



Single Plan for Student Achievement

School: Las Plumas High School

District: Oroville Union High

County-District School (CDS) Code: 04 61515 0434803

Principal: Dan Ramos

Date of this revision: June 6, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The Oroville Union High School District Governing Board approved this revision of the SPSA on 6/14/2017.

Table of Contents

About This School	PAGE 3
Analysis of Student Performance	PAGE 6
Analysis of Educational Practices	PAGE 12
Analysis of Instructional Practices	PAGE 17
School Goals for Improving Student Achievement	PAGE 18
Plan Budget	PAGE 41
Committees	PAGE 42
Approvals and Assurances	PAGE 44

ABOUT THIS SCHOOL

MISSION - Las Plumas High School provides an environment where all students learn at high levels and all staff use research based teaching practices.

VISION - Las Plumas High School is a supportive and safe environment where all staff is committed to work collaboratively to examine and revise school-wide practices in order to accommodate the diverse needs of students.

ESLRs: The school measures this mission statement with Expected School-Wide Learning Results (ESLRs) that describe what a student should know, be able to do, and understand by graduation from Las Plumas High School. The ESLRs will allow LPHS graduates to be effective communicators, critical thinkers, quality producers, self-directed learners, collaborative workers, ethical decision makers, and community contributors.

The Single Plan for Student Achievement (SPSA) will address these critical questions:

- To what extent are ALL students demonstrating continuous progress?
- To what degree are ALL students achieving the academic standards?
- How are innovative practices impacting gains in student achievement?
- How is professional development used to improve student achievement?
- To what degree do parents and community participate in the achievement of school goals?
- To what degree are student support services integrated into plans for improvement of student achievement?

Las Plumas High School (LPHS) was established in 1960 as the second of two comprehensive high schools located in rural Oroville, California. The city has a population of approximately 14,700, with 55,000 in the greater Oroville area (approximately 84 square miles) and 220,400 in Butte County. The primary sources of income are government (including education), medical, retail trade, service industries, construction, agriculture, and lumbering. The mean household income in Oroville was \$38,824 in 2013, with an unemployment rate of 11.9%.

The citizens of the greater Oroville area are fortunate to have three local post-secondary institutions within a 30-minute drive from Oroville. Butte Community College and Yuba College offer two year comprehensive programs in many fields. California State University, Chico offers a full spectrum of curricula and Masters Programs in several fields. The advantages of urban life are also within easy access; the San Francisco Bay Area, Reno, Lake Tahoe, and Sacramento are less than a three hour drive from Oroville.

LPHS is the largest high school in the Oroville Union High School District, with 975 students and nearly 80 staff members. Las Plumas offers a traditional high school time schedule with six periods of class; each 56 minutes in length. The school utilizes a Consultation Schedule, which reduces class periods to 56 minutes and allows for a 24 minute Consultation time between 3rd and 4th period. Additionally, staff works together for one hour on Wednesdays, during a

structured Collaboration time. Currently, the Oroville Union High School District is experiencing declining enrollment, although the student population is expected to stabilize in the next few years. District projections for the past declines have resulted in an atmosphere of conservative spending.

The campus covers 64 acres, drawing students from approximately 663 square miles and from several different elementary districts. LPHS facilities are approximately fifty three years old and undergo requested and routine maintenance under the direction of the district maintenance supervisor. In addition to the original buildings, there are 40 portables on campus. Construction of a new gymnasium, agricultural science lab and classrooms, and a fine arts complex were completed in 2007. Modernization projects to upgrade the original buildings were completed in 2008. Modernization of the athletic field irrigation system was completed in 2011, and relocation of the bus loading zone and paving student parking lot was completed during the summer of 2012. A district-wide solar project was completed in 2017.

There has been an influx of development in the community, such as Walmart, reconstruction of the Oroville Dam spillway, as well as Panda Express and Starbucks. The community has seen improvements in recreation facilities with the new River Bend Park, Feather River Parks and Recreation District, Southside Community Center, and the Bedrock Skateboard Park. Martin Luther King Park and Bedrock Park have undergone recent renovations.

Many programs at Las Plumas have community advisory committees including FFA, FHA, and Skills USA. Other organizations exist in support of school programs such as Sports Boosters, PTSA, and Band Boosters. Top Ten Academic Awards are sponsored by Fellows Club of Oroville. The OASIS committee oversees fundraising for Harrison Stadium improvements and on-going maintenance, in coordination with the Oroville Union High School District. The Citizens' Bond Oversight Committee deals with new construction and modernization in the district funded by an approved bond measure.

The citizens of the greater Oroville area are fortunate to have three local post-secondary institutions within a 30- minute drive from Oroville. Butte Community College and Yuba College offer 2 year comprehensive programs in many fields. California State University, Chico offers a full spectrum of curricula and Masters Programs in several fields. The advantages of urban life are also within easy access; the San Francisco Bay Area, Reno, Lake Tahoe, and Sacramento are less than a three hour drive from Oroville.

According to the 2011 City of Oroville Business and Industry Profile, the Greater Oroville area has a median Household income of \$40,017, with all but 1600 households earning below \$100,000. There is a significant population of unskilled workers holding a high school diploma, with only 10.1% holding an Associates' Degree or higher.

2016-2017 Student Enrollment and Demographics, as of May 1, 2017:

GRADE LEVEL ENROLLMENT

Grade 9	243
Grade 10.....	273
Grade 11.....	263
Grade 12.....	196
Total Enrollment.....	975

ETHNICITY

Hispanic	25.6%
American Indian or Alaska	14.6%
Asian	8.7%
Pacific Islander	.7%
Filipino	.5%
Black or African American	3.1%
White	72.4%

GENDER:

Male:	494	50.6%
Female:	481	49.4%

Significant Developments

Changes in Existing Facilities:

- New classroom and gym construction-2007
- Modernization of existing facilities-2008
- Modernization of athletic field irrigation system-2011.
- New parking lot in front of school-2010
- Relocation of bus loading zone and paving student parking lot-2012
- Upgrades to Weight room-2015
- School-wide LED Lighting upgrade-2015-16
- Updates to security camera system-2016
- Handicap access and parent drop-off on Autrey Lane 2016
- Decorative fence at front of school 2016
- Solar 2017

School-wide goals:

1. Develop a functional, systematic, flexible, school-wide assessment program that meets the site-based needs of LPHS students.
2. Using best practices, fully develop and consistently deliver a California Common Core State Standards-based curriculum in all content areas.
3. Promote a culture of high expectations in a safe and positive environment.
4. Develop a strong and consistent intervention and remediation program.

Conclusions from Student Performance Data Analysis:

CELDT: A three year trend, beginning in 2010-2012 indicates that the performance of ELL students scoring at the higher levels of proficiency had increased, and the number of ELL students had declined through a combination of students being re-designated as Fluent English Proficient and a decrease in the number of students in certain ethnicities in the school.

The decline in the number of English Language Learners has continued, decreasing from 85 in 2012-13 to 59 in 2014-15. While 96 students were CELDT tested in 2012-13, that number has decreased to 46 in 2015-16. Students scoring Advanced and Early Advanced peaked at 59.6% in 2014-15, up 2.6% from the prior WASC report. Data indicate that the delivery of ELL services continues to improve.

API/AYP: API data ended in 2013. Las Plumas High School showed gains each year from 2011 to 2013 in all groups/subgroups. AYP was met in 2015 but not met in 2013 or 2014.

CAHSEE: Las Plumas High School consistently scores higher overall in the CAHSEE, compared to other standardized tests. Pass rates remain high on both the English Language Arts and Math portions of the CAHSEE, 87% and 83% respectively. However, while ELA increased the percent of students at or above proficient levels from 46.1% in 2014 to 51.4% in 2015, Math dropped from 50.4% to 19.7% in that same time span. Students with Disabilities and English Language Learners continue to lag well behind other sub-groups on this exam.

Special Education; The student's IEP now determines if a student will be on a Certificate of Completion, or graduation track early in their education. Students on graduation track are placed in mainstream classes and their case is managed through a Tutorial Support class with their Special Education case carrier. The Special Education Learning Center was discontinued and a new "push-in" model began with a focus on mathematics classrooms. All diploma track resource students were mainstreamed and most Special Education teachers spend part of their assignment as a co-teacher in regular education mathematics classroom. This new model has improved the learning environment in the classroom for all students and has enhanced the Special Education teacher's ability to provide support outside the math classroom. Certificate of Completion classes focus on life skills and basic academics. Special Education students also began taking the California Modified Assessment and CAPA, instead of standard CSTs. There was confusion for some time about the appropriate test for these students, which was clarified in recent years. There was a notable increase in performance, after these changes were made.

CAASPP: Las Plumas High School students took the CAASP in 2016. Forty seven percent of ELA students and sixteen percent of math students met or exceeded the standards. While there is concern about the low rate for math, it is important to note 1) that juniors were not yet required to take a math class (we now have a 3 year math requirement) and 2) thirty of the 238 juniors opted out of taking the test; many of these students were Advanced Algebra and Pre-Calculus

students. Staff will continue to track progress on the CAASP as the new math graduation requirement is implemented and incoming freshmen begin high school with better Common Core Standards education backgrounds.

Las Plumas High School continues the work of implementing the Common Core Standards and improving as a PLC, collaborating regularly to improve their teaching and assessment practices, to improve student learning outcomes. Staff continues to work with Total Solutions to guide us in our PLC work and Total Solutions has provided ELA and Math coaches to work with individual teachers. A schoolwide focus on close reading began in 2015-16; staff expects this will improve learning across the curriculum and positively impact the CAASP results in the future. This year’s focus is increasing Depth of Knowledge in daily lessons and in both formative and summative assessments.

ANALYSIS OF STUDENT PERFORMANCE

CELDT Results 2015-16

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (5.0%)	1 (7.0%)	1 (14.0%)	1 (13.0%)	4 (8.0%)
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	9 (43.0%)	8 (57.0%)	3 (43.0%)	3 (38.0%)	23 (46.0%)
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	8 (38.0%)	4 (29.0%)	2 (29.0%)	4 (50.0%)	18 (36.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	2 (10.0%)	1 (7.0%)	1 (14.0%)	(0.0%)	4 (8.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (5.0%)	(0.0%)	(0.0%)	(0.0%)	1 (2.0%)
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	21 (100.0%)	14 (100.0%)	7 (100.0%)	8 (100.0%)	50 (100.0%)

Detailed Report

Las Plumas High - Butte County

Enrollment: 1,092 Socioeconomically Disadvantaged: 66% English Learners: 8% Foster Youth: N/A Grade Span: 9-12 Reporting Year: Spring 2017 ▼

Charter School: No

Equity Report Status and Change Report Detailed Reports **Student Group Report**

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

Academic Performance School Conditions and Climate Academic Engagement

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		High 80.8%	Increased Significantly +12.7%
Other State Measures	Number of Students	Status	Change
English Language Arts (Grade 11)	198	17.3 points below level 3	-17.9 points
Mathematics (Grade 11)	204	93.2 points below level 3	+3.1 points

The College/Career Indicator (CCI) contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.

Total Number of 2013-14 Cohort Students	College/Career Level	Number of Cohort Students at Each Level	Percent of Cohort Students at Each Level
237	Prepared	30	12.7%
	Approaching Prepared	121	51.1%
	Not Prepared	86	36.3%

More detailed information regarding the criteria for the three CCI performance levels can be obtained at the California Department of Education Web page at <http://www.cde.ca.gov/ta/ac/cm/ccci.asp>.

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Equity Report

Las Plumas High - Butte County

Enrollment: 1,092 Socioeconomically Disadvantaged: 66% English Learners: 6% Foster Youth: N/A Grade Span: 9-12 Reporting Year: Spring 2017

Charter School: No

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		8	7
English Learner Progress (K-12)		1	0
<u>Graduation Rate (9-12)</u>		4	1
<u>College / Career</u> <u>Available Fall 2017. Select for Grade 11 assessment results.</u>		N/A	N/A

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Status and Change Report

Las Plumas High - Butte County

Enrollment: 1,092 Socioeconomically Disadvantaged: 66% English Learners: 6% Foster Youth: N/A Grade Span: 9-12 Reporting Year: Spring 2017

Charter School: No

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very High 11.3%	Increased +1.1%
English Learner Progress (K-12)		High 80.6%	Increased Significantly +12.7%
<u>Graduation Rate (9-12)</u>		High 93.7%	Increased +2.4%
<u>College / Career</u> <u>Available Fall 2017. Select for Grade 11 assessment results.</u>		N/A	N/A

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Student Group Report

Las Plumas High - Butte County

Enrollment: 1,092 Socioeconomically Disadvantaged: 66% English Learners: 6% Foster Youth: N/A Grade Span: 9-12 Reporting Year: Spring 2017 ▼
 Charter School: No

Equity Report Status and Change Report Detailed Reports **Student Group Report**

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			N/A	N/A					*	*		*		
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Graduation Rate (9-12)</u>		*	N/A	N/A			*	*	*	*		*	*	
<u>College / Career Available Fall 2017. Select for Grade 11 assessment results.</u>		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

2015-16 California Physical Fitness Report Overall - Summary of Results Las Plumas High

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#)

Physical Fitness Area	Total Tested ¹ in Grade 5	Number Grade 5 Students in HFZ ²	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement - Health Risk	Total Tested ¹ in Grade 7	Number Grade 7 Students in HFZ ²	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement - Health Risk	Total Tested ¹ in Grade 9	Number Grade 9 Students in HFZ ²	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement - Health Risk
Aerobic Capacity	0	0	0.0	0.0	0	0	0.0	0.0	284	139	48.9	29.2
Body Composition	0	0	0.0	0.0	0	0	0.0	0.0	284	161	56.7	19.0
Abdominal Strength	0	0	0.0	0.0	N/A	0	0.0	0.0	284	225	79.2	20.8
Trunk Extension Strength	0	0	0.0	0.0	N/A	0	0.0	0.0	284	269	94.7	5.3
Upper Body Strength	0	0	0.0	0.0	N/A	0	0.0	0.0	284	187	65.8	34.2
Flexibility	0	0	0.0	0.0	N/A	0	0.0	0.0	284	222	78.2	21.8

¹ Includes partially tested students
² HFZ is an acronym for Healthy Fitness Zone a registered trademark of The Cooper Institute
³ To protect confidentiality scores are not shown when the number of students tested is 10 or less
 N/A: Not applicable
 The PFT is based on the FITNESSGRAM/ACTIVITYGRAM software, owned by the Cooper Institute, Dallas, TX, and published by Human Kinetics, Champaign, IL. The PFT is created and copyrighted by the California Department of Education (CDE) under a license agreement with Human Kinetics. The FITNESSGRAM is a registered trademark of The Cooper Institute.
 The PFT performance standards are available on the [CDE FITNESSGRAM Healthy Fitness Zone Chart Web page](#). Information about the FITNESSGRAM is available on the [Human Kinetics Web site](#) (Outside Source).

Source:
DataQuest <http://data1.cde.ca.gov/dataquest/>

Student Performance

Conclusions from Student Performance Data Analysis

Past student performance on the CST has been below standard, resulting in the school being identified for Program Improvement (PI). The CAASPP test was introduced in 2015. Results from that exam indicate that for English Language Arts, 51.4% of all 11th graders tested were Proficient or Advanced. Only 19.7% of 11th graders scored Proficient or Advanced in Math. Results for the second administration of the CAASPP will become available in late 2016. The data provided in 2017 combines several different criteria, in the preceding tables. A comparison of the last two years is difficult, due to the evolving nature of this test. The performance does lag behind similar school.

Conclusions from Parent, Teacher and Student Input

The Las Plumas High School Site Council analyzed the data contained in this report. There was difficulty making sense of it, due to several facts. The state measure of performance has been in flux for a couple of years. The STAR test was discontinued; a new test was developed, and phased in over the past two years. The Measures of Academic Performance is now used as a diagnostic to properly place and assess incoming students and 9th graders in Math and ELA. Also, there has been a shift to Common Core State Standards. Evaluating performance has been challenging, as there are not significant periods of time to compare administrations of these assessments. Additionally, a writing diagnostic is being implemented to assess student's skills in writing.

The EL program has made significant gains. The number of students identified as English Language Learners has decreased significantly. The percentage of students redesignated as Fluent English Proficient has remained fairly constant, with good progress toward students proficient in the language.

The Site Council felt that student progress has become easier for students and parents to monitor. The Aeries student database allows parents and students to log on through computers and personal devices to access attendance, grades, and discipline. The result is that both parties receive information in a timelier manner, with less chance of uncertainty about student progress.

ANALYSIS OF EDUCATIONAL PRACTICES

Analysis of Current Educational Practice at Las Plumas High School:

Las Plumas High School provides all students with a strong educational foundation through a diversified and standards based curriculum. Las Plumas is committed to providing each student with access to a rigorous curriculum that is aligned with the state content standards and framework. Textbooks and supplemental materials are aligned with the content standards. The adopted curriculum is aligned to academic content standards and students work towards achieving performance standards. Las Plumas High School students participate in challenging, relevant, and coherent curriculum that supports the ESLRs and standards based instruction. Las Plumas High School students choose from educational programs that are primarily college-preparatory, vocational, or general in nature. Courses are designed to follow a natural progression of sequential learning. The Guiding Coalition is supporting efforts of the departments to align instruction and assessments to Common Core State Standards and the CAASPP assessment. Teachers in core subject areas give benchmark tests quarterly to assess students' progress in meeting these standards. Staff is utilizing Aeries Analytics to identify academic areas of strength and concerns on standardized assessments. All textbooks that have been adopted can be found on the district web page <http://ouhsd.org/> under Educational Services. Each student has the necessary books for all courses. Several of the textbooks are available in Spanish for EL students. Teachers at Las Plumas High School are committed to challenging and engaging all students. To accomplish this, faculty members work collaboratively to revise and prepare curriculum, in addition to attending conferences, seminars and workshops. Through the district revision cycle, departments have aligned curriculum to State Frameworks and Common Core State Standards and purchased materials to ensure student success. As each department begins its curriculum cycle, members work with the district curriculum director to align curriculum with the State Framework and Standards and choose updated materials. The governing board has adopted the curricula, and the staff has continued working to improve instruction and acquire quality materials. Curricula have been posted on a district website, and departments are working to incorporate links to textbooks and website supports. The mathematics department uses the College Preparatory Mathematics (CPM) Program and Glencoe and Houghton Mifflin for instruction, which provides additional resources, such as Skills Workbook, to augment the classroom instruction. The math department also uses Interactive Math, Accelerated Math, Data Director, Green Globes, and other software to provide standards-based learning. Gifted and Talented (GATE) students also have access to the academic core. GATE funds are no longer available. GATE students not enrolled in an AP classes because of student performance are enrolled in a regular core course aligned to the state standards.

Scientific based instructional strategies have been implemented in the instructional programs. Our reading program utilizes Read 180 and supporting material for that program. These are mostly scripted with scientifically based instructional strategies imbedded within them. Instructors are required to attend training to implement these curriculums and are instructed on the current pedagogy. The English Intervention class provides additional support to students lacking in English Language Arts skills. Algebra Readiness provides foundational skills for students who are not prepared to complete the Algebra graduation requirement. The curriculum is based on the UCLA Algebra Readiness program.

Educational Practices

Alignment of curriculum, instruction and materials to content and performance standards

All core courses use the state approved books that are aligned to the California standards. An emphasis for staff development has been placed on preparation for Common Core State Standards (CCSS), as well as adoption of new CCSS's. The Special Education Program and ELD programs have been restructured, so that students are placed into mainstream core classes and provided additional targeted support in addition to those classes. ELD support is levelized and will offer support that is specific to the needs of the students, rather than being placed by grade level. This program will offer English 3D, Visions, and System 44 curriculum and will focus on language fluency. All Special Education students have support throughout the day through special designed Tutorial Support classes that are scheduled every period and Consultation daily.

Three Special Education Teachers push into Math I Readiness Classes for additional SPED student support.

Availability of standards-based instructional materials appropriate to all student groups

Standards-based instructional materials are available to all students. All students have equal access to standards-based instruction, curriculum and assessments in math, English, science and social science. English Language Development courses are aligned with English department college prep courses. Materials, accommodations, and modifications to curriculum for specialized areas of instruction in Special Education, ELL, students with 504 plans, Migrant Education students and Title I students are available. Students with reading deficiencies are supported by Read 180.

Alignment of staff development to standards, assessed student performance and professional needs

The focus of staff/professional development activities are centered around scientific based instructional strategies, school-wide goals and standards-based curriculum, instruction, and assessment including technology, with an emphasis on Common Core Standards. Scientific based instructional strategies have been implemented in the instructional programs. Las Plumas has placed an emphasis on staff development using Title I, and other grant monies. AP instructors have attended workshops to better align the AP curricula. The reading program consists of Power Reading, where the READ 180 program is utilized. These are mostly scripted curriculums with scientifically based instructional strategies imbedded within them. Instructors are required to attend training to implement these curriculums and are instructed on the current pedagogy. The Intervention classes along with ELD and Special Education classes use scientifically based instructional strategies. The CAHSEE math classes have been eliminated and replaced by Math I Readiness. This curriculum is based on the UCLA model and is research based.

Two of our math teacher leaders participated in the CSU Chico Math Project. They will be training our math instructors on the most current scientifically based instructional strategies. All our staff has been trained in and uses the SDAIE methodology. Project Success is a proven scientifically based instructional program used in our health classes. By the 2011-2012 school year, more than half of the staff had attended the Solution Tree conference to be trained in Professional Learning Communities, Using Effective Strategies with English Learners, Content Reading strategies, and Beginning and Advanced Smart board strategies. The balance of the staff will receive on-site PLC training, in order to implement PLC's in the coming years.

Services provided by the regular program to enable under-performing students to meet standard

English Language Development classes are being redesigned to provide greater access to core curriculum for EL students. Students identified as EL are assessed annually for reclassification. The ELD instructors meet to discuss curriculum, assessment, instructional strategies and practices. In an effort to increase student access to all levels of the academic curriculum, all staff have been trained in SDAIE instructional techniques and strategies, or have their CLAD or are in training. IEPs (Individual Educational Plans), Individual Learning Plans (ILPs), 504s (Citizens with Disability Act), and SSTs (Student Success Teams) support student learning. Para-educators provide individualized support.. The implementation of Consultation Days has provided a 24 minute block of time, four times per week, where students can work with teachers to improve learning. Students identified as under-performing are eligible for before school, lunch, and Consultation tutoring. Fast Forward is available to our students attending Adult Education. This software program is used with students that have auditory discrimination problems. Para-educators provide assistance in group and one-on-one situations. The funding for the GATE program was swept as Tier II funding, in 2009. LPHS provides field trips to colleges, universities, cultural events, museums, Academic Decathlon, Mock Trial, etc.

Las Plumas High School employs four special education teachers and thirteen Para-educators to meet the needs of the special education students. The Special Education Department tailors curriculum to ensure the highest possible success for qualified students. Various courses are available for Diploma and Certificate of Completion students. Certificate of Completion students are supported in English, math, social studies and science. Diploma track students are supported in English, math and study skills through a Tutorial Support class.

The Las Plumas Coordinated Team (LPCT) group meets weekly to provide support for at-risk students. This group is comprised of a representative from all categorically funded programs and includes the Sheriff's Department, Mental Health, Administration and Outreach Coordinator. The LPCT reviews under-performing students' attendance, grades, discipline and assessment data to develop a plan of action for each of them.

Services provided by categorical funds to enable under-performing students to meet standards

Assessment data through various tests have shown a disparity between students performing well and students considered under-performing. Closing this gap is a priority at Las Plumas High School. The use of the following categorical funds has served to reduce the gap over the last few years: Title I, Title II, EIA/SCE and EIA/LEP (no longer available). The funds are used for additional staff, supplemental instructional materials and technology. Currently, Title I is the only source of categorical funding directly available to the school.

Las Plumas High School has created an entirely different ELD program, which provides leveled support for all classes, in addition to grade-level instruction. This program, as well as the delivery method for Special Education has been revamped, in an effort to improve student achievement in those areas. Intervention courses are required for students whose test scores and classroom achievement indicate a need for remediation. Categorically funded bilingual para-educators provide individualized support for our bilingual students.

Use of the state and local assessments to modify instruction and improve student achievement

Las Plumas High School offers a variety of programs, scheduling, and services that support all students successfully meeting the demands of a rigorous academic and vocational curriculum. Staff and counselors work with the feeder districts to initially place students. The Measures of Academic Progress (MAP) Diagnostic are administered in the 8th grade to assist with correct placement of the students in reading, math and science classes. Standardized assessment data is used to modify instruction and improve student achievement. Data is collected on district-wide quarterly assessments through Aeries Analytics and the MAP diagnostic test. Staff uses the results of the quarterly assessments, CSTs(to 2013), CAASPP, and CELDT to place students in appropriate courses and modify instruction. Curriculum and instructional strategies are modified when areas of concern are identified. Weekly individual progress reports are available through the counseling department. In addition to the nine-week quarter grades, all students receive mailed progress reports, including grade updates and comments, every six weeks.

Number and percentage of teachers in academic areas experiencing low student performance

In 2012, Las Plumas received designation as Title I Schoolwide. This designation is based on the number of students receiving free and reduced school lunch. The staff works closely with under-performing students to support their efforts to achieve. Students are offered opportunities for one-on-one help, tutoring and additional technology support.

Family, school, district and community resources available to assist these students

Teacher email addresses are accessible through the district website. During Back to School Night, parents meet with teachers and learn about curriculum and course expectations. The Aeries Parent Portal is available for parents to monitor student attendance, grades, and discipline records. Home Hospital and the Center for Independent Study are available to students requiring alternative learning settings. The College Connection Program at Butte College is available to

seniors. Vocational Education courses are supported by many community businesses for student job placement. Many of the local employers and parents are active participants on advisory committees which include PTSA, Band Boosters, ELAC, Title I, DELAC, ROP Advisories, School Site Council, and Agriculture Advisory. Support services are also available through Migrant Education, Indian Education, Cal SOAP, and Butte College. Other community support comes from the Boys and Girls Club, Chamber of Commerce, Rotary, Sheriff Department, Highway Patrol, and American Legion.

School, district and community barriers to improvements in student achievement

Las Plumas High School does have barriers that interfere with student achievement and academic success. Some of the barriers include the lack of parent involvement, attendance, class size of 36:1, motivation of students, discipline and truancy.

Limitations of the current program to enable underperforming students to meet standards

Las Plumas has several major goals to promote a culture of high expectations in a safe and positive environment: to close the achievement gap; to maintain highly qualified staff; involve parents in the school; develop a functional, systematic, flexible, school-wide assessment program that meets the site-based needs of LPHS students; using Best practices, fully develop and consistently deliver a California content standards-based curriculum in all content areas, with emphasis on essential standards.

The number of underperforming students affects the ability to meet the needs of these students adequately. We have focused our funding on staffing, intervention programs, and technology. We have increased the number of partnerships to keep students involved in school. We also have seen a slight increase in parent support and involvement. We are still reviewing a variety of assessment programs. Our current data assessment system is Aeries Analytics. The program is under-utilized, as it was introduced at the beginning of the last school year, amidst substantial changes in the teacher access to Aeries. Additional training is required, in order to make full use of the capabilities of the program.

ANALYSIS OF INSTRUCTIONAL PRACTICES

English Language Learners

All teachers received instruction on SDAIE instructional practices. This is in response to the insufficient progress of the EL population. Additionally, the program has changed courses focused by grade level, to courses focused on English fluency level. Students also receive instruction as a support to core classes. The overall number of EL students has decreased, partly due to the fact that more students are being Redesignated Fluent English Proficient.

Students with Disabilities

The Special Education program for the Oroville Union High School District has undergone changes which have resulted in increased mainstreaming into General Education classes, a non-diploma track for Certificate of Completion students, and the addition of Tutorial Support classes.

Tutorial Support-

The Tutorial Support class is staffed by a Special Education teacher and a para-educator. Students are assigned to the class, based on the case carrier for their IEP. This time allows the case carrier to have daily direct contact with students on their case-load and for them to focus on skills to support the students in all of their courses.

The Site Council will continue to monitor performance, although a system must be developed to measure progress, as the CST's are no longer administered and CAASPP is introduced.

Instructional Programs

Conclusions from Analysis of Instructional Programs

Las Plumas High School has taken steps to improve instructional practices, in order to promote student learning. The Common Core State Standards have created the need to adapt to new methods of instruction, assessment, intervention, and enrichment. A great deal of effort has been focused on preparing teachers to provide high-level, consistent, and challenging learning experiences. There has also been a focus on promoting universal practices between disciplines and common themes between subject areas. Examples include English/Social Studies adopting MLA citation across the curriculum and the development of school-wide grammar and punctuation standards. We are also adopting school-wide practices for close reading and text annotation.

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

Action Plan 1—Assessment

Statement of Area for Improvement: Develop a functional, systematic, flexible, school-wide assessment program that meets the site-based needs of LPHS students.

Rationale: Common assessments and pacing of curriculum must be flexible in order to adjust curriculum, instruction, and assessment to ensure that all students have access to a rigorous standards based curriculum. An assessment program that responds to the changing clientele and needs of LPHS students and staff will allow for better data driven decisions regarding instructional strategies and student achievement.

Links to School-wide Expected Learning Results: This Action Plan directly supports ESLRs 1-5, supporting the development of an Effective Communicator, Critical Thinker, Quality Producer, Self-directed Learner, and Collaborative Worker.

Growth Target: Meet API growth targets each year for all groups and sub-groups in all content areas. Reduce the percentage of students in all areas and all sub-groups who score Far Below Basic and Below Basic by an average of 5% over six years.

Action Step

Work with the district to build flexibility in the pacing guides and performance tasks that allow for on-site modification of instruction and assessments, as needed, to ensure the success of all students.

PROGRESS

Staff has designated Collaboration time three times per month to address instruction and assessments. All departments use the time to work on pacing guides and discuss on site modification of instruction and assessments. On our site, departments can request additional

time with sub coverage to complete any of the PLC work and individuals can observe exemplar lessons or engage in peer coaching.

Whether it is CTE, ELA, Science, VAPA or any subject area, at Las Plumas High School we all use state and/or national standards in the foundation of and building upon our curricula using the PLC model to guide our work. Over the last three years the district has supported collaboration between the two comprehensive high schools in ELA, math, science, social science, and Spanish and supported changes the teams determined were necessary for improving student outcomes.

The Spanish Departments of the two schools in the district have been granted two separate meeting days in the last two years to meet and discuss the district standards for all class levels. The departments worked with the district to also propose new classes for Spanish Speakers and Spanish II Honors. For all courses we created the curriculum pacing guides, which included guiding questions for each unit, vocabulary, performance tasks and final assessments. The final assessments have been applied in the classes differently, according to the needs and interests of the students (varying in language functions; performative or presentational).

Essential learning outcomes have been identified in social science curriculum maps and assessment cycles. While pacing guides do not drive the cycle of learning at the team level, formative and summative assessments are given in very close proximity to other team members. Performance tasks have been created as quarterly benchmarks by teams with oversight from the Director of Education and Superintendent. Individual site teams are given flexibility on how they choose interventions to district benchmark data. Time is scheduled for advanced trainings with Total School Solutions to align district quarterly benchmarks with Common Core SBAC assessments as well as structured peer evaluations and debrief time.

The World History team (10th grade) has spent considerable time creating and modifying our pacing guide. We had a pacing guide from the era of STAR testing and worked more recently with Nancy Peterson to “massage it”. We have also spent days trying to borrow, modify and fine-tune District, Common Formative Assessments. We recently gave one on the French Revolution, will do one on the Sepoy Mutiny (India) near Christmas, and finally one on the Nazis around the 3rd quarter.

There is ample room for flexibility in shop classes because of the nature of the curriculum. Though pacing guides are used to direct the curriculum, the nature of the topics usually lend several days or even weeks for students to be working on specific projects or assignments. Because of this amount of time students usually have no problem working through problems, absences, or lower levels of understanding to catch up with the rest of the class. The school-wide consultation period four days a week also allows time for students

to catch up on shop class assignments and projects, as well as after school time scheduled with the teacher.

Math 1 Readiness has a pacing guide. We developed it with Jennifer Cox at a meeting on 5/15/14. The people in attendance at the meeting were: Mike Caratenuto, Dave Gnesda, Rebecca Howard, Scott Giannini, Jennifer Cox. The other courses in math do not have a District Pacing Guide. Also at a district level in Math we decided to have common assessments that are site based not district based to allow for more flexibility. For example, OHS has paced the order of their Math 1 Chapters differently than the order of the curriculum, whereas LPHS has decided to use the curriculum's suggested scope and sequence; our decision was influenced by research guiding the curriculum development and the spiraling of the problems.

This is the first year using the Math 3 curriculum. The Math 3 team at Las Plumas high school is working to create new assessments (in Spanish as well) for the school year. We keep notes for adjustments that need to be made both to the curriculum and instruction, and also to the assessments so the students will not only understand the material better but feel successful. Targeted remediation is being done during consultation to help those students who do not understand the material. Once we are done with this first year, we will then be able to go the district with a better understanding of how to create common assessments for the district for Math 3 and discuss scope and sequence.

In June of 2016, several English teachers from Oroville High School and Las Plumas High School met with Nancy Peterson, our district common core consultant, to review and revise quarterly, grade-specific, district assessment maps. These maps provide teachers with essential standards, academic vocabulary lists, district common assessment information, and recommended materials and resources for teaching core skills. Last summer's meetings enabled teachers to address problems with pieces of the curriculum that failed address student needs, e.g. we changed the first quarter common assessment for juniors because the original assessment features complex terms and argumentative structures that students failed to interpret in past years.

This (ELA) meeting was requested by teachers as a means to discuss application of standards that were originally agreed upon in the 2014 during a weeklong introduction to common core structures that were being used by other schools throughout the United States. ELA has worked with the district to build flexibility in the pacing guides and performance tasks. Teachers were able to modify the maps to more accurately mirror the concepts and routines being taught in the classroom, which includes a shift toward the paperless classroom, made possible by the acquisition of Chromebooks and the adoption of Google Drive applications like Classroom and Forms.

ELA teams are constantly looking at the instruction and assessments used in the performance tasks and reflecting on how they can me

modified or improved in order to ensure the success of all our students. For example, when we first began looking at the Q1 assessment, we revised the writing prompts and rubric in order to ensure our students knew exactly what was required of them. Also, we have introduced common assessments and assignments that we feel build the students' skills that are expected of them on performance tasks. We are currently communicating with the district about moving our quarterly assessments into the online Google classroom to emulate the actual CAASPP and to speed up the grading process in an environment that provides instant data feedback for analysis.

ELA has also been given days to grade the district quarterly assessments. In addition, the district is open to hearing our suggestions and making changes as needed (typos, oversights, etc.). Instruction has been left to site teachers to prepare students accordingly. The district support has helped foster communication among team members and a focus on best practices.

All science courses have worked together within our department and with OHS and have pacing guides in place with built-in flexibility for the semester. We have on going adjustments still to be made with regards to NGSS and it is a work in progress.

Collaboration between SPED and Gen Ed teachers regarding IEP students on Diploma track is ongoing with the main challenge being how to accommodate and modify curriculum for SPED students in the classroom while still preparing students to be successful on district benchmark and state assessments. Certificate of Completion programs have made progress by being extremely flexible in a variety of areas including:

- What constitutes adequate progress towards a certificate of completion based on student IEP goals
- Pacing and delivery of modified core curriculum in the COC classes based on the individual academic levels of students
- The ability of COC students to mainstream into elective courses in the regular classroom setting through modification of curriculum or student grades

All departments report that their pacing guides, instructional strategies and common assessments are constantly referred to and revisited on a regular basis, from minor improvements and updates to major rethinking to modification based on the needs of our student body and the ever-changing demands of our society. Staff agrees that there is a unified effort to lead our students of varying levels and situations to their own success in and out of the classroom.

Action Step

Work with the district to provide district collaboration days following each performance tasks to analyze data from the district exams and collaborate on instructional strategies to ensure student success.

PROGRESS

Collaboration has become a structured part of the instructional week. Teachers meet for one hour on most Wednesday mornings. The work is centered on benchmark exams, formative assessment, and school-wide initiatives, such as Close Reading, Annotation, and Depth of Knowledge. Minutes from the groups are submitted to the Guiding Coalition and shared among the group. This is the first year where there has been a coordinated effort to administer all benchmark exams, grade, and disaggregate data. Prior to this year, participation and implementation was disjointed.

Action Step

Continue to develop site-based common assessments to provide regular data for analysis that is used to improve standards based instruction and student outcomes.

PROGRESS

ELA, with the input and assistance of OHS, has developed quarterly district assessments for each grade level. They are aligned to common core and the SBAC. We are given a grading day for each assessment that the entire grade level team attends together. This gives us a chance to look at the data and assess what students understand and what they need more help with. It also allows us to talk about effective instructional strategies. The assessment data is used to see which students need intervention.

All three ELA teams have created common assessments to use to monitor standards based instruction and student outcomes. For example, English 9 students focused on answering text-dependent questions from Edgar Allen Poe's short story, "The Cask of Amontillado." The English 9 team was able to identify that freshmen students struggle with providing evidence, and we discussed best practices to scaffold this skill for students.

In addition, this semester we assembled a grade level team for 9th grade. We created the following SMART goal for the skill of writing

a claim and supporting it with evidence. We also created a common rubric (see below).

SMART Goal: 100% of 9th grade students will score 100% annotating a document writing a claim with supporting evidence by the end of the second quarter.

Scoring Scale

4	Exhibits a level 3 performance and goes beyond what was taught in class.
3	Identify claim in two or more pieces of evidence and correctly respond to a prompt with at least one piece of evidence
2	Identify main idea or claim in one piece of evidence to support a claim and respond to a prompt
1	Can identify a claim with help
0	No skill is identified even with help

Biology has a few common assessments in place, we have completed one exam (2016) where we were able to analyze the data and compare with each other. Time has been the biggest problem. Finding time to sit down and compare the data has been very limiting to our progress. Our collaboration time has been useful, but seemingly always devoted to some other task; Assessment mapping, Assessment design, instructional strategies, etc.

Math has been uploading student work and also pictures of the data we have been looking at to the Guiding Coalition's Google classroom. Math 1 Readiness has looked at data for a CH 3 Common Assessment and most students passed with no problems. Math 1 is looking at data from CH 3. We found that students are not justifying their answers even after doing the intervention. CH 4 of Math 2 has factoring and the first CFA was excellent, however when you add special cases and more difficult factoring many students struggle with all the steps. Mrs. Howard is going to do a targeted intervention after Thanksgiving Break and invite any of Mrs. Boehme's students to attend as well. All math teachers on LPHS campus are using common assessments.

Social Studies has developed and assigned District Quarterly benchmarks for 10th and 11th grades. The benchmarks focus on the Common Core standards of writing claims and using evidence to support claims.

Besides benchmark exams, Social Science teams have developed SMART goals around at least one common formative assessment for each unit. We have analyzed the results and whether or not teams met the SMART goals written.

Action Step

Provide staff with Aeries Analytics training and the effective use of data to drive standards-based instruction.

PROGRESS

Teachers provided training to teachers for AERIES Analytics at the beginning of the previous two school years. During the August 2016 workshop, teachers were offered a choice of a basic or an advanced session. In the advanced session, teachers were provided data from a test given to students during the prior school year to demonstrate the importance of locating trends within our test results. This data was used to inform the process for remediation by identifying core areas where students struggled for mastery and distinguishing this problem from poorly-worded questions that introduce ambiguity into the results. Step-by-step instruction were provided on how to create tests in Aeries Analytics, how to weight questions, how to link these tests to assignments in the gradebook, how to print answer sheets, how to upload completed tests into the gradebook with the aid of a scanner, and how to view reports that contain the results data. Since that date, the teacher trainers have held similar sessions with members of the English, Mathematics, and Special Education departments. SPED reported success at being able to create an assessment and run it through AERIES Analytics as a result of this staff development session.

Action Step

Continue to provide structured, site-based collaboration time regarding disaggregated data and time to determine and implement data driven change to curriculum, instruction, interventions, and assessment tools to ensure all students have the opportunity to succeed.

PROGRESS

Las Plumas continues to have Collaboration time three times a month on Wednesday mornings. Each Team brings assessment data, Curriculum material, and intervention information to discuss with fellow team members. The information gathered through these department meetings drives instruction to enhance student learning to help our students be more successful.

This year Math 1 R has done the entire cycle of having a CFA with pre planned intervention and a Unit Plan was submitted to the GCT. We are going to start another cycle in December and will also begin Wednesday Write Ups as a way to tackle the Standards of Mathematical Practices and make it more common for students to explain an argument and justify the reasoning of others. All other teams are using collaboration time and lunch to build CFAs for the new curriculum and share strategies for interventions.

In Physical Education we utilize time during collaboration to implement data driven curriculum, instruction, interventions and assessment tools to ensure all students have the opportunity to succeed. We have the kids do the mile, pacers, shuttle pacers with groups, intervals on the track, daily jogs, fit test assessments, circuits, relay races, team cardio competitions, Insanity, P90X, and strength circuits to enhance the cardio portion on the Fitness Test. To enhance overall strength we do body resistance exercises, utilize medicine balls, and lift weights. The Weight Room is open during consultation for those who need to make up maxes or assessments and to make gains. Interventions used are as follows: Weight Room is open during consultation, parent phone calls, emails, teachers attend Student Study Teams, and 504 meetings. There are a variety of assessments used, such as: pre-tests, unit tests, visual assessments, journals, close-reads, Fit Tests, Target Heart Rate, and maxes in weights. The Weights and Conditioning Classes assess utilizing the Bigger Faster Stronger program.

The home economics department utilizes the state standards in all of our teaching practices. The rigor and depth of knowledge increases after each successful task is completed. As a department we re-teach past tasks to reinforce previous standards.

Instructional strategies used in home economics classes:

Reading-Textbook, articles, blogs, recipes, guide sheets

Writing-Projects-Children's books, International Brochure, Menu & Food Planning, Daycare Center, Child Abuse Brochure and so on), Summaries, Papers (Child Development, Introduction to Home Economics, Consumer and Foreign Foods), Advertising (Introduction to Home Economics), Recipes

Hands on practical application of simulated activities-Following proper lab procedures students put the recipe into motion, equaling a product. Teamwork is essential for success.

Demonstrations-Teacher led and student led

In Science we have focused our collaboration time on setting up assessment maps for biology and designing common assessments. Not much of the time has been devoted to data. Once we have our foundations in place we can then gather and analyze the data and plan strategic interventions where needed.

The Social Science department meets in four collaborative teams. We collaborate and develop unit curriculum maps, develop common summative and formative assessments, and analyze the results. Based on assessment results analyzed by teams, re-teaching and targeted interventions ensure all students are provided the opportunity to learn essential instruction.

The CTE teachers continue utilizing the provided collaboration time to meet weekly to develop and build upon cross curricular ideas/projects. We also reflect upon the ideas that we have investigated and already implemented to address the effectiveness of the content as it pertains to students CTE knowledge.

Action Plan 2—Instruction

Statement of Area for Improvement: Using best practices, fully develop and consistently deliver a California Common core state standards-based curriculum in all content areas.

Rationale: All students must be ensured access to a rigorous, standards-based curriculum with a strong instructional program that responds to the changing clientele and needs of LPHS students and staff.

Links to School-wide Expected Learning Results: This Action Plan directly supports ESLRs 1-5, supporting the development of an Effective Communicator, Critical Thinker, Quality Producer, Self-directed Learner, and Collaborative Worker.

Growth Target : The percentage of students at proficient or above on the California Assessment of Student Performance and Progress will increase by 5% per year on average for all sub groups in all areas of the CST.

Action Step

Develop and implement a plan whereby staff effectively utilizes regular, ongoing collaboration time to establish student learning expectations, improves instructional strategies, engages in assessment data analysis, makes master schedule adaptations, and explores other means to ensure the success of all students.

PROGRESS

The Guiding Coalition meets every Thursday with focus on school-wide goals and collaboration. Best practices are discussed and then modeled at collaboration meetings. Examples are SMART goals, DOK (Depth of Knowledge), and intervention teams. Staff meets every Wednesday in the morning for an hour to discuss student learning, evaluate data on assessments, and collaboration on curriculum. This allotted time has help many departments break into small teams for more focused work.

The English 9 team within ELA has worked continually to synchronize instructional practices and curriculum.

MAP data was used to increase the number of sections of Power Reading from one to three. We also used MAP data to determine which students should be placed in English Intervention.

ELA teams have developed common assessments with the aid of a SMART goal (specific, measurable, achievable, relevant, and timely) that is agreed upon by members of the team who weigh the value of the assessment against the mapped curriculum standards, the learning goals of end of quarter district-assessments, and the readiness-levels of their students. Upon delivering these assessments, data is collected via reports and students work samples, and then analyzed in team meetings for the purpose of implementing effective remediation plans and adopting best practices for student skills mastery in future lessons. During the first quarter, the English 11 team isolated three questions from the quarter one district assessment that emphasized close-reading skills for students. The results revealed that although students could intuitively locate the correct answer to questions asking them to make inferences based on evidence provided in a text, few could identify actual quotes from the text that supported their inferences (only 56% of my students could identify key supporting quotes accurately, even when presented with only four choices). The English 11 team remediated students with the aid of a quote sandwich model used within a definition essay unit that requires students to first explain the context of key quotes and then explain their selected quote's relationship to an assigned topic sentence claim. This practice has revealed the need for precision in language. Expectation for selection of quotes is that they must be justified with accurate and thorough explanations. Multiple new documents have been developed incorporating sentence starters, rubrics, and graphic organizers for scaffolding this

process and found that students of all proficiency levels are able to connect the pieces with a measured approach to instruction of their quote selections.

Action Step

Provide a structure for the effective use of collaboration time among department members and across curriculums to ensure identified areas affecting student learning are met.

PROGRESS

GCT continues to develop ongoing tools to help teams effectively use their Collaboration time. School wide goals were developed prior to the start of the school year and every staff member is aware of these goals. We are using Unit plans as one measure in first semester and also using DOK reflections to increase the rigor of assessments or lesson plans.

The Guiding Coalition implemented a rotational schedule designed to include all collaborative teams in the PLC process. A team starts the meeting by reading collaboration norms, and another team closes the meeting with team successes focusing on instructional strategies, team goals met, and interventions or extensions. Staff shares responsibility to improve student learning outcomes for all students.

During our collaboration time, each discipline is divided up into teams that allow for focused discussion on specific groups of students and classes. Guiding Coalition asks teachers to submit minutes as proof of their collaboration time so that we may see what teachers are talking about and have evidence for the work teachers are doing. Collaboration time has also been used to encourage teachers to discuss instructional strategies, DOK levels, CFAs, and more.

Action Step

Improve communication and collaboration with feeder schools and districts.

PROGRESS

Las Plumas High School continues to host 8th grade parent night, invites middle schools to our annual college fair and projected career fair, and provide correspondence about academic offerings and opportunities based on assessment.

All opportunities provided to the feeder schools are given a minimum two week advanced notice.

We also offer an incoming tour of Las Plumas High School to potential freshman and parents.

Action Step

Utilize collaboration time to fully develop a rigorous standards-based curriculum in all content areas and share best practices instructional strategies to engage students in learning.

PROGRESS

As a school, all Las Plumas High School teachers are committed to meeting three Wednesdays a month to use their scheduled Collaboration time to develop and implement their standards-based curriculum lessons and assessments to improve student learning of the all curriculum. Teams within each department break out during this time to share and develop strategies and to reflect on data and best practices.

All our math classes are aligned to the new standards for content and mathematical practices. Teachers have been trained in the use of the CPM curriculum and share best practices in small and whole group discussions. Math 1 is doing a special professional development this year with consultant Nannette Johnson. We observe each other's classes and look for the Standards of Mathematical Practices 1, 3, and 6. These three standards focus on persevering, explaining and justifying arguments, and attending to precision (including the use of mathematical language). We are developing a lesson study for Chapter 5 with the content of sequences for our next meeting with the consultant. Observing others in our department is a long standing norm. We continue to use this strategy to help each other with classroom environment, discipline, content, best practices, etc.

The Advanced Physical Education teachers meet weekly to discuss the current units. Goals are set based on The Alliance for Teacher Excellence Mentor Kit. We are adapting instructional plans and curricular material to meet the assessed learning needs of all students.

Science has been devoting most of our collaboration time to investigate/share best practices instructional strategies with other teachers. Our curriculum is standards based and we continue to implement the NGSS standards.

The Social Science team has used two collaborations developing a shared understanding of Google classroom to share best practice lessons and assessments, specifically targeting the use of Google forms. We have also shared out ways the social science department can engage students using standards-based connections to the presidential election, current events, cross-curricular activities, and Hyperdocs.

Within our weekly meetings CTE teachers are working on DOKs and curriculum concepts that all the CTE courses can implement.

Action Step

Develop and implement a schoolwide set of instructional practices.

PROGRESS

The Guiding Coalition meets each Thursday during lunch. Its purpose is to ensure that teachers are utilizing student-centered best practices based on SMART (specific, measurable, achievable, relevant, and timely) oriented learning targets and expectations in the form of School-wide Goals. We have focused on schoolwide instructional practices beginning with the 2015 2016 school year when one of our schoolwide goals focused on close reading and annotation. Close reading and annotation will be an ongoing focus for incoming freshmen. Last year, the Guiding Coalition decided on the following goals to be implemented for the 2016-2017 school year. Each staff member/department team continues to strive to meet these goals.

2016-2017 LPHS School-wide Goals

#1 All teams/singletons will develop common unit plans and submit their most developed unit plan each semester.

- *Celebrate results end of the semester*
- *Goal = increase from 30% (last year) to 75%*

#2 Each semester, all teams/singletons will implement at least one (1) common assessment, analyze the data, and develop

effective interventions/enrichment based on a SMART goal(s) for a common unit plan.

- *Goal = increase from 25% (last year) to 50%*

#3 All teachers will work towards increasing DOK levels of instruction and submit reflections for one assignment/common assessment per quarter.

- *Goal = 100%*

The Guiding Coalition has collected the results of common unit plans for quarter one, tasked teachers with revising SMART goals that do not meet the criteria for these goals, and set up a Google classroom page for teachers to submit DOK reflections on assignments given to students during the first quarter.

Freshman Intervention Teams are created and working with Dennis King to create a schoolwide set of practices. Freshman teachers are using Close Reading as a strategy to help increase scores in Science, Social Science and English. Math Teachers are trying a Wednesday Write-up exercise and are working to develop the Standards of Mathematical Practice #3 as a new cultural piece to their classrooms (Identify Arguments and critique the work of others).

Additionally, Guiding Coalition met on August 10, 2016 to agree on curriculum for professional development workshops on Depth of Knowledge level awareness, Aeries Gradebook usage, and Aeries Analytics data analysis.

The Guiding Coalition leads the PLC process of identifying essential learning outcomes through the development of curriculum maps, common formative assessments, and assessment analysis. Systematic interventions have begun in some collaborative teams. GC members “get tight” in the process, then return to their collaborative teams and facilitate the team’s work.

Action Step

Analyze the impact on EL student outcomes and revise EL program annually.

PROGRESS

EL Class Placement Guidelines are revised to include or omit criteria to reflect changes in policies such as the termination of CAHSEE, CST and CMA and the inclusion of MAP assessment.

Reclassification Form is revised to include or omit criteria to reflect changes in policies such as the termination of CAHSEE and the inclusion of MAP assessment.

CELDT, MAP, and Writing Diagnostic Rubric scores assess student yearly progress in key areas of language development.

2013-2014 school year 19/90 students were reclassified (21%)

2014-2015 school year 23/60 students were reclassified (38%)

2015-2016 school year 17/49 students were reclassified (35%)

Action Step

Develop an alternative program for non-graduating 8th graders and students with 4 or more failing grades at 1st mid quarter progress report. Consider returning Opportunity School to its full functionality, as well as an on site alternative education program.

PROGRESS

Though we feel that having an opportunity program is beneficial to students we have been made aware that due to funding that it is not a viable option.

Currently we are offering workshops to eighth grade non-grads addressing the following topics:

- Time management/organizational skills

- Test taking strategies

- Post-secondary opportunities

- Goal setting

- Available personal, social, emotional support

Action Step

Explore means to expand staff hours of Para Educators.

Explore means to fund full time bilingual aide in Spanish.

Explore means to update and increase library resources, including technology and librarian time to support student learning

PROGRESS

Additional Para Educators have been added to the staff. We now use a flexed schedule so that Para Educators hours allow for full coverage from 7:30 to 3:30 including all breaks.

We have not yet been able to secure funding to staff a full time bilingual aide in Spanish.

The library hours have been extended to include one evening each week. Several computer labs are open to students during the late start Wednesday mornings. Additional technology labs, including rolling carts of 36 computers that can be checked out by individual teachers.

Action Plan 3—School Culture

Statement of Area for Improvement: Promote a culture of high expectations in a safe and positive environment.

Rationale: Students' ability to learn and meet their potential is directly affected by their emotional well-being.

Links to School-wide Expected Learning Results: This Action Plan directly supports all the ESLRs.

Growth Target : Increase participation in clubs, sports, and activities by 10% over two years and decrease the total drop out rate of all four grade levels by 1 % over two years.

Action Step

Increase parent involvement by exploring new ways to communicate with parents.

PROGRESS

Parent involvement has historically been judged by the number of parents that come to school for meetings. Through conversations with parents, it has been noted that most parents feel as if they are involved in their child's education. Social media and technology has created a situation where parents can closely monitor student attendance, performance, and discipline online. It may be time to accept that the "face of involvement" is changing and that the school needs to embrace different forms of communication, in order to remain connected to families. There has been a significant increase in the number of ABI Parent Portal accounts. As of Dec. 6, 2016, there are 650 portal accounts out of 1038 students, or 62.6%.

Action Step

Analyze the reasons behind the drop out and attendance rates. Explore viable solutions. Revise Action Plans as needed to implement solutions.

PROGRESS

Lack of parental involvement

Solution: Offer opportunities for parents to be involved on campus.

Lower socioeconomic status contributing to transportation issues, and medical/behavioral health services.

Solution: Connecting families to community resources such as VICTOR, Public Health and School Ties.

A portion of students are not attending due to entering high school with low academic skills making it difficult to catch up.

Solution: Identifying students early on in grade school.

Action Step

Develop and implement a plan to increase awareness of graduation requirements, post-secondary requirements, and post-secondary opportunities.

Analyze the effectiveness of the plan annually and revise as needed.

PROGRESS

We offer a variety of activities throughout the year designed to increase student involvement in their successful completion of high school and readiness for post-secondary education.

Fall Activities

- Senior presentations (transcript review, credit recovery, A-G requirements, NCAA eligibility, college/university requirements and post- secondary opportunities).
- PSAT classroom presentation (informing students of SAT test preparation resources and opportunities).
- District wide college fair.
- Support recruitment efforts for Educational Talent Search and Upward Bound.
- Students attend college/university field trips and work site visitation tours.
- ASVAB (offered to grades 10th through 12th , used as a career exploration tool)
- REG2GO (Butte College representative presents to seniors on their three step registration process).
- Butte College vocational program tours

Winter Activities

- Financial Aid (Cash for College) event for seniors.
- Registration process begins for grades 9-11 (transcript review, credit recovery, A-G requirements, career pathways, NCAA eligibility, college/university requirements and post- secondary opportunities).
- Proposing that feeder schools attend high school campus for orientation instead of counselors going to feeder schools (reviewing graduation requirements, career pathways, A-G requirements, and extracurricular opportunities). Parental

involvement encouraged.

- Reg2Go assessments for seniors.
- The enrollment process for the College Connection program begins.

Spring Activities

- Students attend college/university field trips.
- AP class presentations on registration process and testing schedule.
- Career Fair
- Reg2Go field trip to Butte College to register for courses and receive campus tour (seniors).
- Butte College vocational program tours
- Scholarship award night

Action Step

Explore means to provide career exploration, school to work skills, and computer skills in all CTE courses at each grade level and encourage high expectations.

PROGRESS

We have many opportunities for students to explore career opportunities. We continue to provide career exposure through enrichment presentations (once a week to offer), fund CTE related field trips, and use ASVAB as a career exploration tool (once a year). We have expanded our spring career fair and invite several other schools, including elementary schools. Career pathways are outlined in student handbook and course selection sheets and we support 2+2 program articulation with the local community college.

Action Step

Develop and implement a long range plan to improve student attitudes about education and career possibilities and to promote students' sense of connection to the school and to school staff.

PROGRESS

We encourage students to participate in extracurricular activities such as:

- Athletics
- Clubs
- Service Organizations (RYLA)

We utilize counselors to mediate between teachers and students in an effort to improve communication.

Insure that students continue to be recognized for character and academic accomplishments.

- Honor Roll
- Birthday Grams
- Oroville Exchange Club, Student of the Month (senior)
- PTSA Recognitions (9-12)

Our counseling office has an open door policy for students and staff.

We partnership with local elementary schools to identify high school camp counselors for their programs. This provides opportunities for students to develop leadership skills (Shady Creek).

Action Step

Promote school-wide community service.

PROGRESS

We strive to increase student involvement in community service clubs, such as:

- Key Club
- Interact Club
- Link Crew
- FFA
- Environmental Club

Staff encourage strong academic students to volunteer in the high schools tutoring program.

Action Step

Explore the means to increase funding for the Sheriff's Deputy on campus (SRO)

PROGRESS

The Board of Trustees has taken great interest in increasing the amount of time that the School Resource Deputy is on campus. The District is currently seeking cost estimates from both the Butte County Sheriff's Dept. and the Oroville Police Dept. for a full-time School Resource Officer for the 2017-18 school year.

Action Step

Provide transportation vehicle(s), such as a golf cart, to increase the ability and effectiveness of security personnel to monitor the large campus and provide transport for injured persons.

PROGRESS

A golf cart was purchased during the 2015-16 school year. A special seat/bed was donated by the Class of 2016, which allows for injured students and medical equipment to be transported around campus. The golf cart has increased the ability to supervise and respond to emergencies.



Action Plan 4—Intervention Program

Statement of Area for Improvement: Develop a strong and consistent intervention and remediation program.

Rationale: Along with high expectations and the implementation of Common Core, students need support to achieve at high levels.

Links to School-wide Expected Learning Results: This Action Plan directly supports ESLRs 1-5, supporting the development of an Effective Communicator, Critical Thinker, Quality Producer, Self-directed Learner, and Collaborative Worker.

Growth Target : Decrease the number of students who earn D's and F's by 5% each year.

Action Step

Find ways for all staff members to utilize the mandatory consultation and academic detentions to maximize its effectiveness.

PROGRESS

SEE NEXT STEP

Action Step

Continue to find ways to increase effectiveness of consultation time.

PROGRESS

The Guiding Coalition supports individual and team choice on how consultation is used by staff and students. We support teachers who choose to work only with their students or are willing to team target specific students. We also support teachers who choose to use consultation for test make-up or study hall. We created norms for consultation to guide staff members.

#1 All students need to be in a learning environment.

#2 students are to remain with the teacher/instructor they initially choose for the entire consultation time.

Mandatory consultation has been used when teachers choose to implement targeted instruction. We developed Socratic surveys for staff to share their thoughts on what/how they think consultation can be improved. Surveys are analyzed by the Guiding Coalition and the results are shared with staff. This year, on the advice of the Guiding Coalition, Las Plumas closed the cafeteria study hall to ensure that students would use the consultation period for the purpose of meeting with their teachers to receive supplemental instruction on skills that they are not mastering during regular class periods. A change in the schedule has been suggested a couple of times, but we are trying to make our current time more effective before we make a change to the schedule. We struggle to make consultation mandatory when

attendance cannot be taken, however, once a referral is made, administration is very effective at managing academic detentions for students who do not show up for mandatory consultation.

Teachers report that they are trying a variety of strategies to make consultation as effective as possible. Some hand out mandatory consultation attendance slips as a reminder to students in need of remediation. For assignments with high failure rates on specific topic, some reteach the concept, limiting consultation to students in need of the one item. Some staff use mandatory consultation and academic detentions to work with students who are behind. Others keep consultation voluntary and students catch up on missed work or get help on any assignment.

The Counseling Department has developed student teams of tutors to provide direct support to students who arrive at the regular start of the school day on Wednesdays. Additionally, our school features lectures by community professionals during the consultation period on Thursdays in the band room. As a result, students can learn about occupations and career fields that they might otherwise not consider due to a lack of awareness. These lectures regularly feature members from the military and law enforcement. This has inspired some teachers to have professors from Chico State provide similar meetings in their classroom with the purpose of connecting our students' efforts to the achievement of meaningful life goals.

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

Federal Funding Sources Amount

Title I	\$216,490	
Title I Parent Involvement	\$2,696	
VEA Hosp., Rec., and Tourism	\$6,328	
VEA AG	\$26,867	
VEA Transportation	\$11,137	
VEA Manufacturing	\$8,980	
VEA Child Development	\$5,942	
LP CTIEG	\$60,211	
LP CTIEG ITEC	\$30,105	
LPCTIEG AG	\$114,400	
LP CTIEG AUTO	\$30,105	
Career Pathways Grant Butte	\$46,582	
Career Pathways Grant CUSD	\$10,753	
Total Federal Funds for 2016-2017		\$ 570,596

State Funding Sources Amount

AG INCENTIVE	\$21,248	
Lottery Athletic Eq Rep	\$6,386	
Lottery Computer Maint	\$32,365	
Total State Funds for 2016-2017		\$201,080

District Funding Sources Amount

LP SCHOOL SITE ALLOCATION	\$135,500	
DISTRICT CTE ALLOCATION	\$ 25,300	
DISTRICT ART ALLOCATION	\$5,000	
LP COLLEGE READINESS ALLOCATION	\$11,923	
Total District Funds for 2016-2017		\$ 177,723

Total of All Funding Sources allocated at the School level		\$771,676
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Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Bret Lawson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dan Ramos	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annie Baciorek	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Avila	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ruthie Anaya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jon Andrew	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will Cotter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sydney Howard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Dave Croxell	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

Attested:

Dan Ramos

Typed Name of School Principal

Signature of School Principal/Date

Bret Lawson

Typed Name of SSC Chairperson

Signature of SSC Chairperson/Date

Approval Date: June 7, 2017

Assurances

The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law. 9/28/2016

The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. 9/28/2016

The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan. 6/8/2017

This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. 6/8/2017

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan: N/A

APPROVAL

The school plan was adopted by the council on: 6/8/2017

Public Notice Due Date: 6/1/2017

District Governing Board Review Due Date: 6/15/2016

School Site Plan Approved: 6/8/2017

Attested by School Principal: 6/8/2016

Attested by School Site Council Chairperson: 6/8/2017

