

Las Plumas High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 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	https://www.ouhsd.org/

2023-24 School Description and Mission Statement

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.

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:

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.

2023-24 School Description and Mission Statement

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-W ide 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. January 2024 LPHS will host a mid-cycle review.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	335
Grade 10	339
Grade 11	333
Grade 12	280
Total Enrollment	1,287

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2%
Male	47.7%
American Indian or Alaska Native	7.1%
Asian	6.7%
Black or African American	1.9%
Filipino	0.7%
Hispanic or Latino	22.3%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	4.6%
White	56.1%
English Learners	4%
Foster Youth	1.1%
Homeless	1.2%
Socioeconomically Disadvantaged	78%
Students with Disabilities	13.7%

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)	52.00	85.28	94.90	80.43	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.85	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	2.18	3.10	2.67	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.40	10.58	14.70	12.49	11953.10	4.28
Unknown	1.10	1.95	4.20	3.56	15831.90	5.67
Total Teaching Positions	60.90	100.00	118.00	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.30	0.00
Misassignments	1.00	1.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.30	1.30

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	4.50	6.40
Total Out-of-Field Teachers	4.50	6.40

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.3	4.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

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	Yes	

	<p>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</p> <p>Curriculum for ELD students is currently under review</p>		
<p>Mathematics</p>	<p>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 Practical Mathematics for Consumers, 3rd Edition, Pacemaker, 2003 ISBN: 0-13-024146-6</p>	<p>Yes</p>	

<p>Science</p>	<p>Hewitt, P.G., Suchocki, J.A., Hewitt, L.A.. Conceptual Physical Science Plus Mastering Physics. 2012, ISBN# 978032175932</p> <p>Hewitt, P.G., Suchocki, J.A., Hewitt, L.A.. Conceptual Physical Science Plus Mastering Physics. 2012, ISBN# 978032175932</p> <p>Concepts and Challenges in Physical Science, Pearson 2009, Bernstein, Schacter, W inkler and Wolf, ISBN# 13 978-0-7854-6767-0</p> <p>What is Life? (2011). J. Phelan. BFW Publishing. ISBN: 1464109443</p> <p>Glencoe Biology, Alton Biggs, Whitney CrispenHagins, The McGraw Hill Companies, Inc, 2007, 0- 07-875713-4</p> <p>Biology Principles and Explorations; Holt, Rinehart, and W inston, 2001, ISBN H51999-3</p> <p>Concepts and Challenges in Life Science, Bernstein, Schachter, W inkler and Wolf, Pearson, 2009, ISBN: 13 978-7854-6768-7</p> <p>Veterinary Assisting Fundamentals and Applications (2011), Vanhorn & Clark, DelMar Publishing, ISBN: 9781435453876, eBook ISBN: 9780840020987</p> <p>Introduction to Livestock and Companion Animal, Lee/Hutter/Rudd/Westrom/Patrick/Bull, Prentice Hall Interstate, 2004, ISBN 0-13-036432-0.</p> <p>Modern Livestock & Poultry Production, Sixth Edition, James R. Gillespie, Delmar Publishers, 2002, ISBN 0-7668-1607-9</p> <p>Principles and Practice of Veterinary Technology, Paul W . Pratt, Mosby Publishing, 1998, ISBN 0- 8151-7308-3</p> <p>Human Anatomy & Physiology, 10th Edition, E. Marieb, Katja Hoehn, Pearson Education, Inc. ISBN: 9780133995190</p> <p>Human Anatomy & Physiology, 10th Edition, E. Marieb, Katja Hoehn, Pearson Education, Inc. ISBN: 9780133995190</p> <p>Chemistry, W ilbaham Staley Matta Waterman, Prentice Hall, 2007, ISBN: 0-13-201345-3</p> <p>Chemistry, Addison-Wesley, Prentice Hall, Needham, MA, 2002, ISBN # 0-13-054384-5</p> <p>Chemistry, W ilbaham Staley Matta Waterman, Prentice Hall, 2007, ISBN: 0-13-201345-3</p> <p>Physics, Holt, Rinehart and W inston, San Francisco, CA, 2002 ISBN # 0-03-056544-8</p> <p>Physics (AP Edition), James S. Walker, Prentice Hall, Third Edition, ISBN # 0131960679</p> <p>Physics, Holt, Rinehart and W inston, San Francisco, CA, 2002 ISBN # 0-03-056544-8</p> <p>College Physics: A Strategic Approach, Knight, Jones, Field, Pearson-Addison-Wesley, 3rd Edition (2014) ISBN # 9780321902559</p> <p>Phelan, J.. What is Life? 2011. BFW Publishing. ISBN: 1464109443</p>	<p>Yes</p>	
<p>History-Social Science</p>	<p>World Geography, Richard Boehm, Glencoe/McGraw-Hill, 3rd Edition, ISBN 0 02 821 737 3</p> <p>Geography Alive! Regions and People, Bert Bower, Teacher Curriculum Institute, 2006, ISBN: 1- 58371-427-8</p> <p>World Geography and Cultures, Globe Fearon-Pearson Learning Group, ISBN 0-130-23674-8</p> <p>World Geography and You, Steck Vaughn, ISBN 0-8172-6829-4</p> <p>History Alive! World Connections, TCL, 2013, ISBN# 9781583719480</p> <p>Glencoe World History: Modern Times, Spielvogel, 2005, ISBN# 0-07-867855-2</p> <p>World History, Pacemaker, 2007, ISBN 13-978-0-7854-6391-7</p>	<p>Yes</p>	

	<p>World History, AGS, Globe Pearson, ISBN 13-978-0-7854-6391-7</p> <p>History Alive! Pursuing American Ideals (2013). D. Hart, TCI Publishers, Rancho Cordova, CA.. ISBN: 9781934534885</p> <p>America – Pathways to the Present, Cayton, Andrew et al., Prentice Hall, Needham, Mass. 2000 ISBN: 0-13-4-358961</p> <p>America's Story, After 1865, Vivian Bernstein, Steck-Vaughn, 2005, ISBN# 0-7398-9711-X</p> <p>The American Pageant, Houghton Mifflin Publishing, 13th Edition, ISBN 0 618-479406</p> <p>United States History, 4th Edition, Globe Fearon, 2004 ISBN 0130244104</p> <p>Economics: Principles and Practices, Glencoe, 2005, ISBN 0-07-860693-4</p> <p>Economics: Principles in Action, Prentice Hall, 2005, ISBN: 0-13-181685-3</p> <p>Economics, 3rd Edition, Globe Fearon, 2000, ISBN 0130236136</p> <p>Mankiw, N. Gregory, Principals of Economics. 4th edition, Harvard University: Thompson Education, 2007. ISBN 0-324-22472-9</p> <p>Anderson, David, Princeton Review: Macro and Microeconomics</p> <p>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</p> <p>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.</p> <p>Mankiw, N. Gregory, Principles of Economics, fourth edition, Harvard University: Thompson Higher Education, 2007.</p> <p>Morton, John S. and Goodman, Rae Jean B. Advanced Placement Economics. (3rd Edition). National Council on Economic Education, 2003. ISBN: 1-56183-566-8</p> <p>United States Government: Democracy in Action, Glencoe, 2006, ISBN# 0-07-860053-7</p> <p>American Government, 3rd Edition, Globe Fearon, 2000, ISBN 0130236179</p> <p>Government in America – people, politics and policy, AP Edition, Pearson Education, 2009, ISBN: 0-13-715159-4</p> <p>Glencoe Health, Mary Bronson Merki and Don Merki, 9th Edition, ISBN 0-07-826326-3</p> <p>Responsible Driving, Glencoe / McGraw-Hill, ISBN 0-07-867812-9</p> <p>Discover Health, AGS, ISBN 0-7854-1843-1</p> <p>Health, Globe Fearon, Pearson Learning Group, ISBN 0-13-024692-1</p>		
<p>Foreign Language</p>	<p>¡En Español (Uno), McDougal Littell, 2000 Edition, ISBN 0-395-91082-X</p> <p>¡En Español (Dos), McDougal Littell, 2000 Edition, ISBN 0-395-91084-6</p> <p>¡En Español (Dos), McDougal Littell, 2000 Edition, ISBN 0-395-91084-6</p> <p>Realidades, 2nd Edition (2011), Boyles, Met & Sayers, Pearson Publishing, ISBN: 9780133691801</p> <p>Encuentros Maravillosos, 2nd Edition (2011), Kanter, Pearson Publishing, ISBN: 9780133693744</p> <p>Repaso: A Complete Review Workbook for Grammar, Communication, and Culture, National Textbook Company, 1997, ISBN 0844274100</p>	<p>Yes</p>	

	<p>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</p> <p>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</p> <p>Foreign Language curriculum is currently under review</p>		
Health	<p>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</p> <p>Discover Health, AGS, ISBN 0-7854-1843-1</p> <p>Health, Globe Fearon, Pearson Learning Group, ISBN 0-13-024692-1</p>	Yes	
Visual and Performing Arts	<p>The Visual Experience, Jack Hobbs and Richard Salome, Davis Publications, Inc. , 1991. ISBN 087192-627x</p> <p>Discovering Drawing, 2nd Edition, Ted Rose and Sallye Mahan-Cox, Davis Publishing, 2004, ISBN 0- 87192-281-9</p> <p>Exploring Painting, Gerald F. Brommer and Nancy K. Kinne, Davis Publishing, ISBN 0-87192-600- 8AA</p> <p>Exploring Visual Design, 3rd Edition, Joseph A. Gatto, Albert W . Porter, Jack Selleck, Davis Publishing, 2000, ISBN 0-87192-379-3</p> <p>Experience Clay, Maureen Mackey, Davis Publishing, 2003, ISBN 087192-5990</p> <p>Beginning Sculpture, Arthur W illiams, Davis Publishing, 2005, ISBN 087192-6296</p> <p>Experience Clay, Maureen Mackey, Davis Publishing, 2003, ISBN 087192-5990</p> <p>Beginning Sculpture, Arthur W illiams, Davis Publishing, 2005, ISBN 087192-6296</p> <p>Black & White Photography, 3rd Edition, Henry Horenstein, Little, Brown and Company, 2005, ISBN 0316373052</p> <p>Beyond Basic Photography: A Technical Manual , Henry Horenstein, Little, Brown and Company, 1977, ISBN 0316373125</p> <p>CS-3 Classroom in a Book, 2007, Adobe, ISBN#: 0-321-492021</p> <p>Photo and Digital Imaging, 2002, Goodheart I W ilcox Co., ISBN#: 1-56637-879-6</p> <p>The Art of Floral Design, 3rd Edition, Norah T. Hunter, Cengage Learning, 2000 ISBN #9781418063030</p> <p>Sunset Western Garden Book, Revised and Updated Edition, Sunset Editors, Kathleen Brenzel, Sunset Publishers, 1997, ISBN 0-376-03851-9</p> <p>Basic Drama Projects, 8th Edition, Fran Averett Tanner, Ph.D., Perfection Learning, 2004, ISBN 0- 75691-640-2</p> <p>Tanner, Fran Avertt, Ph. D., Basic Drama Productions, 8th Edition, New York: Perfection Learning, 2004, ISBN# 0-75691-640-2</p>	Yes	

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. During the 2023/2024 school year the campus quad underwent a beatification project, as well as upgrading our school track and facilities.

Year and month of the most recent FIT report

June 30, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	37	50	38	48	47	46
Mathematics (grades 3-8 and 11)	16	18	14	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	329	269	81.76	18.24	49.63
Female	173	143	82.66	17.34	55.63
Male	156	126	80.77	19.23	42.86
American Indian or Alaska Native	17	16	94.12	5.88	43.75
Asian	26	23	88.46	11.54	47.83
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	83	66	79.52	20.48	41.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	17	85.00	15.00	64.71
White	170	135	79.41	20.59	51.11
English Learners	15	12	80.00	20.00	18.18
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	256	204	79.69	20.31	45.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	30	73.17	26.83	10.00

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	329	261	79.33	20.67	18.46
Female	173	136	78.61	21.39	16.91
Male	156	125	80.13	19.87	20.16
American Indian or Alaska Native	17	15	88.24	11.76	26.67
Asian	26	23	88.46	11.54	17.39
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	83	64	77.11	22.89	12.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	17	85.00	15.00	23.53
White	170	132	77.65	22.35	19.08
English Learners	15	10	66.67	33.33	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	256	198	77.34	22.66	15.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	29	70.73	29.27	0.00

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.57	24.27	19.33	21.84	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	608	515	84.70	15.30	24.27
Female	325	276	84.92	15.08	22.46
Male	283	239	84.45	15.55	26.36
American Indian or Alaska Native	45	36	80.00	20.00	25.00
Asian	50	47	94.00	6.00	38.30
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	154	129	83.77	16.23	13.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	22	91.67	8.33	27.27
White	313	261	83.39	16.61	26.82
English Learners	21	17	80.95	19.05	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	15	14	93.33	6.67	14.29
Socioeconomically Disadvantaged	460	387	84.13	15.87	21.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	54	75.00	25.00	5.56

2022-23 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 Jon Wood OUHSD Assistant Superintendent 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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	727
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	52.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	84.46
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	14.45

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	79	84.1	69	84.8	72.1

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Parents have an important role at Las Plumas High School, through participation and involvement on leadership teams such as: School Site Council (monthly meetings), WASC Focus Groups, District Culture meetings, district and site discipline committees, boosters/foundation/advisory support groups, school board membership and the involvement in hiring of staff. Las

2023-24 Opportunities for Parental Involvement

Plumas High School also benefits from partnerships with the Butte County Office of Education. Additionally, our District has 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 and the LPHS Community.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	5.3	5.7	8.2	9.4	7.3	10.5	9.4	7.8	8.2
Graduation Rate	89.3	90.7	85.9	82.4	87.6	83.3	83.6	87	86.2

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	291	250	85.9
Female	160	145	90.6
Male	131	105	80.2
Non-Binary			
American Indian or Alaska Native	28	24	85.7
Asian	23	22	95.7
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	72	64	88.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	155	129	83.2
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	15	10	66.7
Socioeconomically Disadvantaged	242	208	86.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	41	25	61.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1359	1308	395	30.2
Female	701	677	197	29.1
Male	657	630	198	31.4
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	97	95	32	33.7
Asian	92	89	10	11.2
Black or African American	29	27	12	44.4
Filipino	9	8	1	12.5
Hispanic or Latino	305	294	99	33.7
Native Hawaiian or Pacific Islander	8	8	1	12.5
Two or More Races	64	61	23	37.7
White	755	726	217	29.9
English Learners	60	58	14	24.1
Foster Youth	17	16	9	56.3
Homeless	29	26	18	69.2
Socioeconomically Disadvantaged	1063	1023	349	34.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	201	191	96	50.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.07	3.60	4.93	0.12	5.38	5.99	0.20	3.17	3.60
Expulsions	0.00	0.07	0.52	0.00	0.24	0.45	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.93	0.52
Female	2.85	0.43
Male	7.15	0.61
Non-Binary		
American Indian or Alaska Native	8.25	0
Asian	1.09	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.93	0.66
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.13	0
White	5.7	0.66
English Learners	3.33	1.67
Foster Youth	11.76	0
Homeless	10.34	0
Socioeconomically Disadvantaged	5.27	0.56
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.97	0

2023-24 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.

This year OUHSD and LPHS hired ICS4Schools to conduct a school-wide safety plan to help our leadership team ensure a campus-wide safety implementation plan.

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	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

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	28	8	20	13
Mathematics	25	13	17	6
Science	26	5	11	6
Social Science	30	5	12	15

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	429

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	1.4
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6682	1737	4945	72087
District	N/A	N/A	9562	\$77,804
Percent Difference - School Site and District	N/A	N/A	-63.7	-3.4
State	N/A	N/A	\$7,607	\$85,804
Percent Difference - School Site and State	N/A	N/A	-28.6	-16.4

Fiscal Year 2022-23 Types of Services Funded

Las Plumas High School is a designated Title I school-wide. All of our students receive meals provided by our cafeteria (breakfast, snack, lunch, and after lunch). 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 and LPHS is currently advertising for a Spanish speaking para-educator. The 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

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

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

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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

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

Professional Development

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. Each week grade level and department teams meet to review formative assessment data. This hour weekly equals out to 5 additional school days of professional development support for our staff.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	35		10