

Oroville Union High School District

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Oroville Union High School District
Street	2211 Washington Avenue
City, State, Zip	Oroville, CA 95966
Phone Number	530-538-2320
Principal	Kristen Wiedenman
Email Address	kwiedenman@ouhsd.net
School Website	https://ohs.ouhsd.org/
County-District-School (CDS) Code	04615150000000

2023-24 District Contact Information

District Name	Oroville Union High School District
Phone Number	530-538-2300
Superintendent	Dr. Corey Willenburg
Email Address	cwillenb@ouhsd.net
District Website	www.ouhsd.org

2023-24 School Description and Mission Statement

The mission at Oroville High School is to provide a safe, engaging environment that promotes high academic achievement, and personal and social responsibility. We offer quality programs to help our students succeed. Oroville High School's guiding vision is to assure that all students meet the academic, social, physical and career opportunities of the 21st century. Courses, curriculum, and school wide goals at Oroville High School are reviewed and aligned regularly so that our instructional practices are focused on essential core content standards. As we focus on instructional practices we are guided by the following four questions: 1) What do we expect students to learn? 2) How will we know if they have learned it? 3) How will we respond if they haven't learned it? 4) How will we respond when our students already know it?

Technology has been a focus at Oroville High School for many years. Recently, OUHSD moved to a 1:1 approach to technology, investing in chromebooks to be provided to every student in the district. Currently, every student at Oroville High School has the option of using a district issued Chromebook or bringing their own device to use on campus. Improved fiber and Wi-Fi drop zones have been installed in every classroom to facilitate our growing need to access the internet across campus. Every classroom is equipped with a Viewsonic Viewboard. Teachers are also being trained to utilize the latest technologically based instructional methods in order to improve student engagement in their classes.

The students from Oroville High School have many opportunities for higher education during and beyond high school. Our C.T.E. programs in Culinary Arts, Engineering and Design, and Automotive have generated partnerships and cooperative relationships with the local businesses in support of the school and its programs. 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, offers OHS students participation in Upward Bound and Educational Talent Search, which give the opportunity to low-income and first-generation students to get a head start on college through tutoring programs, residential summer programs, visitations, and personal encouragement.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	236
Grade 10	245
Grade 11	223
Grade 12	232
Total Enrollment	936

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1%
Male	52.5%
American Indian or Alaska Native	6.7%
Asian	22.5%
Black or African American	4.8%
Filipino	0.3%
Hispanic or Latino	17.5%
Native Hawaiian or Pacific Islander	1.1%
Two or More Races	6.3%
White	40.7%
English Learners	6.3%
Foster Youth	1%
Homeless	4.6%
Socioeconomically Disadvantaged	87%
Students with Disabilities	16.1%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.20	73.54	87.50	76.91	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.90	4.16	3.30	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.90	12.32	14.50	12.80	12115.80	4.41
Unknown	4.70	9.96	8.30	7.31	18854.30	6.86
Total Teaching Positions	47.80	100.00	113.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.50	77.38	94.90	80.43	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.06	1.00	0.85	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	3.75	3.10	2.67	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.10	10.63	14.70	12.49	11953.10	4.28
Unknown	3.00	6.18	4.20	3.56	15831.90	5.67
Total Teaching Positions	48.50	100.00	118.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.90	1.00
Misassignments	1.00	0.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.90	1.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	5.90	5.10
Total Out-of-Field Teachers	5.90	5.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.7	2.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.9	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

District procedures for adopting textbooks include teacher, student and administrative recommendations and Board of Education approval. The OHS library maintains approximately 20,155 books and has many technology-based resources; i.e., electronic databases, word processing, desktop publishing, art prints, video materials, computer software and off-site telecommunications resources. In addition, pre-selected online resources designed to support the state standards are provided through the library home page.

Year and month in which the data were collected	December 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	<p>English 9: MyPerspectives English Language Arts 2017 English 9 Honors: MyPerspectives English Language Arts 2017</p> <p>English 10: MyPerspectives English Language Arts 2017 English 10 Honors: MyPerspectives English Language Arts 2017</p> <p>English 11: MyPerspectives English Language Arts 2017 English 12: MyPerspectives English Language Arts 2017</p> <p>Pre-AP English 1: Foundations of Language and Literature Second Edition ©2023 Renee H. Shea; John Golden; Tracy Scholz</p> <p>Pre-AP English 2: Advanced Language and Literature, 2nd Edition, Renee H. Shea; John Golden; Tracy Scholz, Bedford Books, 2021</p> <p>Literature of Controversy: Hosseini, Khaled, The Kite Runner, New York: Putnam Publishing Group, 2003</p> <p>Literature of Controversy: O'Brien, Tim, The Things They Carried, New York: Houghton Mifflin Harcourt Publishing Company, 1990</p> <p>AP English Language/Composition: Kaplan AP English Language and Composition, 2013-2014</p> <p>AP English Literature/Composition: Perrine's Literature: Structure, Sound, and Sense, Thomas R. Arp, ed. Harcourt, Brace College Publishers, 1998</p> <p>English Foundations 9-10: AGS Exploring Literature-British Literature, 2007</p> <p>English Foundations 11-12: AGS Exploring Literature-American Literature, 2007</p>	Yes	0
Mathematics	<p>Math I: College Preparatory Mathematics, Core Connections, Course 4/Volume One, 2013</p> <p>Honors Math I: College Preparatory Mathematics, Core Connections, Integrated I/Volume One, 2013</p> <p>Math II: CPM: Core Connections Integrated II, 2014</p> <p>Honors Math II: CPM , Core Connections Integrated II, 2014</p> <p>Honors Math II: CPM, Core Connections Integrated III, 2015</p> <p>Honors Math II: CPM, Core Connections Algebra 2, 2nd Edition, 2013</p> <p>The Nature of Mathematics: The Nature of Mathematics: 12th Edition, Houghton Mifflin, 2012</p> <p>AP Calculus: Calculus of a Single Variable, 10th Edition, 2014</p> <p>Math Foundations I: Consumer Math, Globe Fearon, 2004</p> <p>Math Foundations I: Basic Mathematics, Pacemaker, 1999</p> <p>Math Foundations I: Explore Budgeting, Judi Kinney, Attainment, 2012</p> <p>Math Foundations II: Practical Mathematics for Consumers, 3rd Edition, Pacemaker, 2003</p>	Yes	0
Science	<p>Physical Science Foundations: Concepts and Challenges in Physical Science, Pearson 2009, Bernstein, Schacter, Winkler and Wolf</p> <p>Biology of the Living Earth: HMH: The Living Earth, ISBN 9781328896094</p>	Yes	0

	<p>Biology Foundations: Concepts and Challenges in Life Science, Bernstein, Schachter, Winkler and Wolf, Pearson, 2009</p> <p>Pre-AP Biology: HMH: The Living Earth, PRE-AP BIOLOGY STUDENT RESOURCES ISBN 978-1-4573-1518-3</p> <p>Anatomy and Physiology: Human Anatomy & Physiology, 10th Edition, E. Marieb, Katja Hoehn, Pearson Education, Inc. 2016</p> <p>Chemistry in the Earth System: HMH: Chemistry in the Earth System, ISBN 9781328896131</p> <p>AP Chemistry: Chemistry, AP Edition, 14th Edition, Raymond Chang and Kenneth Goldsby, McGraw-Hill Education, 2023, ISBN: 978-0076812141</p> <p>Physics of the Universe HMH: Physics of the Universe, ISBN 9781328896155</p>		
History-Social Science	<p>Geography Alive! Regions and People, Bert Bower, Teacher Curriculum Institute, 2006</p> <p>World History: History Alive! World Connections, Teacher Curriculum Institute, 2013</p> <p>AP European History: Western Civilization. 9th ed. Boston: Wadsworth Publishing, 2015</p> <p>World History Foundations: World History, Pacemaker/Pearson AGS Globe 2008</p> <p>U.S. History: History Alive! Pursuing American Ideals 2013</p> <p>AP U.S. History: The American Pageant, Houghton Mifflin Publishing, 13th Edition, 2005</p> <p>U.S. History Foundations: United States History, 4th Edition, Globe Fearon, 2004</p> <p>Economics: Economics Alive: Teacher Curriculum Institute, 2020.</p> <p>Economics Foundations: Economics, 3rd Edition, Globe Fearon, 2001</p> <p>Government Foundations: American Government, 3rd Edition, Globe Fearon, 2001</p> <p>AP U.S. Government and Politics: Government in America – people, politics and policy, AP Edition, Pearson Education, 2009</p>	Yes	0
Foreign Language	<p>Spanish I: ¡En Español (Uno), McDougal Littell, 2000 Edition</p> <p>Spanish II: ¡En Español (Dos), McDougal Littell, 2000 Edition</p> <p>Spanish III: Realidades, 2nd Edition, 2011</p> <p>Spanish III: Encuentros Maravillosos, 2nd Edition, 2011</p> <p>AP Spanish Language: Repaso: A Complete Review Workbook for Grammar, Communication, and Culture, National Textbook Company, 1997</p> <p>AP Spanish Language: Abriendo Paso: Lecturas (Provides readings from four of the required authors in the AP Spanish Literature course) Heinle & Heinle, 1995</p> <p>AP Spanish Language: Encuentros Maravillosos, Scott Foresman Addison Wesley, 1998</p> <p>AP Spanish Literature: Reflexiones de la Literatura Hispanica, Rodriguez, Pearson, 2013</p> <p>AP Spanish Literature: Abriendo Paso – Yemas y lecturas, Nadel and Diaz, Pearson, 2014</p>	Yes	0

	AP Spanish Literature: Abriendo Paso - Gramatica, Nadel and Diaz, Pearson, 2014		
Health	Health/Driver Education: Glencoe Health, Mary Bronson Merki and Don Merki, 9th Edition, 1999 Health/Driver Education: Responsible Driving, Glencoe / McGraw-Hill, ISBN 0-07-867812-9 Health Foundations: Discover Health, AGS, 2001 Health Foundations: Health, Globe Fearon, Pearson Learning Group, 2003	Yes	0
Visual and Performing Arts	Art I: The Visual Experience, Jack Hobbs and Richard Salome, Davis Publications Inc., 1991 Art II: Discovering Drawing, 2nd Edition, Ted Rose and Sallye Mahan-Cox, Davis Publishing, 2004 Art II: Exploring Painting, Gerald F. Brommer and Nancy K. Kinne, Davis Publishing, 1988 Advanced Art: Exploring Visual Design, 3rd Edition, Joseph A. Gatto, Albert W. Porter, Jack Selleck, Davis Publishing, 2000 Ceramics I and II: Experience Clay, Maureen Mackey, Davis Publishing, 2003 Ceramics I and II: Beginning Sculpture, Arthur Williams, Davis Publishing, 2005 Photography I: Black & White Photography, 3rd Edition, Henry Horenstein, Little, Brown and Company, 2005 Photography II: Beyond Basic Photography: A Technical Manual, Henry Horenstein, Little, Brown and Company, 1977 Digital Photography I: CS-3 Classroom in a Book, 2007 Digital Photography I: Photo and Digital Imaging, 2002 Drama I: Basic Drama Projects, 8th Edition, Fran Averett Tanner, Ph.D., Perfection Learning, 2004 Drama II: Tanner, Fran Avertt, Ph. D., Basic Drama Productions, 8th Edition, New York: Perfection Learning, 2004	Yes	0

School Facility Conditions and Planned Improvements

Oroville High School has existed as an institution for over 120 years, though the site it currently occupies is (only) around 100 years old. The facility itself reflects that age; however an \$8.5 million renovation and modernization project was initiated through the passage of a local bond measure. 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 baseball fields on campus and a modern and sophisticated football/soccer stadium and track due to a \$12 Million bond measure. Most recently, a new HVAC system was installed in the OHS gymnasium.

Oroville High School has 57 classrooms of which 17 are portables. Five custodians work in the evenings to maintain the classrooms. It should be noted that Oroville Union High School District has a regularly scheduled daily and deferred maintenance plan for all school facilities. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A digital work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. The Principal and Maintenance Director work daily with the custodial staff to ensure a clean and safe school.

Year and month of the most recent FIT report

June 21, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Create work orders to correct deficient areas
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		in-service custodial on cleaning procedures.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	44	51	38	48	47	46
Mathematics (grades 3-8 and 11)	14	17	14	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	220	178	80.91	19.09	51.41
Female	109	88	80.73	19.27	57.47
Male	110	89	80.91	19.09	44.94
American Indian or Alaska Native	14	9	--	35.71	--
Asian	50	49	98.00	2.00	79.59
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	40	31	77.50	22.50	48.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	13	76.47	23.53	30.77
White	88	68	77.27	22.73	44.78
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	155	122	78.71	21.29	47.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	20	64.52	35.48	10.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	219	177	80.82	19.18	16.95
Female	108	88	81.48	18.52	9.09
Male	110	88	80.00	20.00	25.00
American Indian or Alaska Native	14	8	--	42.86	--
Asian	50	50	100.00	0.00	26.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	40	31	77.50	22.50	16.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	13	76.47	23.53	23.08
White	87	68	78.16	21.84	13.24
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	154	121	78.57	21.43	12.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	19	61.29	38.71	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.36	21.69	19.33	21.84	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	414	355	85.75	14.25	21.69
Female	202	174	86.14	13.86	20.69
Male	211	180	85.31	14.69	22.78
American Indian or Alaska Native	27	19	70.37	29.63	10.53
Asian	103	102	99.03	0.97	31.37
Black or African American	21	16	76.19	23.81	6.25
Filipino	--	--	--	--	--
Hispanic or Latino	77	67	87.01	12.99	13.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	17	77.27	22.73	23.53
White	160	130	81.25	18.75	22.31
English Learners	12	11	91.67	8.33	0.00
Foster Youth	--	--	--	--	--
Homeless	23	18	78.26	21.74	11.11
Military	13	11	84.62	15.38	18.18
Socioeconomically Disadvantaged	287	241	83.97	16.03	18.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	41	70.69	29.31	2.44

2022-23 Career Technical Education Programs

Oroville High School offers a variety of Career Technical Education courses, which are a part of a coherent three course sequence. Vocational Education has long been a requirement for graduation, as the need to expose students to different career opportunities has been demonstrated through labor partners and demand by students and parents for the courses. These courses are offered to all students, giving them the ability to choose the pathway that is the best fit for each student's career plan. All C.T.E. courses are evaluated for relevant and appropriate content, as well as evaluating the performance of the instructors. The Oroville Union High School District made a major commitment to continue to provide career and technical education classes for students even with the collapse of regional R.O.P. programs. At Oroville High School these classes include a range of courses that are reviewed and compared to regional employment data and include: Culinary Arts, Automotive, Graphic Design, and Engineering. CTE pathways are monitored through the Multiple Measures system of the California Department of Education. The primary representative for OHS is Culinary Instructor Sandy Smith, along with the Director of Education of OUHSD, Jon Wood.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	413
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	81
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	80.21
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	15.53

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	77.9	77.9	60	78.5	82.1

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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. Aeries ABI Parent Portal is an online resource available for parents to monitor student attendance and grades. ParentSquare is also being used to send out monthly newsletters, updates, and reminders via email, phone dialer, and text message to our families. Teachers have also received training in ParentSquare as well to increase school to home communication. Parents serve on our School Site Council as well as our CR-PBIS committee, WASC Focus Group, and Supportive School Climate and Culture Committee. For parents of English Learners, there is an English Learner Advisory Committee that meets several times during the school year. PTSA and Parent Athletic Boosters are some of the organizations on campus providing monthly meetings to help organize events that generate funding for scholarships and school needs. In addition, parents can participate in the Local Control Accountability Plan district wide committee meetings. Oroville High School has made it our mission to set goals and implement strategies that will create opportunities for our parents to play a greater role in the educational process of their children. Our goal is to open the lines of communication and create a welcoming environment where parents and teachers work collaboratively together towards the improvement of student achievement. Please contact the main office at 538-2320 ext. 3308 for more information.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.5	4.4	8.1	9.4	7.3	10.5	9.4	7.8	8.2
Graduation Rate	93.9	92.9	89.6	82.4	87.6	83.3	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	211	189	89.6
Female	103	98	95.1
Male	108	91	84.3
Non-Binary			
American Indian or Alaska Native	15	13	86.7
Asian	54	52	96.3
Black or African American	12	12	100.0
Filipino	--	--	--
Hispanic or Latino	40	37	92.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	82	69	84.1
English Learners	18	16	88.9
Foster Youth	--	--	--
Homeless	27	23	85.2
Socioeconomically Disadvantaged	195	175	89.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	37	28	75.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1022	981	339	34.6
Female	484	465	166	35.7
Male	533	512	172	33.6
Non-Binary	5	4	1	25.0
American Indian or Alaska Native	68	65	28	43.1
Asian	217	211	18	8.5
Black or African American	50	48	26	54.2
Filipino	3	3	1	33.3
Hispanic or Latino	182	175	60	34.3
Native Hawaiian or Pacific Islander	10	10	3	30.0
Two or More Races	62	59	23	39.0
White	429	409	180	44.0
English Learners	64	64	8	12.5
Foster Youth	16	12	6	50.0
Homeless	68	59	35	59.3
Socioeconomically Disadvantaged	886	847	320	37.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	178	174	74	42.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.19	6.93	6.75	0.12	5.38	5.99	0.20	3.17	3.60
Expulsions	0.00	0.38	0.39	0.00	0.24	0.45	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.75	0.39
Female	5.58	0.21
Male	7.69	0.56
Non-Binary		
American Indian or Alaska Native	10.29	0
Asian	0.92	0.46
Black or African American	12	0
Filipino	0	0
Hispanic or Latino	6.59	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	9.68	1.61
White	8.16	0.47
English Learners	1.56	0
Foster Youth	6.25	0
Homeless	19.12	2.94
Socioeconomically Disadvantaged	7.45	0.45
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.18	0

2023-24 School Safety Plan

Oroville High School actively promotes a safe, clean, and orderly learning environment and in accordance with SB 187, has a comprehensive disaster and safety plan in place. OHS has a safety committee which reviews the Comprehensive Safety Plan. The committee, working under the direction of the Administration, meets to review and update the safety plan, with regard to California state guidelines for the Comprehensive School Safety Plan. This plan includes the following emergency procedures: traumatic incidents, imminent danger - lockdown, secure campus, shelter in place, evacuation, take cover, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Fire, earthquake, and the Lock-down are practiced by staff and students each semester. The safety plan as well as intervention plan are reviewed by district committees each year and are approved by the Board of Trustees. School safety concerns are also addressed at School Site Council Meetings. OHS has two full-time Assistant Principals and one full-time School Resource Police Officer. We utilize a camera monitoring system as well as campus supervisors who are present on campus at all times. Additionally, all of our staff members have hand radios to provide immediate contact if necessary. In case of an emergency, parents are contacted by the automatic phone caller and the website also provides updated information. In the fall of 2023, the district brought on an Emergency Response Protocol contractor to evaluate campus and make improvement recommendations for the site safety plan.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	75		
Mathematics	12	59	2	1
Science	14	42		
Social Science	12	58		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	16	15	7
Mathematics	22	12	16	2
Science	28	3	12	7
Social Science	26	6	11	10

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	15	19	2
Mathematics	22	12	18	0
Science	28	3	16	3
Social Science	29	4	13	6

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (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	Ratio
Pupils to Academic Counselor	312

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (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
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,924	\$3,027	\$7,897	\$79,089
District	N/A	N/A	\$10,297	\$77,804
Percent Difference - School Site and District	N/A	N/A	-26.4	5.8
State	N/A	N/A	\$7,607	\$85,804
Percent Difference - School Site and State	N/A	N/A	18.0	-7.1

Fiscal Year 2022-23 Types of Services Funded

Oroville High School receives the following funding:

- LCAP state funds to support programs and activities to assist all learners achieve proficiency in all subject areas.
- Title I funds to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide parent education.
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- Title II federal funds to provide ongoing staff development for teachers and principals.

OHS is designated Title I school-wide. Approximately 82.5% of our students receive Free or Reduced Lunch and 7% of our students are English Language Learners. Programs are in place to support students who are at risk of performing below their ability. Oroville High School provides special education support services in order to help students succeed in classes and a rich English Language Learner program. Ninth grade students are scheduled into teams consisting of four core teachers. The teachers meet weekly to provide additional interventions and support for ninth grade students. In addition to these services, a consultation period has been built into the daily bell schedule to provide opportunities for students to get additional help from their teachers. A Social Emotional Learning (SEL) period is also integrated once a week on Wednesdays to provide social emotional support and learning to students. Starting with the 23-24 school year, the district adopted the CharacterStrong program as curriculum for the weekly SEL period. These supplemental programs provide social emotional and academic support, in order to promote success in high school.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,586	\$53,824
Mid-Range Teacher Salary	\$74,509	\$84,312
Highest Teacher Salary	\$101,562	\$104,930
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	
Average Principal Salary (High)	\$128,101	\$148,501
Superintendent Salary	\$185,604	\$199,596
Percent of Budget for Teacher Salaries	25.65%	28.73%
Percent of Budget for Administrative Salaries	4.91%	5.39%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

OHS and the Oroville Union High School District have placed a strong emphasis on staff development. Every OHS staff development activity is required to support state, district, and site goals for student academic achievement and a supportive school culture and climate. Areas of focus are: Restorative Practices, Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS), Collaboration on Student Data to Improve instruction and Culture, and Educational Technology. To further this goal, a collaboration period is provided once a week for teachers throughout the school year to support the PLC process and continuous professional growth. OHS has a team of teachers, administrators, and support staff who are members of the CR-PBIS team. Members of the team participate in PBIS professional development through the Placer County Office of Education. This year, OUHSD has provided ten days over the course of the school year for teachers to work with an instructional coach focusing on classroom management and Universal Design for Learning (UDL). Additionally, our AP teachers have attended workshops to better align AP curriculum. Our newest teachers participate in the Butte County Beginning Teacher Support Program (BTSA), where they are supported by mentor teachers in their subject area. Finally, teachers are encouraged and supported to attend professional development conferences within their subject areas.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	67	60	73