

SARC



OUR
MESSAGE

OUR
TEACHERS

OUR
SCHOOL

Prospect High School

2014-15
School Accountability Report Card
Published in 2015-16



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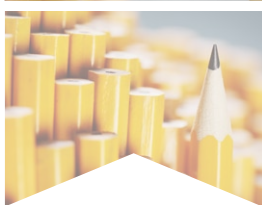
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www.cuhisd.org

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SARC



Principal's Message

Prospect is dedicated to high standards of performance. Our curricula are continually evaluated and modified to reflect the needs of students and to assure that all students are challenged and supported in their academic growth. As a site—and districtwide—we continue to collaborate on implementing the newly adopted Common Core State Standards (CCSS). We offer numerous Honors and Advanced Placement classes for the college-bound student, surpassing California State University and University of California requirements. Vocational and technical coursework is offered through the Silicon Valley Career Technical Education Center (SVCTE), formerly CCOC. Our excellent special education and English language development programs foster the spirit of full inclusion through mainstreaming and Specifically Designed Academic Instruction in English (SDAIE) classes. Ninety-five percent of Prospect's graduating seniors enroll in a two or four-year college or university.

Parent and community volunteers are a vital part of the programs at Prospect. Each year, parents give more than 10,000 hours in support of the school. New parent members are welcomed into the school booster organizations, including the Parent Teacher Student Association (PSTA), Panther Paws Athletic Boosters, English Language Advisory Committee (ELAC), Music Boosters, Spirit Boosters and the Grad Night Committee. This year, we are working on the recruitment of parent and community members to serve on our School Site Council (SSC) that has waned in past years. We currently have a relationship with Orchard Supply Hardware and Smart & Final where our students in the workability program gain valuable skills and experiences in the workforce within our community. In addition, we are continuing to work on fostering greater ties with all members of our community, including WestGate Church.

Prospect High School challenges students with a rigorous curriculum that prepares them to be effective communicators and problem solvers. Our students will demonstrate respect for themselves, their community and their environment while preparing to become contributing members of society.

School Mission Statement

Prospect High School provides students with a challenging, dynamic education that offers them the opportunity to gain the skills needed to be prepared for success in career and college.

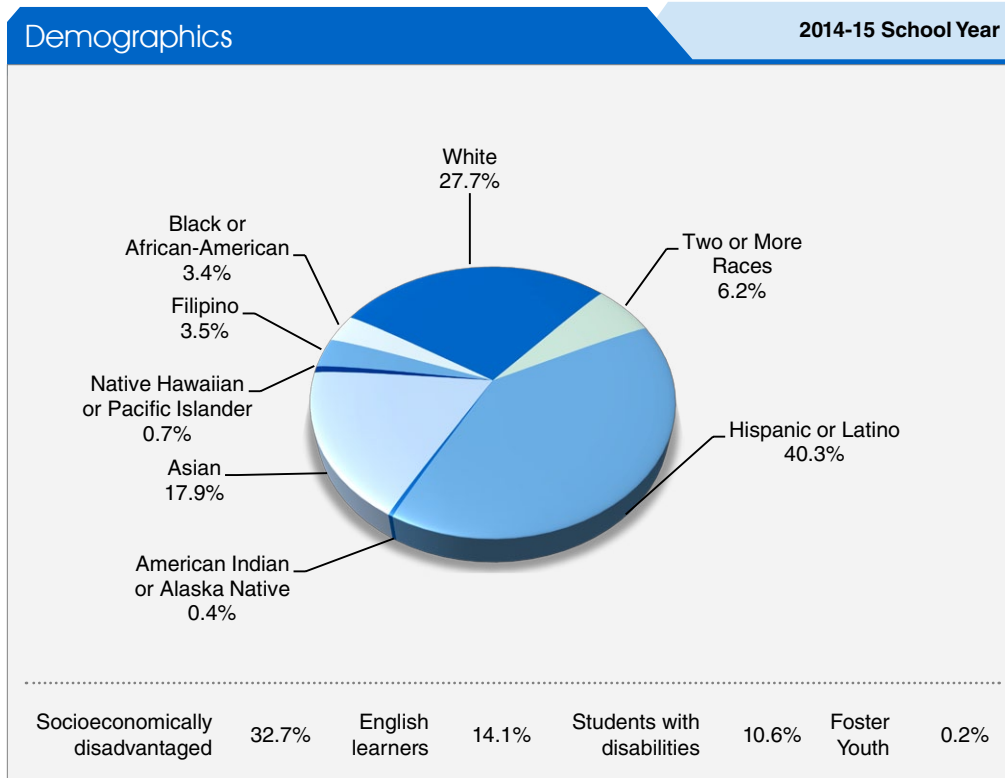
We encourage empowerment by honoring student voice and diversity within a safe and supportive campus culture.

We value and teach the importance of integrity, perseverance and empathy.

We recognize that we are part of a greater community and a strong, active partnership strengthens all.

Enrollment by Student Group

The total enrollment at the school was 1,343 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

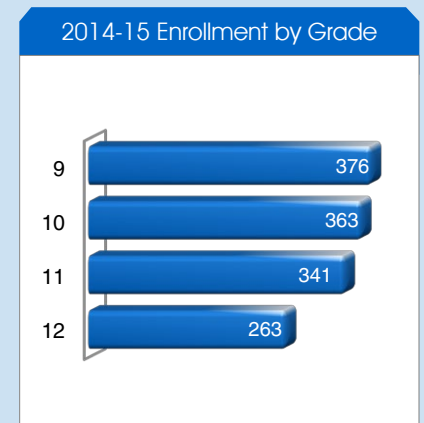


School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.





« Prospect is dedicated to high standards of performance. »



"Parent and community volunteers are a vital part of the programs at Prospect."



School Safety

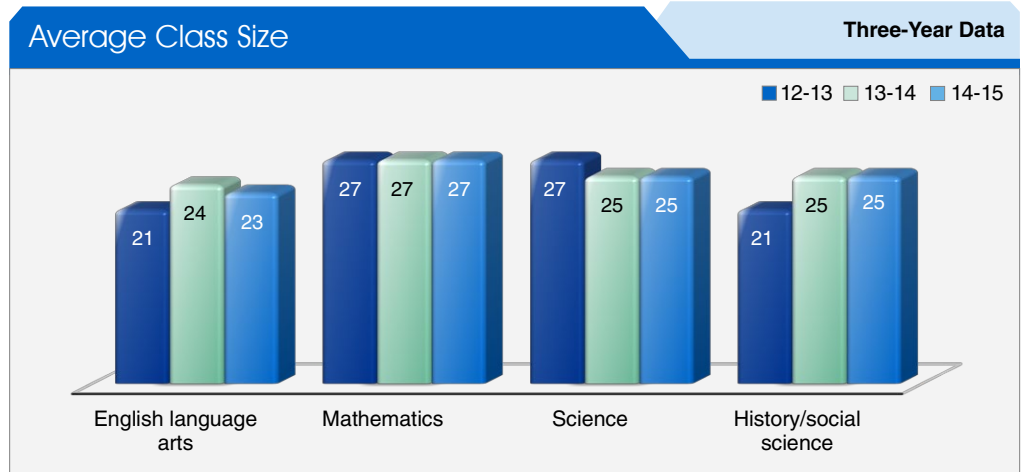
All Campbell Union High School District, schools have comprehensive safety plans that are updated and approved by the district's board of trustees and reviewed with school staff on an annual basis. These plans are compliant with federal standards and cover emergency, disaster and incident procedures for the range of contingencies for which today's schools must prepare in order to ensure the safety of students and staff. School classrooms and workspaces have flipcharts with easy-to-read instructions for each of these contingencies. In addition, security officers are present on campus daily, and our plans have been integrated with police, fire and health services procedures to assure a coordinated response at all times under a revised incident command system structure. With the help of police and emergency services departments, we run yearly drills with students and staff to practice preparedness, interagency communication and rapid response. School safety plan updates are approved by the board in March of each year and are reviewed with the staff annually.

School Safety Committees consist of staff, students and community stakeholders, and they have the responsibility for approving the plan. School administrators and faculty members are responsible for implementing the safety plan and ensuring a safe school environment. Teachers are trained in emergency procedures in case of fire, earthquake, lockdown/barricade and shelter-in-place situations. Drills and training are conducted throughout the school year. Crisis intervention and risk-assessment training is provided to key administration to support staff and students in time of crisis and emotional support for aftercare.

The school safety plan was last reviewed, updated and discussed with the school faculty in March 2016.

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Prospect HS			
	12-13	13-14	14-15
Suspension rates	4.6%	4.1%	1.9%
Expulsion rates	0.0%	0.6%	0.4%
Campbell Union HSD			
	12-13	13-14	14-15
Suspension rates	4.9%	6.2%	5.2%
Expulsion rates	0.1%	0.6%	0.4%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Subject	Three-Year Data								
	2012-13			2013-14			2014-15		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	32	25	12	21	23	19	23	32	10
Mathematics	10	24	13	11	17	16	10	28	12
Science	9	15	14	11	23	5	11	28	6
History/social science	21	13	11	12	9	15	10	22	10

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year		
	Prospect HS	Campbell Union HSD	California	
Met overall AYP	Yes	No	Yes	
Met participation rate:				
English language arts	Yes	No	Yes	
Mathematics	Yes	No	Yes	
Met percent proficient:				
English language arts	■	■	■	
Mathematics	■	■	■	
Met attendance rates	*	*	Yes	
Met graduation rate	Yes	Yes	Yes	

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year	
	Prospect HS	Campbell Union HSD	
Program Improvement status	Not Title I	Not Title I	
First year of Program Improvement	◇	◇	
Year in Program Improvement	◇	◇	
Number of Title I schools currently in Program Improvement		0	
Percentage of Title I schools currently in Program Improvement		0.00%	

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

* Not applicable. This AYP indicator is only applicable for schools or districts that enrolled 30 or more students in Transitional Kindergarten through grade eight (TK-8) on Fall Census Day.

◇ Not applicable. The school and district are not in Program Improvement.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2014-15 School Year

Grade 9

Four of six standards	13.3%
Five of six standards	25.8%
Six of six standards	40.2%

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following page display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grade 11.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students that did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
	Prospect HS			Campbell Union HSD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	61%	56%	66%	60%	65%	69%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
All students in the district	69%	
All students at the school	66%	
Male	70%	
Female	62%	
Black or African-American	50%	
American Indian or Alaska Native	❖	
Asian	84%	
Filipino	50%	
Hispanic or Latino	47%	
Native Hawaiian or Pacific Islander	❖	
White	83%	
Two or more races	71%	
Socioeconomically disadvantaged	41%	
English learners	9%	
Students with disabilities	20%	
Students receiving Migrant Education services	❖	
Foster youth	◇	

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	Prospect HS	Campbell Union HSD	California
English language arts/literacy	68%	68%	44%
Mathematics	43%	44%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 11	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	334	316	94.6%	11%	21%	35%	33%
Male		158	47.3%	10%	18%	35%	36%
Female		158	47.3%	13%	23%	34%	30%
Black or African-American		12	3.6%	25%	25%	33%	17%
American Indian or Alaska Native		3	0.9%	❖	❖	❖	❖
Asian		57	17.1%	11%	5%	28%	54%
Filipino		12	3.6%	0%	25%	58%	17%
Hispanic or Latino		137	41.0%	17%	32%	38%	13%
Native Hawaiian or Pacific Islander		2	0.6%	❖	❖	❖	❖
White		68	20.4%	4%	10%	34%	51%
Two or more races		25	7.5%	4%	16%	24%	56%
Socioeconomically disadvantaged		100	29.9%	25%	29%	32%	13%
English learners		30	9.0%	63%	27%	7%	0%
Students with disabilities		27	8.1%	56%	15%	26%	4%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 11	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	334	320	95.8%	32%	25%	20%	23%
Male		160	47.9%	31%	18%	23%	29%
Female		160	47.9%	33%	32%	17%	18%
Black or African-American		13	3.9%	46%	15%	23%	15%
American Indian or Alaska Native		3	0.9%	❖	❖	❖	❖
Asian		57	17.1%	14%	16%	16%	54%
Filipino		12	3.6%	25%	25%	33%	17%
Hispanic or Latino		137	41.0%	47%	31%	17%	4%
Native Hawaiian or Pacific Islander		2	0.6%	❖	❖	❖	❖
White		71	21.3%	21%	17%	24%	38%
Two or more races		25	7.5%	16%	36%	16%	32%
Socioeconomically disadvantaged		102	30.5%	56%	24%	15%	6%
English learners		33	9.9%	91%	3%	6%	0%
Students with disabilities		27	8.1%	74%	15%	4%	4%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient. *

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Students Scoring at Proficient or Advanced Levels

Three-Year Data

	English Language Arts			Mathematics		
	12-13	13-14	14-15	12-13	13-14	14-15
Prospect HS	64%	68%	71%	68%	70%	68%
Campbell Union HSD	66%	52%	55%	68%	54%	54%
California	57%	56%	58%	60%	62%	59%

CAHSEE Grade 10 Results by Student Group: English Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English language arts and mathematics for the most recent testing period. For detailed information regarding the CAHSEE results, visit www.cahsee.cde.ca.gov.

Students Achieving at Each Performance Level

2014-15 School Year

Group	English Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All students in the district	30%	21%	49%	31%	33%	36%
All students at the school	29%	22%	49%	32%	38%	30%
Male	33%	25%	42%	32%	36%	32%
Female	25%	19%	56%	31%	40%	29%
Black or African-American	31%	15%	54%	46%	38%	15%
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	19%	11%	70%	6%	23%	70%
Filipino	8%	46%	46%	23%	69%	8%
Hispanic or Latino	46%	27%	27%	55%	33%	12%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	13%	20%	67%	14%	50%	36%
Two or more races	33%	7%	60%	33%	47%	20%
Socioeconomically disadvantaged	60%	20%	19%	54%	30%	16%
English learners	87%	9%	4%	62%	28%	9%
Students with disabilities	97%	3%	0%	84%	13%	3%
Students receiving Migrant Education services	❖	❖	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖	❖	❖

* Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

Admission Requirements for California's Public Universities

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

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU Web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	2013-14 and 2014-15 School Years
	Prospect HS
Percentage of students enrolled in courses required for UC/CSU admission in 2014-15	97.70%
Percentage of graduates who completed all courses required for UC/CSU admission in 2013-14	55.69%



Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

« *"Each year, parents give more than 10,000 hours in support of the school."* »

Career Technical Education Programs

Prospect offers the following on-campus career classes: Digital and Graphic Tools, Digital Design for the Web, Computer Programming and Video Production 1-3, and AP Computer Science. Students may also participate in career-technical training at the Silicon Valley Career Technical Education Center (SVCTE). These courses of study are for 11th- and 12th-grade students and offer advanced preparation for entry into the workforce as skilled workers or entry into trade apprenticeships.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	2014-15 Participation
	Prospect HS
Number of pupils participating in CTE	330
Percentage of pupils who completed a CTE program and earned a high school diploma	32%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%





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Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2014-15 School Year	
Percentage of total enrollment enrolled in AP courses	0.90%
Number of AP courses offered at the school	17
Number of AP Courses by Subject	
Computer science	0
English	4
Fine and performing arts	0
Foreign language	2
Mathematics	4
Science	5
Social science	2

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE, or received a local waiver or state exemption. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements, divided by, the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements

Graduating Class of 2014

Group	Prospect HS	Campbell Union HSD	California
All students	92.06%	86.27%	84.60%
Black or African-American	83.33%	83.02%	76.00%
American Indian or Alaska Native	100.00%	50.00%	78.07%
Asian	92.31%	87.80%	92.62%
Filipino	109.09%	102.38%	96.49%
Hispanic or Latino	87.01%	78.67%	81.28%
Native Hawaiian or Pacific Islander	100.00%	100.00%	83.58%
White	95.65%	90.14%	89.93%
Two or more races	90.00%	91.56%	82.80%
Socioeconomically disadvantaged	93.85%	83.12%	81.36%
English learners	45.45%	46.21%	50.76%
Students with disabilities	68.57%	66.50%	61.28%
Foster youth	◇	◇	◇

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates

Three-Year Data

	Graduation Rate			Dropout Rate		
	11-12	12-13	13-14	11-12	12-13	13-14
Prospect HS	89.62%	91.67%	94.32%	8.10%	5.00%	3.00%
Campbell Union HSD	87.83%	91.42%	89.06%	6.70%	4.60%	7.00%
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%

"We value and teach the importance of integrity, perseverance and empathy."

◇ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

Textbooks and Instructional Materials

The most recent resolution on the sufficiency of instructional materials was held at the board meeting on October 1, 2015.

Textbooks and Instructional Materials List

2015-16 School Year

Subject	Textbook	Adopted
English language arts	<i>Holt Literature & Language Arts, 3rd Course, 4th Course, 5th Course and 6th Course</i> ; Holt	2003
English language arts	<i>Perrine's Literature: Structure, Sound and Sense</i> ; Thomson	2002
English language arts	<i>Conversations in American Literature</i> , Bedford/St. Martin's	2014
Mathematics	IM1 Course Readers Approved Locally	2015
Mathematics	IM2 Course Readers Approved Locally	2015
Mathematics	IM1 Course Readers Being Piloted	2015
Mathematics	<i>Algebra and Trigonometry</i> , McDougal	2004
Mathematics	<i>Calculus</i> , Houghton Mifflin	2006
Mathematics	<i>The Practice of Statistics</i> , Freeman	2003
Mathematics	<i>Java Concepts: Early Objects</i> , Wiley	2014
Science	<i>Earth Science</i> , Holt McDougal	2010
Science	<i>Modern Biology</i> ; Holt, Rinehart and Winston	2007
Science	Biology: Campbell & Reese, Pearson/Benjamin Cummings	2011
Science	<i>BSCS Biology: An Ecological Approach</i> , Kendall Hunt	2006
Science	<i>Chemistry</i> , Prentice Hall	2005
Science	<i>Chemistry: The Central Science</i> , Prentice Hall	2003
Science	<i>Conceptual Physics</i> , Prentice Hall	2002
Science	<i>Physics: Principles & Problems</i> , Merrill	2005
Science	AP: <i>College Physics</i> , Pearson	2014
History/social science	<i>World History: The Modern Era</i> , Prentice Hall	2014
History/social science	<i>United States History: Modern America</i> , Prentice Hall	2013
History/social science	<i>America's History</i> , Bedford/St. Martin's	2014
History/social science	<i>Magruder's American Government</i> , Pearson	2013
History/social science	<i>American Government Continuity and Change</i> , Pearson	2006
History/social science	<i>Economics: Principles in Action</i> , Prentice Hall	2013
Foreign Language	<i>Bien dit! Levels 1, 2 and 3</i> ; Holt McDougal	2013
Foreign Language	<i>Ni Hao: Chinese Language Course</i> , Introductory Level; ChinaSoft	2011
Foreign Language	<i>Integrated Chinese</i> , Level 1; Cheng & Tsui	2009
Foreign Language	<i>¡Avancemos! 1, 2, 3 and 4</i> ; Holt McDougal	2013
Foreign Language	<i>Abriendo paso: Temas y lecturas</i> , Prentice Hall	2014
Foreign Language	<i>Abriendo paso: Gramatica</i> , Pearson	2007
Foreign Language	<i>Abriendo puertas</i> , volume 1 and 2	2007
Foreign Language	<i>Imagina: español sin barreras</i> , Vista	2015
Foreign Language	<i>Revista: Conversación sin barreras</i> , Vista	2015

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2015-16 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks

2015-16 School Year

Data collection date	10/2015
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Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2015-16 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

School Facilities

Prospect High School is located on the west side of the Santa Clara Valley, better known as Silicon Valley. Our 14 building campus is spread over 29 acres near the base of the Santa Cruz Mountains. While located within the city limits of Saratoga, the majority of our students reside in the communities of San Jose, Campbell and some unincorporated parts of Santa Clara County. Thus, Prospect is at the crossroads of the ninth-largest city in the United States and several smaller communities, and our population reflects the characteristics of each.

In 1999, the Campbell Union High School District community passed Measure C, a facilities bond, for \$95 million with matching state monies of approximately \$30 million to renovate the six high schools in the district. In February 2005, a new six-classroom science complex was completed as one of the construction projects funded by this bond. This new construction has been followed by the renovation of classroom Building A in 2005, Building C, the main office, the attendance office, and the new library and bookroom in 2006. With the recent passage of Measure G, facilities renovation will continue for the arts, physical education and vocational education classrooms. In January 2011, Prospect's state-of-the-art Performing Arts Center opened. In the fall of 2015, Prospect opened the newly renovated VAPA (Visual and Performing Arts) building, Building J. In the spring of 2016, Building F (Career Technical Education) and Building K (interior of the cafeteria building) will go down for renovation with an estimated opening in the fall of 2016.

Other program components include:

- Aeries software for student scheduling and records, online attendance and grades
- School Loop software that delivers homework assignments and grades via email to parents and students
- Expanded Advanced Placement (AP) programs reinforcing academic rigor in English, Spanish literature and language, Mandarin, calculus, U.S. history, physics, government, chemistry, biology, statistics, and computer science
- Two computer labs open for classes and individual student use
- Fifteen Chromebook carts for English, social studies, math, special education, science and world language for student use
- An expanded Homework Center with individual and small-group tutoring, including electronic reports of student progress to parents
- Expanded music and fine arts offerings to include string orchestra, concert band, concert choir and jazz ensemble

Continued on page 13

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			6/30/2015
Date of the most recent completion of the inspection form			6/30/2015

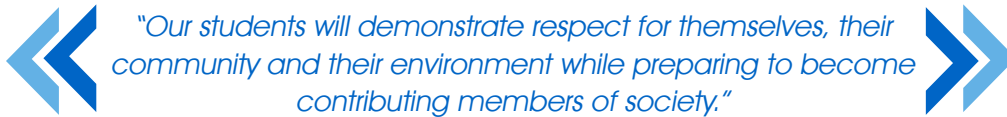
Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
External	Football field and field hockey field need repairs; waiting for passage of bond measure to replace football field and track due to wear and tear.	

Parental Involvement

Prospect's five parent booster organizations support a variety of campus programs and events. The Parent Teacher Student Association (PTSA), English Language Advisory Committee (ELAC), Music Boosters, Grad Night Committee, Spirit Boosters and the Panther Paws Athletic Boosters contribute thousands of hours and dollars to Prospect programs and students. In addition to fundraising efforts such as flea markets and game concessions, Prospect booster clubs grant teacher "wish lists," provide funding for a cheerleading coach and hospitality for a variety of events. Parents also serve as office volunteers, help with communitywide communications, serve as liaisons with our partner schools and help to tutor students in classroom settings. Additionally, Prospect has a Career and College Center run by a strong parent volunteer group and overseen by Prospect's academic counseling staff. For more information, please contact Sherril Cotter, PTSA president, at (408) 246-9891.



Types of Services Funded

The types of services funded include the range of student services necessary to a comprehensive high school, such as teachers, guidance and administrative personnel, aides and other classified personnel, textbooks, instructional equipment, academic support and intervention programs, as well as sports, activities and other enrichment programs. Additional guidance support for at-risk teens is provided through grants and site fund. These services include EMQ and Almaden Valley Counseling Service for social-emotional intervention and counseling, Advent Group Ministries for drug and alcohol referrals and support, California Youth Outreach (CYO) provides services to support gang intervention and counseling.

Professional Development

The 2015-16 professional development plan includes training in differentiated instruction, AVID strategies, Cycle of Inquiry process, and shared values training to help build upon the values imbedded in our vision and mission statements.

Prospect High School is dedicated to the continual improvement of academic programs for all students at all academic levels. All departments have incorporated the content standards into the curriculum. Starting in 2008 and continuing to the present, all core content areas have collaborated districtwide in the implementation and data analysis of common assessments specifically designed to align with CCSS. Additionally, all departments have developed and implemented site-based common assessments to help guide instruction and curriculum development. Further, Prospect has a senior cohort taught by two English teachers and two government teachers who collaborate on common cross-curricular assignments and assessments, including a comprehensive senior project. Professional development designed to support these initiatives will include departmental trainings in the Cycle of Inquiry; a process where common assessment data is analyzed and student data trends are shared. The process allows for reflection of assessment protocols and a time to discuss instructional practices most suited to address the assessment data trends.

The need for developing professional development strategies with a view to increasing collaboration among staff is an important task for the Prospect Professional Development Committee. One such strategy this committee employed to promote both professional growth and collaborative practices was the use of peer-led workshops offered in a variety of formats to accommodate the needs of the faculty. These formats included whole group sessions, break-out sessions and department collaboration. Prospect staff is also surveyed at the end of each year to help gather input on professional development needs to implement the following year to help us achieve our local education agency (LEA) and site goals for student achievement.

One minimum day each grading period has been utilized for whole-group professional growth. Teachers attending workshops paid for by funds from Prospect High School are highly encouraged to bring back their new insights to the staff as appropriate. In addition to site-based professional development, administrators and teachers also participate in district professional development through Subject Area Collaboration teams to support LEA goals.

A significant number of Prospect staff have attended AVID training over the past three summers and have incorporated lessons learned into their curricula. While AVID elective teachers attended the specific workshops required for their courses, several attendees visited workshops designed to infuse successful learning strategies into their subject matter. The subjects included science, English language arts and ELD Teachers attending these workshops have incorporated several of the strategies into their curricula and have shared them with their subject-area peers. These teachers meet several times a year as an AVID support team. At least 50 percent of Prospect's staff has been formally trained in AVID strategies. Critical reading strategies have been the schoolwide focus with two formal trainings and two formal department collaboration days to reflect on and build these strategies within every department.

During the 2014-15 school year, Prospect completed our Western Association of Schools and Colleges (WASC) midcycle review and was visited by the WASC to get their feedback on their review. Prospect staff created an action plan that specifically identifies our objectives and provides a timeline and accountability measurement to detail our progress and was awarded a six-year accreditation. WASC accreditation is an ongoing six-year cycle of quality control whereby the school demonstrates the capacity, commitment and competence to support high-quality student learning and ongoing school improvement. Our plan for continuous improvement is laid out in our WASC Action Plan.

School Facilities

Continued from page 12

- Imbedded Study Hall within the school schedule which allows students to focus on class-specific needs every day
- One section of after-school credit recovery/validation courses done through EdOptions online academy
- Naviance, a computer-based program designed to guide students in post-high-school careers, including, but not limited to, higher education opportunities
- Inclusion team for mainstreamed Specialized Academic Instruction (SAI) and English language development (ELD) students in English, which includes SAI/ Mainstream teachers' pre- and post-teaching English standards in an SAI/ELD workshop as a support to mainstream English courses

All Campbell Union High School District campuses are safe, clean and well-lit facilities. Built in the mid-1960s to late 1960s, these buildings have been evaluated by architects and engineers to be more solidly built and sturdier than new construction. Wisely designed, they have stood the test of time, and learning spaces have remained adaptable to new demands on the educational system. Even specialty learning areas, such as science and fine arts, have been found to equal the best new designs of today and require only refurbishment to remain vital. This refurbishment is the focus of modernization projects and of successful 1999 and 2004 bond measures, which include some new buildings and new athletic fields and tracks at each school site. These projects include new floors, electrical wiring, lighting, heating, furniture, audiovisual and performance and demonstration facilities, specialized learning areas, and more—all projects are part of the process to turn our campuses into schools for 21st century. Sports facilities, restrooms and cafeteria facilities have been regularly updated.

District network infrastructure consists of 1 Gbps connections from the campuses to the Internet. Campus buildings each connect directly to the campus network core over fiber optic cabling. Classrooms are wired with Cat 5e/6 cables to the network closet on campus. Classrooms and multi-use areas are fully covered with Wi-Fi.

All areas of all CUHSD campuses are regularly evaluated for trip-fall, environmental and other safety hazards; a state-of-the-art campuswide and districtwide fire, emergency and communication systems are in place; and campuses are cleaned and maintained by the custodial staff, whose work is regularly evaluated by both school and district supervisors.

Professional Development Days

Three-Year Data

	2013-14	2014-15	2015-16
Prospect HS	2 days	2 days	2 days



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	3.0
Average number of students per academic counselor	X
Support Staff	
FTE	
Social/behavioral or career development counselors	1.4
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	3.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0
Other	
FTE	
Bilingual community liaison	1.0

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Campbell Union HSD	Prospect HS		
	15-16	13-14	14-15	15-16
Teachers				
With full credential	357	58	63	67
Without full credential	2	1	1	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Prospect HS		
	13-14	14-15	15-16
Teachers			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Prospect HS	99.57%	0.43%
All schools in district	96.16%	3.84%
High-poverty schools in district	82.14%	17.86%
Low-poverty schools in district	96.44%	3.56%

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	Campbell Union HSD	Similar Sized District
Beginning teacher salary	\$43,138	\$44,363
Midrange teacher salary	\$72,509	\$71,768
Highest teacher salary	\$91,559	\$92,368
Average high school principal salary	\$125,780	\$133,673
Superintendent salary	\$222,180	\$210,998
Teacher salaries: percentage of budget	33%	36%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

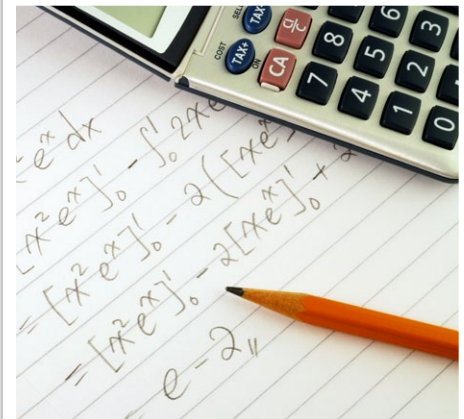
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Prospect HS	\$5,556	\$72,820
Campbell Union HSD	\$2,176	\$74,117
California	\$5,348	\$72,971
School and district: percentage difference	+155.4%	-1.7%
School and California: percentage difference	+3.9%	-0.2%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$7,108
Expenditures per pupil from restricted sources	\$1,552
Expenditures per pupil from unrestricted sources	\$5,556
Annual average teacher salary	\$72,820



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

School Accountability Report Card

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Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.