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: May 1, 2016

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 6/15/2016.

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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 1030 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.

The Oroville area has experienced a great deal of growth and development in recent years. New businesses such as Dutch Brothers, Holiday Inn Express, Sonic, Applebee's, Big Lots, and Home Depot are thriving. 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, ROP, 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.

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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.

2015-2016 Student Enrollment and Demographics, as of May 1, 2016:

GRADE LEVEL ENROLLMENT
Grade 9   303
Grade 10................   292
Grade 11................   236
Grade 12................   199
Total Enrollment........1030

ETHNICITY
Hispanic   24.0%
American Indian or Alaska   15.2%
Asian   9.1%
Pacific Islander   .5%
Filipino   .6%
Black or African American   3.3%
White   69.4%

GENDER:
Male: 518   50.3%
Female: 512   49.7%

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

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.

ANALYSIS OF STUDENT PERFORMANCE

CELDT: The overall number of English Language Learners has declined from 128 in 2010 to 63 in the 2015-2016 school year. The percentage of students scoring Advanced and Early Advanced has increased from 45% to 59% over that period. These statistics indicate that the performance of ELL students scoring at the higher levels of proficiency has increased, and the number of ELL students has 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. Theoretically, students should develop language skills as they progress in school. Data indicate that this is happening, which is likely due to a major improvement in the delivery of ELL services over the past two years..

API/AYP: Las Plumas High School has made steady progress over the few years; however, the California Dept. of Education has transitioned from the STAR to CAASPP exam. During this transition, students were not tested for a period of time. In 2015, 11th graders began taking the CAASPP and 10th graders are administered the NCLB Science test. API data will not be reported, until the 2016-17 school year. There has been fluctuation in performance among different ethnicities, but the most notable area where improvement is needed is in Students with Disabilities and ELL students. API scores improved slightly from 2012 to 2013. AYP was not met with 45.1 percent at or above proficient on the CAHSEE ELA and 49.1 percent at or above proficient on the math section. Graduation rate for 2013 was slightly improved from 90.1 in 2012 to 93.5 in 2013.

In 2012, there was a major change in the delivery of Special Education services and in the EL program. Additionally, Las Plumas High School has been developing Professional Learning Communities in the school. These changes are expected to produce more significant gains in the future; however, the assessment system is being phased in over time..

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. All Special Education students have access to the Learning Center, which is staffed with a Special Education teacher and Para-Educator throughout the day. Students may leave any class to receive additional support, such as a smaller testing environment, having assignments read to them, and other accommodations, per their IEP.

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.

ELL-English Language Learners were previously placed into ELD classes, according to grade level. This resulted in students with different proficiency levels in the same room, while requiring distinctly different instruction. Beginning in 2012, students were grouped into ELD classes, according to their proficiency level. Students and teachers both enjoy the classes more and students have made more significant progress, due to the targeted instruction that is possible.

PLC-Las Plumas High School began exploring Professional Learning Communities in 2009. It took two years, before enough staff were trained and the trust and commitment level had progressed to a point that the work of a Professional Learning Community could begin.

API 2015

	Number of Students Included in 2011 Growth API	2011 Growth API	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API	Non-Weighted 3-Year Average API*	Weighted 3-Year Average API*
Schoolwide	488	779	481	803	514	771	784	784
Black or African American	1		7		6			
American Indian or Alaska Native	0		0		1			
Asian	1		14	860	20	878		
Filipino	2		46	883	49	856		
Hispanic or Latino	389	766	398	792	421	757	772	771
Native Hawaiian or Pacific Islander	0		2		2			
White	6		11	842	11	765		
Two or More Races	0		2		4			
Socioeconomically Disadvantaged	488	779	481	803	513	771	784	784
English Learners	333	747	372	794	378	775	772	773
Students with Disabilities	72	679	59	714	56	599	664	666

AYP 2015

Percent Proficient: Schoolwide and Student Groups

Student Groups	ELA Valid Scores	ELA Number At or Above Proficient	ELA Percent At or Above Proficient	Math Valid Scores	Math Number At or Above Proficient	Math Percent At or Above Proficient
Schoolwide	208	107	51.4	208	41	19.7
Black or African American	4	--	--	4	--	--
American Indian or Alaska Native	12	6	50.0	12	4	33.3
Asian	20	13	65.0	20	7	35.0
Filipino	0	--	--	0	--	--
Hispanic or Latino	49	21	42.9	49	5	10.2
Native Hawaiian or Pacific Islander	0	--	--	0	--	--
White	100	56	56.0	99	22	22.2
Two or More Races	23	10	43.5	24	3	12.5
Socioeconomically Disadvantaged	134	62	46.3	134	19	14.2
English Learners	21	3	14.3	21	1	4.8
Students with Disabilities	13	3	23.1	14	0	0.0

CELDT Results 2014-15

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number and Percent of Students at Each Overall Performance Level														
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (9.0%)	2 (13.0%)	(0.0%)	3 (5.0%)
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	12 (60.0%)	7 (64.0%)	8 (50.0%)	4 (40.0%)	31 (54.0%)
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	3 (15.0%)	2 (18.0%)	5 (31.0%)	4 (40.0%)	14 (25.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	4 (20.0%)	1 (9.0%)	(0.0%)	2 (20.0%)	7 (12.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (5.0%)	(0.0%)	1 (6.0%)	(0.0%)	2 (4.0%)
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	20 (100.0%)	11 (100.0%)	16 (100.0%)	10 (100.0%)	57 (100.0%)

Title III Accountability

CDS Code	Type	LEA/School Name	AMAO 1 - Annual Growth					AMAO 2 - Attaining English Proficiency					
								Less than 5 years			5 Years or More		
			Number of Annual CELDT Takers	Number in Cohort	Percent with Prior CELDT Scores	Number Met AMAO 1	Percent Met AMAO 1	Number in Cohort	Number Attain Eng Prof. Level	Percent Attain Eng Prof. Level	Number in Cohort	Number Attain Eng Prof. Level	Percent Attain Eng Prof. Level
2011-12	High	Las Plumas High	132	130	98.5%	88	67.7%	4	--	--	131	71	54.2%
2012-13	High	Las Plumas High	96	96	100%	22	64.6%	4	--	--	92	49	53.3%
2013-14	High	Las Plumas High	66	66	100%	38	57.6%	5	--	--	62	33	53.2%
2014-15	High	Las Plumas High	52	51	98.1%	35	68.6%	6	--	--	49	29	59.2%

Percentage of Students in the Healthy Fitness Zone in 2014-15

Percent of Students at Health Risk on the Physical Fitness Exam for Grade 9	2010-11	2011-12	2012-13	2013-14	2014-15
Aerobic Capacity	23.3 %	23 %	14 %	18.9 %	N/A
Body Composition	23.6 %	7.5 %	7.9 %	21.4 %	N/A

Measures of Academic Progress 2015-16

	Below 225	225 and Above
Fall 2015	50	35
Spring 2016	39	46

Current Year: Graduation Rate Results

Groups	2014 Cohort Graduation Rate (class of 2012-13)	2015 Cohort Graduation Rate (class of 2013-14)	2015 Target Graduation Rate	2015 Graduation Rate Criteria Met	2016 Target Graduation Rate Class of 2014-15)	Exclusion/ Alternative Method
Schoolwide	89.96	90.61	89.97	Yes	90.00	--
Black or African American	--	--	N/A	N/A	N/A	U50
American Indian or Alaska Native	--	--	N/A	N/A	N/A	U50
Asian	--	--	N/A	N/A	N/A	U50
Filipino	--	--	N/A	N/A	N/A	U50
Hispanic or Latino	85.25	90.16	86.20	Yes	90.00	--
Native Hawaiian or Pacific Islander	--	--	N/A	N/A	N/A	U50
White	92.59	90.24	90.00	Yes	90.00	--
Two or More Races	--	--	N/A	N/A	N/A	U50
Socioeconomically Disadvantaged	89.00	88.83	89.20	Yes	89.12	6Y
English Learners	--	--	N/A	N/A	N/A	U50
Students with Disabilities	--	--	N/A	N/A	N/A	U50

2014-15 Suspensions and Expulsions as a Percentage of Enrolled Students

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Las Plumas High	0434803	1,112	1,226	139	11.3	25	2.0

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. A real comparison can be made, once more than a single year of data is available. Of the sub-groups at Las Plumas High School, Asian students scored highest in Math and English, while Special Education and English Language Learners scored lowest. This is likely the result of the more complex reading and writing skills required for the CAASPP.

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 more timely 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 Globs, 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.

In 2003-04, several software programs were purchased to provide intervention support for all students; i.e. such as software programs in mathematics (Interactive Mathematics), science (Cyberscience). Prior software programs utilized in classes include Accelerated Mathematics and Accelerated Reader. In 2005-06 a Read 180 lab was established. 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 prepares students for specific skills required to pass the ELA portion of the CAHSEE. 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 are currently participating 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 have 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. Numerous departments offer ROP (Regional Occupational Programs) programs to provide real world experiences and accelerated learning in specific areas of the curriculum. Numerous programs provide and support at-risk students. A mandatory tutoring program was established in 2003-2004 to assist students with improving their academic levels. In 2009-2010, the funding for this program was swept, as Tier III funding. 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 levelized 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. With 60% of our student population identified as receiving Free/Reduced Lunch, it is very clear that all of our staff is working with at-risk students. 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 Steps:	Person(s) Responsible	Timeline	Means to Monitor & Report Progress	Resources
Work with the district to build flexibility in the pacing guides and performance tasks that allow for onsite modification of instruction and assessments, as needed, to ensure the success of all students.	Teachers from each core subject area, Director of Student Services	2015-2017	Modified/revised pacing guides and performance task, District meeting minutes	Title II Funding DAIT (District Assistance and Intervention Team) Training District support

Action Steps:	Person(s) Responsible	Timeline	Means to Monitor & Report Progress	Resources
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.	Core SAC's, Principal, Director of Student Services	2014-2016	Modified/revised pacing guides and performance task, District meeting minutes	District support Release time
Continue to develop site-based common assessments to provide regular data for analysis that is used to improve standards based instruction and student outcomes.	Core subject area teams	2014-2016	SAC meeting minutes, Department meeting minutes, common assessments, assessment data	Title I Funding Title II Funding Release time Collaboration time District support
Provide staff with Aeries Analytics training and the effective use of data to drive standards-based instruction.	Site technology leadership, Tom Talley	August 2015	Staff development agendas, data analysis	Title II Funding In-service time
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.	Principal, Superintendent	2014-2016	Minutes from subject area collaboration	Title I Funding Title II Funding General instruction Collaboration time

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 Steps:	Person(s) Responsible	Timeline	Means to Monitor & Report Progress	Resources
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.	Guiding Coalition	2014-2016	Team SMART goals and progress reports, Guiding Coalition meeting minutes, school calendar, agendas, bus schedule alternatives	Guiding Coalition volunteer time Dennis King Professional Development series DAIT Funding

Action Steps:	Person(s) Responsible	Timeline	Means to Monitor & Report Progress	Resources
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.	Guiding Coalition, SAC's	2014-2016	Team SMART goals and progress reports, Collaboration time agendas, meeting minutes	Collaboration time
Improve communication and collaboration with feeder schools and districts.	Director of Student Services, Academic Counselors, Guiding Coalition	2014-2016	Student achievement data, agendas and meeting minutes	District support, Feeder school support Release time
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.	SAC's	2014-2016	Team SMART goals and progress reports, Staff development plan, meeting minutes, staff development agendas	Collaboration time
Develop and implement a schoolwide set of instructional practices.	District and Site Administration, Guiding Coalition	August 2015	Minutes from Fall 2014 staff development	Dennis King Professional Development series

Action Steps:	Person(s) Responsible	Timeline	Means to Monitor & Report Progress	Resources
Analyze the impact on EL student outcomes and revise EL program annually.	EL Coordinator, Director of Student Services, Supplemental Ed Tech, EL teachers	2014-2016	Master schedule, course descriptions, CELDT scores, student work, RFEP Redesignation Tracking	Title III Funding Release time Ongoing Professional Development
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.	Academic Counselors, Guiding Coalition	2015-2016	Master schedule, bell schedules, course descriptions, CAHSEE pass rates, CST data, disaggregated program GPA, student work	Title I Funding Release time Feeder schools
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	Site Council	2014-2016	District meetings and site council	Title I Funding

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 dropout rate of all four grade levels by 1 % over two years.

Action Steps:	Person(s) Responsible	Timeline	Means to Monitor & Report Progress	Resources
Increase parent involvement by exploring new ways to communicate with parents.	Tom Talley, PTSA, All Staff	2014-2016	Increased parent participation in Site Council, Title 1, Bilingual, and Migrant Education Advisory Councils, and PTSA	Postage Funding Bilingual interpreters

Action Steps:	Person(s) Responsible	Timeline	Means to Monitor & Report Progress	Resources
Analyze the reasons behind the drop out and attendance rates. Explore viable solutions. Revise Action Plans as needed to implement solutions.	Academic Counselors, Guiding Coalition	2014-2016	SARC, SAART, Intervention Reports, Student Surveys, Single Plan	Release time Aeries
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.	Academic Counselors, Site Council, Guiding Coalition	2014-2016	Guiding Coalition minutes, staff meetings, site council, and department meetings minutes, course descriptions & syllabi	Postage Funding Website information Release time
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.	Academic Counselors, SAC's, CTE department, Teachers	2015-2016	Staff meetings, site council, and department meetings minutes, course descriptions & syllabi, surveys	Collaboration time

Action Steps:	Person(s) Responsible	Timeline	Means to Monitor & Report Progress	Resources
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.	CTE teachers, Academic Counselors	2014-2016	Guiding Coalition, staff, site council, and department meetings minutes, course descriptions & syllabi, surveys, master schedule, CTE staff	Ongoing Professional Development District, Board of Trustees, staff, parent and student support
Promote school-wide community service.	Academic Counselors, Club Advisors, Site Administration	2014-2016	Guiding Coalition, staff meetings, site council, and department meetings minutes, course descriptions & syllabi, club list	Collaboration time Student, staff, parents, community, district, and Board of Trustees support
Explore the means to increase funding for the Sheriff's Deputy on campus (SRO)	Superintendent, Principal	2014-2016	MOU with Sherriff's Department, Deputy's end of year report	Grants District Financial Support
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.	Superintendent, Principal	2015-2016 school year	District Safety Committee meeting minutes	Grants Donations

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 Steps:	Person(s) Responsible	Timeline	Means to Monitor & Report Progress	Resources
Find ways for all staff members to utilize the mandatory consultation and academic detentions to maximize its effectiveness.	Guiding Coalition, All staff, Principal	2014-2015	Student work, AYP, API	Aeries Consultation time Collaboration time
Continue to find ways to increase effectiveness of consultation time.	Guiding Coalition, Teachers	2014-2016	Analysis of students with D and F grades on quarterly basis.	Release time Aeries Analytics

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 $217,397
Title I Parent Involvement $2,775
VEA Hosp., Rec., and Tourism $8,647
VEA AG $21,949
VEA Transportation $9,008
VEA Manufacturing $8,020
VEA Child Development $6,516
Total Federal Funds for 2015-2016 $288,848

State Funding Sources Amount
AG INCENTIVE $23,800
Lottery Athletic Eq Rep $6,480
Lottery Computer Maint $35,955
LP ROP $134,845
Total State Funds for 2015-2016 $201,080

District Funding Sources Amount
LP SCHOOL SITE ALLOCATION $140,268
DISTRICT CTE ALLOCATION $ 24,100
DISTRICT ART ALLOCATION $4,000
Total District Funds for 2015-2016 $ 168,368

Total of All Funding Sources allocated at the School level $658,296

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Bret Lawson	☐	☒	☐	☐	☐
Dan Ramos	☒	☐	☐	☐	☐
Annie Bacior	☐	☒	☐	☐	☐
Lisa Avila	☐	☒	☐	☐	☐
Ruthie Anaya	☐	☐	☐	☒	☐
Laura Goitia	☐	☐	☐	☒	☐
Paula Wakefield	☐	☐	☒	☐	☐
Sydney Howard	☐	☐	☐	☐	☒
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
Numbers of members in each category	☐	☐	☐	☐	☐

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: May 31, 2016

Assurances

The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law. 8/23/2015

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. 8/23/2015

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. 5/31/2016

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. 5/31/2016

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: 5/31/2016
Public Notice Due Date: 5/26/16
District Governing Board Review Due Date: 6/15/2016
School Site Plan Approved: 6/15/2016
Attested by School Principal: 6/6/2016
Attested by School Site Council Chairperson: 6/6/2016