

Prospect High School

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Prospect High School
Street	2060 Second Street
City, State, Zip	Oroville, CA 95965
Phone Number	530-538-2330
Principal	Brian Spears
Email Address	bspears@ouhsd.net
School Website	https://phs.ouhsd.org/
Grade Span	
County-District-School (CDS) Code	046151504437566

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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

2024-25 School Description and Mission Statement

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

Prospect High School provided a safe and nurturing environment for all students. Students will achieve academic success and gain skills to be college, career, and or work ready.

Vision Statement

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.

School Level - Prospect High School

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, and 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

Demonstrate continual success of 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 earn credits in each class per 12 week trimester (broken into six, six week blocks). Students earn variable credit, which means credit earned by how much work is completed and how well it was done. A student earning 12.5+ credits or more in a single block earn PBIS incentives and are recognized for their efforts as honor roll students.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	2
Grade 11	33
Grade 12	52
Total Enrollment	88

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.2
Male	55.7
American Indian or Alaska Native	6.8
Asian	2.3
Black or African American	4.5
Filipino	2.3
Hispanic or Latino	20.5
Two or More Races	12.5
White	51.1
English Learners	4.5
Foster Youth	1.1
Homeless	35.2
Socioeconomically Disadvantaged	94.3
Students with Disabilities	22.7

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.50	45.45	87.50	76.91	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.30	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.70	48.57	14.50	12.80	12115.80	4.41
Unknown/Incomplete/NA	0.40	5.71	8.30	7.31	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.30	63.06	94.90	80.43	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.85	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.10	2.67	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.10	36.82	14.70	12.49	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	4.20	3.56	15831.90	5.67
Total Teaching Positions	8.50	100.00	118.00	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	56.10	88.30	75.88	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.69	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	6.61	9.90	8.51	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.30	37.07	13.30	11.50	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	3.90	3.40	14303.80	5.15
Total Teaching Positions	8.90	100.00	116.40	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	3.70	3.10	3.3
Total Out-of-Field Teachers	3.70	3.10	3.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	18.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

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

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

January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9, 10, 11, 12 Timeless Voices, Timeless Themes, Platinum Edition Supplemental Text: Springboard for 8th, 9th, 10th, 11th grades	Yes	0
Mathematics	Math I: Carnegie Learning, Integrated Math I, 2nd Edition, 2018-2020 (Next year will use 4th Edition) Math Intervention: Carnegie Learning, Course 2, 1st Edition, 2018-2020	Yes	0
Science	Biology: California Dimensions: The Living Earth, Houghton Mifflin Harcourt, 2020 Supplementing with...Glencoe Biology: The Dynamics of life, 2005 Physical Science: Glencoe Earth Science: Geology, the Environment, and the Universe, McGraw Hill, 2013	Yes	0
History-Social Science	Geography Alive! Regions and People, Bert Bower, Teacher Curriculum Institute, 2006 World History: History Alive! World Connections, Teacher Curriculum Institute, 2013 U.S. History: History Alive! Pursuing American Ideals 2013 US History: The American Vision Glencoe 2006 Economics: Principles and Practices Glencoe 2005	Yes	0

Foreign Language	N/A - Not offered		
Health	N/A - Not offered		
Visual and Performing Arts	Art 1: The Visual Experience (1991). Jack Hobbs and Richard Salome, Davis Publications Inc.	Yes	0

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

School Facility Conditions and Planned Improvements

The school's systems, cleanliness, restrooms/fountains, safety, structure, and external features are good.

Year and month of the most recent FIT report 7/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	0	8	48	41	46	47
Mathematics (grades 3-8 and 11)	0	0	17	15	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	35	26	74.29	25.71	7.69
Female	16	12	75.00	25.00	8.33
Male	18	13	72.22	27.78	7.69
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	18	78.26	21.74	5.56
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	17	10	58.82	41.18	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	24	75.00	25.00	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	34	25	73.53	26.47	0.00
Female	16	12	75.00	25.00	0.00
Male	17	12	70.59	29.41	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	17	77.27	22.73	0.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	17	10	58.82	41.18	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	23	74.19	25.81	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	3.13	0.00	21.84	21.33	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	50	72.46	27.54	0.00
Female	26	19	73.08	26.92	0.00
Male	42	30	71.43	28.57	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	11	68.75	31.25	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	23	71.88	28.12	0.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	27	17	62.96	37.04	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	46	70.77	29.23	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	14	82.35	17.65	0.00

2023-24 Career Technical Education Programs

CTE offerings at Prospect High School have significantly increased during the 2024-2025 school year. CTE Classes such as Blueprint Reading Skills, Concrete Skills, Drywall Skills, Electrical Skills, Estimation Skills, Hand Tool Skills, HVAC, Masonry Skills, Plumbing Skills, Power Tool Skills (less equip), Roof Framing Skills, Wall Framing Skills, and Occupational Health & Safety, Welding Basics, Home Maintenance Systems and Energy & Power are all offered at various times through the year. The CTE teacher and school administration meet throughout the year to discuss best practices and course rotations.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Prospect High School utilizes a 6 week academic "block," system whereby students are awarded credits based upon their respective work completion. Students who accumulate 12.5+ or 15 credits or more are recognized (Honor Roll & Principal's Honor Roll respectfully) are recognized at a schoolwide assembly that parents and guardians are encouraged to attend at the conclusion of each six week block. In addition to the honor roll Parents/Guardians can participate in their child's education by attending Open House, and Parent/Family Night. If a parent guardian wishes to participate in school/district sponsored activities they may do so through Prospect High School's School Site Council, OUHSD's Supportive School Climate Committee or DELAC Committee.

Additional opportunities for parental involvement include FAFSA orientation and user training, parent conferences, IEPs, and 504 Meetings. Parental outreach and engagement also occurs via social media, including the school's website, Instagram and Parent Square. The District has also collaborated with an outside agency to promote the programs and happenings at Prospect High School and throughout OUHSD.

2024-25 Opportunities for Parental Involvement

The Principal has an open door policy and meets with students and parents/guardians for a myriad of reasons including but not limited to attendance, academic achievement (IEP & 504 meetings), and PBIS policies related to attendance and student discipline.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	23.1	23.3		7.3	10.5		7.8	8.2	
Graduation Rate	56.9	61.1		87.6	83.3		87.0	86.2	

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	11.7	7.95		5.38	5.99		3.17	3.6	
Expulsions	0.53	0		0.24	0.45		0.07	0.08	

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

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

2024-25 School Safety Plan

The 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 and 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 social media, the school website, Parent Square which utilizes email, text, and phone messages as necessary.

The Comprehensive School Safety Plan (CSSP) was updated February 2022 and the staff has been participating in ICS (Incident Command System) training since January of 2024.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2021-22 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	17	4	2	
Mathematics	13	5		
Science	13	7		
Social Science	17	6	1	

2022-23 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	16	8	0	0
Mathematics	11	7	0	0
Science	15	5	0	0
Social Science	13	12	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2023-24 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	26,972	6,685	20,287	94,315
District	N/A	N/A	12864	\$90,920
Percent Difference - School Site and District	N/A	N/A	44.8	-3.7
State	N/A	N/A	\$10,771	96,325
Percent Difference - School Site and State	N/A	N/A	-61.3	2.1

Fiscal Year 2023-24 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 Targeted Case Manager/s (2):

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).

Fiscal Year 2023-24 Types of Services Funded

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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

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

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

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

OUHSD provides staff members with four professional development opportunities throughout the course of the school, year. Additional trainings in various content/subject areas including behavioral modification, and strategies for our at-risk population also occur in hourly increments throughout the course of the academic year including but not limited to: Distance Learning, Online Learning, PBIS, Zoom, and Google Classroom. 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 OUHSD ELA teachers to "map" the English curriculum and ensure instruction 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 including the California Continuation Education Association conference in 2024. Students requiring EL support engage in Districtwide curricula to ensure access to the curricula. Prospect's CTE and Art Teachers have also participated in Paxton Patterson Training (Hands-On/Minds) in areas including but not limited to: CTE - Blueprint Reading Skills, Concrete Skills, Drywall Skills, Electrical Skills, Estimation Skills, Hand Tool Skills, HVAC, Masonry Skills, Plumbing Skills, Power Tool Skills (less equip), Roof Framing Skills, Wall Framing Skills, and Occupational Health & Safety, Welding Basics, Home Maintenance Systems and Energy & Power. Art -Flight & Drone Technology, Lasers, Robotics, Digital Manufacturing and Video Production.

Training on implementation of School Wide Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS) is provided by the Placer County Office of Education in conjunction with the Butte County Office of Education. Prospect High School's who also serves as a TOSA (Teacher on Special Assignment) to ensure the implementation and data overview of its PBIS practices and two Targeted Case Managers (Classified Staff) who lead the school's Wellness Center that serves all PHS students with various social-emotional and even charitable needs.

Prospect High School's daily schedule has embedded office hours, intervention, and teacher collaboration time. This allows teachers to share their expertise in their respective subject areas, as well as expand their breadth and depth of knowledge in areas outside of their subject area (interdepartmental collaboration). We have also used this time for presentations from outside vendors such as Imagine Learning representatives that helped to facilitate online learning opportunities. 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

Professional Development

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.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	41	4	4