

The Single Plan for Student Achievement

Prospect High School

For 2016-2017 school year

04615150437566

CDS Code

Date of this revision: June 1, 2016

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Position: Principal

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Oroville Union High School District

The District Governing Board approved this revision of the School Plan on June 13, 2016.

Overview

Prospect High School is part of the Oroville Union High School District (OUHSD). OUHSD is comprised of two comprehensive high schools (Oroville High and Las Plumas), a continuation school (Prospect High), and a community day school (CDS). The district serves students from six feeder elementary districts within a 640 square mile area.

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 daycare center, a teen parenting program, 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 nine certificated members including the principal. Three of the nine certificated members are shared with the adjoining CDS and teach, in an effort to meet NCLB guidelines, one to five periods at PHS with the rest of their work day spent at CDS. Five of the nine teachers have been here since the last WASC visit and the principal is in his thirteenth year. The new teachers include one new English Teacher, a Math Teacher, a Social Science teacher, and a Science teacher. PHS support programs include the following:

- Title I Reading teacher
- 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).
- .2 Social Worker (attendance, homeless students, non Medi-Cal counseling)
- .6 Academic Counselor (Academic Advising)
- .4 School Psychologist (IEPs and individual counseling for non Medi-Cal eligible students)
- Butte College Reg-to-Go

PHS hours are from 8:10am to 2:55pm Monday through Friday with six classes running fifty five minutes each. The majority of PHS students attend the full six period day, but may, with approval from the principal attend on a shortened 4-period schedule. 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.

School Purpose

Prospect revised its Vision Statement during the 2014-2015 school year to include the following: ***Prospect High School will inspire students to demonstrate respect and responsibility in a physically and emotionally nurturing community, apply critical thinking skills to learning across multiple disciplines, and prepare students to be successful in post high school endeavors.*** Our school's philosophy includes the following:

- * Every student can learn
- * Every student can achieve academically
- * Every student can develop a positive self-concept
- * Every student is capable of developing a life plan
- * Every student is capable of working productively
- * Every student can grow in a positive school environment

The expected school wide learning results (ESLRs) that are currently in place focus on effective communication skills, complex thinking, and responsible citizenship in both inter and intra relationships. The ESLRs will be revisited during this self-study.

Status of School

Prospect is a Title I School with school wide assistance. Prospect met its AYP for 2010-2011, but did not meet its AYP for 2011-2012 (due to percent proficient in mathematics) or 2012-2013 (due to percent proficient in Mathematics). The school is currently in program improvement due to the lack of a state testing to be able to move out of PI.

Enrollment Data

PHS has an average enrollment of 142 students during the year. PHS initial enrollment for the 2015-16 school year was 129 but has had 234 student enroll during the year. Student move through the program and leave for a variety of reasons including graduation, moving out of the area, transferring to another program including the district adult program.

Enrollment by Ethnic Group

2015-2016 Group	Enrollment
Number of students	234
Black or African American	4%
American Indian or Alaska Native	8%
Asian	1%
Filipino	1%
Hispanic or Latino	22%
Native Hawaiian or Pacific Islander	0.0
White	43%
Two or More Races	21%

Enrollment by Grade Level

Prospect's student population is comprised of 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.

School Year	Grade 12	Grade 11	Grade 10	Grade 9
2012-2013	76	41	7	0
2013-2014	78	35	1	1
2014-2015	72	64	14	0
2015-2016	78	45	6	0

Student Performance Data:

Due to a change in statewide testing to the California Assessment of Student Performance and Progress (CAASPP) and the cancellation the CAHSEE requirement, there is not any reliable student performance data to evaluate and report. Prospect staff have used graduation data, credit accrual, and MAP testing data to evaluate current student performance at the local level.

Summary

Prospect High School continues to strive to assist all students in reaching graduation through a variety of programs and support services. Prospect has utilized MAP diagnostic testing to assess where each student's reading and math levels are. With this information, 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.

Area for Improvement: Academic Intervention

<p>Growth Target A: Improve academic success and evidence of learning. Critical Areas of Academic Need: Student learning, credit earnings, CAHSEE passage, graduation rate. ESLRs Addressed: Complex thinking, effective communication skills, responsible citizenship</p>				
<p>Rationale: Prospect currently uses only CAHSEE data to assist in scheduling students into skill appropriate classes and Prospect needs to continue to make progress with implementation of common core. Data shows that Prospect students are earning below par credits which affects graduation rates. Due to an influx of younger students, Prospect needs to offer a greater variety of English and Math courses to meet student needs. Prospect needs to establish universal, cross-discipline expectations for student writing skills.</p>				
Growth Targets		Monitor Progress	Report Progress	
A 2% annual increase in summative MAP score until students reach grade level.		Staff will administer and evaluate MAP scores bi-annually.	Data will be reported to stakeholders via school newsletter.	
Action Steps		Person(s) Responsible	Resources Needed	Timeline
1. Every student will be given MAP twice a year to assess English and Math skills.		Faculty	MAP software and appropriate technology	Begin 2015 and continue
2. MAP assessment data will be used to schedule students into skill appropriate English and Math classes.		Counselor	MAP assessment data	2015
3. Develop skill leveled curriculum and courses to address student's academic needs.		Math and English teachers	Math and English curriculum	2015
4. Infuse performance based tasks across courses to meet common core curriculum standards.		Faculty	Updated text books, appropriate technology, professional development	2015
5. Develop and implement universal writing rubric(s) to be used across all classes.		Faculty	Writing Rubric samples, professional development	Update for 16/17

Area for Improvement: Student attendance and school engagement

<p>Growth Target A: Improve yearly school attendance percentage and improve parent and student understanding of academic progress.</p> <p>Critical Areas of Academic Need: Improve attendance, CAHSEE passage, graduation rates, credit attainment</p> <p>ESLRs Addressed: Responsible citizenship, complex thinking skills, effective communication skills.</p>							
<p>Rationale: Prospect needs to increase student attendance to adequately address critical learner needs and ESLRs, and conversations with parents and students reveal a lack of understanding regarding transcript knowledge.</p>							
Growth Targets		Monitor Progress		Report Progress			
<p>1. Increase yearly student attendance by 2% each school year until 90% attendance is reached.</p> <p>2. Increase number of students earning above 8 credits per block by 5% each school year (based on credit accrual data provided in chapter 1).</p>		<p>Student attendance will be monitored via monthly district attendance reports.</p> <p>Student credit accrual will be monitored at the end of each 6 week grading period (block).</p>		<p>Progress will be reported to all stakeholder via school newsletter.</p>			
Action Steps		Person(s) Responsible		Resources Needed		Timeline	
<p>1. Increase parent awareness of student academic progress</p> <ul style="list-style-type: none"> • Transcripts and newsletter mailed home every 6 weeks (versus 2 times a year). • Transcript tutorial mailed home every 6 weeks. • Increase number of teacher-parent phone calls/emails. Explore possibility of allotting staff time to complete phone calls to parents. 		<p>Office staff Teachers</p>		<p>Postage, copies, time allotted for teacher phone calls home</p>		<p>ongoing</p>	
<p>2. Formalize dates and agenda for in-class student transcript review every 6 weeks during 1st period homeroom.</p>		<p>Counselor, teachers</p>		<p>Academic progress meeting agenda.</p>		<p>ongoing</p>	

<p>3. Improve outreach services to increase student attendance.</p> <ul style="list-style-type: none"> • Home visits • Personal phone calls • Collaborate with probation • Attendance incentives/recognition 	<p>All staff, probation, Social Worker</p>	<p>Allocate time and designate staff</p>	<p>ongoing</p>
<p>4. All new students will receive a mandatory orientation to include:</p> <ul style="list-style-type: none"> • Transcript evaluation • Explanation of block system/variable credits • Staff introduction and campus tour • MAP 	<p>Principal and Career Teacher</p>	<p>Allocate time and designate staff.</p>	<p>2015</p>

Area for Improvement: Re-identify as a school of choice

Growth Target A: Transition from a school that serves at risk students to a school that serves students interested in hands on learning and job training.

Critical Areas of Academic Need: Improve student attendance, increase credit attainment

ESLRs Addressed: Complex thinking skills, effective communicators, responsible citizenship

Rationale: Prospect students aren't able to complete A-G courses needed to go straight to a 4 year college, and many do not have an interest in pursuing a college degree. Prospect can best prepare students for life after high school by providing job training opportunities and Career Tech School enrollment. Prospect would also like to shift the public's perception that Prospect is a school for at risk students to the perception that Prospect is a school for students motivated by hands on learning and interested in a Career Tech based education.

Growth Targets	Monitor Progress	Report Progress	
1. Add one new Career pathway elective course and provide relevant career tech staff training each year. 2. Promote and publicize school improvements and student successes to media outlets twice a year. 3. Implement one service learning project each year.	Staff will evaluate the number of Career Tech courses that have been board approved and integrated into master schedule during beginning and end of year staff meetings when action plan is evaluated. Staff will monitor number of events publicized to media at beginning and end of year staff meetings when action plan is evaluated. Staff will evaluate the implementation of a yearly service learning project at beginning and end of year staff meetings when action plan is evaluated	Progress will be reported stakeholders via media outlets.	
Action Steps	Person(s) Responsible	Resources Needed	Timeline
1. Shift elective courses to a school-to-career focus	Administration	District office support, schedule flexibility	2016
2. Develop curriculum for career tech courses	Teachers, administration	Curriculum research and examples of successful programs	2016

3. Investigate opportunities to improve public perception of Prospect High.	Faculty, students	Social media, positive reports to board, positive media events,	2016
4. Investigate the possibility of career-tech staff development	Administration	Research conferences, staff development funding,	2016
5. Develop service learning projects	Faculty	Collaborative coverage of classes, collaboration with local businesses.	2016

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$94,746
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe ¹)	\$
Total amount of federal categorical funds allocated to this school	\$94,746

¹ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:²

Names of Members	Administrator	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Dennis Spasbo	X				
Brian Guthrie		X			
Brad Lund		X			
Michelle Gonzales				X	
Becky Wyman				X	
Maysin Hobbs					X
Julie Quarterman		X			
Maia Illa			X		
Numbers of members of each category	1	3	1	2	1

² 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.

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan.
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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.
6. This school plan was adopted by the school site council at a public meeting on: 6/6/2011.

Attested:

Dennis Spasbo
Typed name of school principal

Signature of school principal

6/1/2016
Date

Julie Quarterman
Typed name of SSC chairperson

Signature of SSC chairperson

6/1/2016
Date