

Las Plumas High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Las Plumas High School
Street	2380 Las Plumas Ave
City, State, Zip	Oroville, CA 95966
Phone Number	(530)538-2310
Principal	Dr. Lamar Collins, Sr
Email Address	lamarcollins@ouhsd.net
School Website	www.ouhsd.org/lphs
County-District-School (CDS) Code	04 61515 0434803

2022-23 District Contact Information

District Name	Oroville Union High School District
Phone Number	(530)538-2300
Superintendent	Dr. Corey Willenberg
Email Address	cwillenb@ouhsd.net
District Website Address	https://www.ouhsd.org/

2022-23 School Overview

Las Plumas High School (LPHS) was established in 1960 as the second of two comprehensive high schools located in rural Oroville, California. It is the largest high school in the Oroville Union High School District with 1267 students and 80+ staff members. The campus is 64 acres and draws students from approximately 663 square miles and from at least seven (7) feeder schools. During the traditional school year, LPHS has six 57-minute periods each day except for Wednesdays where periods are only 50 minutes. Students use a 25-minute consultation after sixth period on Monday, Tuesday, Thursday and Friday for extra time and help with their learning. Every Wednesday, the staff meets for one hour for structured collaboration time in PLC teams, except for the first Wednesday of each month which is dedicated to staff and department meetings.

During the return to hybrid in-person instruction in the 20-21 school year, students attend periods 1-6 two days per week with 34 minute periods and a 19 minute Advisory period. Asynchronous instruction takes place on the remaining three days, with staff development happening on Fridays. The school is divided into two cohorts that decreases class size to half that of a traditional schedule, allowing for social distancing.

In December 2019, our staff collaboratively updated and revised our mission, vision and school wide learner outcomes (SLOs) to reflect the progress we have made since our last WASC self-study, and more importantly, to include our new staff in the schoolwide culture of continuous improvement of student learning. Our collective commitments remained the same; the updated mission, vision and SLOs are included below:

Mission:
High levels of learning for all.

Vision:
LPHS provides a safe, respectful, and equitable learning environment where staff ensures every student has what they need to reach their full potential in achieving 21st century college and career readiness, functions effectively in our community, and makes contributions to the broader society.

Schoolwide Learner Outcomes
Las Plumas High School students will become:

2022-23 School Overview

Positive Contributors to Society

- I accept responsibility for my own behavior and personal liberty.
- I practice good citizenship and sportsmanship.
- I respect the diversity and dignity of others.
- I am aware of societal standards.
- I make positive lifestyle choices about my intellectual, physical, social and emotional well-being

Career and College Ready

- I take initiative for my lifelong learning by establishing and following through with academic, personal and career goals
- I use technology effectively
- I think critically, solve problems, and communicate effectively.
- I analyze and synthesize information and perspectives
- I work collaboratively and effectively with peers and staff.
- I am proficient in reading, writing, speaking, listening, and presenting in all subject areas.

School-Wide and WASC Goals:

LP's action plans focus on four major areas which are Vision, Curriculum, Instruction, Assessment, and School Culture. The WASC goals have been incorporated into the Single Plan for Student Achievement, which can be viewed at: <http://lphs.ouhsd.org/> under School Information. Additionally, the Western Area Schools and Colleges accreditation team reviewed Las Plumas High School, in the spring of 2014. This review takes a comprehensive look at the school's instructional program, culture, and performance and guides the direction that the school takes in the future. Las Plumas High School received a six-year accreditation, with a three year mid-term review. The Mid-Term Review took place on March 30, 2017. A full WASC accreditation was granted in March 2021.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	365
Grade 10	379
Grade 11	329
Grade 12	277
Total Enrollment	1,350

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	7.8
Asian	6.6
Black or African American	2.6
Filipino	0.7
Hispanic or Latino	22.8
Native Hawaiian or Pacific Islander	0.6
Two or More Races	4.3
White	54.6
English Learners	3.8
Foster Youth	0.8
Homeless	1.4
Migrant	0.1
Socioeconomically Disadvantaged	75.6
Students with Disabilities	13.6

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)	48.30	84.23	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)	1.30	2.40	3.30	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.50	7.95	14.50	12.80	12115.80	4.41
Unknown	3.00	5.38	8.30	7.31	18854.30	6.86
Total Teaching Positions	57.30	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.30	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	4.50	
Total Out-of-Field Teachers	4.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	1.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		12/2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	MyPerspectives English Language Arts 2017 California Edition, ISBN 9780133340686 (9th Grade) MyPerspectives English Language Arts 2017 California Edition, ISBN 9780133340686 MyPerspectives English Language Arts 2017 California Edition, ISBN 9780133340693 MyPerspectives English Language Arts 2017 California Edition, ISBN 9780133340693 MyPerspectives English Language Arts 2017 California Edition, ISBN 9780133340709 MyPerspectives English Language Arts 2017 California Edition, ISBN 9780133340716 Hosseini, Khaled, The Kite Runner, New York: Putnam Publishing Group, 2003, ISBN 10#1573222453 O'Brien, Tim, The Things They Carried, New York: Houghton Mifflin Harcourt Publishing Company, 1990, ISBN#978-0-618-70641-9 Kaplan AP English Language and Composition, 2013-2014 ISBN 978-1-60978-8 Perrine's Literature: Structure, Sound, and Sense, Thomas R. Arp, ed. Harcourt, Brace College Publishers, 1998, ISBN: 0-15-503822-2 AGS Exploring Literature-British Literature, 2007, ISBN: 0785440909 AGS Exploring Literature-American Literature, 2007, ISBN: 0130246336 Curriculum for ELD students is currently under review	Yes	
Mathematics	Introduction to Algebra, Kriegler, Gamelin, Goldstein and Hsu Chan, UCLA Department of Mathematics, Los Angeles, CA, 2007, ISBN 978-1-934591-17-8 Introduction to Algebra, Kriegler, Gamelin, Goldstein and Hsu Chan, UCLA Department of Mathematics, Los Angeles, CA, 2007, ISBN 978-1-934591-17-8 College Preparatory Mathematics, Core Connections, Course 4/Volume One, 2013. ISBN: 9781603283083. Version 6, Second Edition College Preparatory Mathematics, Core Connections, Integrated I/Volume One, 2013. ISBN: 9781603283083. Version 6, Second Edition CPM: Core Connections Integrated II, (2014) ISBN# 978160328347 Independent Study/Adult Education: Integrated Math II, Houghton Mifflin Harcourt (2013) ISBN# 9780544399983 CPM , Core Connections Integrated II, (2014) ISBN# 9781603283472 CPM, Core Connections Integrated III, (2015) ISBN: TBD CPM, Core Connections Algebra 2, 2nd Edition, (2013). ISBN # 9782604382427 The Nature of Mathematics: 12th Edition, Houghton Mifflin, 2012: Student Edition ISBN-13 : 978- 0-538-73758-6 Precalculus with Limits: A Graphing Approach, 5th Edition, Ron Larson, Robert Hostetler and Bruce Edwards, Houghton Mifflin Company, 2008, ISBN 0-618-85152-6 Calculus of a Single Variable, 10th Edition, (2014) R. Larson & B. Edwards, Cengage Learning, ISBN: 9781285060286 Consumer Math, Globe Fearon: ISBN 0-13-024146-6 Basic Mathematics, Pacemaker ISBN: 0-835-93583-3 Explore Budgeting, Judi Kinney, Attainment, 2012 ISBN: 1-57861-819-3	Yes	

	Practical Mathematics for Consumers, 3rd Edition, Pacemaker, 2003 ISBN: 0-13-024146-6		
Science	Hewitt, P.G., Suchocki, J.A., Hewitt, L.A.. Conceptual Physical Science Plus Mastering Physics. 2012, ISBN# 978032175932 Hewitt, P.G., Suchocki, J.A., Hewitt, L.A.. Conceptual Physical Science Plus Mastering Physics. 2012, ISBN# 978032175932 Concepts and Challenges in Physical Science, Pearson 2009, Bernstein, Schacter, W inkler and Wolf, ISBN# 13 978-0-7854-6767-0 What is Life? (2011). J. Phelan. BFW Publishing. ISBN: 1464109443 Glencoe Biology, Alton Biggs, Whitney CrispinHagins, The McGraw Hill Companies, Inc, 2007, 0- 07-875713-4 Biology Principles and Explorations; Holt, Rinehart, and W inston, 2001, ISBN H51999-3 Concepts and Challenges in Life Science, Bernstein, Schachter, W inkler and Wolf, Pearson, 2009, ISBN: 13 978-7854-6768-7 Veterinary Assisting Fundamentals and Applications (2011), Vanhorn & Clark, DelMar Publishing, ISBN: 9781435453876, eBook ISBN: 9780840020987 Introduction to Livestock and Companion Animal, Lee/Hutter/Rudd/Westrom/Patrick/Bull, Prentice Hall Interstate, 2004, ISBN 0-13-036432-0. Modern Livestock & Poultry Production, Sixth Edition, James R. Gillespie, Delmar Publishers, 2002, ISBN 0-7668-1607-9 Principles and Practice of Veterinary Technology, Paul W . Pratt, Mosby Publishing, 1998, ISBN 0- 8151-7308-3 Human Anatomy & Physiology, 10th Edition, E. Marieb, Katja Hoehn, Pearson Education, Inc. ISBN: 9780133995190 Human Anatomy & Physiology, 10th Edition, E. Marieb, Katja Hoehn, Pearson Education, Inc. ISBN: 9780133995190 Chemistry, W ilbaham Staley Matta Waterman, Prentice Hall, 2007, ISBN: 0-13-201345-3 Chemistry, Addison-Wesley, Prentice Hall, Needham, MA, 2002, ISBN # 0-13-054384-5 Chemistry, W ilbaham Staley Matta Waterman, Prentice Hall, 2007, ISBN: 0-13-201345-3 Physics, Holt, Rinehart and W inston, San Francisco, CA, 2002 ISBN # 0-03-056544-8 Physics (AP Edition), James S. Walker, Prentice Hall, Third Edition, ISBN # 0131960679 Physics, Holt, Rinehart and W inston, San Francisco, CA, 2002 ISBN # 0-03-056544-8 College Physics: A Strategic Approach, Knight, Jones, Field, Pearson-Addison-Wesley, 3rd Edition (2014) ISBN # 9780321902559 Phelan, J.. What is Life? 2011. BFW Publishing. ISBN: 1464109443	Yes	
History-Social Science	World Geography, Richard Boehm, Glencoe/McGraw-Hill, 3rd Edition, ISBN 0 02 821 737 3 Geography Alive! Regions and People, Bert Bower, Teacher Curriculum Institute, 2006, ISBN: 1- 58371-427-8 World Geography and Cultures, Globe Fearon-Pearson Learning Group, ISBN 0-130-23674-8 World Geography and You, Steck Vaughn, ISBN 0-8172-6829-4 History Alive! World Connections, TCL, 2013, ISBN# 9781583719480	Yes	

	Glencoe World History: Modern Times, Spielvogel, 2005, ISBN# 0-07-867855-2 World History, Pacemaker, 2007, ISBN 13-978-0-7854-6391-7 World History, AGS, Globe Pearson, ISBN 13-978-0-7854-6391-7 History Alive! Pursuing American Ideals (2013). D. Hart, TCI Publishers, Rancho Cordova, CA.. ISBN: 9781934534885 America – Pathways to the Present, Cayton, Andrew et al., Prentice Hall, Needham, Mass. 2000 ISBN: 0-13-4-358961 America's Story, After 1865, Vivian Bernstein, Steck-Vaughn, 2005, ISBN# 0-7398-9711-X The American Pageant, Houghton Mifflin Publishing, 13th Edition, ISBN 0 618-479406 United States History, 4th Edition, Globe Fearon, 2004 ISBN 0130244104 Economics: Principles and Practices, Glencoe, 2005, ISBN 0-07-860693-4 Economics: Principles in Action, Prentice Hall, 2005, ISBN: 0-13-181685-3 Economics, 3rd Edition, Globe Fearon, 2000, ISBN 0130236136 Mankiw, N. Gregory, Principals of Economics. 4th edition, Harvard University: Thompson Education, 2007. ISBN 0-324-22472-9 Anderson, David, Princeton Review: Macro and Microeconomics Gwartney, James D; Stroup, Richard L; Sobel, Russel; and Macpherson, David A. Economics: Private and Public Choice. (11th Edition). Thomson, Southwestern, 2006. ISBN: 0-324-20564-3 Heilbroner, Robert L. The Worldly Philosophers: The Lives, Times, and Ideas of the Great Economic Thinkers. Rev. 7th ed. New York: Simon and Schuster, 1999. Mankiw, N. Gregory, Principles of Economics, fourth edition, Harvard University: Thompson Higher Education, 2007. Morton, John S. and Goodman, Rae Jean B. Advanced Placement Economics. (3rd Edition). National Council on Economic Education, 2003. ISBN: 1-56183-566-8 United States Government: Democracy in Action, Glencoe, 2006, ISBN# 0-07-860053-7 American Government, 3rd Edition, Globe Fearon, 2000, ISBN 0130236179 Government in America – people, politics and policy, AP Edition, Pearson Education, 2009, ISBN: 0-13-715159-4 Glencoe Health, Mary Bronson Merki and Don Merki, 9th Edition, ISBN 0-07-826326-3 Responsible Driving, Glencoe / McGraw-Hill, ISBN 0-07-867812-9 Discover Health, AGS, ISBN 0-7854-1843-1 Health, Globe Fearon, Pearson Learning Group, ISBN 0-13-024692-1		
Foreign Language	¡En Español (Uno), McDougal Littell, 2000 Edition, ISBN 0-395-91082-X ¡En Español (Dos), McDougal Littell, 2000 Edition, ISBN 0-395-91084-6 ¡En Español (Dos), McDougal Littell, 2000 Edition, ISBN 0-395-91084-6 Realidades, 2nd Edition (2011), Boyles, Met & Sayers, Pearson Publishing, ISBN: 9780133691801 Encuentros Maravillosos, 2nd Edition (2011), Kanter, Pearson Publishing, ISBN: 9780133693744 Repaso: A Complete Review	Yes	

	Workbook for Grammar, Communication, and Culture, National Textbook Company, 1997, ISBN 0844274100 Abriendo Paso: Lecturas (Provides readings from four of the required authors in the AP Spanish Literature course) Heinle & Heinle, 1995, ISBN 0-8384-4943-3 Encuentros Maravillosos, Scott Foresman Addison Wesley, 1998 Edition, ISBN 0-673-21595-4 Reflexiones de la Literatura Hispanica, Rodriguez, Pearson (2013), ISBN: 9780132793124 Abriendo Paso – Yemas y lecturas, Nadel and Diaz, Pearson (2014), ISBN: 9780133294507 Abriendo Paso - Gramatica, Nadel and Diaz, Pearson (2014), ISBN: 978013328136 Foreign Language curriculum is currently under review		
Health	Glencoe Health, Mary Bronson Merki and Don Merki, 9th Edition, ISBN 0-07-826326-3 Responsible Driving, Glencoe / McGraw-Hill, ISBN 0-07-867812-9 Discover Health, AGS, ISBN 0-7854-1843-1 Health, Globe Fearon, Pearson Learning Group, ISBN 0-13-024692-1	Yes	
Visual and Performing Arts	The Visual Experience, Jack Hobbs and Richard Salome, Davis Publications, Inc. , 1991. ISBN 087192-627x Discovering Drawing, 2nd Edition, Ted Rose and Sallye Mahan-Cox, Davis Publishing, 2004, ISBN 0- 87192-281-9 Exploring Painting, Gerald F. Brommer and Nancy K. Kinne, Davis Publishing, ISBN 0-87192-600- 8AA Exploring Visual Design, 3rd Edition, Joseph A. Gatto, Albert W . Porter, Jack Selleck, Davis Publishing, 2000, ISBN 0-87192-379-3 Experience Clay, Maureen Mackey, Davis Publishing, 2003, ISBN 087192-5990 Beginning Sculpture, Arthur W illiams, Davis Publishing, 2005, ISBN 087192-6296 Experience Clay, Maureen Mackey, Davis Publishing, 2003, ISBN 087192-5990 Beginning Sculpture, Arthur W illiams, Davis Publishing, 2005, ISBN 087192-6296 Black & White Photography, 3rd Edition, Henry Horenstein, Little, Brown and Company, 2005, ISBN 0316373052 Beyond Basic Photography: A Technical Manual , Henry Horenstein, Little, Brown and Company, 1977, ISBN 0316373125 CS-3 Classroom in a Book, 2007, Adobe, ISBN#: 0-321-492021 Photo and Digital Imaging, 2002, Goodheart I W ilcox Co., ISBN#: 1-56637-879-6 The Art of Floral Design, 3rd Edition, Norah T. Hunter, Cengage Learning, 2000 ISBN #9781418063030 Sunset Western Garden Book, Revised and Updated Edition, Sunset Editors, Kathleen Brenzel, Sunset Publishers, 1997, ISBN 0-376-03851-9 Basic Drama Projects, 8th Edition, Fran Averett Tanner, Ph.D., Perfection Learning, 2004, ISBN 0- 75691-640-2 Tanner, Fran Avertt, Ph. D., Basic Drama Productions, 8th Edition, New York: Perfection Learning, 2004, ISBN# 0-75691-640-2	Yes	

Science Laboratory Equipment (grades 9-12)	N/A	Yes	
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School Facility Conditions and Planned Improvements

Las Plumas Facilities and Maintenance is managed by the Oroville Union High School District Director of Maintenance and Operations.

Year and month of the most recent FIT report

June 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			When it rains water floods the area in front of the portable 1011. Water also gathers under the portable. Work order submitted
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			There are leaks in room 1204. Work order submitted
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	37	N/A	38	N/A	47
Mathematics (grades 3-8 and 11)	N/A	16	N/A	14	N/A	33

2021-22 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	307	235	76.55	23.45	37.02
Female	167	131	78.44	21.56	38.17
Male	140	104	74.29	25.71	35.58
American Indian or Alaska Native	29	19	65.52	34.48	36.84
Asian	24	22	91.67	8.33	40.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	59	73.75	26.25	27.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	160	123	76.88	23.12	40.65
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	220	172	78.18	21.82	33.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	39	28	71.79	28.21	7.14

2021-22 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	307	231	75.24	24.76	16.02
Female	167	128	76.65	23.35	15.63
Male	140	103	73.57	26.43	16.50
American Indian or Alaska Native	29	19	65.52	34.48	15.79
Asian	24	21	87.50	12.50	28.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	61	76.25	23.75	11.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	160	118	73.75	26.25	16.10
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	220	170	77.27	22.73	11.76
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	39	28	71.79	28.21	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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	19.49	20.57	21.54	19.33	28.5	29.47

2021-22 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	521	418	80.23	19.77	20.57
Female	264	208	78.79	21.21	22.6
Male	257	210	81.71	18.29	18.57
American Indian or Alaska Native	51	39	76.47	23.53	12.82
Asian	39	35	89.74	10.26	31.43
Black or African American	12	7	58.33	41.67	--
Filipino	--	--	--	--	--
Hispanic or Latino	144	121	84.03	15.97	12.4
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	261	204	78.16	21.84	25
English Learners	14	9	64.29	35.71	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	11	10	90.91	9.09	--
Socioeconomically Disadvantaged	375	302	80.53	19.47	17.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	62	39	62.9	37.1	2.56

2021-22 Career Technical Education Programs

Las Plumas High School offers a variety of Career Technical courses, which are a part of a coherent three course sequence, with a capstone course. 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 best for them. There had been a significant change starting with the 2016-17 school year, in that the Butte County ROP is no longer supporting classes at Las Plumas High School. The Oroville Union High School District has maintained all former ROP courses taught by OUHSD teachers, despite the loss of ROP support.

All CTE courses are evaluated for relevant and appropriate content, as well as evaluating the performance of the instructors

A Career Technical Advisory Committee meets once per semester, in order to examine labor market trends, demand for courses, and potential for new courses. this committee is chaired by Kevin Simas, OUHSD Director of Student Services. This committee is comprised of industry representatives from Agriculture, Health Occupations, Law Enforcement, Manufacturing and Welding Trades, Hospitality, Social Services, and local government.

Agricultural Education:

Agriculture Mechanics

Grade 9/10 Ag Mechanics I

Grades 10/11 Ag Mechanics II

Grade 9/10 Ag Welding Fabrication 1

Grade 11/12 Ag Welding Fabrication 2

Grades 11/12 Farm Management

Animal Science

Grade 9/10 Animal Science

Grade 10/11 Veterinary Skills

Grade 11/12 Farm Management

Environmental Horticulture

Grade 10/11 Floriculture II

Grade 11/12 Greenhouse Management

Family and Consumer Science:

Food Service & Hospitality

10/11 Culinary I

11/12 Culinary II

Industrial Technology:

Automation and Mechatronics

9/10 Engineering I

10/11 Engineering II

11/12 Engineering III

Transportation/Energy

9/10 Automotive Technology I

10/11 Automotive Technology II

11/12 Automotive Technology

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	812
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	65
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	84.91
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	9.96

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	85.1	71.4	81.7	85.1	89.3

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.

2022-23 Opportunities for Parental Involvement

Parents have an important role at Las Plumas High School, through active participation and involvement on leadership teams such as: School Site Council, WASC Focus Groups, Parent-Teacher-Student Association (PTSA), district and site discipline committees, boosters/foundation/advisory support groups, school board membership and the involvement in hiring of staff. Las Plumas High School also benefits from partnerships with the Butte County Office of Education. Additionally, our District has

2022-23 Opportunities for Parental Involvement

participated in the DAIT (District Assistance and Intervention Team) process, which includes parent and community input, in order to promote student achievement. Parents also took part of the THRIVE study and other online surveys to gauge and address concerns regarding school culture.

Las Plumas Parent Involvement Plan:

Responsible parenting is promoted and supported. Parents play an integral role in assisting student learning. Las Plumas is open and inviting to parents and families and actively seeks parental support and assistance for school programs. Parents participate as full partners in the decisions that affect students and families. Collaboration with the community provides opportunities to strengthen school programs, family practices, and student learning. Every sports team from Las Plumas is required to participate in at least 1 community outreach program. Participating in more community service projects is also likely to gain more parental involvement as we continue to partner with the community

Research indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of students' attitudes towards learning (Caplan, Hall, Lubin, and Fleming, 1997). In recent years, however, changes in social structures and increased economic pressures have reduced the time and energy some families can devote to school (enGauge).

In response to these changes, Las Plumas will be using more technology, Internet-based tools, and applications to improve communication and engage parents. Teachers will use e-mail, websites, and Aeries (via the ABI Parent Portal and Parent Square) to keep parents informed of students' academic performance. The Site Council will annually evaluate the parent involvement. Upon assessing the parent involvement, a plan of action will be implemented to continue to achieve the goal of improving communication with parents

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		9.2	5.7		11.1	7.3		8.9	7.8
Graduation Rate		89.4	90.7		87.2	87.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	280	254	90.7
Female	133	120	90.2
Male	147	134	91.2
American Indian or Alaska Native	27	23	85.2
Asian	20	19	95.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	76	72	94.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	140	125	89.3
English Learners	14	12	85.7
Foster Youth	--	--	--
Homeless	26	19	73.1
Socioeconomically Disadvantaged	233	208	89.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	42	31	73.8

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1416	1363	546	40.1
Female	703	678	262	38.6
Male	713	685	284	41.5
American Indian or Alaska Native	111	106	57	53.8
Asian	94	92	13	14.1
Black or African American	38	37	19	51.4
Filipino	10	9	4	44.4
Hispanic or Latino	332	314	120	38.2
Native Hawaiian or Pacific Islander	8	8	2	25.0
Two or More Races	60	57	27	47.4
White	762	740	304	41.1
English Learners	60	56	18	32.1
Foster Youth	16	14	3	21.4
Homeless	26	24	15	62.5
Socioeconomically Disadvantaged	1088	1046	460	44.0
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	194	187	103	55.1

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.10	8.74	2.45
Expulsions	0.00	0.25	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.07	3.60	0.12	5.38	0.20	3.17
Expulsions	0.00	0.07	0.00	0.24	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.60	0.07
Female	1.85	0.00
Male	5.33	0.14
American Indian or Alaska Native	4.50	0.00
Asian	0.00	0.00
Black or African American	5.26	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.01	0.30
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.20	0.00
English Learners	1.67	0.00
Foster Youth	12.50	6.25
Homeless	3.85	0.00
Socioeconomically Disadvantaged	4.32	0.09
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.64	0.52

2022-23 School Safety Plan

The School Safety Plan is reviewed and updated on an ongoing basis and approved by the School Site Council and Oroville Union High School Board of Trustees. The latest School Safety Plan will be reviewed during the February meeting of the School Site Council. The goal of the Safe School Plan is to provide a safe and orderly environment on the Las Plumas High School campus that allows students to pursue their educational goals without interference from others. The Las Plumas High School Site Safety committee has been charged with developing the Comprehensive Safety Plan. The committee, working under the direction of the School Site Council, has met and identified specific goals, objectives, and action steps, with regard to California state guidelines for the Comprehensive School Safety Plan. It will include an assessment of the current school crime rate, procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, school discipline rules and procedures, sexual harassment policy, cyber bullying policy, procedures for safe ingress and egress of pupils, and other safe school strategies. Several of the LP staff and administration were trained in the CPI system. Staff and parents, in case of an emergency, are contacted by email via parent square. The website also will have updated information in case of an emergency. The biggest decision made by the current Site Council was to fund a Targeted Case Manager.

The Las Plumas School Site Council is scheduled to review this plan in February 2023.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	36	9	9	23
Mathematics	37	7	11	13
Science	32	4	7	9
Social Science	27	7	14	11

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	14	82	2	2
Mathematics	15	57	2	3
Science	14	40		
Social Science	13	66		

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	28	7	22	14
Mathematics	28	7	12	15
Science	26	6	3	14
Social Science	29	6	16	13

2021-22 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	450

2021-22 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)	3.0
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.8

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	6682	1737	4945	72087
District	N/A	N/A	9562	\$74,605
Percent Difference - School Site and District	N/A	N/A	-63.7	-3.4
State	N/A	N/A	\$6,594	\$84,932
Percent Difference - School Site and State	N/A	N/A	-28.6	-16.4

2021-22 Types of Services Funded

Las Plumas High School is designated Title I school-wide. All of our students now receive Free Lunch. Programs are in place to support

students who are at risk of performing below their ability. These supplemental programs provide academic support, in order to promote success. Federal Title I funding is the primary source of funding. Las Plumas High School provides reading intervention for struggling readers through the READ 180 program. English Language Learners are assisted by a Hmong speaking para-educator. Our current ELL curriculum is currently under review. Additionally, Migrant Education supervises approximately six students.

Additional supports:

.5 FTE Teacher on Special Assignment assigned to provide intervention in areas that affect Dashboard Indicators

7 hr./day Spanish Para-Educator for READ 180 Lab

7 hr. /day Hmong Speaking Para-Educator

Co taught Math classes

Two Targeted Case Managers

Supplemental books and materials

Professional Development for teachers

Purchasing up to date technology for supplemental needs

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,962	\$50,352
Mid-Range Teacher Salary	\$72,164	\$83,849
Highest Teacher Salary	\$98,365	\$103,007
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$169,216
Average Principal Salary (High)	\$123,044	\$144,431
Superintendent Salary	\$178,775	\$193,259
Percent of Budget for Teacher Salaries	27%	30%
Percent of Budget for Administrative Salaries	4%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	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	3
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	1
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	8

Professional Development

The Oroville Union High School District has hosted training in Culturally Responsive Positive Behavioral Intervention Systems with Ramiro Rubalcaba, Restorative Practices with Kelvin Oliver, and Culturally Responsive Classroom Management with Sharroky Hollie in the 21-22 school year. We have also used PLC time to disaggregate data to identify best practices on campus, and used staff meetings to share those best/most effective practices.³⁰

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

Professional Development			
Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	51	35	