition, our White sub group increased 3 points, our Socio-economic students increased 19 points, and our English Learners increased 13 points, but our Asian sub-group decreased by 4 points.

   In 2011-2012, our school saw a 28 point increase in the school-wide API with significant growth in all but the white sub-group. All groups met their growth targets.

   In 2012- 2013, our school saw a 10-point increase in the school-wide API. Our students with disabilities increased by 46 points, followed by our low socioeconomic students with a 22 point increase, then white students with a 21 point increase and Asian students with a 15 point increase. Our EL students saw a 1 point increase and did not meet their API.

Table- 4 English-Language Arts Adequate Yearly Progress												
AYP Proficiency Level	English-Language Arts Performance Data by Student Group											
	All students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	95	98	97	94	97	95	91	100	100	100	100	98
Number at or above Proficient	130	138	93	72	70	45	-	-	-	34	35	27
Percent at or above proficient	47.1	47.3	40.6	51.4	49.3	45.9	-	-	-	41	46.7	42.9
AYP Target	66.7	77.8	95%	66.7	77.8	95%	66.7	77.8	95%	66.7	77.8	95%
Met AYP Criteria	N	N	N	N	N	N	-	-	-	N	Y	N

Table- 5 English-Language Arts Adequate Yearly Progress

AYP Proficiency Level	English-Language Arts Performance Data by Student Group											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	93	100	98	99	100	99	97	99	97	79	98	87
Number at or above Proficient	16	15	15	28	24	10	75	80	56	2	2	2
Percent at or above proficient	51.6	36.6	39.5	35	33.3	19.6	36.6	38.6	32.2	6.1	6.1	6.7
AYP Target	66.7	77.8	95%	66.7	77.8	95%	66.7	77.8	95%	66.7	77.8	95%
Met AYP Criteria	-	-	-	N	N	N	N	N	N	-	-	-

Table- 6 Mathematics Adequate Yearly Progress

AYP Proficiency Level	Mathematics Performance Data by Student Group											
	All students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	95	98	100	94	98	100	91	100	100	100	100	99
Number at or above Proficient	116	137	93	58	54	50	-	-	-	38	52	45
Percent at or above proficient	42	47.1	40.6	41.4	37.8	48.5	-	-	-	45.8	69.3	70.3
AYP Target	66.1	77.4	88.9	66.1	77.4	88.9	66.1	77.4	88.9	66.1	77.4	88.9
Met AYP Criteria	N	Y	N	N	N	Y	-	-	-	N	Y	Y

Table- 7 Mathematics Adequate Yearly Progress

AYP Proficiency Level	Mathematics Performance Data by Student Group											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	93	96	98	100	99	99	96	99	99	81	92	100
Number at or above Proficient	12	16	15	30	43	28	70	84	83	2	2	2
Percent at or above proficient	38.7	42.1	39.5	37	60.6	54.9	34.1	41	46.9	5.9	6.5	5.7
AYP Target	66.1	77.4	88.9	66.1	77.4	88.9	66.1	77.4	88.9	66.1	77.4	88.9
Met AYP Criteria	-	-	-	N	Y	N	N	Y	Y	-	-	-

Table- 8 California English Language Development Test (CELDT)															
Number and Percent of Students at Each Overall Performance Level															
	9th				10th				11th				12th			
Performance Level	2009/10	2010/11	2011/12	2012/13	2009/10	2010/11	2011/12	2012/13	2009/10	2010/11	2011/12	2012/13	2009/10	2010/11	2011/12	2012/13
Advanced	1 (2%)	0 (0%)	**	0 (0%)	1 (3%)	1 (3%)	0 (0%)	1 (6%)	4 (11%)	0 (0%)	2 (5%)	3 (13%)	4 (14%)	4 (13%)	2 (8%)	8 (23%)
Early Advanced	12 (28%)	9 (31%)	**	6 (30%)	11 (33%)	15 (38%)	8 (31%)	8 (47%)	17 (47%)	10 (40%)	2 (9%)	12 (52%)	16 (55%)	14 (47%)	11(46%)	20 (57%)
Intermediate	17 (40%)	14 (48%)	**	12 (60%)	14 (42%)	18 (45%)	14 (54%)	4 (24%)	9 (25%)	9 (36%)	17 (44%)	6 (26%)	8(28%)	6 (20%)	6 (25%)	28 (29%)
Early Intermediate	11 (26%)	5 (17%)	**	2 (10%)	4 (12%)	4 (10%)	3 (12%)	4 (24%)	5 (14%)	4 (16%)	3 (8%)	12 (52%)	0 (0%)	3 (10%)	4 (17%)	1 (3%)
Beginning	2 (5%)	1 (3%)	**	0 (0%)	3 (9%)	2 (5%)	1 (4%)	0 (0%)	1 (3%)	2 (8%)	1 (3%)	0 (0%)	1 (3%)	3 (10%)	1 (4%)	0 (0%)
Number Tested	43 (100%)	29 (100%)	3 (100%)	20 (100%)	33 (100%)	40 (100%)	26 (100%)	17 (100%)	29 (100%)	25 (100%)	39 (100%)	23 (100%)	29 (100%)	30 (100%)	24 (100%)	35 (100%)

SCHOOL GOALS

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

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

Table- 9 Academic Performance Index 2006 - 2013

	2006 - 07	2007 - 08	2008 - 09	2009 - 10	2010 - 11	2011 - 12	2012 - 13	Total Growth
White	717	701	727	714	720	726	752	35
Asian	739	748	749	753	751	788	807	61
Low Socio	693	693	702	672	692	726	748	55
English Learners	694	717	729	707	720	746	751	57
All Students	**710**	**703**	**727**	**707**	**718**	**746**	**760**	**50**

Graph- 1 Academic Performance Index 2006 - 2013
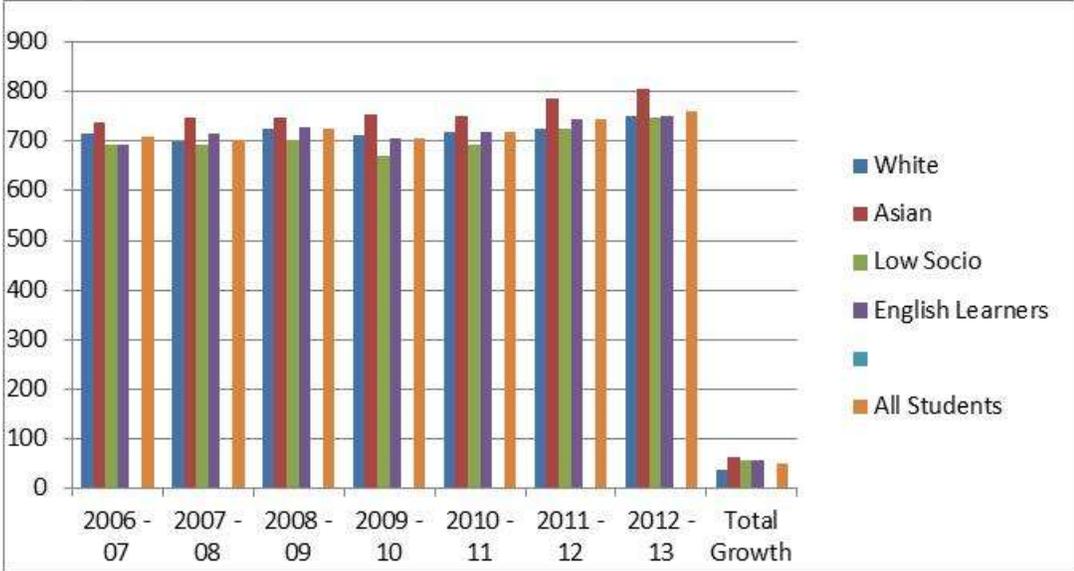
(Goal #1 – continued)

Table- 10 Graduation Rate

Graduation Rate					
	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rates
2011	267	245	91.8	20	7.5
2012	250	240	96	*	3.2
2013	247	233	94.3	*	4

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

Means of Evaluating Progress Toward this Goal:
Progress will be evaluated by departmental collaborative teams and the leadership team through on-going and timely analysis of perceptual and achievement data.

Group Data To Be Collected To Measure Academic Gains:
Grade distributions, CST Performance band distributions, benchmark performance bands, common assessments, CAHSEE outcome data, and graduation/dropout rate data will continue to be collected. If possible, data will be disaggregated by population and ethnicity subgroups.

Strategy	Measure	Time Line	Funding Source
Professional Development • Use of Technology • On-site workshops • ELD • Common Core Training • Assessment Training • Competency training in assessment tools • Department collaboration days • Conferences (PLC and content area) • Reading and writing across the curriculum	Observations Sign-in sheets WASC Reports CELDT Scores CST (SBAC) Scores CAHSEE Pass Rates	Annually	Title I EIA SCE EIA LEP
Embed systematic collaborative process in grade and/or course alike teams to research and implement best practices in instruction	Submit articles of research and curriculum created by sharing best practices online	On-going	EIA SCE EIA LEP Title I General Fund
Departments will develop learning targets and common assessments aligned with essential standards in subject area teams.	Submit formative and summative assessments within site computer network	On-going	EIA SCE EIA LEP Title I General Fund
Increase teacher and administrator knowledge about best practices in instruction related to subgroups failing to meet API goals.	Sharing of best practices at site meetings	On-going	EIA SCE EIA LEP Title I General Fund

This goal meets the following WASC Goals:
Goal 1 (Area of Improvement): Continue to improve academic achievement in all subject areas.
Goal 2 (Area of improvement): Continue to develop and organize programs and interventions to assure the physical, social, emotional and academic success for all students.

Goal 3 (Area of improvement): Address a clear and concise plan for acquisition, placement, maintenance, training and use of technology.

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

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

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

Means of Evaluating Progress Toward this Goal:
Teacher observation of test reliability by disaggregating formative and summative assessment results.

Group Data To Be Collected To Measure Academic Gains:
Grade distributions, CST Performance band distributions, benchmark performance bands, and CAHSEE outcome data will continue to be collected. When possible, data will be disaggregated by population and ethnicity subgroups.

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

This goal meets the following WASC Goals:

Area 1: Curriculum, instruction, and assessment will be aligned to the California State Content and Performance Standards.
Goal 1 (Area of Improvement): Continue to improve academic achievement in all subject areas.
Goal 2 (Area of improvement): Continue to develop and organize programs and interventions to assure the physical, social, emotional and academic success for all students.

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

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

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

Means of Evaluating Progress Toward this Goal:
Analysis of data collected regarding GPAs, dropout rates, attrition rates, CST performance.

(Goal #3 – continued)

Group Data To Be Collected To Measure Academic Gains:

CST performance band distributions (SBAC), focusing on underperforming subgroups (English Learners EL,

Student with Disabilities, SWD, low Socio-Economic Status (SES), grade distribution data disaggregated by

subgroup, dropout rate, graduation rate, class attrition rate.

Strategy	Measure	Time Line	Funding Source
• **Consultation periods to be used more effectively for intervention.** Increase parent communication regarding consultation periods • Continue to monitor tutoring/consultation for failing students • Increase personnel support	Blackboard connect logs Teacher Feedback Grades Taking attendance at consultation	On-going	Title I EIA SCE General Fund

Intervention Support
• Intervention Coordinator
  o Coordinate interventions with staff
  o Monitor student progress
  o Communicate with parents
• Intervention Classes – Examples:
  o Reading/Writing (ELA) – Read180
  o CAHSEE Math and English Intervention classes
  o Math – IPass Math
  o ELD - Visions
  o CAHSEE
  o Credit Recovery
    ♦ Odysseyware
• Consultation periods
• PLC Intervention School-wide
	Number of parent contacts
	Number of students participating in interventions
	Pre-post test
	Quarterly Reports
	API
	CAHSEE results
	CELDT scores
	CST scores
	Re-designated students
		School Start
		Quarterly
			EIA SCE
			EIA LEP
			Title I
			General Fund

Professional Development • Use of Technology • On-site workshops • ELD Strategies • Competency training in assessment tools • Training in Common Core • Department collaboration days • Conferences (PLC and content area) • Reading and writing across the curriculum	Observations Sign-in sheets WASC reports CELDT scores CST scores	Annually	Title I EIA SCE EIA LEP

Parent Involvement
• Increase School-to-Home Communication
  o <u>Personal contact of teachers with every parent</u> (phone/email/home visits/ letters/class rules)
  o Mass communication
• Translation of parent correspondence (phone calls, mailings, etc…)
• Provide meaningful parent trainings, meetings
• <u>Meetings for parents of English Learner students (ELAC)</u>
• Title I meetings
• <u>Increase opportunities for volunteering to monitor and tutor students in danger of failing or not graduating. (Boosters, PTSA)</u>
	Invitations sent and personal contact
	News letters
	Web site
	Aeries ABI (parent portal)
	Sign-in lists
	Surveys
	Blackboard Connect logs
			Title I
			EIA SCE
			EIA LEP

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

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

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

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

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

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

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

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

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

Means of Evaluating Progress Toward this Goal:
Analysis of student involvement in enrichment or support programs, increased attendance rates, a decline in discipline issues, and an increase in student grades and test scores.

Group Data To Be Collected To Measure Academic Gains:
Grade distributions, CST Performance band distributions, benchmark performance bands, common assessments, CAHSEE outcome data, and graduation/dropout rate data will continue to be collected. Participation in enrichment programs will be collected.

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

(Goal #4 – continued)

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

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

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

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

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

BUDGET AND CATEGORICAL FUNDING:
2013-2014

Title I (020100)	**$196,514**
Title I Admin (020101)	**$17,757**
Title I Parent Involvement (020105)	**$2, 905**
EIA-SCE (022010)	**$27,822**
EIA-LEP (022000)	**$16,732**
Lottery (028400)	**$29,654**
MAA (021500)	**$2,180**

Oroville High School
School Site Council Membership
2013-2014

School Staff Members

	Name	Title	Prior Term	Current
1	Jeff Horsley	Teacher	2012-2013	2013-2014
2	Shannon Sharp	Teacher	2012-2013	2013-2014
3	Bob Schmautz	Teacher		2013-2014
4	Debi Upton	Teacher		2013-2014
5	Garrett Weagant	Teacher	2012-2013	2013-2014
6	Joe Boehme	Classified		2013-2014
7	Pam Ishmael	Classified		2013-2014
8	Jeff Peek	Principal		2013-2014

** Although staff members are a 1 year term, dates of service is recorded to ensure continuity with the council with at least half staff members being a member in the previous yea*r.

Parent / Student Members

	Name	Title	Term	
1	Jan Bales	Parent	2013-2014	2014-2015
2	Gail Dryden	Parent	2012-2013	2013-2014
3	Mark Lundberg	Parent	2012-2013	2013-2014
4	Ja Pao Xiong	Parent	2013-2014	2014-2015
5	Brandon Douglas	Student	2013-2014	
6	Luke Lundberg	Student	2013-2014	
7	Josh Malone	Student	2013-2014	
8	Mai Youa Yang	Student	2013-2014	

2013-2014   **ELAC Representation**:   Justin Zunino
Title I Representative: Gayle Dryden
SAC Representative: Bob Schmautz

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

ASSURANCES

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

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

This school plan was adopted by the Site Council on:	5/8/2014
Public Notice Due Date:	5/2/2014
Attested by Jeff Peek (Oroville High Principal):	5/8/2014
Attested by School Site Council Chairperson:	5/8/2014
District Governing Board Review Date:	

Attested	Signed	Date
School Principal: Jeff Peek		5/8/14
SSC Chairperson: Mark Lundberg		5/10/14