

School Year: **2021-22**

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Prospect High School
Address	2060 2nd Street Oroville, CA 95965
County-District-School (CDS) Code	046151504437566
Principal	Tim Drury
District Name	Oroville Union High School District
SPSA Revision Date	May 2021
Schoolsite Council (SSC) Approval Date	June 9, 2021
Local Board Approval Date	June 23, 2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Our WASC visit will occur in the Spring of 2022. More, the DOJ will be making (and has made) major changes in the way we operate - and this document after 2021-2022 will look much different.

In 2017-18 Prospect revised our Vision and Mission Statements. Please see both statements and Expected School-Wide Learning Results outlined below.

Prospect High School Vision Statement:

Academic rigor that facilitates learning

College/career readiness

Empathy, integrity and good citizenship

A safe and nurturing environment that is conducive to learning

Prospect High School Mission Statement:

Our mission at Prospect High School is to provide an alternative educational environment in which all students will learn.

Expected School-Wide Learning Results: (What students should know, be able to do and understand upon graduation).

EVERY STUDENT WILL BE PREPARED TO BE:

EFFECTIVE COMMUNICATORS WHO:

Understand the English language, both written and orally.

Can convey information, both written and orally in a clear manner.

Can receive and interpret information necessary to carry out tasks.

Understand and use current technology.

Will show personal growth as measured by assessment data.

Synthesize information from multiple sources and identify complexities and discrepancies in the information and how different perspectives are found in each medium. (Language Arts, State Board Adopted Standards)

COMPLEX THINKERS WHO: Transfer learned skills to aid in solving new processes and situations. Use logical and effective decision-making processes. Develop solutions to problems. Use a variety of higher-level thinking skills and resources for problem-solving. Will show personal growth as measured by assessment data. Apply complex problem-solving processes and critical thinking to real-life scenarios, and analyze, interpret, and evaluate significant concepts within various contexts. (Mathematics, State Board Adopted Standards)

RESPONSIBLE CITIZENS WHO: Contribute time, energy and talent to improve the quality of life in their environment.

Demonstrate positive and productive citizenship. Demonstrate tolerance for individual differences. Demonstrate positive skills in interpersonal relationships. Develop and practice personal living skills.

School Profile

Post 2020/2021

Prospect High School is part of the Oroville Union High School District (OUHSD), which is comprised of two comprehensive high schools (Oroville High and Las Plumas), a continuation school (Prospect High School), and a Community Day School (CDS). The district serves students from nine feeder elementary districts within a 640 square mile area. Prospect High School was established in January 1969 and was part of the Prospect Alternative Center for Education (P.A.C.E.). Included under the P.A.C.E. umbrella is the continuation program, a daycare center, and the Oroville Community Day School. Prospect High School was chosen by the State of California as a Model School in 1994 and in 2000.

Prospect High School (PHS) currently has ten certificated members including the principal. The teachers for 2020-2021 include a new Special Education teacher, a Math Teacher, two Science teachers, three English teachers, and a Social Science teacher. Two teachers are full time Independent Study teachers. Many also teach elective courses.

For 2021-2022

PHS support programs include the following:

Teen parenting program including the on-site Early Head Start Center.

One clinician through Victor Community Support Services (individual counseling for Medi-Cal eligible students). This was all online for this school year.

0.6 Academic Counselor (Academic Advising)
0.2 School Psychologist (IEPs and individual counseling for non-Medi-Cal eligible students) - One day per week and as needed.
1.0 School Social Worker
1.0 Targeted Case Manager
Butte College Reg-to-Go

PHS hours varied with Covid-19 precautions and shut downs throughout the year. To end the year, the school held courses from 8:30-12:59pm Monday through Friday with six classes running thirty four minutes each plus an additional 20 minute Advisory section. Most PHS students attend the full six-period day, but may, with approval from the principal attend on a shortened 3-4-period schedule based on student credit needs. PHS runs on a 12 week- three-trimester schedule with 6 six-week grading blocks per year. Students are able to change classes if they finish credits in a subject or need a change based on other factors. Modifications to the student/staff week may be necessary in the wake of the Covid-19 pandemic. The ultimate plan is to go back to a pre Covid like schedule to start the 2021-2022 school year.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Prospect High School has engaged in discussions via several forums: Site Council, Student Leadership/Advisory, faculty meetings, weekly staff meetings, and weekly collaboration meetings. The conclusion from all of these meetings is that our school needs to focus on the learning outcomes from our teaching that will help students to grow academically, increase rigor, and prepare students for college/career. Our school has taken steps to unify our efforts under the Single School Plan for Student Achievement by assisting all students in reaching graduation through a variety of programs and support services. With data collected from MAP testing information when possible, students will be scheduled into remediation classes to work on skills to bring them up to grade level standards. All categorical funding is dedicated to the classroom to assist students to reach reading at grade level and earning credits to stay on track for graduation. Once we receive the updated testing data from the recent CASSPP testing, we will combine that with the MAP data to get a clear picture of how and where to assist students in reaching their full potential. Grade level and subject level Common Assessments have been created and baseline data at the beginning of every year will help with driving how to best serve our students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	9.17%	13.95%	12.8%	10	12	15
African American	5.5%	3.49%	6.0%	6	3	7
Asian	4.59%	2.33%	0.9%	5	2	1
Filipino	%	0%	%		0	
Hispanic/Latino	30.28%	16.28%	23.1%	33	14	27
Pacific Islander	%	1.16%	%		1	
White	46.79%	55.81%	55.6%	51	48	65
Two or More Responses	%	0%	1.7%		6	2
Not Reported	%	6.98%	%		0	
Total Enrollment				109	86	117

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 10	5	3	2
Grade 11	34	40	40
Grade 12	70	43	75
Total Enrollment	109	86	117

Conclusions based on this data:

- PHS has an average enrollment over 100 students during the year. PHS had 192 total fluid students over 2020-2021 school year, graduated 50, and has 98 enrolled without a diploma (10-12th graders) as the school year ends.
- PHS's student population is comprised of 10th, but mostly 11th and 12th grade students. Students are typically not referred to Prospect until they become credit deficient, which explains why the majority of students are Juniors and Seniors.
- PHS has increased the number of graduates over the years, and had 50 graduates in the Class of 2021

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	5	3	3	4.6%	3.5%	2.6%
Fluent English Proficient (FEP)	11	5	11	10.1%	5.8%	9.4%
Reclassified Fluent English Proficient (RFEP)	1	0	0	16.7%	0.0%	0.0%

Conclusions based on this data:

1. With the effort put forth by our English department, Prospect has been able to accept more English learners into our program.
2. Very few EL students are enrolled. We had less than 5 EL students throughout the year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	52	58	44	38	40	26	37	40	26	73.1	69	59.1
All Grades	52	58	44	38	40	26	37	40	26	73.1	69	59.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2441.	2456.	2494.	0.00	0.00	0.00	2.70	10.00	23.08	24.32	20.00	23.08	72.97	70.00	53.85
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	2.70	10.00	23.08	24.32	20.00	23.08	72.97	70.00	53.85

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.70	2.50	3.85	35.14	35.00	42.31	62.16	62.50	53.85
All Grades	2.70	2.50	3.85	35.14	35.00	42.31	62.16	62.50	53.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	7.69	22.22	22.50	46.15	77.78	77.50	46.15
All Grades	0.00	0.00	7.69	22.22	22.50	46.15	77.78	77.50	46.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	5.41	2.50	3.85	40.54	52.50	53.85	54.05	45.00	42.31
All Grades	5.41	2.50	3.85	40.54	52.50	53.85	54.05	45.00	42.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	5.00	7.69	45.95	22.50	38.46	54.05	72.50	53.85
All Grades	0.00	5.00	7.69	45.95	22.50	38.46	54.05	72.50	53.85

Conclusions based on this data:

1. CAASPP scores in both ELA and Math. A portion of these results can be attributed to low student buy-in regarding standardized testing. Prospect staff continues to brainstorm on ways to reinforce the full testing effort. Low scores may also be attributable to serving a large population of students with a history of truancy that typically creates large gaps in learning. Prospect offers Title I English intervention and a remedial math class to help students increase academics skills and standardized test scores. Implementation of a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Teachers have collaborated on reading and writing strategies, data analysis and how to apply it to improve instruction. The overall number of students participating in testing has increased over the past three year, but improvement overall is stagnant due to the enrolling truants from the two feeder comprehensive schools at or near the time the CAASPP each May. NO CHANGE AS NO CAASPP TESTING OCCURRED IN 2019/20 due to COVID-19... Very few students took the CAASPP Test during the 20/21 School year as over half the school population was not on campus enrolled through Independent Study or Distance Learning.
2. Prospect's annual average attendance over the last three years consistently ranges from 82-83%. Month 11 attendance ranges from 10-15% lower than the previous 10 months. This is likely due to the large number of seniors who graduate early or attend half day schedules during the last 6 week block. This has a definite effect on the overall participation rate during April and May when the CAASPP is scheduled. NO CHANGE AS NO CAASPP TESTING OCCURRED IN 2019/20 due to COVID-19. Very few students took the CAASPP Test during the 20/21 School year as over half the school population was not on campus enrolled through Independent Study or Distance Learning.
3. Teachers are integrating writing into their instruction and students are in fact writing more as well, we want to continue to improve quality of writing and continued collaboration between teachers on what high quality writing looks like. We need to improve how students research and inquirer skills by encouraging and improving writing across the curriculum. NO CHANGE AS NO CAASPP TESTING OCCURRED IN 2019/20 due to COVID-19. Very few students took the CAASPP Test during the 20/21 School year as over half the school population was not on campus enrolled through Independent Study or Distance Learning.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	51	58	44	38	42	25	37	42	25	74.5	72.4	56.8
All Grades	51	58	44	38	42	25	37	42	25	74.5	72.4	56.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2424.	2431.	2422.	0.00	0.00	0.00	0.00	2.38	0.00	2.70	4.76	8.00	97.30	92.86	92.00
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	2.38	0.00	2.70	4.76	8.00	97.30	92.86	92.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	0.00	4.76	0.00	100.0	95.24	100.0
All Grades	0.00	0.00	0.00	0.00	4.76	0.00	100.0	95.24	100.0

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	10.81	16.67	16.00	89.19	83.33	84.00
All Grades	0.00	0.00	0.00	10.81	16.67	16.00	89.19	83.33	84.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	32.43	45.24	20.00	67.57	54.76	80.00
All Grades	0.00	0.00	0.00	32.43	45.24	20.00	67.57	54.76	80.00

Conclusions based on this data:

1. There has been a steady increase in the number of students being tested over the past three years. This is due to less dropouts and more truants engaging in school. NO CHANGE AS NO CAASPP TESTING OCCURRED IN 2019/20 due to COVID-19. Very few students took the CAASPP Test during the 20/21 School year as over half the school population was not on campus enrolled through Independent Study or Distance Learning.

2. The one teacher Math department has collaborated on numerous occasions district-wide with Oroville High School, Las Plumas High School, Butte College, as well as district liaison Nanette Johnson to more closely align with common core standards and student ability levels. Math department has also collaborated with Butte College to increase student assessment scores. Even with the early intervention in math with our students, we are seeing an overall decrease in test scores. Increasing the percentage of students passing math with a C or better has increased by 5% for the 9th and 10th-grade yeas but has decreased by 6% for the 11th and 12th graders. We believe the increase in truants during their 11th-grade year prior to testing has a direct effect on these scores. NO CHANGE AS NO CAASPP TESTING OCCURRED IN 2019/20 due to COVID-19. Very few students took the CAASPP Test during the 20/21 School year as over half the school population was not on campus enrolled through Independent Study or Distance Learning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	4
All Grades							*	6

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*	*	*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*	*	*		*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*	*	*		*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Conclusions based on this data:

1. N/A - No data for use.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
86	86.0	3.5	5.8

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	3	3.5
Foster Youth	5	5.8
Homeless	14	16.3
Socioeconomically Disadvantaged	74	86.0
Students with Disabilities	19	22.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	3.5
American Indian	12	14.0
Asian	2	2.3
Hispanic	14	16.3
Two or More Races	6	7.0
Pacific Islander	1	1.2
White	48	55.8

Conclusions based on this data:






- The data indicates Prospects High Schools population is 86% Socioeconomically disadvantaged. We provide professional development focused on supporting teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas regardless of ethnicity. African-American students, Hispanic-American, and White students meet this definition of socioeconomically disadvantaged students. Cultural Responsive Professional Development has been provided for all District employees, and smaller cadres of teachers have become trainers. Culturally Responsive Positive Behavior Interventions and Supports have been put in place, and are being developed District, School, and District wide.
- Prospect provides lots of wraparound supports for students including, mental health counseling, social worker, advisory and daily check-ins and check outs, and 100% free meals for all students.

3. Prospect is a very homogenous population of students, even with our diverse population of students we feel the balance of income and ethnicity amongst our students creating a safe and welcoming environment for learning.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Yellow	Suspension Rate  Yellow
Mathematics  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. The Graduation Rate has grown over the last three years due to the entire teaching staff focusing on student academic engagement.
2. Principal and Staff have made an effort to reduce suspensions for minimal infractions. The staff has agreed that safety is the dominant focus of suspension. This will continue in exploring Alternatives to Education. Proud to share that in 20/21, Prospect did not suspend a single student.
3. Prospect has done a fine job preparing students for college. We believe the socioeconomic situation puts an increased burden on students. More Prospect graduates with low- and middle-incomes can now attend California's public colleges and universities each year without having to pay tuition, thanks to financial aid programs in each of the state's higher education systems that cover those bills. Our counselor has spent numerous hours preparing FAFSA's this past spring, encouraging our graduates to take advantage of their first year of college being free.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p></p> <p>No Performance Color</p> <p>119.9 points below standard</p> <p>Maintained -2 points</p> <p>16</p>	<p>English Learners</p> <p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Foster Youth</p> <p></p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p></p> <p>No Performance Color</p> <p>114.8 points below standard</p> <p>Increased ++6.7 points</p> <p>15</p>	<p>Students with Disabilities</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	136.9 points below standard Declined Significantly -28.9 points 14

Conclusions based on this data:

1. This indicates that our school, like all continuation schools, continue to struggle with state standardized tests. Testing did not occur in 19/20 because of Covid-19.
2. Prospect High School students are sent to us sometimes two or three years credit deficient. Prospect is a welcoming campus making an effort daily to engage students in learning. Testing is difficult for some of these students who exhibit high levels of anxiety.
3. We have increased engagement through schoolwide reading and writing across the curriculum. We are improving in these areas and have created Common Assessments Department wide to address student need.

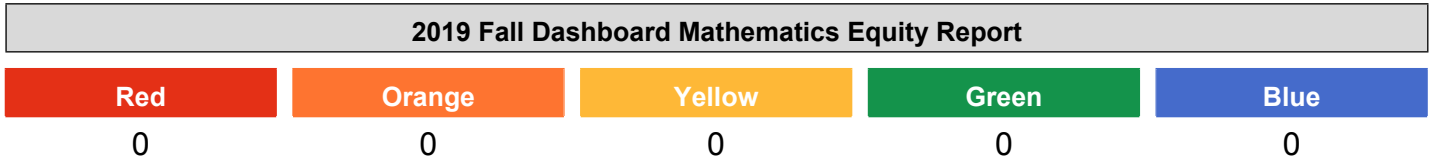
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>No Performance Color 246.9 points below standard Declined Significantly -56 points</p> <p>13</p>		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>No Performance Color 244.7 points below standard Declined Significantly -49.5 points</p> <p>12</p>	<p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
		250.2 points below standard Declined Significantly -69.9 points 11

Conclusions based on this data:

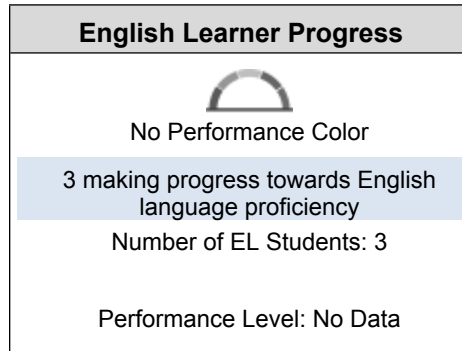
1. In the area of math, our students perform very low. Across all categories and subgroups, students performed below standard (92.8% overall scored "standard not met"). The Socioeconomic disadvantaged scored the lowest. Rigor must increase. Testing did not occur in 19/20 because of Covid-19.
2. Due to the size of our school, we are only able to offer Math Intervention and Math I. The students are generally two years credit deficient in Math upon arriving at Prospect and most of the time students are coming to us needing to retake Math I.
3. We notice that our students performed better in the math category of communicating reasoning (+12.81%) improvement. We attribute this to our work on school wide literacy. Our Math teacher has to work at both Community Day and Prospect High, reducing the amount of intervention we can provide our students.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
N/A	N/A	N/A	N/A

Conclusions based on this data:

1. N/A - Not enough data to report - too few students

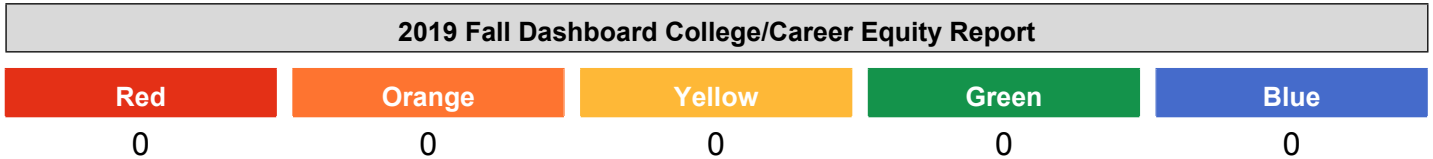
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>0</p> <p>Maintained -1.6</p> <p>73</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
1.6 Prepared	1.6 Prepared	0 Prepared
9.7 Approaching Prepared	9.7 Approaching Prepared	1.4 Approaching Prepared
88.7 Not Prepared	88.7 Not Prepared	98.6 Not Prepared

Conclusions based on this data:

1. The startling fact that we have only 1.6% of 62 students prepared for college. The data does show we need improvement in Math and English. This data does not show the number of graduates that went on to higher education other than college (i.e., Trade Schools, Beauty School) Testing did not occur in 19/20 because of Covid-19.
2. Budget has mandated a reduction in offerings of CTE courses - not what we hoped. In 21/22, we plan to hire a full time CTE teacher for Prospect HS!
3. College/Career/Workforce Readiness will be a focus as we move forward and field trips / guest speakers will allow better experiences for students.

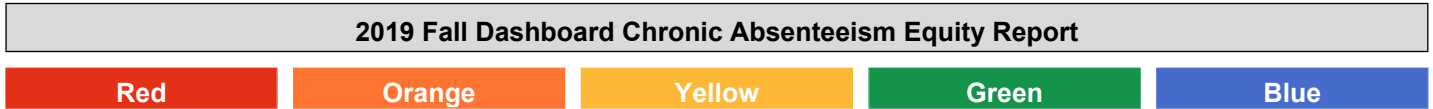
School and Student Performance Data

Academic Engagement Chronic Absenteeism

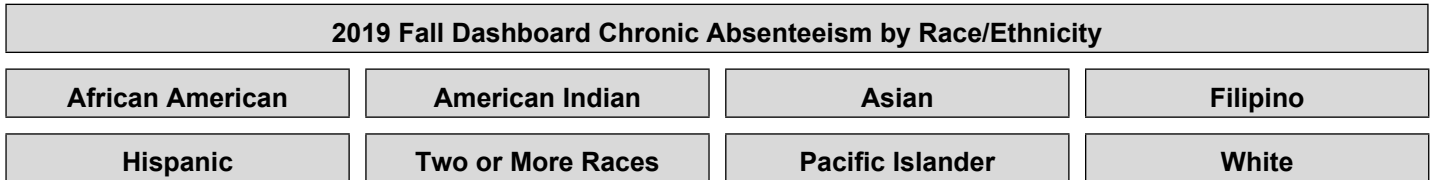
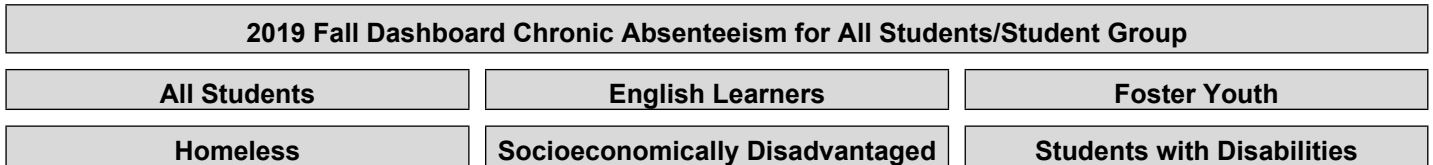
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

1. No data for this section, but this is a colossal problem for Prospect High School. We have been averaging 82%-84% attendance, but students have a difficult time getting to school, and then remaining at school for the entire day.
2. Attendance Incentives are given weekly.
3. As part of the CR-PBIS being implemented, a much more comprehensive incentive program will be put in place for 21/22

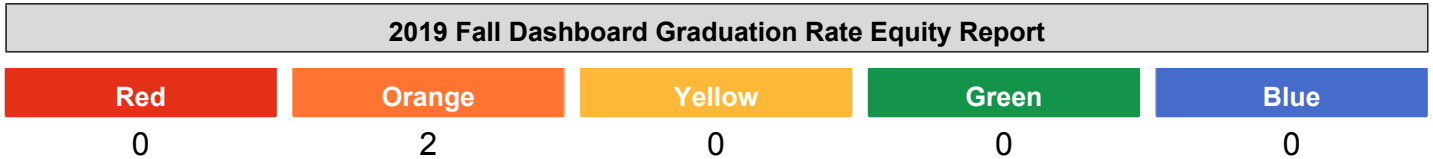
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Yellow 72.6 Maintained -2.4 73	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 88.9 Increased +7.6 18	<p>Socioeconomically Disadvantaged</p>  Orange 71.6 Declined -3.7 67	<p>Students with Disabilities</p>  No Performance Color 64.3 14

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 69.6 Increased +8.7 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 Orange 71.4 Declined -11.4 35

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
75	72.6

Conclusions based on this data:

- Prospect's graduation rate has increased over the years, with some sub groups moving in different directions.
- We offer credit recovery options for students beyond the regular school day. During the day and after school online classes are taught by a credentialed teacher.
- Prospect High School is holding Summer School on campus for the first time to increase graduation rates and allow for even more opportunities to earn credits.

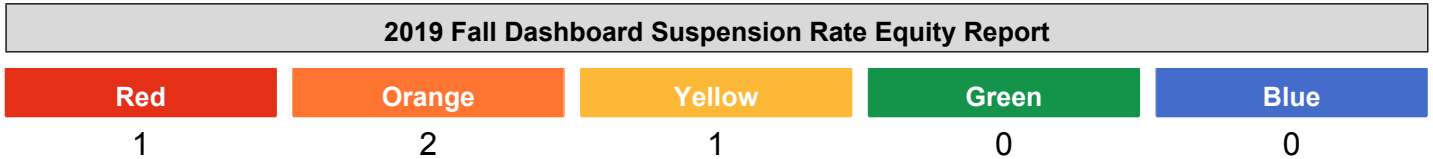
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>27.2</p> <p>Declined Significantly -9.9</p> <p>180</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>
<p>Homeless</p> <p>Red</p> <p>38.2</p> <p>Increased +0.7</p> <p>34</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>29.3</p> <p>Declined Significantly -7.8</p> <p>164</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>25</p> <p>Increased +2.8</p> <p>36</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color 21.1 Declined -28.9 19	 No Performance Color Less than 11 Students - Data 6	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 22.7 Declined -7.3 44	 No Performance Color Less than 11 Students - Data 7		 Orange 33 Declined -6.6 94

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	37.1	27.2

Conclusions based on this data:

1. Overall suspension rates have declined.
2. African American, Hispanic, and Students with Disabilities suspensions declined.
3. There were ZERO Suspensions for the 20/21 school year. Alternatives to Suspension were put in place.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Improve student performance levels in all subjects.

Goal Statement

Develop skill leveled curriculum and courses to address student's academic needs.

LCAP Goal

Provide equitable educational opportunities for all students

Basis for this Goal

The 21/22 School Year is also a WASC Review Year for Prospect High School. Along with a newly adopted LCAP, staff at Prospect will be taking a deep dive into the data and revising and recreating a plan that will do what is best for our students. The implementation of Culturally Responsive Positive Behavior Interventions and Supports, other Department of Justice Mandates, and a focus on College/Career/Workforce Readiness will be at the forefront of where we head as a school.

No new data comparisons are available for 19/20 as State Testing did not occur State Wide:

Pre 2020/2021:

State data indicates that our students are struggling to achieve academically in grade level standards. CAASP scores in both ELA and Math need improvement. A portion of these results can be attributed to low student buy-in regarding standardized testing. Prospect staff continues to brainstorm on ways to reinforce the full testing effort. Low scores may also be attributable to serving a large population of students with a history of truancy that typically creates large gaps in learning. Prospect offers Title I English intervention and a remedial math class to help students increase academics skills and standardized test scores. We have the difficult task increasing academic rigor but have students sent to us because they are generally falling out of the comprehensive high schools in the district. Students who are deemed truants in the OUHSD school district can and will be involuntarily transferred to us if they are 11th and 12th graders. The younger truant students are sent directly to our Community Day School. Sending these truants directly to Prospect has had a negative impact on our students and for us to achieve interest in higher academic achievement it is imperative that we change the negative perception to a positive School of Choice option. Students generally have a negative attitude upon arriving at Prospect High. Many of the students feel they are failures for being sent here, and many are shocked that there were involuntarily transferred to our school. We have created incentive programs and activities to re-identify as a school of choice, please refer to section five to see specific incentives.

This goal fits our desired WASC critical areas for follow-up:

Action Plan 1: Area for improvement: Academic Intervention

Action Step 1: Every Student will be given MAP and/or Department Assessments two-three times per year to assess English and Math skills.

Progress:

MAP testing was conducted in 2014-2015, 2015-2016 for Math and English, in years 2017-2018 and 2018-2019, we took the results directly from the feeder schools.

MAP score has been required by administration prior to a student's transfer from district comprehensive sites to assist in developing academic interventions.

MAP assessment is given individually if a student is a transfer from outside of the district.

In 2016-17, teachers began Performance Based Tasks in English that align with CAASPP/SBAC testing as well as Common Core Standards in replacement of assessments using MAP in their junior and senior year.

Performance-Based Tasks are given three times a year both in initial and scaffolded formats.

Action Step 2: MAP assessment data will be used to schedule students into skill appropriate English and Math Classes.

Progress:

In addition to MAP assessment data, the scheduling of students into English Intervention or Math Intervention involves use of student academic record, attendance, enrollment, and other data.

Students in English courses are assessed using Performance Based Tasks that were incorporated into the newly developed English Curriculum Map. Math students are assessed according to meeting course academic content requirements and completion of course activities.

Math placement is determined by Math requirements fulfilled. English placement is determined by successful completion of grade level English Courses. English students are assessed in class with Performance Based Tasks that were incorporated into the newly developed curriculum map.

MAP analysis was replaced by weekly SAP periods in which students and teachers analyze and create academic goals per grading period based on student need as determined by their transcripts.

Action Step 3: Develop skill leveled curriculum and courses to address student’s academic needs.

Progress:

The English Department collaborated with an outside consultation agency in development of curriculum maps for grades 10-12 aligned to California State Standards, student needs, and course schedule.

Math teacher has attended trainings for Common Core-aligned curriculum in 2017-2018.

Math teacher met and developed criteria placement for Math Intervention, as well as a 9th-11th grade curriculum map with district resource Nanette Johnson.

Math teacher attended meetings at Butte College, 2017-2018. District math teachers collaborated with Butte College math professors and assessment coordinators to help prepare students for college entry-level math courses.

Action Step 4: Infuse performance-based tasks across courses to meet common core curriculum standards.

Progress:

Performance-Based Assessments were developed (three for each Grade Level) to assess students in their development of analytical and rhetorical skills in support of assessment of academic progress and in alignment to Common Core and Statewide Assessment (CAASP/SBAC).

Tiered intervention was created to help students develop writing skills in order to assist with the PBT.

Action Step 5: Develop and implement universal writing rubric(s) to be used across all classes.

Progress:

Google Form is given schoolwide to assess students’ understanding of correct writing format.

Staff has developed schoolwide universal writing rubrics for sentences and paragraphs.

Staff is in development of a schoolwide essay format for general use among courses.

Staff has begun to develop school-wide variations of graphic organizers to assist in further cross-curricular alignment of writing expectations and formatting.

Action Step 6: Develop common formative assessments in Common Core areas.

Progress:

Preliminary Performance Based Tasks aligned to State Common Core Standards were implemented for English Grades 10-12 in the 2016-2017 school year.

During 2017-2018, PBT English assessments have been administered and will continue during the school year.

Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 4: Pupil Achievement - ELA CAASPP	2018 data: 0% of students met or exceeded the standard	Increase, through credit incentives by 2+%
State Priority 4: Pupil Achievement - Math CAASPP	2018 data: 0% of students met or exceeded the standard	Increase, through credit incentives by 2+%

Metric/Indicator	Baseline	Expected Outcome
State Priority 5: Student Engagement High School Graduation Rate	2018 data: 82.3% graduated	Increase graduation rate by 1+%

Planned Strategies/Activities

Strategy/Activity 1

Students will utilize material and technology to increase student achievement

Students to be Served by this Strategy/Activity

All Students

Timeline

On-Going

Person(s) Responsible

Administration, Counselor, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	30000
Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	Items needed for student success. Classroom materials, Chromebooks, and teaching materials to support credit recovery and achievement. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.
Amount	2500
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide funds for Teachers and staff to seek out professional development that focuses on improving engagement and instruction. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe Environment for Learning

Goal Statement

Create a safe campus and a welcoming environment for learning

LCAP Goal

Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports as a framework

Basis for this Goal

The 21/22 School Year is also a WASC Review Year for Prospect High School. Along with a newly adopted LCAP, staff at Prospect will be taking a deep dive into the data and revising and recreating a plan that will do what is best for our students. The implementation of Culturally Responsive Positive Behavior Interventions and Supports, other Department of Justice Mandates, and a focus on College/Career/Workforce Readiness will be at the forefront of where we head as a school.

No new data comparisons are available for 19/20 as State Testing did not occur State Wide:

Prospect is a continuation high school with truants, who are credit deficient and struggling because they do not regularly attend school. This goal meets the following WASC Critical Areas for Follow-Up:

Student attendance and school engagement

Action Step 1: Increase parent awareness of student academic progress.

Progress:

Development of student bill distribution at the beginning of every grading block.

Transcripts and parent letters are mailed home every 6 weeks (versus 2 times a year).

Increase number of teacher-parent phone calls/emails.

AERIES parent portal is created by a parent at a student's initial orientation/registration.

Action Step 2: Formalize dates and agenda for in-class student transcript review every 6 weeks during 1st-period homeroom.

Progress:

Advisory serves as an alternative to 1st-period homeroom and occurs every day from 9:10-9:30am and is built into the students' schedule.

Transcripts are analyzed once a block and data forms are filled out for each student so that the student knows what their Graduation Status is for every block and subject.

Action Step 3: Improve outreach services to increase student attendance.

Progress:

Home visits

Personal phone calls

Collaboration with probation

Attendance incentives/recognition. Students are awarded gift cards for perfect attendance each block.

Intervention Entries for all contacts

Action Step 4: All new students/families will receive an orientation from Site Principal, Counselor

Progress:

Transcript evaluation

Explanation of block system/variable credits

Staff introduction and campus tour

Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 3 Parent Involvement: Culture and Climate	Increase weekly communication through mail, phone calls, and on-campus presentations	Utilize SAP and teacher collaboration to increase parent involvement weekly
Priority 5: Pupil Engagement: Culture and Climate	Increase time associated with transcript review from every six weeks, to weekly in SAP	During any six-week block, staff will increase the transcript review process and communicate this with students and parent/guardians
Priority 6: Pupil Engagement: School Climate -increase outreach services	Utilize Social Worker, Counselor, and TOSA (two sections) to improve attendance	Principal will provide weekly attendance incentives, and share the results with staff during collaboration time as appropriate.

Planned Strategies/Activities

Strategy/Activity 1

Professional development dedicated to Pupil Engagement/CR-PBIS. Utilize weekly collaboration time to prioritize ways to transition from the comprehensive site to the continuation high school site. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2020 - June 2021

Person(s) Responsible

Administration, Teachers, Support staff

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	It is our desire to enhance the enrollment process from a negative perception to a welcoming safe school. Students generally have a negative attitude upon arriving at Prospect High. Many of the students feel they are failures for being sent here, and many are shocked that they were involuntarily transferred to our school. We have created incentive programs and activities to re-identify as a school of choice. Emphasis will be placed on school climate, pupil engagement, and parent involvement. Students want a

positive school climate, but the task for us will involve more student-directed ideas generated through our ASB class. When you walk onto a school campus, we want students and parents to feel safe and welcome and change their feeling that they are a failure for being enrolled here. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Pupil, Family Engagement

Goal Statement

Promote changes in attendance that will help encourage a culture of attendance to get students back on track with their education

LCAP Goal

Pupil Engagement (Engagement)

Basis for this Goal

Prospect student attendance greatly affects the critical needs of our learning community. In order to address these critical learner needs, efforts have been made to explain expectations and understanding of student success to both parents and students. Creating a common understanding and language between the school and parent community in order to assure student success. Prospect has 81.7% attendance rate, which has made a tremendous difference, but due to how credits are earned (variable), it is imperative that we increase student attendance to 85% over the next 3 years. Staff will discuss the possibility of a transitional time from comprehensive sites.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 5: Pupil Engagement- Attendance rates	2018 data indicates 81.7% attendance, up .5% from the previous year	Increase to 86% for the 2021-2022 school year and beyond
Priority 5: Pupil Engagement - Graduation rates	2018 data indicates our graduation rate has increased for the past three years. The increase from last year is up by 4.7%. It is become increasingly difficult to increase this rate due to the number of chronically absent students we take from the two feeder comprehensive sites.	Increase an additional 1% per year
Priority 6: School Climate (Engagement) - Suspension rates	2018 data indicates our suspensions are down from the 2016 - 2017 school year. We have declined in all subgroups. It is a direct reflection of the staff's increased emphasis on school climate and culture. College and Career Readiness, and a 15% increase of Career and Technical courses have kept students engaged at school.	Continue to use intervention methods to decrease suspension rates, and continue to increase CTE offerings creating a attraction to for students interested in a school to career focus. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.

Planned Strategies/Activities

Strategy/Activity 1

Continue to work with the comprehensive schools to reduce their chronic absenteeism rates at their schools, thus creating a school of choice at Prospect High School.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021- June 2022

Person(s) Responsible

Administration, Teachers, and Support Staff.

Proposed Expenditures for this Strategy/Activity

Amount	45073
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Prospect and Community Day Schools will offer two additional staff positions to assist with chronic absenteeism . A school Social Worker position, Academic Counselor, Principal, and a Teacher on Special Assignment (TOSA will monitor attendance and provide staff with the necessary information to reduce truancy, and increase attendance. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources. Numbers may change based on employee benefits/salaries allocated.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

Develop skill leveled curriculum and courses to address student's academic needs.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 4: Pupil Achievement - ELA CAASPP	Increase, through credit incentives by 2+%	No Testing in 19-20 - No Data Available to compare.
State Priority 4: Pupil Achievement - Math CAASPP	Increase, through credit incentives by 2+%	No Testing in 19-20 - No Data Available to compare.
State Priority 5: Student Engagement High School Graduation Rate	Increase graduation rate by 1+%	50 Graduates in 2021...

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will utilize material and technology to increase student achievement	Technology, supplies, materials	Items needed for student success. Classroom materials, Chromebooks, and teaching materials to support credit recovery and achievement. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources. 4000-4999: Books And Supplies General Fund 30000	Materials and Supplies 4000-4999: Books And Supplies None Specified 30000
		Provide funds for Teachers and staff to seek out professional development that focuses on improving engagement and instruction. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of	Services 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		resources. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2500	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Teachers have met during collaboration and when subs were available for pull out time to develop, implement, and start to evaluate Common Assessments.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We are in the beginning stages of implementation process, and baseline data and test runs of the assessments will occur Fall 2021.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None to be reported... Some differences in specific resources purchased were based on Covid School closure needs, and some items not being needed because students were off campus for 1/3 of the school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes at this time. Changes will occur as we develop the 2021 WASC Report with the WASC Visit scheduled for late March 2022.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

Create a safe campus and a welcoming environment for learning

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 3 Parent Involvement: Culture and Climate	Utilize SAP and teacher collaboration to increase parent involvement weekly	Emails and phone calls, now documented through Aeries increased communications. The plan is to even push this harder next year.
Priority 5: Pupil Engagement: Culture and Climate	During any six-week block, staff will increase the transcript review process and communicate this with students and parent/guardians	ILPs and a regular 3 week schedule for Transcript review will be in place for 2021-22
Priority 6: Pupil Engagement: School Climate -increase outreach services	Principal will provide weekly attendance incentives, and share the results with staff during collaboration time as appropriate.	A Targeted Case Manager and full time Social Worker will allow for improved outreach.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional development dedicated to Pupil Engagement. Utilize weekly collaboration time to prioritize ways to transition from the comprehensive site to the continuation high school site. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.	Culturally Responsive Positive Behavior Interventions and Supports will allow for a big increase in student engagement.	It is our desire to enhance the enrollment process from a negative perception of a welcoming safe school. Students generally have a negative attitude upon arriving at Prospect High. Many of the students feel they are failures for being sent here, and many are shocked that they were involuntarily transferred to our school. We have created incentive programs and activities to re-identify as a school of choice. Emphasis will be placed on school climate, pupil engagement, and parent involvement. Students want a positive school	Engagement 0000: Unrestricted Unrestricted 5000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>climate, but the task for us will involve more student-directed ideas generated through our ASB class. When you walk onto a school campus, we want students and parents to feel safe and welcome and change their feeling that they are a failure for being enrolled here. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.</p> <p>0000: Unrestricted Unrestricted 5000</p>	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Culturally Responsive Positive Behavior Interventions and Supports (CRPBIS) have been a focus for an established CRBIS Team to develop and fully implement to start the year - and be running smoothly with fidelity over the next three years.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Once in place, changes in attendance, grad rate, suspensions, referrals, and culture all will occur in a positive manner.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Professional Development and training will lead to operation of the program with fidelity. Data will be used to make changes necessary.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes at this time. Changes will occur as we develop the 2021 WASC Report with the WASC Visit scheduled for late March 2022.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

Promote changes in attendance that will help encourage a culture of attendance to get students back on track with their education

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 5: Pupil Engagement- Attendance rates	Increase to 86% for the 2020-2021 school year	Covid Closures did not allow for an accurate representation of comparable data.
Priority 5: Pupil Engagement - Graduation rates	Increase an additional 1% per year	Covid Closures did not allow for an accurate representation of comparable data.
Priority 6: School Climate (Engagement) - Suspension rates	Use CRPBIS interventions methods to decrease suspension rates, and continue to increase CTE offerings creating a attraction to for students interested in a school to career focus. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.	Covid Closures did not allow for an accurate representation of comparable data. There were ZERO suspensions for the 20-21 School Year.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to work with the comprehensive schools to reduce their chronic absenteeism rates at their schools, thus creating a school of choice at Prospect High School.	Weekly Admin Meetings, and Attendance plan through SAART occurs	Prospect will offer two additional staff positions to assist with chronic absenteeism . A full time School Social Worker position, Academic Counselor, Principal, Teacher on Special Assignment, and a Targeted Case Manager will monitor attendance and provide staff with the necessary information to reduce truancy, and increase attendance. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources. Numbers	Staffing 1000-1999: Certificated Personnel Salaries Title I 45073

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		may change based on employee benefits/salaries allocated. 1000-1999: Certificated Personnel Salaries Title I 45073	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

SAART will be improved, CRPBIS will be implemented, and extra staffing will allow for us all target those having trouble getting to school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Implementation will occur in August - and data should be available daily, weekly, monthly to allow staff to make adjustments for improvement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Staffing expenses will increase and materials will change based on needs moving forward.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes at this time. Changes will occur as we develop the 2021 WASC Report with the WASC Visit scheduled for late March 2022.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	81,071.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	82,573.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
General Fund	30,000.00
Title I	45,073.00
Title I Part A: Allocation	2,500.00
Unrestricted	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	5,000.00
1000-1999: Certificated Personnel Salaries	45,073.00
4000-4999: Books And Supplies	30,000.00
5000-5999: Services And Other Operating Expenditures	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	General Fund	30,000.00
1000-1999: Certificated Personnel Salaries	Title I	45,073.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2,500.00
0000: Unrestricted	Unrestricted	5,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Tim Drury	Principal
Dawn White	Classroom Teacher
TBD - Past Graduate was in place	Secondary Student
Michela Monnot	Other School Staff
TBD - Past Graduate Parent was in place	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on 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.

This SPSA was adopted by the SSC at a public meeting on June 9, 2020.

Attested:



Principal, Tim Drury on 6/10/2021

SSC Chairperson, Micheal Monnot on 6/10/2021

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program