

**Prospect High School**  
**2021-2022 School Accountability Report Card**  
**(Published During the 2022-2023 School Year)**

# PROSPECT HIGH SCHOOL



# General Information about the School Accountability Report Card (SARC)

## SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

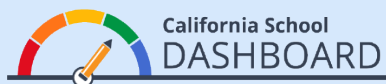
For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



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

## California School Dashboard



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

## Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Prospect High School
<b>Street</b>	2060 2nd Street
<b>City, State, Zip</b>	Oroville, CA 95965
<b>Phone Number</b>	530-538-2330
<b>Principal</b>	Matt Kermen
<b>Email Address</b>	<a href="mailto:mkermen@ouhsd.net">mkermen@ouhsd.net</a>
<b>School Website</b>	<a href="https://www.ouhsd.org/phs">https://www.ouhsd.org/phs</a>
<b>County-District-School (CDS) Code</b>	046151504437566

## 2022-23 District Contact Information

<b>District Name</b>	Oroville Union High School District
<b>Phone Number</b>	530-538-2300
<b>Superintendent</b>	Dr. Corey Willenberg
<b>Email Address</b>	cwillenb@ouhsd.net
<b>District Website Address</b>	<a href="https://www.ouhsd.org/">https://www.ouhsd.org/</a>

## 2022-23 School Overview

OUHSD will provide a variety of quality educational experiences for students of all learning styles, in a safe and nurturing environment to prepare them to be critical thinkers and consumers in the 21st century in a fiscally responsible manner. Learning communities will provide programs and experiences that promote academic achievement and personal and social growth of every student.

### Oroville Union High School District

#### Core Beliefs

We believe:

1. When provided an engaging, inspiring and challenging learning environment, every student will have the opportunity to achieve at their maximum potential.
2. Active engagement of students by caring adults is key to helping students achieve.
3. Every student learns at their own pace and will have access to educational services and supports to enhance their learning experience.
4. Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities.
5. Every member of the learning community deserves to be part of a safe, caring, equitable and nurturing learning environment and should be treated with respect, dignity and worth.

#### Mission Statement

OUHSD is committed to providing every student with equitable educational and extra-curricular opportunities that prepare them to be college and/or career ready. Every school will have a positive climate that focuses on being safe, responsible and respectful.

#### Vision Statement

Preparing students for the future today

#### School Level - Prospect High School

Prospect High School provides a safe and nurturing environment as a "School of Choice." Students will achieve academic success and gain skills to be college, career, and/or work ready.

Prospect High School will inspire students to develop their life goals, build healthy relationships, accept personal responsibility, and learn to think critically in a safe, respectful, and responsible manner as they face life's challenges.

Students will strive to be:

Complex Thinkers who:

Pursue a High School Diploma achieving all necessary academic and graduation requirements

Have developed the work ethic and the critical thinking skills to be college, career, and/or work ready

Show success using and acquiring technology and communication skills in achieving personal and academic goals

Responsible Citizens who:

Pursue healthy interpersonal relationships, healthy personal living skills, healthy lifestyle choices and accept responsibility for their actions

Have and will demonstrate positive and productive citizenship contributing time, energy and talent to improve their community

Show respect for the diversity and dignity of others

Students can earn 5 credits in each class per 12 week trimester (broken in to two 6 week Blocks). Students earn variable

## 2022-23 School Overview

credit, which means credit earned by how much work is completed and how well it was done. A student earning 12.5+ credits in a block earns incentives and being a part of the Honor Roll.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	36
Grade 12	58
<b>Total Enrollment</b>	<b>94</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.7
Male	55.3
American Indian or Alaska Native	14.9
Asian	1.1
Black or African American	4.3
Filipino	0.0
Hispanic or Latino	24.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.1
White	53.2
English Learners	4.3
Foster Youth	0.0
Homeless	2.1
Migrant	0.0
Socioeconomically Disadvantaged	78.7
Students with Disabilities	17.0

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.50	45.45	87.50	76.91	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	3.30	2.97	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.70	48.57	14.50	12.80	12115.80	4.41
<b>Unknown</b>	0.40	5.71	8.30	7.31	18854.30	6.86
<b>Total Teaching Positions</b>	7.70	100.00	113.80	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	3.70	
<b>Total Out-of-Field Teachers</b>	3.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Adaptations to use online curriculum allows for access for all students in most subject areas to have online access to all curriculum.

**Year and month in which the data were collected** August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English 9, 10, 11, 12 Timeless Voices, Timeless Themes, Platinum Edition  Supplemental Text: Springboard for 8th, 9th, 10th, 11th grades	Yes	0
<b>Mathematics</b>	Math 1 Readiness, College Preparatory Mathematics, Core Connections	Yes	0
<b>Science</b>	Physical Science, Hewitt, P.g., Suchocki, J.A. LA Conceptual Physical Science Plus Mastering Physics  General Biology: What is life? (2011) J. Phelan. BFW Publishing  Biology Foundations: Concepts and Challenges in Life Science (2009). Bernstein, Schachter, Winkler and Wolf, Pearson Publishing	Yes	0
<b>History-Social Science</b>	World History: History Alive! World Connections (2013). D. Hart T CL Publishers  US History: History Alive! Pursuing American Ideals (2013). D. Hart, T CL Publishers  Economics Principles and Practices (2005). Glencoe Publishing  Economics Foundations (2000): Economics, 3rd Edition, Globe Fearon Publishing	Yes	0
<b>Foreign Language</b>	N/A - Not offered		
<b>Health</b>	N/A - Not offered		
<b>Visual and Performing Arts</b>	Art 1: The Visual Experience (1991). Jack Hobbs and Richard Salome, Davis Publications Inc.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Appropriate equipment and lab based opportunities which supplement and correspond with the above Science Curriculum is used and purchased.	Yes	0

## School Facility Conditions and Planned Improvements

The school's systems, cleanliness, restrooms/fountains, safety, structure, and external features are good. Areas in need are electrical systems and some safety features. Exterior painting and replacement of siding should occur summer 2022.

**Year and month of the most recent FIT report**

6/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			



## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces			X	Ripped ceiling tiles and missing ceiling tiles in rooms 301, 305, 402. Blinds need repair in room 301
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Multi purpose room Flush Valve leaking on toilet in first stall in girl's restroom. Missing floor tiles boy's restroom. Wooden ledge below mirror chipping in girl's restroom. Sink drains slowly in the 100 wing.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	18	N/A	38	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	0	N/A	14	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	56	35	62.50	37.50	20.59
<b>Female</b>	26	13	50.00	50.00	23.08
<b>Male</b>	30	22	73.33	26.67	19.05
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	14	9	64.29	35.71	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	33	19	57.58	42.42	16.67
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	47	30	63.83	36.17	20.69
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	11	4	36.36	63.64	--

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	56	36	64.29	35.71	0.00
<b>Female</b>	26	13	50.00	50.00	0.00
<b>Male</b>	30	23	76.67	23.33	0.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	14	10	71.43	28.57	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	33	19	57.58	42.42	0.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	47	31	65.96	34.04	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	11	4	36.36	63.64	--

## CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	4.76	5	21.54	19.33	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	92	61	66.3	33.7	5
<b>Female</b>	40	22	55	45	4.55
<b>Male</b>	52	39	75	25	5.26
<b>American Indian or Alaska Native</b>	11	8	--	27.27	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	23	19	82.61	17.39	5.56
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	51	29	56.86	43.14	3.45
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	79	53	67.09	32.91	5.77
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	6	46.15	53.85	--

## 2021-22 Career Technical Education Programs

CTE offerings at Prospect High School have increased with the addition of a full time Construction Teacher. Classes such as Cooking, Recycled Cycles, Gardening, Careers, Horticulture, Engineering, Construction Trades, and Careers in Construction are some of the courses offered throughout the year. CTE teachers and administration meet throughout the year in discussing best practices and following all guidelines necessary. Our Principal and CTE teacher are a part of the District CTE Committee.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	79
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	90.91
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

## C. Engagement

### State Priority: Parental Involvement

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

## 2022-23 Opportunities for Parental Involvement

Incentives for students and parents to become more involved in the school community have historically included occasional Parent Nights, Family Nights, a Welcome Back Parent evening, and Open House type activities. Every 6 week block students are awarded credits, and those meeting 12.5+ credits are recognized and parents are welcome to be a part of that recognition. Parents can be a part of the Site Council, the District's Supportive School Climate Committee, DELAC Committee, are invited to complete the FAFSA, and are requested often for Parent Conferences, IEPs, and 504 Meetings. Zoom meetings, and In Person Block Award Assemblies all involve students with parents being contacted about possibilities to be a part of the fun. When a student does well, or there is a concern, parents are communicated with. Social media, including the school website, Instagram, Facebook, and Twitter are all utilized to spread the word to families. The District has hired an outside agency to promote the programs and happenings at Prospect and throughout the District.

The Principal has an open door policy and is willing to meet with parents and students as often as requested when available.

Our school has implemented student and parent Aeries portals as well as offered community service projects through our CTE and Elective classes. In the past, our Horticulture class has typically received community donations from parents and community members which allowed for building new garden boxes as well as building a few work benches and seating. Our Recycled Cycles class has also offers to fix bikes for community members, as well as donate bikes to students and community members. The addition of the Construction CTE Program will further allow for opportunities for students to connect and showcase their work with parents.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
<b>Dropout Rate</b>		36.6	23.1		11.1	7.3		8.9	7.8
<b>Graduation Rate</b>		56.3	56.9		87.2	87.6		84.2	87



## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	65	37	56.9
Female	31	23	74.2
Male	34	14	41.2
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	21	13	61.9
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	31	18	58.1
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	16	4	25.0
Socioeconomically Disadvantaged	65	37	56.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	13	10	76.9

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	188	162	151	93.2
Female	85	70	65	92.9
Male	103	92	86	93.5
American Indian or Alaska Native	26	21	21	100.0
Asian	2	2	0	0.0
Black or African American	7	4	4	100.0
Filipino	1	1	1	100.0
Hispanic or Latino	43	38	35	92.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	8	8	100.0
White	98	87	82	94.3
English Learners	7	7	4	57.1
Foster Youth	6	3	3	100.0
Homeless	8	7	7	100.0
Socioeconomically Disadvantaged	166	143	134	93.7
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	36	32	31	96.9

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	17.96	8.74	2.45
Expulsions	0.60	0.25	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	11.70	0.12	5.38	0.20	3.17
Expulsions	0.00	0.53	0.00	0.24	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.70	0.53
Female	7.06	0.00
Male	15.53	0.97
American Indian or Alaska Native	7.69	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.63	2.33
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	11.22	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	12.05	0.60
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.11	0.00

## 2022-23 School Safety Plan

The Comprehensive School Safety and Crisis Response Plan are reviewed annually by both the school and the District. Discussion with staff, Site Council, and District personnel has historically occurred. Drills are held annually and information as appropriate is shared with stakeholders.

The Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as meeting the requirements of SB 187 and the National Incident management System. The document is updated as necessary and changes are made based on bettering our response and new situations that may arise. Communications with staff have included the use of the Catapult Emergency Management System. Parents and Students are communicated with through Blackboard Connect, social media, the school website, the Aeries Portal, and frequent emailings.

The Comprehensive School Safety Plan (CSSP) was updated February 2022.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	6		
Mathematics	14	3		
Science	11	4		
Social Science	12	8		

## 2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	12		
Mathematics	4	11		
Science	6	9		
Social Science	7	12		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	4	2	
Mathematics	13	5		
Science	13	7		
Social Science	17	6	1	

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	117.5

## 2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	0.4
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	16727	4432	12295	77418
<b>District</b>	N/A	N/A	9779	\$74,605
<b>Percent Difference - School Site and District</b>	N/A	N/A	22.8	3.7
<b>State</b>	N/A	N/A	\$6,594	\$84,932
<b>Percent Difference - School Site and State</b>	N/A	N/A	60.4	-9.3

## 2021-22 Types of Services Funded

The following services are offered to students. This list is by no means complete, but shows the types of support and services we believe most help our students:

**Academic/Career Counseling (4 days a week):**

504 case management, transcript analysis, grad status checks, class scheduling, college enrollment, college financial aid, scholarships, night school enrollment, summer school enrollment, career field trips, career presentations, personal counseling/peer conflict resolution, counseling referrals.

**Full Time Social Worker and Targeted Case Manager:**

Full range of Social Worker counseling and Mental Health Awareness opportunities. Support in navigating Medi-Cal services, personal counseling, Wellness Center (Panther Pad), counseling referrals, case management of student housing/food/clothing needs.

**Butte College Reg2Go Program:**

Students work with academic counselor and Butte College staff to complete steps for college enrollment prior to graduating from high school (i.e., Butte online application, Career assessment workshop, FAFSA, Orientation field trip).

**Victor Counseling (Virtually):** Contracted counseling services via BCBH to provide weekly therapy appointments to Medical-Cal eligible students. These services have slowly diminished.

**E-Center:** Onsite daycare that provides childcare for babies of teen parents, prenatal education and childcare experience for teen parents.

**Student Closet:**

Closet on campus that provides free clothing and hygiene products to students in need.

**Student Advisory Period (SAP/Advisory):** Students meet once a week with an assigned teacher for social emotional learning, transcript review, team building and culture enhancing activities.

**School Ties:**

BCOE program that provides tutoring, bus passes, family support and backpacks to homeless youth.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$49,962	\$50,352
<b>Mid-Range Teacher Salary</b>	\$72,164	\$83,849
<b>Highest Teacher Salary</b>	\$98,365	\$103,007
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		\$169,216
<b>Average Principal Salary (High)</b>	\$123,044	\$144,431
<b>Superintendent Salary</b>	\$178,775	\$193,259
<b>Percent of Budget for Teacher Salaries</b>	27%	30%
<b>Percent of Budget for Administrative Salaries</b>	4%	6%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Staff members have taken advantages of staff development opportunities as they have become available. These trainings have covered numerous subject area trainings, behavioral modification, and strategies for our at-risk population. We have also had numerous technology trainings to assist our staff with Distance Learning, Zoom, Google Classroom, and providing students digital education. We have a 1:1 ratio of students to Chromebook for cross curricular instruction and every classroom has a set of Chromebooks for students to use. The staff has held various in-house Google trainings leading to the implementation of Google Classroom campus wide. Three staff members are part of a District Tech team designed to support student and staff.

The English teacher has collaborated on numerous occasions with District English teachers to map the English curriculum to more closely align with common core standards and student ability levels. The Math teacher has also collaborated numerous times with Butte College, as well as with district and county instructional trainings .

Trainings on implementation of School Wide Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS), Culturally Responsive Teaching and Learning with Dr. Hollie (CRTL).

Prospect High School's schedule has embedded multiple hours of "Office Hours," Intervention time, and collaboration time every week. This has allowed time for our teachers to share their expertise, as well as expand their breadth of knowledge in areas outside of their subject expertise. We have also used this time for presentations from outside our staff, as well as vendors demonstrating various teaching aids. We have sent staff to workshops and conferences, as well as peer collaboration with staff at the other district school sites.

Focus on Social Emotional Learning, Mental Health, Academics, and Good Behavior Choices have been or will be at the forefront of staff Professional Development. Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS), Restorative Justice, and revised Discipline philosophies are being implemented. Staff members have taken advantages of staff development opportunities as they have become available. These trainings have covered numerous subject area trainings, behavioral modification, and strategies for our at-risk population. We have also had numerous technology trainings to assist our staff with our common core implementation. We have a 1:1 ratio of students to Chromebook for cross curricular instruction. The staff has held various in-house Google trainings leading to the implementation of Google Classroom campus wide. Staff have also participated in School-wide PBIS Kick Off Presentation (3 days), Restorative Practices Training, Crisis Prevention Training, Mental Health and Suicide Prevention, Red Ribbon Week School Wide, Northern Valley Harm Reduction Coalition School-Wide, Wellness Expo Family Outreach, Native American Day, Homeless and Foster Youth Presentation, Student/Staff Participation with Thrive, Career Day, Breaking Down the Walls, Stonewall Training, and Trauma Informed Practices.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	51	67	41