

Las Plumas High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

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

2024-25 School Contact Information

School Name	Las Plumas High School
Street	2380 Las Plumas Ave
City, State, Zip	Oroville, CA 95966
Phone Number	(530)538-2310
Principal	Shanna Lee
Email Address	slee@ouhsd.net
School Website	www.ouhsd.org/lphs
Grade Span	9-12
County-District-School (CDS) Code	04 61515 0434803

2024-25 District Contact Information

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

2024-25 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 and there is a 30 minute Social Emotional Learning period. Students use a 24-minute consultation from 8am to 8:24am 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

2024-25 School Description and Mission Statement

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.
- 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, and granted a full accreditation in March of 2021 with a mid-cycle review in January of 2024. 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. The mid-cycle review in January of 2024 was a success with a continued focus on developing sustainable Professional Learning Communities, an increase in data collection and usage to drive instruction, as well as increasing CAASPP test scores.

The Staff and students have already started preparing for our next WASC review and updating our School-Wide Learner outcomes to align with the District's Portrait of a Graduate and include learning and behavioral expectations on campus, classroom, and within the community. Las Plumas T-Birds don't fly, they SOAR to Success!

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	331
Grade 10	333
Grade 11	320
Grade 12	315
Total Enrollment	1,299

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.7
American Indian or Alaska Native	6.1
Asian	6.9
Black or African American	2
Filipino	0.7
Hispanic or Latino	24.9
Native Hawaiian or Pacific Islander	0.8
Two or More Races	6.5
White	51.8
English Learners	4.1
Foster Youth	1.1
Homeless	2.2
Socioeconomically Disadvantaged	78.9
Students with Disabilities	15.2

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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/Incomplete/NA	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/Incomplete/NA	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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	49.30	82.23	88.30	75.88	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.69	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.10	5.28	9.90	8.51	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.80	8.05	13.30	11.50	11746.90	4.23
Unknown/Incomplete/NA	2.60	4.43	3.90	3.40	14303.80	5.15
Total Teaching Positions	60.00	100.00	116.40	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.30	0.00	0.7
Misassignments	1.00	1.30	2.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.30	1.30	3.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	4.50	6.40	4.8
Total Out-of-Field Teachers	4.50	6.40	4.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.30	4.3	3.7
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	0	1.7

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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	<p>Hosseini, Khaled, The Kite Runner, New York: Putnam Publishing Group, 2003, ISBN 10#1573222453</p> <p>O'Brien, Tim, The Things They Carried, New York: Houghton Mifflin Harcourt Publishing Company, 1990, ISBN#978-0-618-70641-9</p> <p>Kaplan AP English Language and Composition, 2013-2014 ISBN 978-1-60978-8</p> <p>ELA Transitions</p> <p>Hampton-Brown, Edge Reading, Writing & Language, Level A: Student Book. National Geographic Learning, Cengage Learning, 2014. ISBN: 9781285439488.</p> <p>Hampton-Brown, Edge Reading, Writing & Language, Level A: Interactive Practice Book. National Geographic Learning, Cengage Learning, 2014. ISBN: 978128544064.</p> <p>Hampton-Brown, Edge Reading, Writing & Language, Level A: Grammar & Writing Practice Book. National Geographic Learning, Cengage Learning, 2014. ISBN: 9781285734835.</p> <p>ELD Beginning Reading</p> <p>SRA Corrective Reading: Decoding Strategies B1, B2 and C: Student Book. SRA/McGraw Hill, 2008. ISBN: 9780076112159 (B1); ISBN 9780076112268 (B2); ISBN 9780076112395 (C).</p> <p>SRA Corrective Reading: Decoding Strategies B1, B2, and C: Workbook. SRA/McGraw Hill, 2008. ISBN: 9780076112166 (B1); ISBN 9780076112272 (B2); ISBN 9780076112395 (C).</p> <p>ELD Advanced Grammar</p> <p>Gibbins and Shroeder, Lift, Level 2: Student's Book. Cengage Learning, Inc., 2023. ISBN: 978 0357501146</p> <p>Gibbins and Shroeder, Lift, Level 2: Language Companion. Cengage Learning, Inc., 2023. ISBN: 9780357501221</p> <p>ELD Accelerated I and ELD Accelerated II</p>	Yes	

	<p>English 3D Issues: Course B, Volumes 1 and 2. Houghton Mifflin Harcourt Publishing Company, 2017. ISBN: 9780545822886 (V1); ISBN: 9780545822909 (V2).</p> <p>English 3D Language and Writing Portfolio: Course B, Volumes 1 and 2. Houghton Mifflin Harcourt Publishing Company, 2017. ISBN: 9780545823067 (V1); ISBN: 9780545822930 (V2)</p>		
Mathematics	<p>Introduction to Algebra, Kriegler, Gamelin, Goldstein and Hsu Chan, UCLA Department of Mathematics, Los Angeles, CA, 2007, ISBN 978-1-934591-17-8</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</p> <p>College Preparatory Mathematics, Core Connections, Course 4/Volume One, 2013. ISBN: 9781603283083. Version 6, Second Edition</p> <p>College Preparatory Mathematics, Core Connections, Integrated I/Volume One, 2013. ISBN: 9781603283083. Version 6, Second Edition</p> <p>CPM: Core Connections Integrated II, (2014) ISBN# 978160328347</p> <p>Independent Study/Adult Education: Integrated Math II, Houghton Mifflin Harcourt (2013) ISBN# 9780544399983</p> <p>CPM , Core Connections Integrated II, (2014) ISBN# 9781603283472</p> <p>CPM, Core Connections Integrated III, (2015) ISBN: TBD</p> <p>CPM, Core Connections Algebra 2, 2nd Edition, (2013). ISBN # 9782604382427</p> <p>The Nature of Mathematics: 12th Edition, Houghton Mifflin, 2012: Student Edition ISBN-13 : 978- 0-538-73758-6</p> <p>Precalculus with Limits: A Graphing Approach, 5th Edition, Ron Larson, Robert Hostetler and Bruce Edwards, Houghton Mifflin Company, 2008, ISBN 0-618-85152-6</p> <p>Calculus of a Single Variable, 10th Edition, (2014) R. Larson & B. Edwards, Cengage Learning, ISBN: 9781285060286</p> <p>Consumer Math, Globe Fearon: ISBN 0-13-024146-6</p> <p>Basic Mathematics, Pacemaker ISBN: 0-835-93583-3</p> <p>Explore Budgeting, Judi Kinney, Attainment, 2012 ISBN: 1-57861-819-3</p> <p>Practical Mathematics for Consumers, 3rd Edition, Pacemaker, 2003 ISBN: 0-13-024146-6</p>	Yes	
Science	<p>Brown, LeMay et al., Chemistry: The Central Science 15th Edition, AP Edition. 2023, ISBN #9780137606801</p> <p>Urry, Cain et al., Campbell Biology in Focus 4th Edition. 2025, ISBN #9780138255213</p> <p>Moore, Wyssession, and Lutes, Experience Chemistry. 2021, ISBN #9781418343149</p> <p>Cochran, Moore et al. Experience Physics. 2022, ISBN #9781418345877</p> <p>Miller and Levine Biology, California 3 Course Model. 2020, ISBN #9781418361600</p> <p>Human Anatomy & Physiology, 12th Edition, E. Marieb, Katja Hoehn, Pearson Education, Inc. ISBN #9780138242732</p> <p>Smith and Smith, Elements of Ecology, 9th Edition, 2015, ISBN #9780321934185</p>	Yes	

History-Social Science	<p>Psychology, 13th Edition, Myers and DeWall, 2021, ISBN # 13-978-1-319-3102-2</p> <p>Geography Alive, TCI, 2019, ISBN # 978-1-934534-68-7</p> <p>Glencoe Health, McGraw Hill Education, 2015, ISBN # 978-0-02-140707-1</p> <p>Health, Positive Prevention Plus Materials, 2021 Edition, Clark and Ridley</p> <p>History Alive World Connections, TCI, 2013, ISBN # 978-1-58371-948-0</p> <p>History Alive Pursuing American Ideals, TCI, 2013, ISBN # 978-1-934534-88-5</p> <p>Fabric of a Nation, 2nd Edition, AP, Stacy and Ellington, 2024, ISBN # 978-1-319-48442-2</p> <p>The American Pageant, 13th Edition, AP, Kenedy, Cohen and Bailey, 2006, ISBN # 13: 978-0-618-47940-5</p> <p>Pacemaker, United States History, 4th Edition, Globe Fearon, Pearson Learning Group, 2004, ISBN # 0-13-024410-4</p> <p>Econ Alive, The Power to Choose, TCI, 2020, ISBN #978-1-934534-47-2</p> <p>Government Alive, Power, Politics and You, TCI, 2020, ISBN # 978-1-934534-14-4</p> <p>Government in America, People, Politics and Policy, Edwards, Wattenberg and Howell, AP edition, 17 edition, Pearson, 2018, ISBN # 978-0-13-458657-1</p> <p>Pacemaker Economics, Globe Fearon, Pearson Learning Group, 2001, ISBN #0-130-23613-6</p> <p>Pacemaker American Government, Globe Fearon, Pearson Learning Group, 2001, ISBN # 0-130-23617-9</p> <p>Responsible Driving, Glencoe, McGraw Hill, 2006, ISBN # 0-07-867812-9</p>	<p>Yes</p>	
Foreign Language	<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 Encuentros Maravillosos, 2nd Edition (2011), Kanter, Pearson Publishing, ISBN: 9780133693744 Repaso: A Complete Review Workbook for Grammar, Communication, and Culture, National Textbook Company, 1997, ISBN 0844274100</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>	<p>Yes</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>Yes</p>	

	Health, Globe Fearon, Pearson Learning Group, ISBN 0-13-024692-1		
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	

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

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			

School Facility Conditions and Planned Improvements

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		2 roofs are scheduled for repairs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	50	45	48	41	46	47
Mathematics (grades 3-8 and 11)	18	18	17	15	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	319	296	92.79	7.21	44.59
Female	166	151	90.96	9.04	49.67
Male	153	145	94.77	5.23	39.31
American Indian or Alaska Native	19	16	84.21	15.79	18.75
Asian	20	19	95.00	5.00	63.16
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	74	69	93.24	6.76	31.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	20	95.24	4.76	60.00
White	177	166	93.79	6.21	47.59
English Learners	13	11	84.62	15.38	0.00
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	263	243	92.40	7.60	42.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	33	78.57	21.43	3.03

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	319	296	92.79	7.21	17.91
Female	166	152	91.57	8.43	15.13
Male	153	144	94.12	5.88	20.83
American Indian or Alaska Native	19	16	84.21	15.79	6.25
Asian	20	20	100.00	0.00	45.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	74	69	93.24	6.76	11.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	20	95.24	4.76	25.00
White	177	165	93.22	6.78	18.18
English Learners	13	12	92.31	7.69	0.00
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	25.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	263	244	92.78	7.22	15.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	33	78.57	21.43	0.00

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	24.27	23.56	21.84	21.33	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	625	564	90.24	9.76	23.23
Female	329	293	89.06	10.94	21.50
Male	296	271	91.55	8.45	25.09
American Indian or Alaska Native	36	31	86.11	13.89	12.90
Asian	45	41	91.11	8.89	53.66
Black or African American	13	11	84.62	15.38	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	153	135	88.24	11.76	15.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	36	94.74	5.26	19.44
White	331	301	90.94	9.06	24.92
English Learners	26	22	84.62	15.38	0.00
Foster Youth	--	--	--	--	--
Homeless	22	19	86.36	13.64	21.05
Military	11	10	90.91	9.09	--
Socioeconomically Disadvantaged	516	464	89.92	10.08	21.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	81	64	79.01	20.99	3.13

2023-24 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.

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

2023-24 Career Technical Education Programs

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

Transportation/Energy
 9/10 Automotive Technology I
 10/11 Automotive Technology II
 11/12 Automotive Technology

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	755
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	53.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	96.38
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	18.21

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	87.6	84.9	86.2	83.9	93.6

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Parents 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 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, ultimately helping in the development of the District's Portrait of a Graduate.

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 parent involvement. Upon assessing 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	5.7	8.2	10.7	7.3	10.5	13.4	7.8	8.2	8.9
Graduation Rate	90.7	85.9	88.0	87.6	83.3	84.7	87.0	86.2	86.4

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

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	326	287	88.0
Female	170	157	92.4
Male	156	130	83.3
Non-Binary			
American Indian or Alaska Native	18	18	100.0
Asian	27	24	88.9
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	87	77	88.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	16	16	100.0
White	165	141	85.5
English Learners	24	19	79.2
Foster Youth	--	--	--
Homeless	12	11	91.7
Socioeconomically Disadvantaged	285	250	87.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	43	35	81.4

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1367	1326	330	24.9
Female	701	676	171	25.3
Male	665	649	158	24.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	83	83	26	31.3
Asian	93	88	10	11.4
Black or African American	30	29	15	51.7
Filipino	--	--	--	--
Hispanic or Latino	346	335	83	24.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	86	84	21	25.0
White	704	684	171	25.0
English Learners	60	57	14	24.6
Foster Youth	19	19	10	52.6
Homeless	35	31	15	48.4
Socioeconomically Disadvantaged	1127	1090	302	27.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	214	207	86	41.5

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.60	4.93	8.05	5.38	5.99	7.16	3.17	3.60	3.28
Expulsions	0.07	0.52	0.29	0.24	0.45	0.34	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.05	0.29
Female	6.99	0.14
Male	9.17	0.45
Non-Binary		
American Indian or Alaska Native	7.23	1.20
Asian	5.38	0.00
Black or African American	16.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.36	0.29
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	12.79	0.00
White	8.66	0.28
English Learners	5.00	0.00
Foster Youth	15.79	0.00
Homeless	11.43	0.00
Socioeconomically Disadvantaged	8.87	0.35
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.35	0.00

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

2024-25 School Safety Plan

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. Las Plumas High School and Oroville Union High School District has partnered with an outside expert agency in the development of school safety plans. The admin team along with IC4S, 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 as well as Incident Command procedures and communication. 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.

LPHS Site Council continues to fund an additional Targeted Case Manager to assist with behavioral and attendance related interventions in an effort to address student needs before they escalate.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	72	13	19
Mathematics	10	73	11	13
Science	11	43	11	5
Social Science	9	93	14	15

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	433

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.8
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11558	4012	7546	86989
District	N/A	N/A	12864	90920
Percent Difference - School Site and District	N/A	N/A	-52.1	-4.4
State	N/A	N/A	\$10,771	\$93,742
Percent Difference - School Site and State	N/A	N/A	-35.2	-7.5

Fiscal Year 2023-24 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. English Language Learners are assisted by a Hmong speaking para-educator and LPHS hired a Spanish speaking para-educator who started in the early part of 2024. A new ELL curriculum was adopted in 2023/24. Additionally, Migrant Education supervises approximately six students.

Additional supports:

- .4 FTE Teacher on Special Assignment assigned to provide intervention in areas that affect Dashboard Indicators
- 7 hr./day Spanish Para-Educator
- 7 hr. /day Hmong Speaking Para-Educator
- Co taught Math classes
- Co taught English classes
- 3 Targeted Case Managers
- Supplemental books and materials
- Professional Development for teachers

Fiscal Year 2023-24 Types of Services Funded

Purchasing up to date technology for supplemental needs

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,883	\$56,629
Mid-Range Teacher Salary	\$80,716	\$92,603
Highest Teacher Salary	\$110,022	\$116,417
Average Principal Salary (Elementary)	\$0	\$141,349
Average Principal Salary (Middle)	\$0	\$156,338
Average Principal Salary (High)	\$140,708	\$159,410
Superintendent Salary	\$203,961	\$213,044
Percent of Budget for Teacher Salaries	24%	28%
Percent of Budget for Administrative Salaries	5%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	9.8
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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	4
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	2
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	10

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 21-22/23-24 and 24/25 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. District and Site level admin attended a bias and micro-aggression training through Tovi Scruggs and all staff are participating in PLC training from Solution Tree in the 24-25 school year.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement		10	10