

Las Plumas High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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).

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.



Mr. Dan Ramos, Principal

Principal, Las Plumas High

About Our School

As the 2016-17 school year begins, we look forward to the challenges that this year brings and recall all of the accomplishments that occurred in the 2015-16 school year. LPHS facilities are approximately fifty four 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. A school bond of \$8,523,932 passed in 2003. Construction of a new gymnasium, agricultural science lab and classrooms, and a fine arts complex was completed in 2007. Modernization projects (\$7,523,747) to upgrade the original buildings began in 2007 and were completed in 2008.

The California State Legislature has recently made significant changes that affect schools and students. Most notably, the California High School Exit Exam (CAHSEE) has been suspended, through the 2017-2018 school year. This means that students will not be required to pass the exam, in order to graduate from high school. Additionally, the California Assessment of Student Performance

and Progress (CAASPP) has become the new measure for academic performance. All 11th graders took the Math and English Language Arts exams in the 2014-15 school year. 10th graders also took the Science exam, as they have in past years. A new accountability model will include school performance in the following areas: AP Exam performance, Career Technical Completers, CAASPP results, graduation rate, and attendance. The criteria for measuring school progress is being developed and Las Plumas High School is taking steps to prepare students to be successful in the 21st century.

Contact

Las Plumas High
2380 Las Plumas Ave.
Oroville, CA 95966-7305

Phone: 530-538-2310
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About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Oroville Union High	School Name	Las Plumas High
Phone Number	(530) 538-2300	Street	2380 Las Plumas Ave.
Superintendent	Corey Willenberg	City, State, Zip	Oroville, Ca, 95966-7305
E-mail Address	cwillenb@ouhsd.org	Phone Number	530-538-2310
Web Site	www.ouhsd.org	Principal	Mr. Dan Ramos, Principal
		E-mail Address	dramos@ouhsd.org
		Web Site	http://lphs.ouhsd.org
		County-District-School (CDS) Code	04615150434803

Last updated: 1/10/2017

School Description and Mission Statement (School Year 2016-17)

Las Plumas High School (LPHS) was established in 1960 as the second of two comprehensive high schools and is located in rural Oroville, California. LPHS is the largest high school in the Oroville Union High School District, with 1075 students and nearly 80 staff members. Las Plumas offers a modified high school time schedule with six periods of class; each 57 minutes in length. The school utilizes a 24 minute Consultation Schedule, which enables students to meet with teachers Monday, Tuesday, Thursday, and Friday, while staff meets on Wednesdays for one hour. The Consultation Program identifies students who are at risk of failing classes and refers them to extra help provided by their teachers.

The campus covers 64 acres, drawing students from approximately 663 square miles and from several different elementary districts. The Oroville Union High School District has been experiencing declining enrollment. Las Plumas had 1029 students as of January 2017, which is a slight decrease over the previous year. District projections for future declining enrollment have resulted in an atmosphere of conservative spending, although the student population is predicted to remain more stable for the next few years.

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.

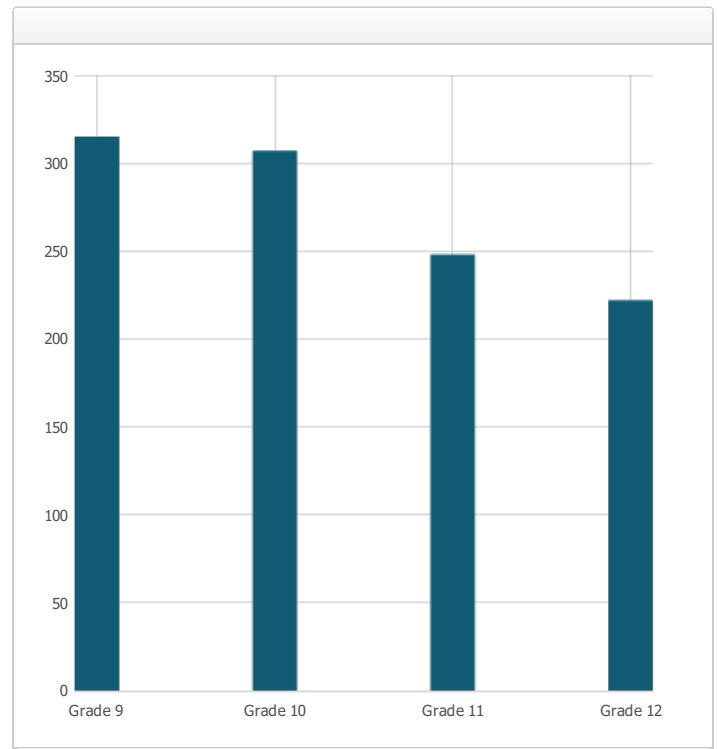
School-Wide and WASC Goals:

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

Last updated: 1/10/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	315
Grade 10	307
Grade 11	248
Grade 12	222
Total Enrollment	1092

*Last updated: 1/10/2017***Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	2.7 %
American Indian or Alaska Native	8.4 %
Asian	8.4 %
Filipino	0.4 %
Hispanic or Latino	23.2 %
Native Hawaiian or Pacific Islander	0.4 %
White	51.0 %
Two or More Races	5.2 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	65.8 %
English Learners	5.8 %
Students with Disabilities	11.4 %
Foster Youth	0.5 %

Last updated: 1/10/2017

A. Conditions of Learning

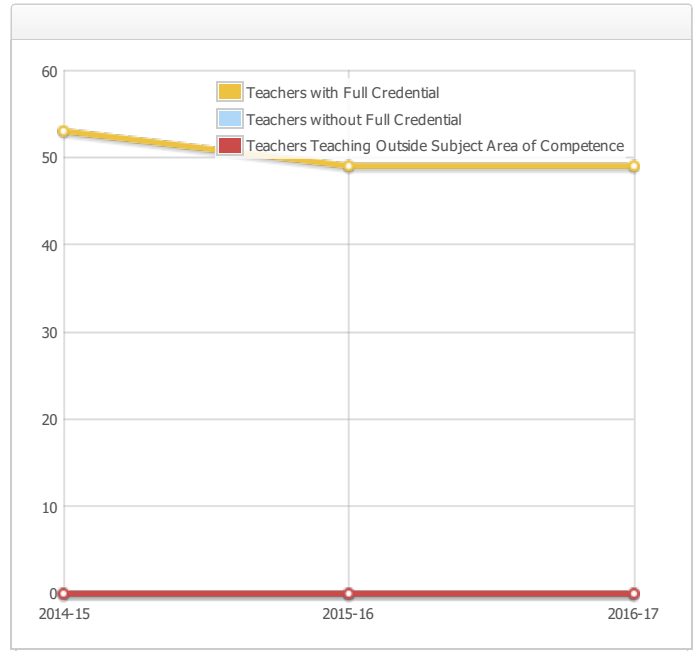
State Priority: Basic

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

Teacher Credentials

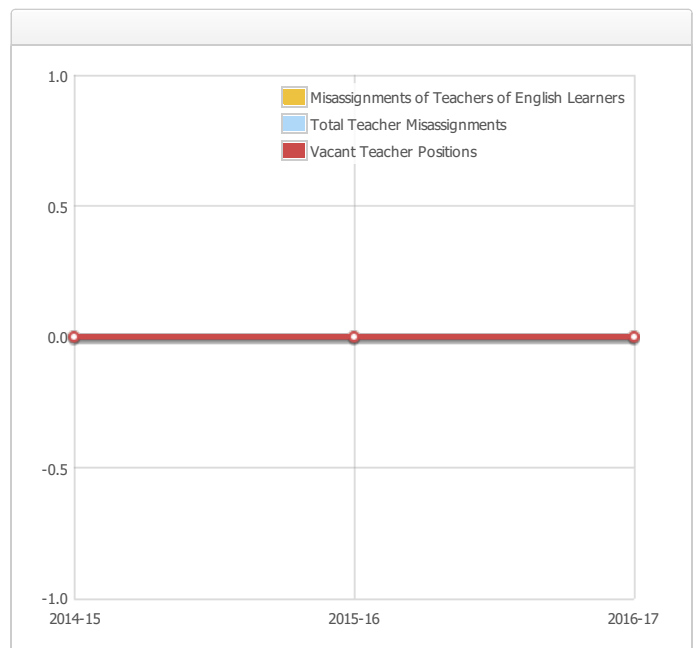
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	53	49	49	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/10/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/10/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	98.0%	2.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/10/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Timeless Voices, Timeless Themes, The American Experience, Prentice Hall, 2002, ISBN 0-13-054807-3 2003 Perrine's Literature: Structure, Sound, and Sense, Thomas R. Arp, ed. Harcourt, Brace College Publishers, ISBN 0-15-503822-2 2003 Timeless Voices, Timeless Themes, The British Tradition, Prentice Hall, 2002, ISBN 0-13-054808-1 2003 Timeless Voices, Timeless Themes, Gold Edition, Prentice Hall, 2002, ISBN 0-13-054805-7 2003 Timeless Voices, Timeless Themes, Platinum Edition, Prentice Hall, 2002, ISBN 0-13-054806-5 2003	Yes	0.0 %
Mathematics	Math 3 (Algebra 2) Second Edition Version 5.3, CPM Educational Program, 2000, ISBN 1-885145-62-4 2001 AC(Algebra Connections) California Edition, CPM Educational Program, 2008, ISBN-13:978-1-60328-000-6 Calculus of a Single Variable, 7th Edition. Ron Larson, Robert Hostetler, and Bruce Edwards, Boston, Houghton Mifflin Company, 2002, ISBN 0-395-88578-7. 2002 Algebra Readiness, UCLA Math Content Program for Students, Introduction to Algebra, Regents of University of CA, 2007, ISBN 978-1-934591-02-4 CPM(Geometry Connections) version 3.1, CPM Educational Program, 2007, ISBN-13:978-1-931287-60-9 2001 Precalculus with Limits: A Graphing Approach, 3rd Edition,	Yes	0.0 %
Science	Principles and Practice of Veterinary Technology, Paul W. Pratt, Mosby Publishing, 1998, ISBN 0-8151-7308-3. N/A Modern Livestock & Poultry Production, Sixth Edition, James R. Gillespie, Delmar Publishers, 2002, ISBN 0-7668-1607-9. 2004 Introduction to Livestock and Companion Animal, Lee/Hutter/Rudd/Westrom/Patrick/Bull, Prentice Hall Interstate, 2004, ISBN 0-13-036432-0. 2004 Chemistry, Addison-Wesley, Prentice Hall, Needham, MA, 2002, ISBN # 0-13-054384-5 2007 Biology, The Dynamics of Life, Alton Biggs, Whitney Crispin Hagins, The McGraw Hill Companies, Inc., 2005, 0-07-866580-9 2002 Food Science, Goodheart-Willcox, 2002 ISBN # 1-56637-792-7 2009 Agriscience Fundamentals and Applications, Cooper, Delmar Publisher, 1997 ISBN# 0 827362781 2004	Yes	0.0 %

	<p>Biology Principles and Explorations; Holt, Rinehart, and Winston, 2001, ISBN H51999-3 2001</p> <p>Human Anatomy & Physiology, 7th Edition, Pearson Publishing, 2007, ISBN: 0-8053-5910-9 2002</p> <p>Earth Science, Nancy E. Spalding, Samuel N. Namowitz, McDougal, Illinois, 2005, ISBN 0-618-49939-3 2002</p> <p>Earth Science, McDougal, Illinois, 2003, ISBN 0-618-19739-1 2002</p> <p>Physics, Holt, Rinehart and W inston, San Francisco,CA, 2002 ISBN # 0-03-056544-8 2002</p> <p>Biology, Glencoe-McGraw Hill, 2007</p>		
History-Social Science	<p>World Geography, Richard Boehm, Glencoe/McGraw -Hill, 3rd Edition, ISBN 0 02 821 737 3. 1999</p> <p>Government in Action, 11th Edition, Edwards, Wattenberg & Lineberry 2003</p> <p>United States Government: Democracy in Action, Glencoe, 2006, ISBN# 0-07-860053-7 1999</p> <p>Glencoe World History: Modern Times, Spielvogel, 2005,2010</p> <p>The American Vision, Appleby, Brinkley, Broussard, McPherson and Ritchie, 2005, ISBN# 0-07-860719-1 2010</p> <p>The American Pageant, Houghton Mifflin Publishing, 13th Edition, ISBN 0 618-479406 1999</p> <p>Principles of Economics, 3rd Edition, Gotthiel, South-Western Publishing, 2004, ISBN# 0-324-12571-2 1999</p> <p>Principles of Economics, 4th Edition, South-Western Cengage, 2007 Menkiw , N. Gregory., ISBN 0-324-22472-9 1999</p>	Yes	0.0 %
Foreign Language	<p>iEn Español (Uno), McDougal Littell, 2000 Edition, ISBN 0-395-91082-X</p> <p>Repaso: A Complete Review Workbook for Grammar, Communication and Culture, National Textbook Company, 1997 Edition, ISBN 0844274100.</p> <p>Encuentros Maravillosos, Scott Foresman Addison Wesley, 1998 Edition, ISBN 0-673-21595-4</p> <p>Repaso: A Complete Review Workbook for Grammar, Communication, and Culture, National Textbook Company, 1997, ISBN 0844274100</p> <p>Abriendo Paso: Lecturas (Provides readingsfrom four of the required authors in the APSpanish 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.</p>	Yes	0.0 %
Health	<p>Glencoe Health, Glencoe, 2004, ISBN 0-07-826326-3</p>	Yes	0.0 %
Visual and Performing Arts	<p>Art History, 2nd Revision, Marilyn Stokstad, Prentice Hall, 2005, ISBN 0-13161-672-2</p> <p>Discovering Drawing, 2nd Edition, T ed 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 Williams, Davis Publishing, 2005, ISBN 087192-6296</p> <p>CS-3 Classroom in a Book, 2007, Adobe, ISBN #: 0-321-32184-7</p> <p>Photo and Digital Imaging, 2002, Goodheart / Wilcox Co., ISBN #: 1-56637-879-</p> <p>The Art of Floral Design, Norah T . Hunter, Delmar Thompson Learning, 2000 ISBN #0-8273-8627-3</p> <p>Sunset Western Garden Book, Revised and Updated Edition, Sunset Edit</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/11/2017

School Facility Conditions and Planned Improvements

School Facilities

LPHS facilities are approximately fifty four years old and undergo requested and routine maintenance under the direction of the district maintenance supervisor. The administration works daily with the custodial staff of six to ensure that the school is maintained to provide for a clean and safe environment. Trash is picked up before school, after lunch, and after school. The bathrooms are monitored for cleanliness all day long. We have established cleaning standards for the school. We recently purchased several new machines to help with the cleaning of floors and bathroom sanitation.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority given to emergency repairs.

Safety:

The Las Plumas Coordination of Student Services Team (COST) group meets weekly to provide support for at-risk students and keep students safe on school grounds. This group is comprised of a representative from all categorically funded programs and includes Sheriff's Department, Mental Health, Administration, Campus Supervisors, and school counselors. All staff have a two-way radio to help keep students and staff safe and are assigned biweekly campus areas to monitor during specific times of day. Campus Supervisors and the School Resource Deputy are available to support administration and staff in their efforts to maintain a safe school.

Planned Improvements (School Year 2015-2016)

Security bars have been added to areas, as well as gates, in order to secure the Las Plumas quad. The Oroville Union High School District has also contracted with Sunworks, to install solar energy generation facilities on the Las Plumas High School campus.

Last updated: 1/10/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof repairs are in progress for buildings exhibiting roof leaks.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2017

Overall Rating	Good
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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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	51.0%	45.0%	48.0%	41.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	20.0%	15.0%	19.0%	13.0%	34.0%	36.0%

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

Last updated: 1/10/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	245	214	87.4%	45.1%
Male	125	110	88.0%	40.0%
Female	120	104	86.7%	50.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	19	79.2%	68.4%
Filipino	--	--	--	--
Hispanic or Latino	61	53	86.9%	37.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	137	123	89.8%	45.1%
Two or More Races	13	11	84.6%	45.5%
Socioeconomically Disadvantaged	154	139	90.3%	44.2%
English Learners	--	--	--	--
Students with Disabilities	20	14	70.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Last updated: 1/10/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	245	220	89.8%	15.1%
Male	125	112	89.6%	16.1%
Female	120	108	90.0%	14.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	21	87.5%	14.3%
Filipino	--	--	--	--
Hispanic or Latino	61	54	88.5%	16.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	137	125	91.2%	14.5%
Two or More Races	13	11	84.6%	18.2%
Socioeconomically Disadvantaged	154	143	92.9%	11.3%
English Learners	--	--	--	--
Students with Disabilities	20	15	75.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Last updated: 1/10/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	45.0%	50.0%	47.0%	50.0%	43.0%	43.0%	--	--	--

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Last updated: 1/10/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	304	283	93.1%	46.6%
Male	153	139	90.9%	51.8%
Female	151	144	95.4%	41.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	19	18	94.7%	55.6%
Asian	23	23	100.0%	47.8%
Filipino	--	--	--	--
Hispanic or Latino	71	67	94.4%	31.3%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	157	145	92.4%	53.1%
Two or More Races	24	21	87.5%	57.1%
Socioeconomically Disadvantaged	192	181	94.3%	39.8%
English Learners	12	11	91.7%	18.2%
Students with Disabilities	37	33	89.2%	48.5%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Last updated: 1/10/2017

Career Technical Education Programs (School Year 2015-16)

Las Plumas High School offers a variety of Career Technical courses, which are a part of a coherent three course sequence, with a capstone course. Vocational Education has long been a requirement for graduation, as the need to expose students to different career opportunities has been demonstrated through labor partners and demand by students and parents for the courses. These courses are offered to all students, giving them the ability to choose the pathway that is best for them. There has been a significant change for the 2016-17 school year, in that the Butte County ROP is no longer supporting classes at Las Plumas High School. The Oroville Union High School District has maintained all former ROP courses taught by OUHSD teachers, despite the loss of ROP support.

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

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

Agricultural Education:

Ag Mechanics

Grade 9/10 Ag Mechanics 1

Grades 10/11 Ag Mechanics 2

Grades 11/12 Ag Equipment/ Construction

Animal Science

Grade 9/10 Ag Earth or Ag Science

Grade 10/11 Animal Science

Grade 11/12 Ag Veterinary Skills

Environmental Horticulture

Grade 9/10 Ag Earth or Ag Science

Grade 10/11 Floriculture 1 or Environmental Horticulture 1

Grade 11/12 Floriculture 2 or Environmental Horticulture 2

Diversified Occupations:

Grades 9-12 One year Course for students with exceptional needs

Home Economics:

Food Service & Hospitality

9/10 Intro to Home Economics

10/11 Consumer and Foreign Foods

11/12 Chef Prep/Culinary Arts

Child Development

9/10 Into to Home Economics

10/11 Child Development

11/12 Working with Children

Fashion Design

9/10 Intro to Home Economics

10/11 Fashion Design

11/12 Advanced Fashion Design

Industrial Technology:

Manufacturing Technology

9/10 Intro to Technology Block

10/11 Advanced Manufacturing

11/12 Welding

Transportation/Energy

9/10 Intro to Technology Block

10/11 Automotive Technology

11/12 Advanced Automotive Technology or High Performance Auto

Last updated: 1/11/2017

Career Technical Education Participation (School Year 2015-16)

Measure

CTE Program Participation

Number of Pupils Participating in CTE	581
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	22.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	48.0%

Last updated: 1/10/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	581.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	45.0%

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.5%	25.4%	23.2%

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

Last updated: 1/10/2017

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

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

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.

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) to keep parents informed of students' academic performance. The Site Council will annually evaluate the parent involvement. Upon assessing the parent involvement, a plan of action will be implemented to continue to achieve the goal of improving communication with parents.

State Priority: Pupil Engagement

Last updated: 1/10/2017

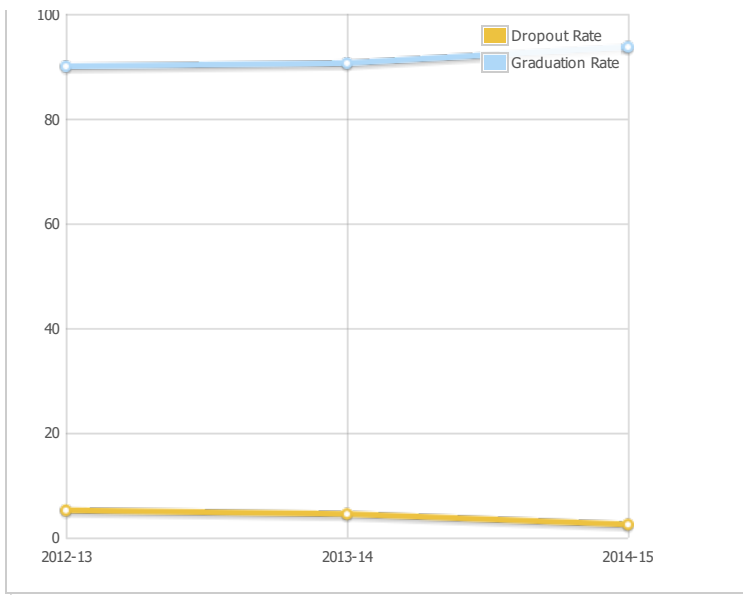
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	5.2%	4.5%	2.5%	7.8%	9.5%	6.0%	11.4%	11.5%	10.7%
Graduation Rate	90.00	90.60	93.70	87.00	86.30	90.30			

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/10/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	87	84	85
Black or African American	67	53	77
American Indian or Alaska Native	58	57	75
Asian	96	98	99
Filipino	100	100	97
Hispanic or Latino	89	82	84
Native Hawaiian or Pacific Islander	100	100	85
White	88	85	87
Two or More Races	75	82	91
Socioeconomically Disadvantaged	85	83	77
English Learners	100	92	51
Students with Disabilities	62	68	68
Foster Youth	--	--	--

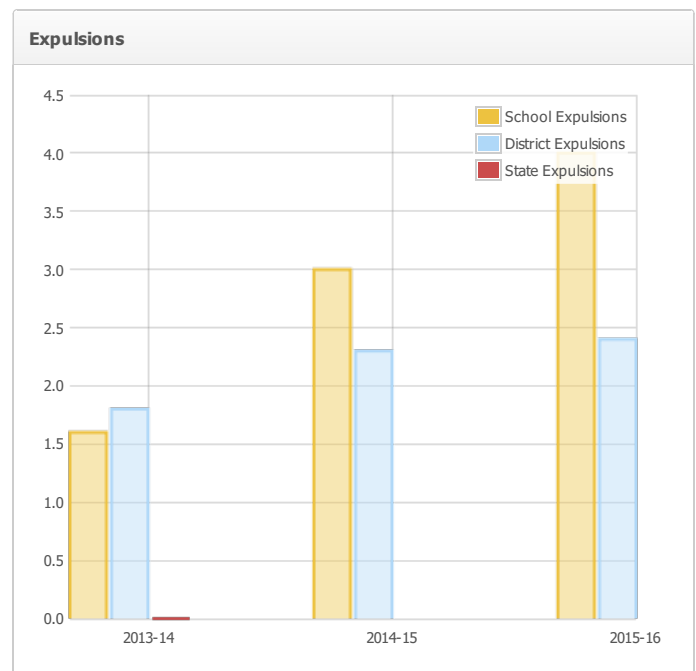
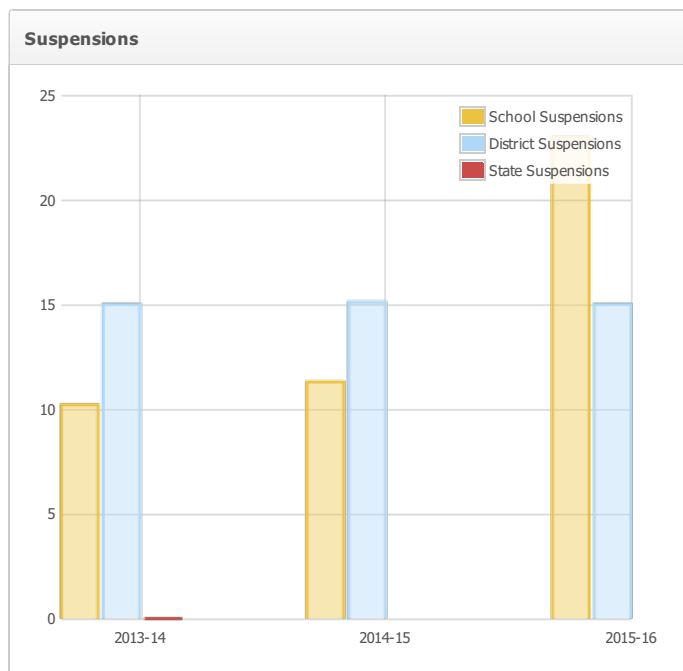
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	10.2	11.3	23.0	15.0	15.1	15.0			
Expulsions	1.6	3.0	4.0	1.8	2.3	2.4			



Last updated: 1/11/2017

School Safety Plan (School Year 2016-17)

School Safety Plan 2016

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 goal of the Safe School Plan is to provide a safe and orderly environment on the Las Plumas High School campus that allows students to pursue their educational goals without interference from others. The Las Plumas High School Site Safety committee has been charged with developing the Comprehensive Safety Plan. The committee, working under the direction of the School Site Council, has met and identified specific goals, objectives, and action steps, with regard to California state guidelines for the Comprehensive School Safety Plan. It includes 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. All of the LP staff and administration were trained in the ICS system. Staff and parents, in case of an emergency, are contacted by the automatic phone caller. The website also will have updated information in case of an emergency.

The Las Plumas School Site Council approves this plan on January 25, 2017.

Last updated: 1/10/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2010-2011
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

Last updated: 1/10/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	14	17	14	28.0	9	13	17	26.0	7	21	6
Mathematics	26.0	12	14	6	27.0	6	14	11	29.5	15	15	1
Science	26.0	5	12	7	25.0	6	11	6	25.2	6	17	6
Social Science	29.0	3	17	12	30.0	5	8	17	26.1	6	20	3

* Number of classes indicates how many classrooms 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.

Last updated: 1/10/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	334.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.5	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.9	N/A
Social Worker	1.0	N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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.

Last updated: 1/10/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9681.0	\$6425.0	\$3257.0	\$68194.0
District	N/A	N/A	\$7678.0	\$68194.0
Percent Difference – School Site and District	N/A	N/A	42.0%	0.0%
State	N/A	N/A	\$5677.0	\$75859.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/11/2017

Types of Services Funded (Fiscal Year 2015-16)

Las Plumas High School is designated Title I school-wide. Approximately 65% of students receive Free or Reduced Lunch. Programs are in place to support students who are at risk of performing below their ability. These supplemental programs provide academic support, in order to promote success. Federal Title I funding is the primary source of funding. Las Plumas High School provides reading intervention for struggling readers through the READ 180 program. English Language Learners are assisted by a Hmong and a Spanish speaking para-educator. Additionally, Migrant Education supervises approximately six students. Las Plumas High School also employs a credentialed teacher to identify and target at-risk students through an Intervention Period.

READ 180 Computer Lab

Para-Educator for READ 180 Lab

7 hr. /day Hmong Para-Educator

3 hr. /day Spanish Speaking Para-Educator

Math Readiness Intervention class

One period Intervention Coordinator

Supplemental books and materials

Professional Development for teachers

Purchasing up to date technology for supplemental needs

Last updated: 1/10/2017

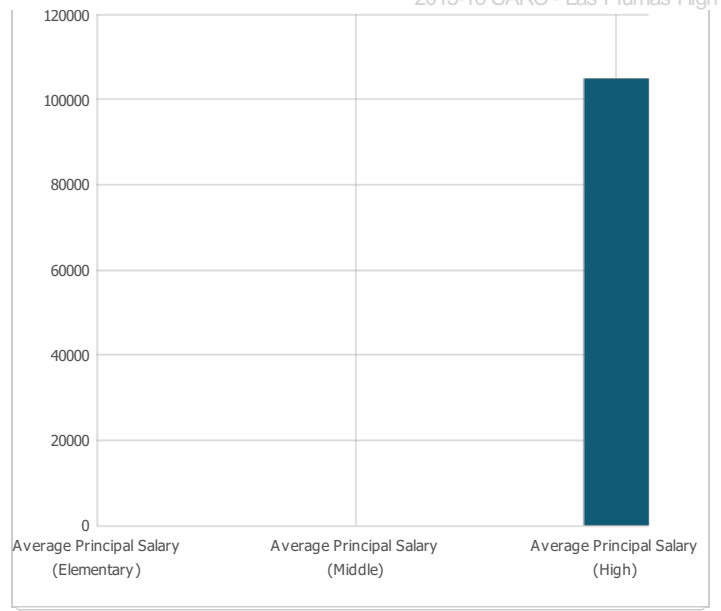
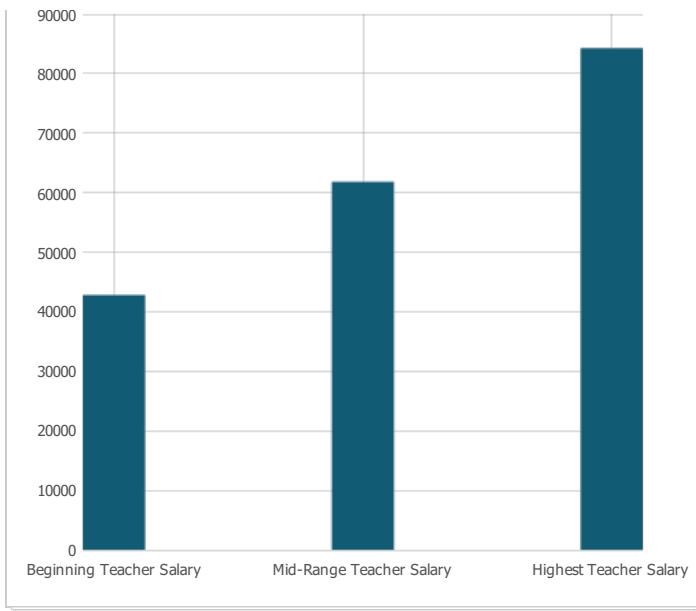
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,804	\$45,265
Mid-Range Teacher Salary	\$61,825	\$72,281
Highest Teacher Salary	\$84,273	\$94,342
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$104,898	\$127,317
Superintendent Salary	\$131,475	\$168,625
Percent of Budget for Teacher Salaries	31.0%	34.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/10/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	4	N/A
All Courses	10	19.3%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/11/2017

Professional Development

Las Plumas High School is designated Program Improvement Year 5, due to lack of sufficient progress in several different demographic sub-groups. Although the school has made consistent progress over time, historically, there has been insufficient progress in or more of the following areas: English Language Learners, White, Hispanic, Students with Disabilities, and Socio-Economically Disadvantaged Students. Beginning with the 2012-13 school year, Las Plumas High School has participated in the Alternative Governance Board(AGB), hosted by the Butte County Office of Education. The focus of the school has been on improving instruction and making the curriculum accessible to all students.

There have been several major changes to the instructional program, as result of participation on the AGB, as well as evaluating all aspects of instruction. Specifically, the Special Education program has totally restructured classes to provide the most assistance to those with the lowest skills, as well as pushing students out to mainstream classes, as opposed to more sheltered classes. Additionally, a Tutorial Support Class provides direct case management and monitoring for students assigned to each Special Education teacher. Instructional placement is determined by the IEP team and has resulted in students getting more of the services that they need and providing them ability to achieve at a higher level. The English Language Learner program was also restructured to place students in a leveled support class, in addition to grade-level English instruction. These changes have required that staff receive additional professional development, which has been funded through the use of Title I funds.

The Oroville Union High School District has entered Program Improvement, resulting in the formation of the District Assistance and Intervention Team (DAIT). The District has contracted with Total School Solutions to provide consulting services and Staff Development. Instructors received professional development during the 2013-14 and 2014-15 school years in order to prepare for the implementation of Common Core. Each department has received focused training on Common Core. The plan continues with development of new curriculum and evaluation of texts. A District Site Leadership Team was also formed to advise the Superintendent on matters relating to DAIT.

Teachers receive support for these processes through outside Professional Development, bringing presenters to the District, and by working with the OUHSD Director of Student Services. The Professional Learning Community model has enabled staff to meet collaboratively to improve learning. There is dedicated time and a structure to implementing elements of the Common Core and evaluating instruction to improve student learning and intervene when students are not achieving at high levels.

Last updated: 1/10/2017