

Prospect High (Continuation)

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

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

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Dennis Spasbo

Principal, Prospect High (Continuation)

About Our School

Contact

Prospect High (Continuation)
2060 Second St.
Orville, CA 95965-3497

Phone: 530-538-2330
E-mail: dspasbo@ouhsd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Oroville Union High
Phone Number	(530) 538-2300
Superintendent	Corey Willenberg
E-mail Address	cwillenb@ouhsd.org
Web Site	www.ouhsd.org

School Contact Information (School Year 2016-17)	
School Name	Prospect High (Continuation)
Street	2060 Second St.
City, State, Zip	Oroville, Ca, 95965-3497
Phone Number	530-538-2330
Principal	Dennis Spasbo
E-mail Address	dspasbo@ouhsd.org
Web Site	http://phs.ouhsd.org
County-District-School (CDS) Code	04615150437566

Last updated: 1/10/2017

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

Prospect High School is the continuation program for the Oroville Union High School District which has an overall enrollment of approximately 3,100 students. Oroville is located in Butte County and has a population of 14,000 residents. The urban area (10 miles) includes 58,000 people. Within commuter distance are eleven elementary schools, two junior high schools, and three high schools. The district encompasses 640 square miles of eastern Butte County. Prospect High School was established in January 1969 and is 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 Early Head Start childcare center, a teen parenting program, and the Oroville Community Day School.

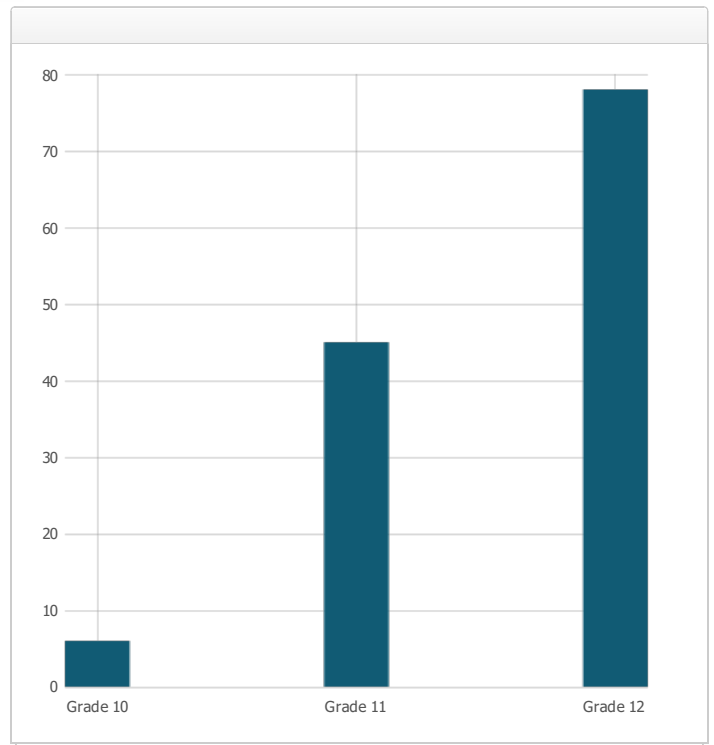
The Prospect High School staff has 10 certificated members including the principal and academic counselor. Prospect High School (PHS) currently has an average enrollment of 125 students serving grades 9-12 with the majority of our students being juniors and seniors. Like many continuation high schools, the enrollment changes throughout the school year. PHS entered 234 students during the 2015/16 school year. Prospect High School graduated 52 students in 2016, 39 in 2015 and 40 in 2014. The school does not currently track all graduates to determine their post high school endeavors; however, the majority of seniors indicate intent to go on to community college.

Our school hours are from 8:10 to 2:55 pm. The majority of our students attend a full six-period day of classes. Students have the opportunity to attend a full or part day as long as they complete 180 minute of classes. We run three 12-week trimesters per year so students can choose new classes according to their graduation requirement needs and teacher offerings.

Last updated: 1/10/2017

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

Grade Level	Number of Students
Grade 10	6
Grade 11	45
Grade 12	78
Total Enrollment	129

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

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	7.8 %
Asian	0.0 %
Filipino	1.6 %
Hispanic or Latino	22.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	46.5 %
Two or More Races	20.9 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.6 %
English Learners	0.8 %
Students with Disabilities	22.5 %
Foster Youth	3.1 %

Last updated: 1/10/2017

A. Conditions of Learning

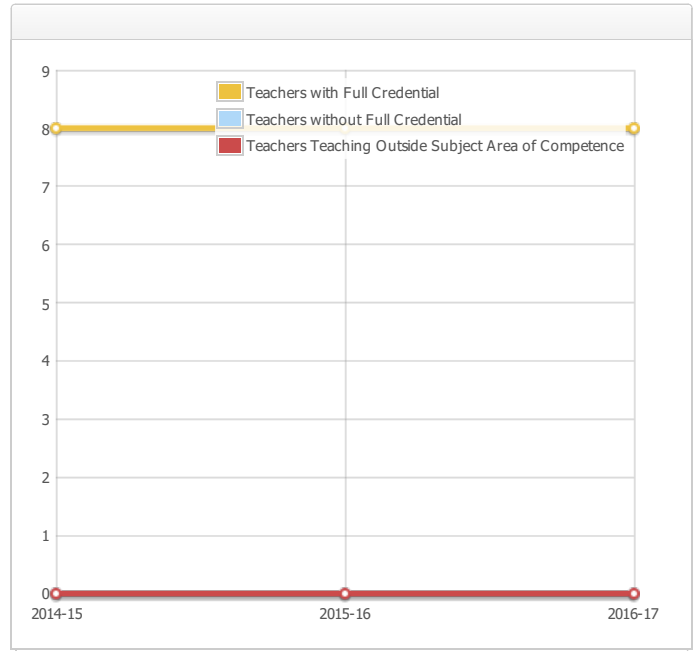
State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	8	8	8	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/10/2017

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	0.0%	0.0%

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

Last updated: 1/10/2017

School Facility Conditions and Planned Improvements

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/10/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating	Exemplary
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Last updated: 1/10/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	9.0%	6.0%	48.0%	41.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	0.0%	--	19.0%	13.0%	34.0%	36.0%

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

Last updated: 1/10/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	39	67.2%	5.7%
Male	39	26	66.7%	4.2%
Female	19	13	68.4%	9.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	24	68.6%	9.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	35	66.0%	6.5%
English Learners	--	--	--	--
Students with Disabilities	11	4	36.4%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/10/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	43	71.7%	--
Male	41	30	73.2%	--
Female	19	13	68.4%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	23	65.7%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	39	70.9%	--
English Learners	--	--	--	--
Students with Disabilities	12	6	50.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/10/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	12.0%	7.0%	50.0%	43.0%	43.0%	--	--	--

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

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

Last updated: 1/10/2017

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	31	27	87.1%	7.4%
Male	20	18	90.0%	5.6%
Female	11	9	81.8%	11.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	19	18	94.7%	11.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	21	87.5%	4.8%
English Learners	0	0	0.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

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

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

Last updated: 1/10/2017

Career Technical Education Programs (School Year 2015-16)

Prospect High School offers a variety of vocational education classes including Child Care, Computer Applications, Recycled Cycles, Foods and online career technical information through the Odysseyware curriculum. There is also a Careers class that is a graduation requirement for Prospect students.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents of Prospect students are able to come to the school at any time to visit with available staff. Parents are invited to be involved but opportunities are limited.

State Priority: Pupil Engagement

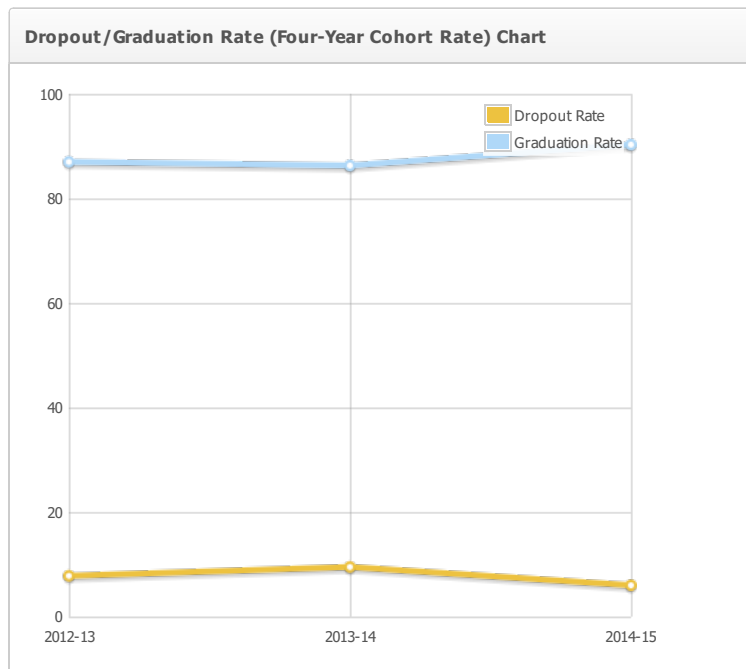
Last updated: 1/10/2017

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

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

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

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



Last updated: 1/10/2017

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

Student Group	School	District	State
All Students	56	84	85
Black or African American	14	53	77
American Indian or Alaska Native	67	57	75
Asian	0	98	99
Filipino	0	100	97
Hispanic or Latino	52	82	84
Native Hawaiian or Pacific Islander	0	100	85
White	62	85	87
Two or More Races	100	82	91
Socioeconomically Disadvantaged	59	83	77
English Learners	0	92	51
Students with Disabilities	73	68	68
Foster Youth	--	--	--

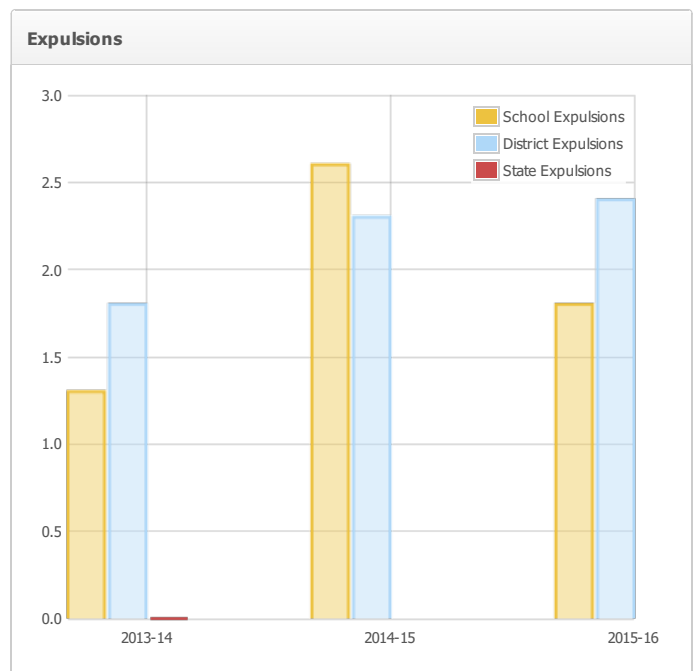
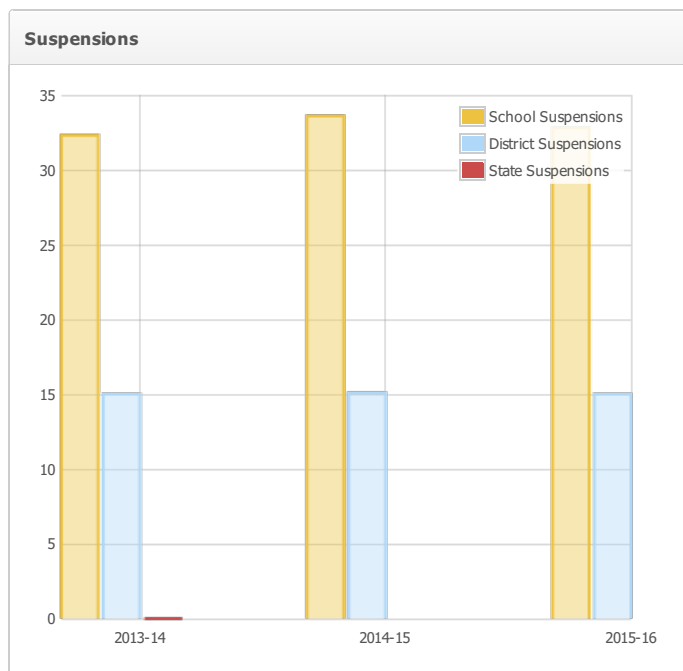
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	32.3	33.6	32.8	15.0	15.1	15.0			
Expulsions	1.3	2.6	1.8	1.8	2.3	2.4			



Last updated: 1/10/2017

School Safety Plan (School Year 2016-17)

Prospect Alternative Center for Education Safety Plan Update

It is the intent of Prospect Alternative Center for Education to provide the students and staff a safe, productive learning environment. In order for the schools to facilitate this objective, we expect our students to behave as model, law-abiding citizens. Students will respect the individual rights of all students and staff, and maintain the property, books and facilities with which they are entrusted.

It is the intent of PACE to provide an educational environment where high expectations are the focus. The school shall provide rich, integrated, meaningful courses of study and a variety of instructional programs to enable all students to acquire knowledge, learn skills, and develop attitudes necessary to realize their full potential. Students will be expected to become contributing members of the community who will contribute as effective communicators, complex thinkers, and responsible citizens as further defined in our ESLRs.

Current status of school crime committed on school campuses

• The major problem we have is intermittent graffiti. This is addressed by our Universals with paint and graffiti remover. If there is a significant amount of graffiti, pictures are taken and our SRO is informed. Throughout the school year we also have a few instances of vandalism on evenings, weekends, and vacation breaks. We notify the Maintenance Department of damaged items, or broken windows throughout the school year. This occurs 7-10 times per school year.

• The SRO notifies the Principal or AP's of crime status on and around our campus. The majority of calls come from calls to Accualarm due to alarms going off for a variety of reasons.

- We recently had our surveillance cameras repaired, which provides us with 24 hour surveillance. We would like to have additional cameras installed on the Main campus, as well as another system for the south campus.

- Accurately reporting incidents also is the first step in developing effective prevention strategies. It is our intention to accurately report incidents; the documented data can be used for early identification of trends; crime patterns; which may provide us enough information to intervene before a problem occurs.

- SRO will do home visits almost daily on truant students. The students who are habitual truants get a visit by the Officer to encourage them to attend school. Those students who are habitual truants are referred directly to our BCOE SARB program.

Child Abuse Reporting Legal References. (BP 5141.4)

All school staff actively monitors the safety and welfare of all students. Staff understands their responsibilities as state-mandated child care custodians and immediately report all cases of known or suspected child abuse. Child abuse reporting procedures are described in District and Board policies. All staff members are required to call directly to CPS for the initial report and follow-up with a written report. Every effort is made to maintain the confidentiality of the students and employees in all cases of child abuse reporting.

Emergency Plan Summary

The complete emergency plan is on file in the school office, in a red binder, and is reviewed at the beginning of each school year. Staff responsibilities are revised annually. Annual in-service and quarterly practices add to our ability to respond to disasters.

We are concerned for the safety of students, staff, and parents on and off the campus of Prospect High School. It takes practice and training to provide a high level of school safety.

Last updated: 1/10/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

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

Note: Cells with NA values do not require data.

Last updated: 1/10/2017

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.6	125.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.2	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/10/2017

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9012.0	\$1525.0	\$7437.0	\$65367.0
District	N/A	N/A	\$7678.0	\$68194.0
Percent Difference – School Site and District	N/A	N/A	4.0%	64814.0%
State	N/A	N/A	\$5677.0	\$75859.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/10/2017

Types of Services Funded (Fiscal Year 2015-16)

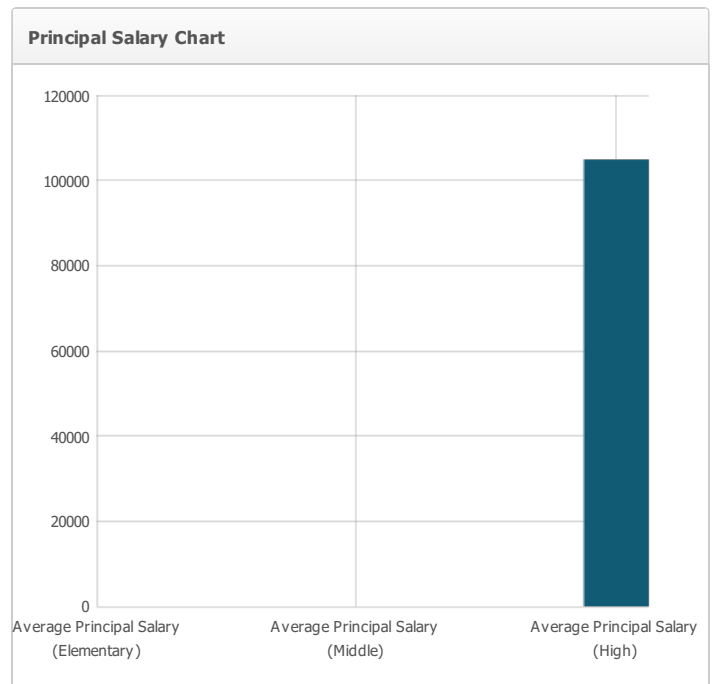
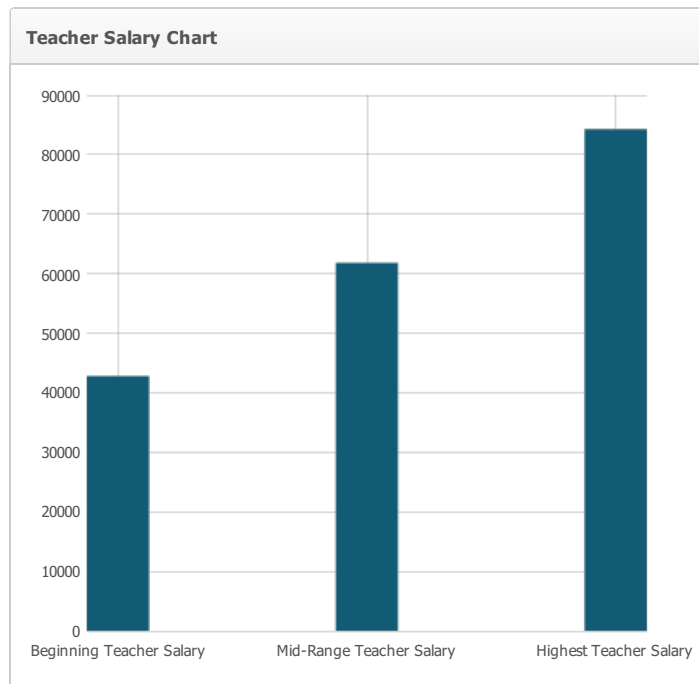
Categorical funding affords our school remediation in Reading, Language Arts and Math intervention. This funding is also used additional classroom help and technology.

Last updated: 1/10/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

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

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



Last updated: 1/10/2017

Professional Development

Many staff members have taken advantage of staff development opportunities as they have become available. These trainings have covered the gamut of subject area, behavior modification, and strategies for at-risk students. Most staff members have also attended Professional Learning Community trainings throughout the year and started training on the Common Core Curriculum standards. Staff has also worked on increasing rigor with a consultant from Souldition Tree Consulting.

Last updated: 1/10/2017