

Oroville Union High School District

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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/
Grade Span	9-12
County-District-School (CDS) Code	04615150000000

2024-25 District Contact Information

District Name	Oroville Union High School District
Phone Number	530-538-2300
Superintendent	Mr. Doug Williams
Email Address	dwilliams@ouhsd.net
District Website	www.ouhsd.org

2024-25 School Description and Mission Statement

The mission at Oroville High School is to provide a safe, engaging environment that fosters high academic achievement and personal and social responsibility. Through quality programs, we strive to help our students succeed. Our guiding vision is to ensure that all students are prepared to meet the academic, social, physical, and career challenges of the 21st century. At Oroville High School, we are committed to continuous improvement through Professional Learning Communities (PLCs). Our courses, curriculum, and school wide goals are regularly reviewed and aligned to focus on essential core content standards. Our PLCs drive instructional practices, centering on collaboration and data-driven decision-making to enhance student learning outcomes guided by the following four critical questions: What do we expect students to learn? How will we know if they have

2024-25 School Description and Mission Statement

learned it? How will we respond if they haven't learned it? How will we respond when students already know it? Students at Oroville High School have a wealth of opportunities for higher education both during and beyond their high school years. Expanded course offerings now include Pre-AP courses in English and Science, as well as Physics, Psychology, and Computer Science, providing students with a more diverse and rigorous academic experience. Additionally, our Career and Technical Education (CTE) pathways continue to grow, with established programs in Culinary Arts, and Automotive, as well as the introduction of a new education pathway. These programs foster partnerships and cooperative relationships with local businesses, enhancing the practical and professional development of our students. For students seeking post-secondary opportunities, Butte Community College offers comprehensive programs across many fields, including a College Connection program for current seniors. California State University, Chico, a nearby four-year university, provides Oroville High School students access to Upward Bound and Educational Talent Search programs. These initiatives support low-income and first-generation students with tutoring, residential summer programs, college visitations, and personalized encouragement to help them get a head start on their college journeys.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	216
Grade 10	209
Grade 11	231
Grade 12	214
Total Enrollment	870

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.1
Non-Binary	0.5
American Indian or Alaska Native	5.2
Asian	22.8
Black or African American	3.9
Filipino	0.5
Hispanic or Latino	18.4
Native Hawaiian or Pacific Islander	1.3
Two or More Races	7.8
White	40
English Learners	6.9
Foster Youth	0.5
Homeless	4.7
Socioeconomically Disadvantaged	86.4
Students with Disabilities	18.2

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	33.30	72.54	88.30	75.88	231142.40	100.00
Intern Credential Holders Properly Assigned	0.80	1.74	0.80	0.69	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.10	13.32	9.90	8.51	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.40	9.56	13.30	11.50	11746.90	4.23
Unknown/Incomplete/NA	1.30	2.82	3.90	3.40	14303.80	5.15
Total Teaching Positions	46.00	100.00	116.40	100.00	277698	100

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	2022-23
Permits and Waivers	0.90	1.00	0
Misassignments	1.00	0.80	6.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.90	1.80	6.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	5.90	5.10	4.4
Total Out-of-Field Teachers	5.90	5.10	4.4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.70	2.3	11.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.90	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9: McGraw Hill Study Sync 2024 English 10: McGraw Hill Study Sync 2024 English 11: McGraw Hill Study Sync 2024 English 12: McGraw Hill Study Sync 2024 Pre-AP English 1: Foundations of Language and Literature Second Edition ©2023 Renee H. Shea; John Golden; Tracy Scholz Pre-AP English 2: Advanced Language and Literature, 2nd Edition, Renee H. Shea; John Golden; Tracy Scholz, Bedford Books, 2021 Literature of Controversy: Hosseini, Khaled, The Kite Runner, New York: Putnam Publishing Group, 2003 Literature of Controversy: O'Brien, Tim, The Things They Carried, New York: Houghton Mifflin Harcourt Publishing Company, 1990 AP English Language/Composition: Kaplan AP English Language and Composition, 2013-2014 AP English Literature/Composition: Perrine's Literature: Structure, Sound, and Sense, Thomas R. Arp, ed. Harcourt, Brace College Publishers, 1998	Yes	0
Mathematics	Math I: College Preparatory Mathematics, Core Connections, Course 4/Volume One, 2013	Yes	0

	<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 III: CPM, Core Connections Integrated III, 2015</p> <p>Honors Math III: CPM, Core Connections Algebra 2, 2nd Edition, 2013</p> <p>AP Calculus: Calculus of a Single Variable, 10th Edition, 2014</p> <p>Personal Finance: Foundations in Personal Finance, Fourth Edition, 2022</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>		
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: Miller Levine Biology 2020 CA 3 Course Model</p> <p>Biology Foundations: Concepts and Challenges in Life Science, Bernstein, Schachter, Winkler and Wolf, Pearson, 2009</p> <p>Pre-AP Biology: HMH: Miller Levine Biology 2020 CA 3 Course Model , PRE-AP BIOLOGY STUDENT RESOURCES ISBN 978-1-4573-1518-3</p> <p>AP Biology: Campbell Biology in Focus 4th Edition, ©2025 AP Edition with Mastering® Biology with eText with Pearson</p> <p>Anatomy and Physiology: Hoehn, Marieb Human Anatomy & Physiology 12th Edition ©2025 with Modified Mastering A&P with Pearson</p> <p>Chemistry in the Earth System: Experience Chemistry 2021 CA edition + Digital Courseware</p> <p>AP Chemistry: Chemistry, : Brown, LeMay et al., Chemistry: The Central Science 15th Edition, AP Edition ©2023 with Modified Mastering Chemistry with Pearson eText</p> <p>Physics of the Universe: Experience Physics 2022 & Hewitt, Conceptual Physics 13e ©2022 with Mastering Physics with Pearson eText</p> <p>AP Physics: Knight, Jones, Field, College Physics: A Strategic Approach AP Edition ©2015</p>	Yes	0
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: A Fabric of a Nation, BFW publishers, 2nd edition, 2024</p>	Yes	0

	<p>U.S. History Foundations: United States History, 4th Edition, Globe Fearon, 2004</p> <p>Economics: Economics Alive: Teacher Curriculum Institute, 2020.</p> <p>Government: Government Alive: Teachers' 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> <p>Psychology: Psychology, BFW publishers, 13th edition, 2021</p> <p>AP Psychology: Myers' Psychology For the AP Course, BFW publishers, 4th edition, 2024</p>		
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> <p>AP Spanish Literature: Abriendo Paso - Gramatica, Nadel and Diaz, Pearson, 2014</p>	Yes	0
Health	<p>Health/Driver Education: Glencoe Health, Mary Bronson Merki and Don Merki, 9th Edition, 1999</p> <p>Health/Driver Education: Responsible Driving, Glencoe / McGraw-Hill, ISBN 0-07-867812-9</p> <p>Health Foundations: Discover Health, AGS, 2001</p> <p>Health Foundations: Health, Globe Fearon, Pearson Learning Group, 2003</p>	Yes	0
Visual and Performing Arts	<p>Art I: The Visual Experience, Jack Hobbs and Richard Salome, Davis Publications Inc., 1991</p> <p>Art II: Discovering Drawing, 2nd Edition, Ted Rose and Sallye Mahan-Cox, Davis Publishing, 2004</p> <p>Art II: Exploring Painting, Gerald F. Brommer and Nancy K. Kinne, Davis Publishing, 1988</p> <p>Advanced Art: Exploring Visual Design, 3rd Edition, Joseph A. Gatto, Albert W. Porter, Jack Selleck, Davis Publishing, 2000</p> <p>Ceramics I and II: Experience Clay, Maureen Mackey, Davis Publishing, 2003</p> <p>Ceramics I and II: Beginning Sculpture, Arthur Williams, Davis Publishing, 2005</p>	Yes	0

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 Averett, Ph. D., Basic Drama Productions, 8th Edition, New York: Perfection Learning, 2004

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Oroville High School has a proud history spanning over 120 years, with its current campus serving the community for approximately 100 years. While the age of the facility presents ongoing challenges, the Oroville Union High School District remains committed to maintaining and improving the site. A significant upcoming project includes plans for new roofs in the coming year, building on recent improvements such as the installation of a state-of-the-art HVAC system in the gymnasium.

The campus comprises 57 classrooms, including 17 portable units, and is maintained by a dedicated team of five evening custodians. The district adheres to a comprehensive daily and deferred maintenance schedule for all facilities, ensuring that essential repairs are completed promptly to keep the school in good working order. A digital work order system streamlines service requests, prioritizing emergency repairs to minimize disruption.

To uphold high standards of cleanliness and safety, the district governing board has established clear cleaning protocols for all schools. At Oroville High School, the Principal and Maintenance Director collaborate closely with custodial staff daily to maintain a clean, safe, and welcoming environment for students, staff, and visitors.

Year and month of the most recent FIT report

June 25, 2024

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			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		District in process of getting quotes for roof replacements on several buildings
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	51	40	48	41	46	47
Mathematics (grades 3-8 and 11)	17	14	17	15	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	228	208	91.23	8.77	39.61
Female	102	89	87.25	12.75	43.18
Male	124	117	94.35	5.65	35.90
American Indian or Alaska Native	11	8	--	27.27	--
Asian	55	55	100.00	0.00	52.73
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	40	93.02	6.98	43.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	12	75.00	25.00	41.67
White	89	80	89.89	10.11	30.00
English Learners	14	13	92.86	7.14	7.69
Foster Youth	--	--	--	--	--
Homeless	14	12	85.71	14.29	33.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	200	180	90.00	10.00	38.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	30	78.95	21.05	3.33

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	229	209	91.27	8.73	13.88
Female	102	90	88.24	11.76	10.00
Male	125	117	93.60	6.40	17.09
American Indian or Alaska Native	11	9	--	18.18	--
Asian	55	55	100.00	0.00	20.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	40	93.02	6.98	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	12	75.00	25.00	16.67
White	90	80	88.89	11.11	5.00
English Learners	14	13	92.86	7.14	0.00
Foster Youth	--	--	--	--	--
Homeless	14	12	85.71	14.29	8.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	201	181	90.05	9.95	12.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	30	78.95	21.05	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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	21.69	20.92	21.84	21.33	30.29	30.73

2023-24 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	412	368	89.32	10.68	20.92
Female	190	167	87.89	12.11	19.76
Male	219	198	90.41	9.59	22.22
American Indian or Alaska Native	22	15	68.18	31.82	6.67
Asian	102	102	100.00	0.00	28.43
Black or African American	17	14	82.35	17.65	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	78	70	89.74	10.26	17.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	26	83.87	16.13	19.23
White	156	135	86.54	13.46	20.74
English Learners	23	21	91.30	8.70	0.00
Foster Youth	--	--	--	--	--
Homeless	30	27	90.00	10.00	18.52
Military	--	--	--	--	--
Socioeconomically Disadvantaged	365	323	88.49	11.51	18.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	47	74.60	25.40	0.00

2023-24 Career Technical Education Programs

Oroville High School offers a diverse selection of Career Technical Education (CTE) courses designed as part of coherent two- or three-course sequences. These programs provide students with hands-on experiences and knowledge to explore various career opportunities, addressing the demands of students, parents, and labor partners. Vocational education has long been a graduation requirement at Oroville High School, reflecting the importance of equipping students with practical skills for future success.

CTE courses are open to all students, ensuring equitable access to pathways that align with individual career goals. Each course undergoes regular evaluation to maintain relevant, industry-appropriate content and to assess instructor performance. Despite the collapse of regional R.O.P. programs, the Oroville Union High School District remains committed to offering robust career and technical education opportunities.

Oroville High School currently offers three CTE pathways:
 Education, Child Development, & Family Services
 Hospitality, Tourism, & Recreation
 Transportation

These pathways are monitored using the California Department of Education's Multiple Measures system to ensure quality and

2023-24 Career Technical Education Programs

compliance. Key representatives for CTE at Oroville High include Culinary Instructor Sandy Smith and the OUHSD Assistant Superintendent of Curriculum & Instruction, Jon Wood.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	396
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.7
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	94.94
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	17.37

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.

2023-24 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 requires only participation results 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	85.8	88.4	85.8	89.5	66.3

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.

2024-25 Opportunities for Parental Involvement

Parents actively participate in various committees and organizations, including the School Site Council, CR-PBIS Committee, and the Supportive School Climate and Culture Committee. For parents of English Learners, the English Learner Advisory Committee holds multiple meetings throughout the year. Other organizations such as the PTSA and Athletic Boosters host monthly meetings to help organize events that raise funds for scholarships and other school needs. Parents can also contribute by attending district-wide Local Control Accountability Plan (LCAP) committee meetings. A new initiative, the Cultural Heritage Dinners, invites families and community members to come together four times over the school year. Sponsored by teachers in the district, these events celebrate diversity, strengthen community bonds, and foster a shared commitment to student success. Oroville High School is dedicated to creating opportunities for parents to play an active role in their children's education. Our mission is to open lines of communication and build a welcoming environment where parents and teachers collaborate to improve student achievement. For more information, please contact the main office at 538-2320 ext. 3308.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	4.4	8.1	12.3	7.3	10.5	13.4	7.8	8.2	8.9
Graduation Rate	92.9	89.6	84.3	87.6	83.3	84.7	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	204	172	84.3
Female	102	86	84.3
Male	101	85	84.2
Non-Binary	--	--	--
American Indian or Alaska Native	15	11	73.3
Asian	44	43	97.7
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	39	31	79.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	15	12	80.0
White	83	68	81.9
English Learners	16	14	87.5
Foster Youth	--	--	--
Homeless	30	22	73.3
Socioeconomically Disadvantaged	189	159	84.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	32	21	65.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	954	907	277	30.5
Female	452	431	140	32.5
Male	498	472	137	29.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	48	47	22	46.8
Asian	204	194	12	6.2
Black or African American	40	38	17	44.7
Filipino	--	--	--	--
Hispanic or Latino	178	169	60	35.5
Native Hawaiian or Pacific Islander	11	11	1	9.1
Two or More Races	72	68	23	33.8
White	396	375	142	37.9
English Learners	68	66	11	16.7
Foster Youth	11	--	--	--
Homeless	66	60	37	61.7
Socioeconomically Disadvantaged	854	810	263	32.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	179	176	75	42.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6.93	6.75	4.72	5.38	5.99	7.16	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.38	0.39	0.31	0.24	0.45	0.34	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.72	0.31
Female	3.54	0.00
Male	5.82	0.60
Non-Binary	0.00	0.00
American Indian or Alaska Native	2.08	0.00
Asian	0.49	0.00
Black or African American	15.00	5.00
Filipino	0.00	0.00
Hispanic or Latino	6.74	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.33	0.00
White	4.80	0.25
English Learners	2.94	0.00
Foster Youth	18.18	0.00
Homeless	6.06	0.00
Socioeconomically Disadvantaged	4.92	0.35
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.38	0.56

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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. 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. Under the direction of

2024-25 School Safety Plan

administration, the Safe Schools Plan is reviewed annually 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, and earthquake are practiced by staff and students each semester. The Safe Schools Plan is reviewed by the School Site Council meetings as well as being reviewed by district committees each year and are approved by the Board of Trustees. School safety concerns are also addressed during Site Leadership 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.

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	
Science	28	3	16	3
Social Science	29	4	13	6

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	10	65	19	1
Mathematics	8	76	9	2
Science	10	45	12	4
Social Science	8	82	16	5

2023-24 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	290

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$12,671	\$3,775	\$8,896	\$79,089
District	N/A	N/A	\$12,864	\$83,771
Percent Difference - School Site and District	N/A	N/A	-36.5	-5.7
State	N/A	N/A	\$10,771	\$93,742
Percent Difference - School Site and State	N/A	N/A	-19.1	-17.0

Fiscal Year 2023-24 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 82.75% 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 twice a month 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 Character Strong 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$55,883	\$56,629
Mid-Range Teacher Salary	\$80,716	\$92,603
Highest Teacher Salary	\$110,022	\$116,417
Average Principal Salary (Elementary)	\$0	\$141,349
Average Principal Salary (Middle)	\$0	\$156,338
Average Principal Salary (High)	\$140,708	\$159,410
Superintendent Salary	\$203,961	\$213,044
Percent of Budget for Teacher Salaries	24%	28%
Percent of Budget for Administrative Salaries	5%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	20.6
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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	0
English	5
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	3
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	16

Professional Development

Oroville High School (OHS) and the Oroville Union High School District (OUHSD) are dedicated to promoting meaningful staff development that aligns with state, district, and site goals. This commitment fosters academic excellence and a positive school culture and climate for all students.

Oroville High School (OHS) emphasizes key priority areas to enhance teaching practices and improve student outcomes. Restorative Practices are implemented to strengthen relationships and address conflicts constructively, fostering a supportive and cohesive school community. Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS) promote

Professional Development

inclusive and equitable learning environments that meet the diverse needs of all students. Collaboration on student data enables teachers to use data-driven insights to refine instructional strategies and contribute to a thriving school culture. Additionally, OHS integrates innovative educational technology tools and resources to enhance student engagement and optimize learning experiences. To support these goals, OHS schedules a weekly collaboration period throughout the school year, enabling teachers to engage in the Professional Learning Community (PLC) process. With coaching provided by Solution Tree, staff members participate in continuous professional growth to elevate instructional quality. Teachers also have the option to request additional release time for peer collaboration, further advancing the PLC initiatives.

Oroville High School (OHS) prioritizes specialized training and support to empower its educators. A multidisciplinary team comprising teachers, administrators, and support staff receives advanced training to implement Positive Behavioral Interventions and Supports (PBIS) effectively, fostering a positive and inclusive school climate. The Oroville Union High School District (OUHSD) further designates ten professional development days each year for teachers to collaborate with instructional coaches, focusing on classroom management strategies and Universal Design for Learning (UDL). Advanced Placement (AP) teachers benefit from targeted training to ensure their curricula are rigorous and aligned, promoting student success in advanced coursework. Additionally, new teachers are supported through the Butte County Beginning Teacher Support and Assessment (BTSA) program, which pairs them with experienced mentors in their respective subject areas, helping them to build strong foundations for effective teaching.

OHS actively supports teachers in attending subject-specific professional development conferences, empowering them to bring innovative strategies and insights back to the classroom. This commitment underscores the school's mission to cultivate a culture of continuous improvement and educational excellence. By prioritizing these strategic areas of professional development, OHS equips its educators to meet the diverse needs of students, nurture academic achievement, and sustain a vibrant school culture.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	60	73	80