

# The Single Plan for Student Achievement

**School:** Prospect High School  
**CDS Code:** 053344  
**District:** Campbell Union High School District County-District School  
**Principal:** Joell Hanson  
**Revision Date:** April 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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**The District Governing Board approved this revision of the SPSA on May 18th, 2017.**

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## School Vision and Mission

### Prospect High School's Vision and Mission Statements

Vision Statement : Every Student has the right to.....

Reach her/his potential through a dynamic and engaging education.

Attain skills and knowledge to be prepared for career and college.

Be empowered to take an active role in his/her community.

Be a part of a supportive campus culture that prepares her/him to be an active citizen in a global society.

### 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.

## School Profile

### Demographic Data

Prospect High School, established in 1968, is located on the west side of the Santa Clara County's Silicon Valley. Our 15-building campus is spread over 29 acres near the base of the Santa Cruz Mountains. Located within the city limits of Saratoga, our students reside in the communities of San Jose (80%), Campbell (15%) and Saratoga (5%). Prospect is at the crossroads of the tenth largest city in the United States, and several smaller communities, and our student population reflects those demographics.

Prospect High School is one of five comprehensive high schools in the Campbell Union High School District (Branham, Del Mar, Leigh, and Westmont). PHS has a population of 1459 students, 72 certificated staff (teachers, admin and counselors) and 28 support staff (clerical, custodial, cafeteria, and aides).

Our class size average is 32 students per academic class (December 2016 enrollment count). We stress a standards-based curriculum in an atmosphere that is safe, challenging, and supportive.

### Enrollment

Our enrollment has grown at a steady rate and is projected to continue to grow over the next several years.

### Total PHS

9 – 12 students

12-13 -1236

13-14- 1264

14-15 - 1329

15-16 - 1403

16-17- 1459

17-18 projected 1515

Our demographics have shifted with the biggest growth in our Hispanic or Latino population (Over 17%) within the last 6 years. However, our EL population has lessened by about 3%.

Black or African American 4 %

American Indian or Alaska Native .06 %

Asian 23 %

Filipino 6 %

Hispanic or Latino 49 %

Native Hawaiian/Pacific Islander 1%

White 29 %

Two or More Races 6.2 %

Socio-economically Disadvantaged 32.5%  
English Learners 10 %

PHS current free and reduced lunch population (low SES) percentage has shrunk to 24% which may be underrepresented due to the way in which our district reached out to the community to apply online this year instead of paper applications done during the registration process in August.

Prospect students attend an A day/B day block schedule with 95-100 minute blocks. In 2009-10, we added a mandatory 30-minute daily tutorial and re-named it study hall to increase student use of available resources. The study hall is academic time where students choose an inside supervised study area. Every teacher holds their classroom open for study hall. Freshmen and sophomores have a minimum six-period day; juniors and seniors have a minimum five-period day, but are encouraged to take a full six. Approximately \_\_\_\_ of students take a seven-period course load to accommodate credit recovery or enrichment classes.

PHS site leadership is vested in three groups:

Curriculum Committee comprised of 11 department chairs, VP, and principal. Curriculum Committee has responsibility for reviewing, revising, and approving the school improvement plan. They meet monthly and make curriculum, staff development, and daily scheduling decisions.

PTSA comprised of students, parents, one teacher rep, and the principal and PTSA meets monthly in the evenings (open to the public). PTSA is responsible for raising funds for student and teacher needs in the form of mini grants and student scholarships. In addition, PTSA has sponsored parent information nights and PSAT prep classes to help raise additional funds. The School Site Council meets four times a year and is responsible for the approval of both the Single Plan for School Achievement (SPSA) and the WASC action plan.

The admin team is comprised of principal, VP, activity director, athletic director, two assistant principals, and three guidance advisors and meet weekly on scheduling, staffing, and intervention monitoring.

Parent and community volunteers are a vital part of the programs at Prospect. Each year parents give many hours in support of the school. New parent members are welcomed into the school booster organizations including the Parent Teacher Student Association (PTSA), Panther Paws Athletic Boosters, Music Boosters, Spirit Boosters and the Grad Night Committee. We enjoy community partnership with City of Saratoga for weekend field use. We currently rent facilities to multiple church and sports groups. We have developed a work ability program and developed an on-site student store to provide work experience for the severely handicapped students on campus.

In 1999, the Campbell Union High School District community passed Measure "C", a facilities bond, for \$95 million with matching state monies of approximately thirty million dollars, to renovate the five comprehensive high schools and one alternative high school in the district.

In 2005, a new science wing was completed;

in 2006, classroom wings A (English) and C (Social Studies and Math) were renovated;

in 2007, the library was renovated,

in 2008, the big gym was renovated;

in 2010, the locker rooms and gym lobby were renovated,

in 2011, the new Performing Arts Center opened.

In 2015 the new Visual and Performing Arts building opened

In the summer of 2017 the new CTE building will reopen

In the summer of 2017, all 5 comprehensive high school football fields and tracks will be renovated

In the fall of 2016, the CUHSD community passed Measure AA, a \$259 million bond and currently our district along with several committees is prioritizing building and sports facility renovations along with implementing a robust technology plan.

Renovations to the main quad, cafeteria are under review and will be a part of Measure AA's initiative for renovations.

Prospect's subgroup of English Language Learners is as diverse as the study body. For the 16-17 school year, our 151 ELLs are 10 % of the entire study body:

37 are Special Ed receiving dual services

Most ELLs are receiving EL support through ELD workshop, and/or SDAIE content courses

Over 29 home languages represented by PHS students with English being the majority and Spanish being second??

Other languages spoken include Cantonese, Korean, Vietnamese, Tagalog, Mandarin, Japanese, Croatian, Russian, and Farsi.

## PROSPECT HIGH SCHOOL 6-year TREND REPORT (Please refer to the end of the report).

### Course Enrollment

The Advanced Placement (AP) program is open enrollment. Since 2012, we added AP Mandarin, AP Computer Science, AP Calculus BC, AP English Language, and AP Physics 2 for a total of 13 AP courses. Each course has completed the College Board audit. The number of students taking AP courses has risen steadily over the past 6 years along with an increase in the number of exams taken. We continue to score well above the national and state average.

#### AP +3 or above scores

151

158

134

172

208

#### % of students with a score of +3 or above

79.5

76.7

73.2

70.5

76.5

\*Note that some students took exams without enrolling in AP courses and some enrolled students opted out of taking the AP exam

### AP Program 3 Year Trend by ethnicity (Increased overall enrollment by 43%)

#### 2014-2015

Total Enrollment = 242

Hispanic = 65 (27%)

Asian = 89 (38%)

Caucasian = 71 (29%)

Black = 6 (2%)

Filipino = 5 (2%)

#### 2015-2016

Total Students Enrolled = 277

Hispanic = 89 (32%)

Caucasian = 71 (26%)

Asian = 93 (33%)

Black = 10 (3%)

Filipino = 11 (4%)

#### 2016-2017

Total Students Enrolled = 348

Hispanic = 89 Total enrollments ( 26%)

Caucasian = 117 (34%)

Asian = 99 (28%)

American Indian = 2 (.005%)

Black = 4 (.01%)

**Discipline and Attendance:**

While enrollment has remained steady, the number of suspensions has dropped. The number of expulsions declined. The drop in the number of suspensions is due to a concerted effort toward the schoolwide motto, Choose Success, implementation of 9th grade advisory, counseling intervention through CASSY and Uplift, a new Restorative Justice model, and consistency in progressive discipline and data entry. .

Suspensions by Ethnicity (fewer # of actual students as one student may have multiple Suspendable offenses and all expulsions start with a suspension)

PHS average daily attendance is 96.7%

**Comprehensive Needs Assessment Components**

**Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

**Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys are sent out after every Professional Development

Healthy Kids Survey

Parent Survey sent from SSC

AP classes have students complete a survey regards the AP class that students are taking.

**Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Year	Site-Team ONLY		Site-Team and District Staff		Total # Classrooms Visited
	# IRs	# Classrooms Visited	# IRs	# Classrooms Visited	
Spring 2014	3	13 each			same 13 visited 3X
Fall 2014	1	8	1	9	17
Spring 2015	3	Opening up to staff so 4 per prep period			16

Administration does walk through and formal observation throughout the year. This year the department chairs completed 4 instructional rounds with fellow colleagues. The focus of the observations was to look at student engagement. The department chairs want to continue this at the department level with the hope that teachers can start dialogue about instructional practices.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Department Chairs are given grade printouts at each quarter to share with their departments so that discussions on like-courses alignment can take place.

SBAC scores for math and English are available to teachers.

See table at the back for # of common assessment done per departments.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Discussion of grade distribution is done every quarter per department.

In math students who were unsuccessful 1st semester were given the opportunity to re-take the class immediately during 2nd semester.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Done by HR at the district office

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Done by Curriculum Director at the District Office

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Done by District Office

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District Office provides ongoing training on QTEL strategies, professional development on new book adoption in areas of Math and English.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Prospect has 12 collaborations days where teachers meet in their departments to go over grade distribution, talk about assessments and instructional practices.

#### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District Office

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

NA

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

NA

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

District Office

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

District Office

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Intervention classes such as PLE/PLATO, EdOptions. Off track math classes. Summer school

14. Research-based educational practices to raise student achievement

AVID strategies, QTEL, Growth Mindset.

#### Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Open House, AP informational Night. Guidance presents Parent Night at each grade level.



16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

ELAC, PTSA , School Site Council

#### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

18. Fiscal support (EPC)

#### **Description of Barriers and Related School Goals**

Lack of collaboration times does not allow teachers to consistently analyze data and to have a guided discussion towards student achievement.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	334	335	316	318	315	315	94.6	93.5
All Grades	334	335	316	318	315	315	94.6	93.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2624.7	2645.8	33	43	35	33	21	13	11	11
All Grades	N/A	N/A	33	43	35	33	21	13	11	11

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	42	43	42	45	17	12
All Grades	42	43	42	45	17	12

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	45	56	41	32	13	12
All Grades	45	56	41	32	13	12

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	23	30	63	61	14	9
All Grades	23	30	63	61	14	9

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	42	50	46	41	11	8
All Grades	42	50	46	41	11	8

**Conclusions based on this data:**

1. SBAC data shows that Prospect shows and upward trend in the percentage of students that exceeded standards. There was an increase of 10 points.
2. Upward trend in the subcategories of reading, writing, listening and research/inquiry.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	334	335	320	318	319	314	95.8	94.4
All Grades	334	335	320	318	319	314	95.8	94.4

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2607.1	2616.0	23	22	20	28	25	22	32	29
All Grades	N/A	N/A	23	22	20	28	25	22	32	29

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	34	35	30	29	36	36
All Grades	34	35	30	29	36	36

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	29	28	50	48	22	24
All Grades	29	28	50	48	22	24

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	31	26	48	54	21	20
All Grades	31	26	48	54	21	20

#### Conclusions based on this data:

1. 2014-15 was baseline data and it appears that in math Prospect dropped by 1% point in 2015-16 in standards exceeded.
2. In the subcategories increase by 1% in Concepts & Procedures (Applying mathematical concepts and procedures). Drop by 1% in problem solving & modeling /Data Analysis and a 5% decrease in the subcategory communicating reasoning.
3. Even though most of our 11th grade are in a math class there could however be some 11th who are repeating a lower level class.



## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>9</b>	15	25	22	38	39	44	32	20	22	11	4	2	4	12	9
<b>10</b>	7	23	14	31	30	36	31	25	28	13	11	6	18	11	17
<b>11</b>	37	17	16	20	35	31	34	26	28	3	7	16	6	15	9
<b>12</b>	19	38	13	29	34	28	10	19	25	24	3	19	19	6	16
<b>Total</b>	18	25	17	30	35	36	29	23	26	11	7	10	11	12	12

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>9</b>	13	23	23	35	34	39	29	18	18	10	3	2	14	21	19
<b>10</b>	7	24	11	28	29	30	24	22	25	17	11	7	24	14	27
<b>11</b>	31	19	13	19	31	26	33	24	29	5	6	16	12	20	16
<b>12</b>	16	36	11	24	33	30	12	19	22	20	3	16	28	8	22
<b>Total</b>	15	24	15	28	32	32	26	21	23	12	6	9	19	17	21

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	148	182	145
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	148	182	145
Number Met	84	123	88
Percent Met	56.8%	67.6%	60.7%
NCLB Target	59.0	60.5	62.0%
Met Target	No	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	77	96	87	112	50	112
Number Met	21	45	33	59	7	58
Percent Met	27.3%	46.9%	37.9%	52.7%	14.0%	51.8%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	--	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	--	

#### Conclusions based on this data:

1.



## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Instruction</b>
<b>LEA/LCAP GOAL:</b>
Goal 1: Instruction that engages all students equitably: CUHSD will provide all students with high quality instruction by investing in targeted professional development, instructional technology, effective interventions and supports for students, and 21st Century skill development. <ul style="list-style-type: none"><li>o CA Dashboard English Learner Progress Indicator - maintain a performance level of Green</li><li>o SBAC % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 76% and math = 53%</li><li>o SBAC/EAP % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 58% and math = 25% for Latino Students</li><li>o SBAC/EAP % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 55% and math for Low Income Students = 26%</li><li>o SBAC/EAP % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 9% and math for English Learners = 12%</li><li>o English learner performance on CELDT Criterion (Growth or English Proficient) = 49%</li><li>o English Learner Reclassification Rate = 23%</li><li>o Students agreeing that they do meaningful work at school on the school climate survey = 40%</li></ul>
<b>SCHOOL GOAL #1:</b>
Develop the capacity for sustained growth through improved instructional strategies, and strong curricular teams, data analysis, and revised instruction to meet the needs of all students.
<b>Data Used to Form this Goal:</b>
Grade Distribution; SBAC, A-G rate, AP participation, graduation, CELDT, truancy, suspension and expulsion rates.

**Findings from the Analysis of this Data:**

Data reflects that there is dis-proportionality between the achievement of subgroups in some areas. See DATA appendix at the back.

The 2yr trend in SBAC ELA/Math shows that overall there is an upward trend but certain groups such as EL and students with disabilities have dropped significantly from the previous year in meets or exceeds standards.

The % of students enrolling in a 4yr college has dropped slightly from the previous 5yrs. Overall, trend shows that there is an increase in the number of student from the sub-group low-income and Latino enrolling in college the fall year after graduation.

Work still needs to be done in the number of EL students as well as students with disabilities who are graduating with their cohorts. Both of these subgroups show a 8% and 18% dropout -rate on the 4yr cohort.

Low-income and Latino students lag behind the white and Asian subgroup for the percent of graduates who completed "A-G" with a "C" or better. The Latino sub-group has however is showing an increase over the 6yrs and is currently at 32%.

Student performance on AP tests with students scoring a 3 or better has been dropping from 2010-2011 (79%) to 2014-2015 (67%) but increased in 2015-2016 (70%). However the number of students who are taking AP exams has increased.

Truancy rate has steadily increased by 21% from 2012-2013 to 2015-201.

Latino subgroup still remains as the highest percentage of Out- of Classroom suspension at 71%. However, there is significant decline from 6.9% to 2.1% in number of students who are suspended.

**How the School will Evaluate the Progress of this Goal:**

Utilize the WASC action plan as a way to monitor program through anecdotal and data analysis, and then modify the action plan on a yearly basis through collaborative efforts of all stakeholders. See below the action items:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate on specific department and site professional development needs to help support student achievement.	Ongoing	Teachers/Guidance /VP/Deans	AVID Summer Institute	None Specified	LCFF - Supplemental	10000
Dept Chairs submitted Department Goals			AVID and ELD Peer Tutors	None Specified	LCFF - Supplemental	2500
Implement QTEL professional development to increase effective EL strategies						
Implement Growth Mindset PD. training for teachers starting 2017						
Continue articulation process with feeder middle schools for core subjects and research based strategies	Twice year	Dept Chairs/VP/Teachers	None Specified			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Embed SBAC aligned questions in course curriculum	On going	All stakeholders				
Implement interim SBAC aligned assessments and COI to determine student strengths and areas of growth	Per semester 2 in the fall 2 in the spring					
Continue implementation, collaboration, and assessment of ELD and SAI workshops.	1x in fall and 1x in spring					
Increase % proficient in SBAC in English by 5% from 76% proficient to 81% proficient.						
Increase % proficient in SBAC Math by 5% from 50% to 55% proficient						
Increase overall credits for Low Income [LI] & Latino failure 5%						
Increase overall credits for Low Income [LI] & Latino failure 5%						
Improve vertical articulation between grade levels by implementing common assessments						
Articulation with feeder schools to discuss alignment of curriculum, strategies, and dialogue of best practices, and placement of students						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitor the academic success of students who have been re-classified.</p> <p>Targeted study halls for students failing 2 or more classes</p>	Ongoing	All stakeholders				

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**SUBJECT: Systemic, rigorous expectations with supports to help all students succeed**

**LEA/LCAP GOAL:**

Goal 2: Systemic, rigorous expectations with supports to help all students succeed: CUHSD will hold a high level of expectations for college and career readiness for all students, and provide appropriate supports and interventions to help all students prepare for post-secondary opportunities.

o A-G completion overall = 47%

o A-G completion for Latino students = 30%

o A-G completion for low income students = 28%

o Dashboard Graduation Indicator = Maintain Green overall by increasing the graduation rate to 93%.

o Dashboard Graduation Indicator for Low Income Students = Achieve Yellow for low income students by increasing their graduation rate to 87%.

o Percent of 10th - 12th grade students taking AP tests = 36%

o Percent of AP scores of 3 or Better = 71%

o Percent of Students Who Earned at Least 10 Credits in a CTE Pathway = 36%

o Percent of Graduates Enrolled in College the Fall after Graduation = 76%

o Percent of Latino Graduates Enrolled in College the Fall after Graduation = 63%

o Percent of Low Income Graduates Enrolled in College the Fall after Graduation = 63%

o Student agreement with: "Students receive effective counseling on opportunities after high school or college." = 84%

**SCHOOL GOAL #2:**

Decrease the achievement gap through implementing actions that will increase engagement in academics and social components of campus life. Increase "a-g" and on time graduation rate.

**Data Used to Form this Goal:**

Grade Distribution; SBAC, data, A-G rate, AP participation, Suspension, expulsion rate

**Findings from the Analysis of this Data:**

Data reflects that there is dis-proportionality between the achievements of subgroups.  
 Data reflects that there is dis-proportionality between the achievement of subgroups in some areas. See DATA appendix at the back.  
 The 2yr trend in SBAC ELA/Math shows that overall there is an upward trend but certain groups such as EL and students with disabilities have dropped significantly from the previous year in meets or exceeds standards.  
 The % of students enrolling in a 4yr college has dropped slightly from the previous 5yrs. Overall, trend shows that there is an increase in the number of student from the sub-group low-income and Latino enrolling in college the fall year after graduation.  
 Work still needs to be done in the number of EL students as well as students with disabilities who are graduating with their cohorts. Both of these subgroups show a 8% and 18% dropout -rate on the 4yr cohort.  
 Low-income and Latino students lag behind the white and Asian subgroup for the percent of graduates who completed "A-G" with a "C" or better. The Latino sub-group has however is showing an increase over the 6yrs and is currently at 32%.  
 Student performance on AP tests with students scoring a 3 or better has been dropping from 2010-2011 (79%) to 2014-2015 (67%) but increased in 2015-2016 (70%). However the number of students who are taking AP exams has increased.

**How the School will Evaluate the Progress of this Goal:**

Utilize the WASC action plan as a way to monitor program through anecdotal and data analysis, and then modify the action plan on a yearly basis through collaborative efforts of all stakeholders. See below the action items:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze AP Potential data to target underrepresented groups  Compare and disaggregate data in current AP classes to determine target groups  Implement AP summer boot camps to support potential AP students.  Increase proportional demographic representation in honors/AP/Pre-AP courses by 3%.	Ongoing Check Enrollment Yearly towards progress	Principal, VP, Guidance, AP Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SBAC aligned questions in course curriculum</p> <p>Implement interim SBAC aligned assessments and COI to determine student strengths and areas of growth</p> <p>Implement PLE credit recovery section</p> <p>Focused Study Hall on key needed concepts</p> <p>Pilot TenWorks software differentiated diagnostic</p> <p>Improve vertical articulation between grade levels by implementing common assessments</p> <p>Articulation with feeder schools to discuss alignment of curriculum, strategies, and dialogue of best practices, and placement of students</p>	On going	Department Chairs/Teachers/VP				
<p>Monitor the academic success of students who have been re-classified.</p> <p>Targeted study halls for students failing 2 or more classes</p>	Ongoing	Guidance/VP/Principal/Department Chairs				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continue implementation of credit recovery classes (PLE, EdOptions, summer school)</p> <p>State of the Senior report to determine 12th grade program based on goals</p> <p>Increase in the cohort graduation rate by 3% ( Add percentage)</p>	Ongoing Aeries/ District Data	Department Chairs, Teachers, VP, Guidance				
<p>Continue implementation of credit recovery classes (PLE, EdOptions, summer school)</p> <p>State of the Senior report to determine 12th grade program based on goals</p> <p>Increase in the cohort graduation rate by 3% ( Add percentage)</p>						
<p>Continue parent night and classroom visits to increase college awareness</p> <p>Continue sustained AVID growth</p> <p>Partnership with WACAC to analyze data and college recruitment strategies.</p> <p>Increase in the % of graduates “college ready” w/ A-G completion by 3%</p>	Ongoing	Department Chairs/Teachers/VP				
Analyze the SBAC tests results to determine student needs for growth	Yearly progress using the 2016 SBAC data as baseline	Principal, VP, Guidance, Teachers				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establishing a college career center person to assist students with college career choices/workshops.	Ongoing	Guidance/VP				

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**SUBJECT: School climate that promotes physical and emotional well-being.**

**LEA/LCAP GOAL:**

Goal 3: School climate that promotes physical and emotional well-being: Schools will engage actively with staff, students, and families to promote positive school communities. Efforts will be focused on safety, improving attendance rates, and using positive behavioral supports to prevent disciplinary actions.

- o Dashboard Suspension Indicator = Maintain Green overall by reducing suspension rates by .5% each year.
- o Dashboard Suspension Indicator for English Learners = Achieve Green for English learners by reducing the rate by 1.5% each year. Overall Status = 4.4%. English Learner Status = 7.7%.
- o Suspension Rate = 4.3%
- o Suspension Rate for Latino and African American Students = Latino suspension rate = 51%, African American suspension rate = 6%
- o Expulsion Rate = less than 0.1%
- o Parent response rate on the WestEd school climate survey = 27%
- o Truancy Rate = 43%
- o Percentage of students agreeing that they "care for each other" on the Healthy Kids Survey = 51%

**SCHOOL GOAL #3:**

School climate that Increase community engagement /involvement with a focus on student academic and social/emotional growth.

**Data Used to Form this Goal:**

Grade Distribution;SBAC, CASSY data, A-G rate, AP participation, graduation, truancy, suspension and expulsion rates.  
Data reflects that there is dis-proportionality between the achievement of subgroups in some areas. See DATA appendix at the back.  
Truancy rate has steadily increased by 21% from 2012-2013 to 2015-201.  
Latino subgroup still remains as the highest percentage of Out- of Classroom suspension at 71%. However, there is significant decline from 6.9% to 2.1% in number of students who are suspended.

**Findings from the Analysis of this Data:**

Data reflects that there is dis-proportionality between the achievement of subgroups.

**How the School will Evaluate the Progress of this Goal:**

Utilize the WASC action plan as a way to monitor program through anecdotal and data analysis, and then modify the action plan on a yearly basis through collaborative efforts of all stakeholders. See below the action items:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue with informational parent nights with emphasis on academics/ social and emotional wellness.  Push in to Feeder parent groups to improve parent awareness of student academic and social issues	Increase in parent participation	All stakeholders				
Continue articulation process with feeder middle schools for core subjects and research based strategies	Twice year	Dept Chairs/VP/Teachers				
Summer bridge program; flip classes.	Ongoing	All stakeholders	Summer Bridge for incoming at risk 9th grade students	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	12000
Collaborate on specific department and site professional development needs to help support student achievement.	Ongoing	All stakeholders				
Utilization of students services center to support ALL students - at risk and high achievers	Ongoing	All stakeholders				
alternative interventions to continue to reduce suspensions and address students'	Ongoing	All stakeholders				

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Instruction</b>
<b>SCHOOL GOAL #1:</b>
Develop the capacity for sustained growth through improved instructional strategies, and strong curricular teams, data analysis, and revised instruction to meet the needs of all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bilingual Aids	2017-18	Coordinator of Special Programs to provide technical assistance and training, management in collaboration with school sites	Six Bilingual Aids to provide direct translation and student engagement supports in ELD classrooms at each comprehensive school site. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	256470
BTSA Coaching/New Teacher Supports	2017-18	Chief Human Resources Officer	New teachers are provided with mentoring and training. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Base	246750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District-wide professional development days for all teachers	2017-18	Director of Curriculum and Instruction	Incentive-based professional development days provided to all instructional staff. Topics include: standards-based instruction, grading policy, intervention strategies, and college readiness pathway completion. Two days paid out of LCFF Base. Amount includes classified salaries (2000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Base	185000
			One day of professional development paid out of Educator Effectiveness Grant. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	Other	92500
Quality Teaching for English Learners (QTEL) professional development program	2017-18	Director of Curriculum and Instruction	A contract with WestEd to implement a program to provide professional development in English learner intervention and student engagement strategies paid out of the Educator Effectiveness Grant.	5800: Professional/Consulting Services And Operating Expenditures	Other	267000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers on Special Assignment to support English learners	2017-18	Coordinator of Special Programs to provide technical assistance and training, management in collaboration with school sites	Roughly .5 of a Teacher on Special Assignment per comprehensive high school to provide supports in assessment, scheduling, and providing supports to English learners. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	286000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers on Special Assignment to lead Common Core standards implementation with embedded technology supports	2017-18	Director of Curriculum and Instruction	1.5 centralized Teachers on Special Assignment paid out of LCFF Base to support implementation of Common Core standards in ELA and math, including development of local assessments and curriculum. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Base	188698
			.5 of a centralized Teacher on Special Assignment per comprehensive high school to provide supports in assessment, scheduling, and providing supports to English learners. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	56761
Technology initiative for blended learning to provide one device per student over four years.	2017-18	Director of Technology	Purchasing of devices to support blended learning initiative for all students in one grade level.	4000-4999: Books And Supplies	LCFF - Base	447000

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Decreasing the Achievement Gap</b>
<b>SCHOOL GOAL #2:</b>
Decrease the achievement gap through implementing actions that will increase engagement in academics and social components of campus life. Increase "a-g" and on time graduation rate.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
College and Career Center Staff	2017-18	Director of Curriculum and Instruction	College and Career Centers will have full-time staff to support students and families with preparing for the transition to post-secondary opportunities. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Base	244820
			Partly funded through the College and Career Readiness Grant. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	Local Categorical	81607



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID Coordinators	2017-18	Director of Curriculum and Instruction	Five AVID Coordinators, one for each comprehensive high school, with one at each site, to oversee AVID training, scheduling of classes, and supports to students. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	139865

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in School Climate</b>
<b>SCHOOL GOAL #3:</b>
School climate that Increase community engagement /involvement with a focus on student academic and social/emotional growth.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community Liaisons	2017-18	Coordinator of Special Programs to provide technical assistance and training, management in collaboration with school sites	Three bilingual Community Liaisons to provide translation services, support ELAC and DELAC meetings, and engage with parents. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	230000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinator of Community Engagement	2017-18	Director of Strategy, Accountability, and Innovation	The Coordinator will create educational materials for families and community members about college and career preparation, and work with sites to engage stakeholders on strategic planning. Half will be LCFF Supplemental to highlight the focus on outreach to low-income and English learner students' families. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	60000
			Half will be OCF Base to reflect outreach to all family and community members. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Base	60000
Mental health counselors	2017-18	Director Student Services & Assessment	A contract with CASSY, a counseling agency, to provide crisis counseling to students at each school site.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	450000

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Supplemental	24500	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	24,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	12,000.00
None Specified	12,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	12,000.00
None Specified	LCFF - Supplemental	12,500.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	12,500.00
<b>Goal 3</b>	12,000.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kian Grewal			X		
Jeff Arnett			X		
Cathie Watson-Short				X	
Sherill Cotter				X	
Jennifer Slattery				X	
Buddy Butler				X	
Liz Tanaka				X	
Nila Rodriquez			X		
Edmund Zhi					X
Emily Vainberg					X
John McGowan		X			
<b>Numbers of members of each category:</b>					

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



## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

English Learner Advisory Committee

\_\_\_\_\_

Signature

Special Education Advisory Committee

\_\_\_\_\_

Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_

Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_

Signature

Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_

Signature

Other committees established by the school or district (list):

\_\_\_\_\_

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Joell Hanson

\_\_\_\_\_

Typed Name of School Principal

\_\_\_\_\_

Signature of School Principal

\_\_\_\_\_

Date

\_\_\_\_\_

Typed Name of SSC Chairperson

\_\_\_\_\_

Signature of SSC Chairperson

\_\_\_\_\_

Date

# LCAP Goals and Data for Prospect High School

## California Dashboard Results (Relevant to Goals 1, 2, and 3)

### Prospect High - Santa Clara County

Enrollment: 1,474    Socioeconomically Disadvantaged: 31%    English Learners: 11%    Foster Youth: N/A    Grade Span: 9-12    Reporting Year: Spring 2017

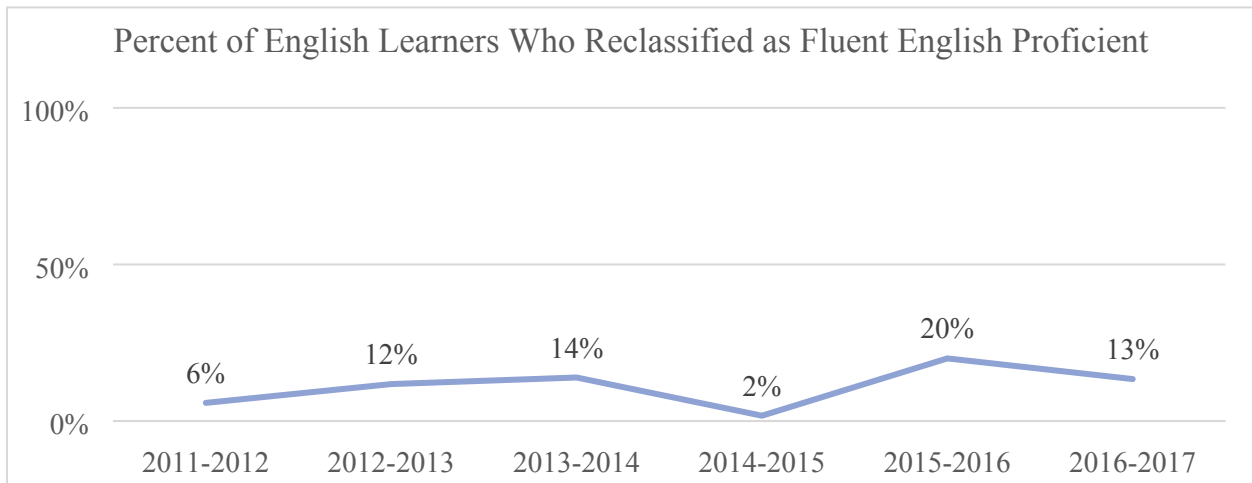
Charter School: No

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report

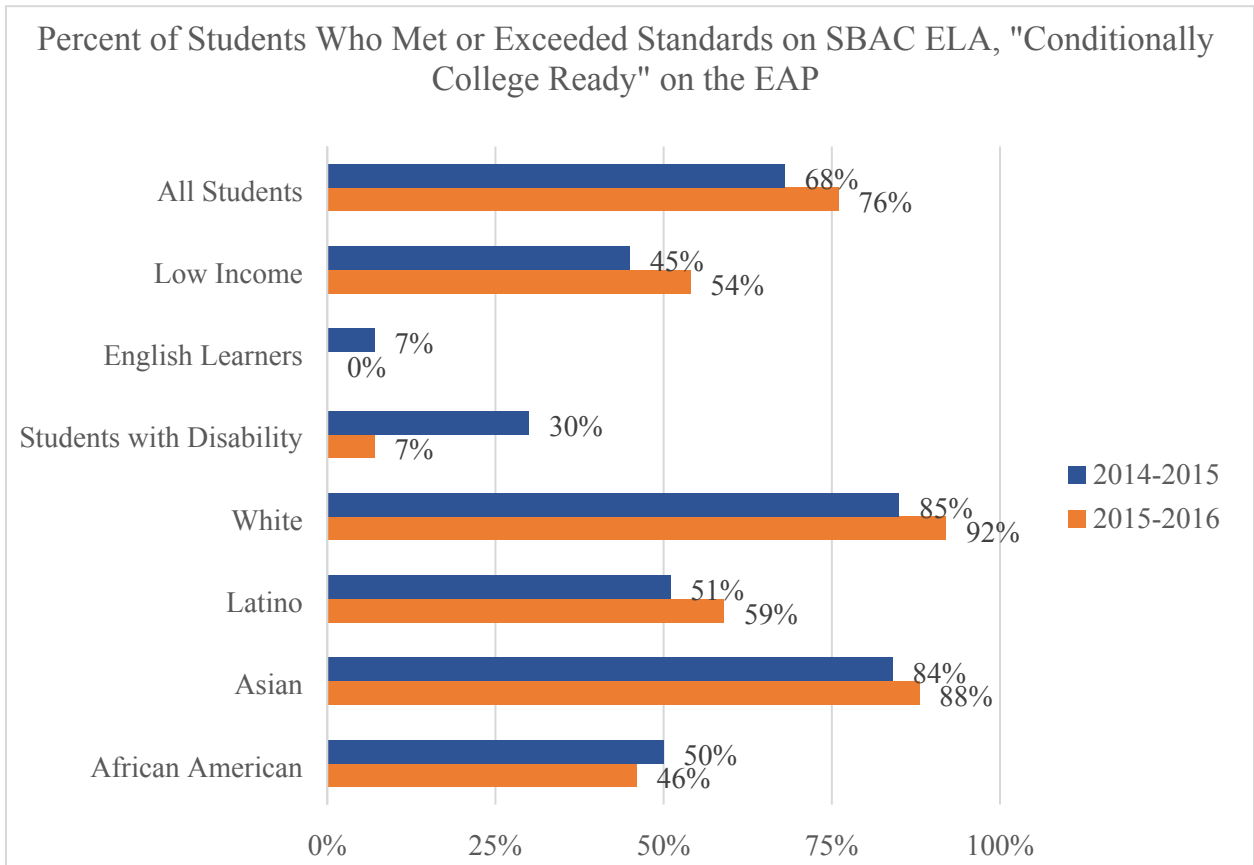
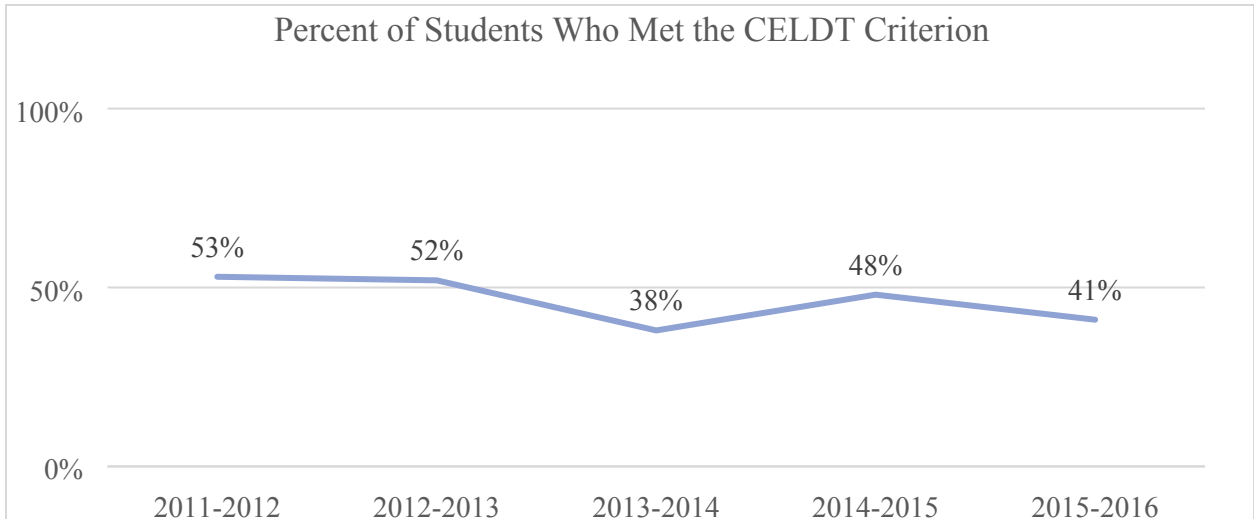
This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			N/A	N/A			*					*		
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Graduation Rate (9-12)</u>			N/A	N/A			*		*	*		*	*	

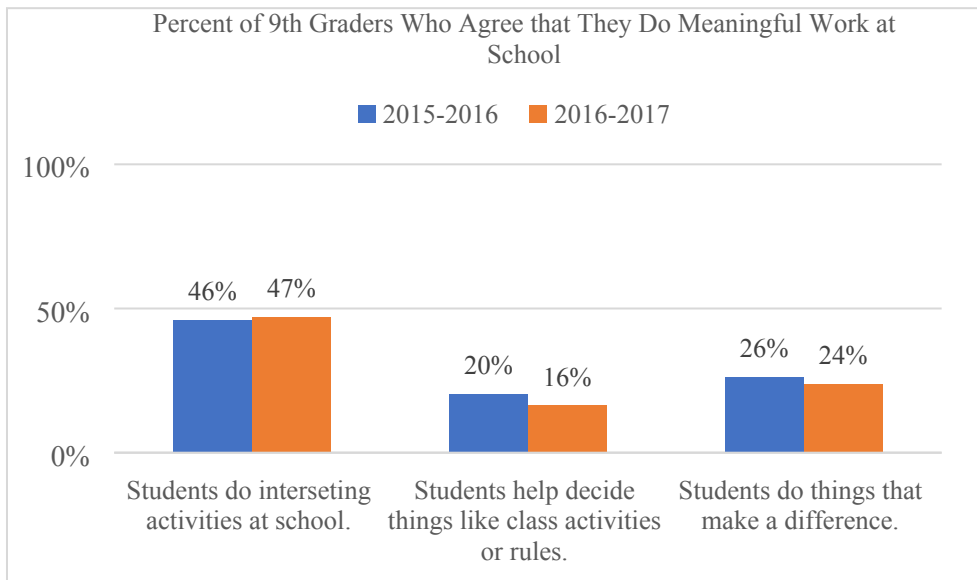
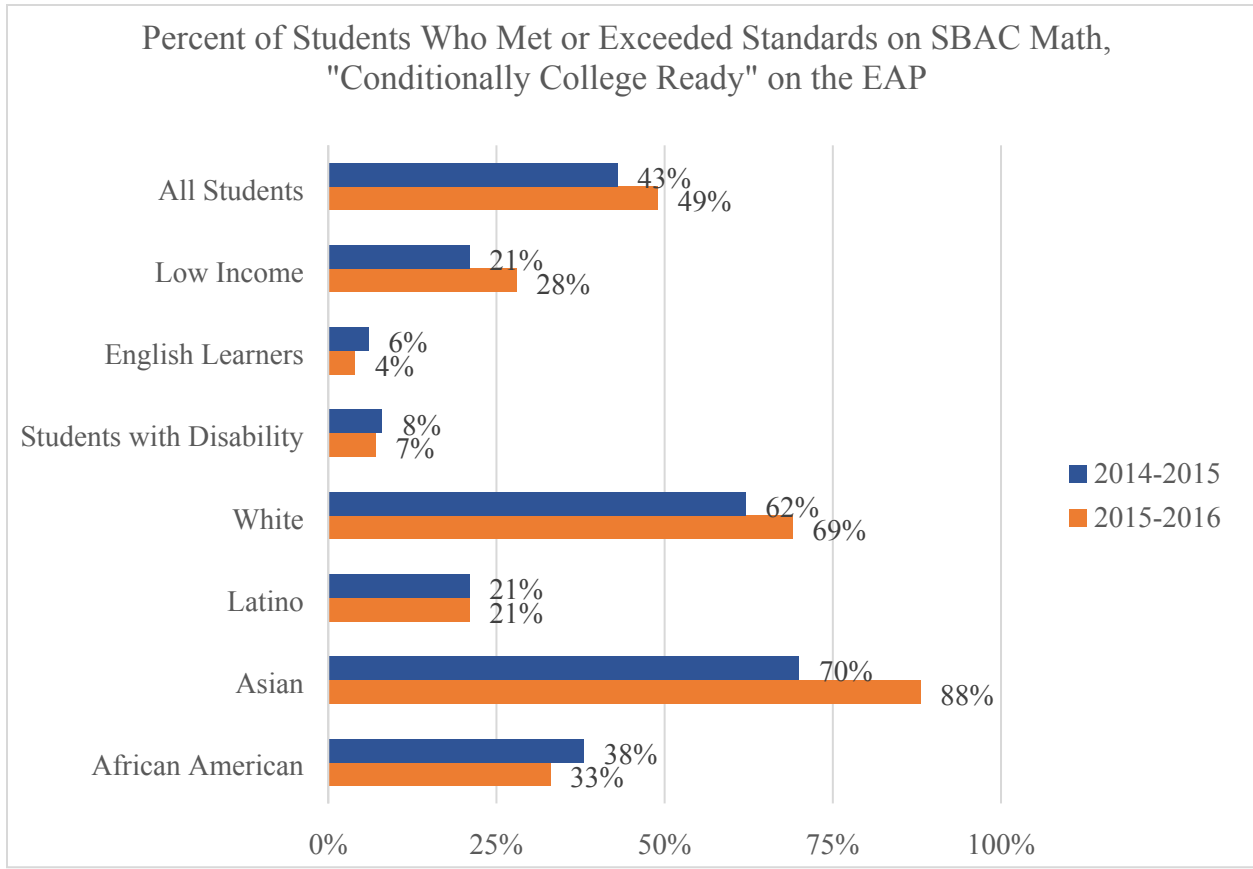
**Goal 1: Instruction that engages all students equitably: CUHSD will provide all students with high quality instruction through professional development of staff, targeted interventions and supports for students, and by investing in 21st Century instructional technology.**



### LCAP Goals and Data for Prospect High School

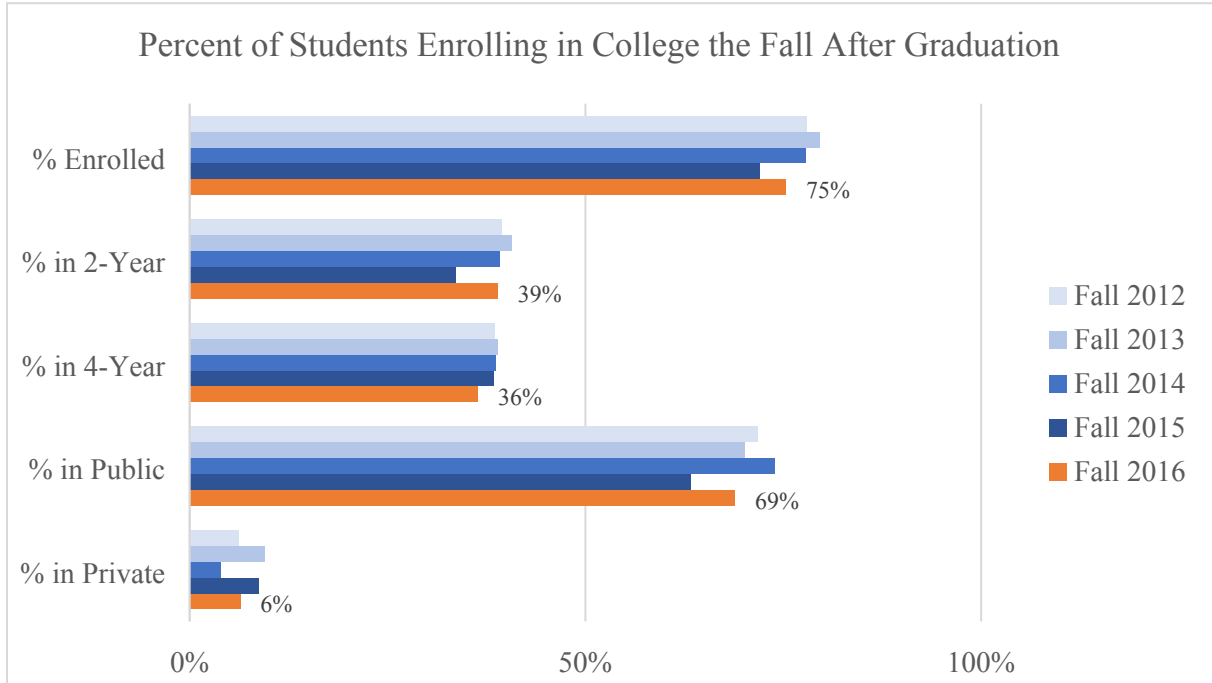


## LCAP Goals and Data for Prospect High School

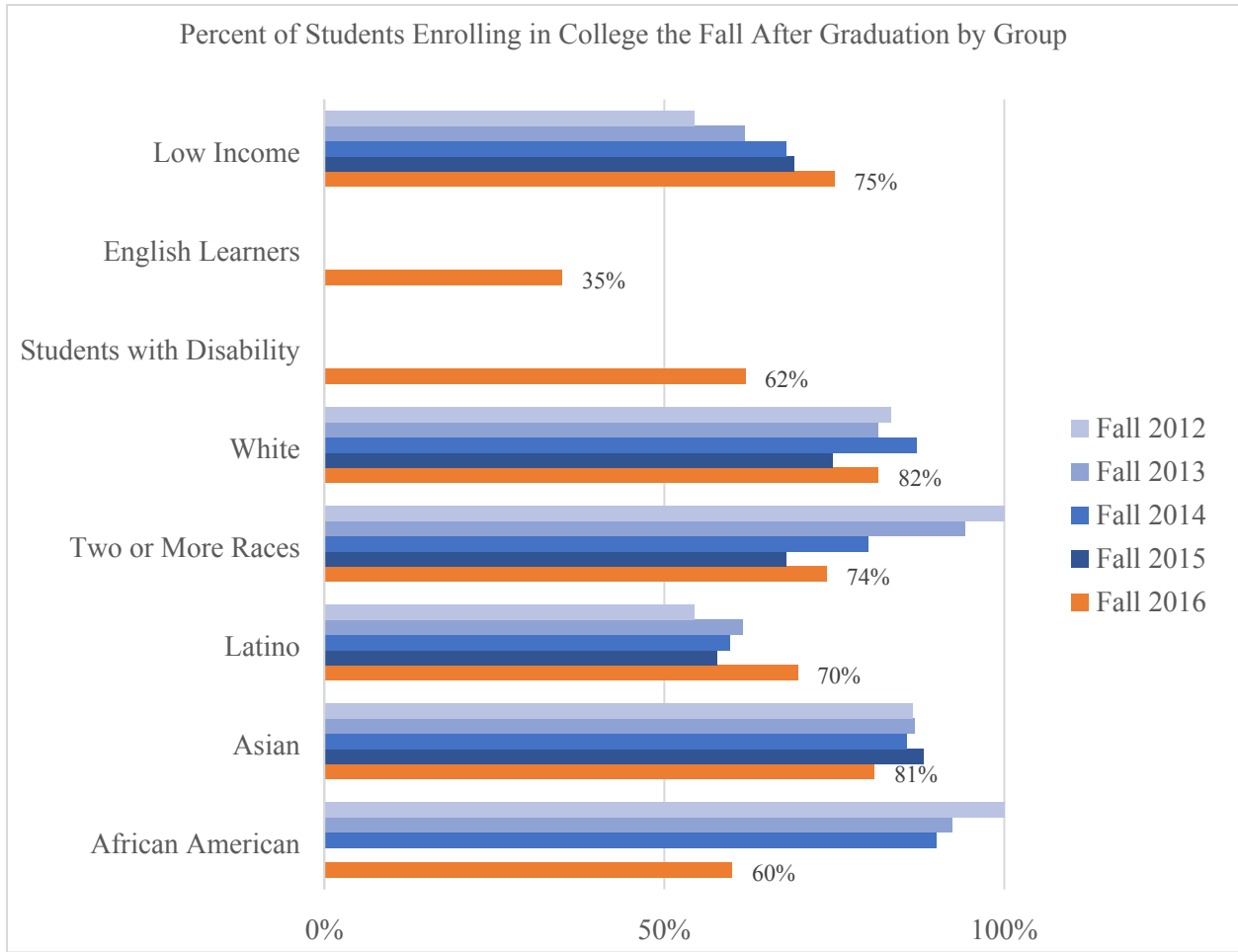


## LCAP Goals and Data for Prospect High School

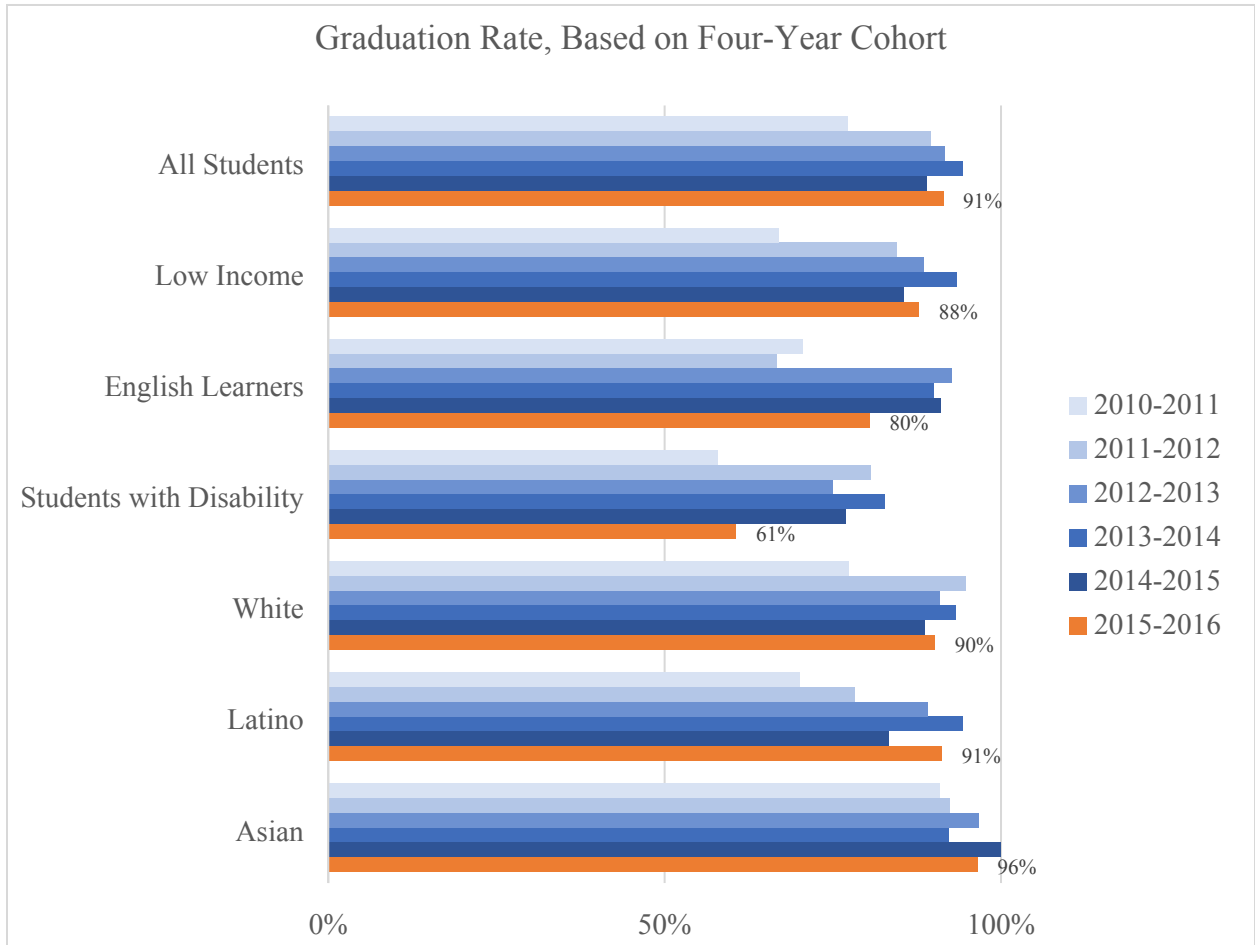
**Goal 2: Systemic, rigorous expectations with supports to help all students succeed: CUHSD will hold a high level of expectations for college and career readiness for all students, and provide appropriate supports and interventions to help all students prepare for post-secondary pursuits.**



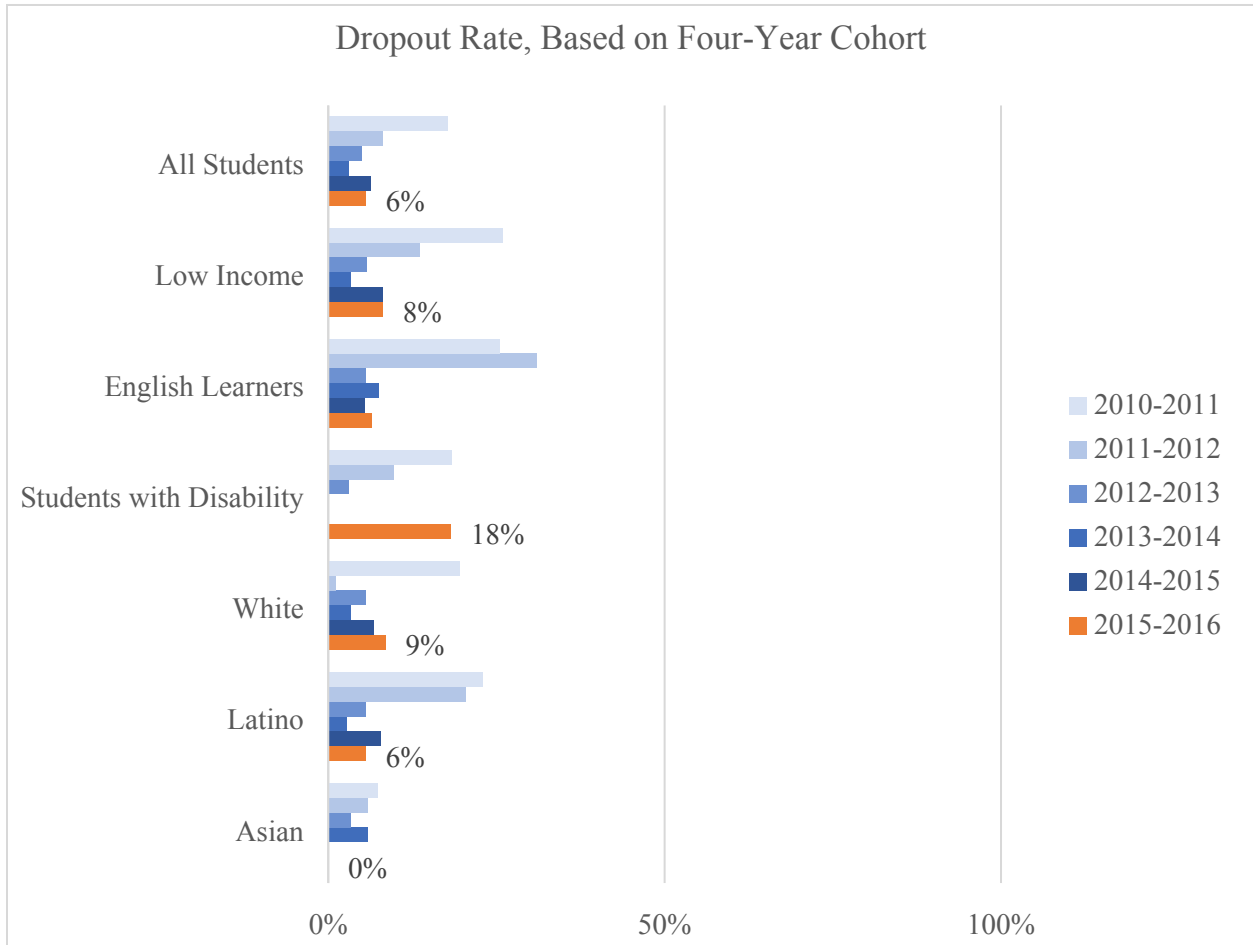
### LCAP Goals and Data for Prospect High School



# LCAP Goals and Data for Prospect High School

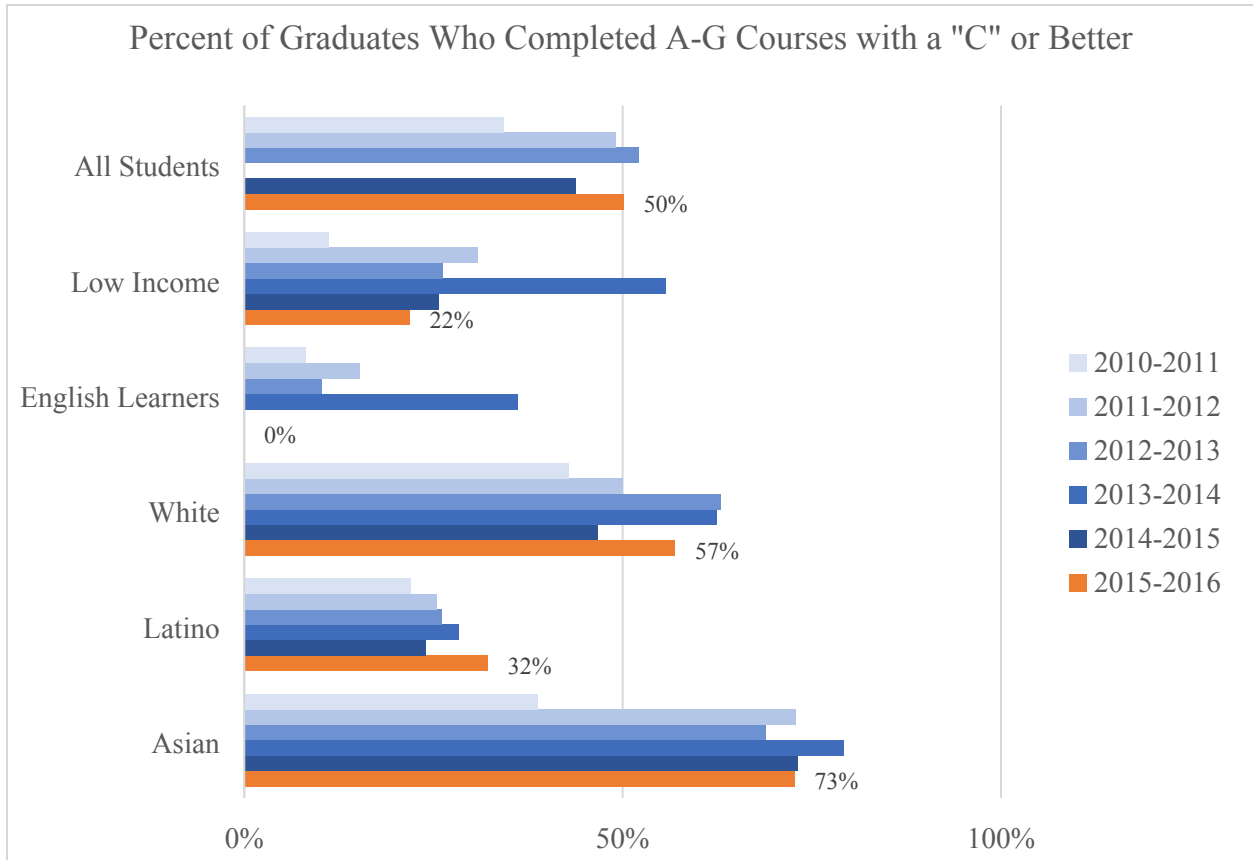


### LCAP Goals and Data for Prospect High School

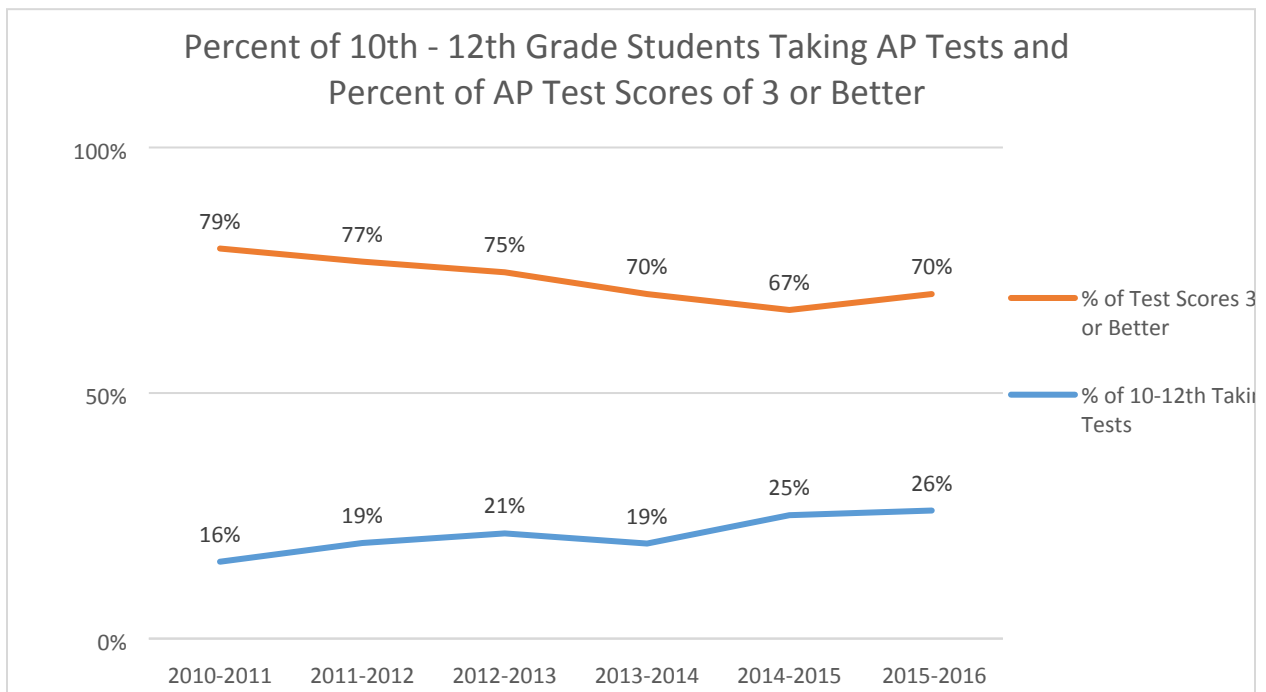
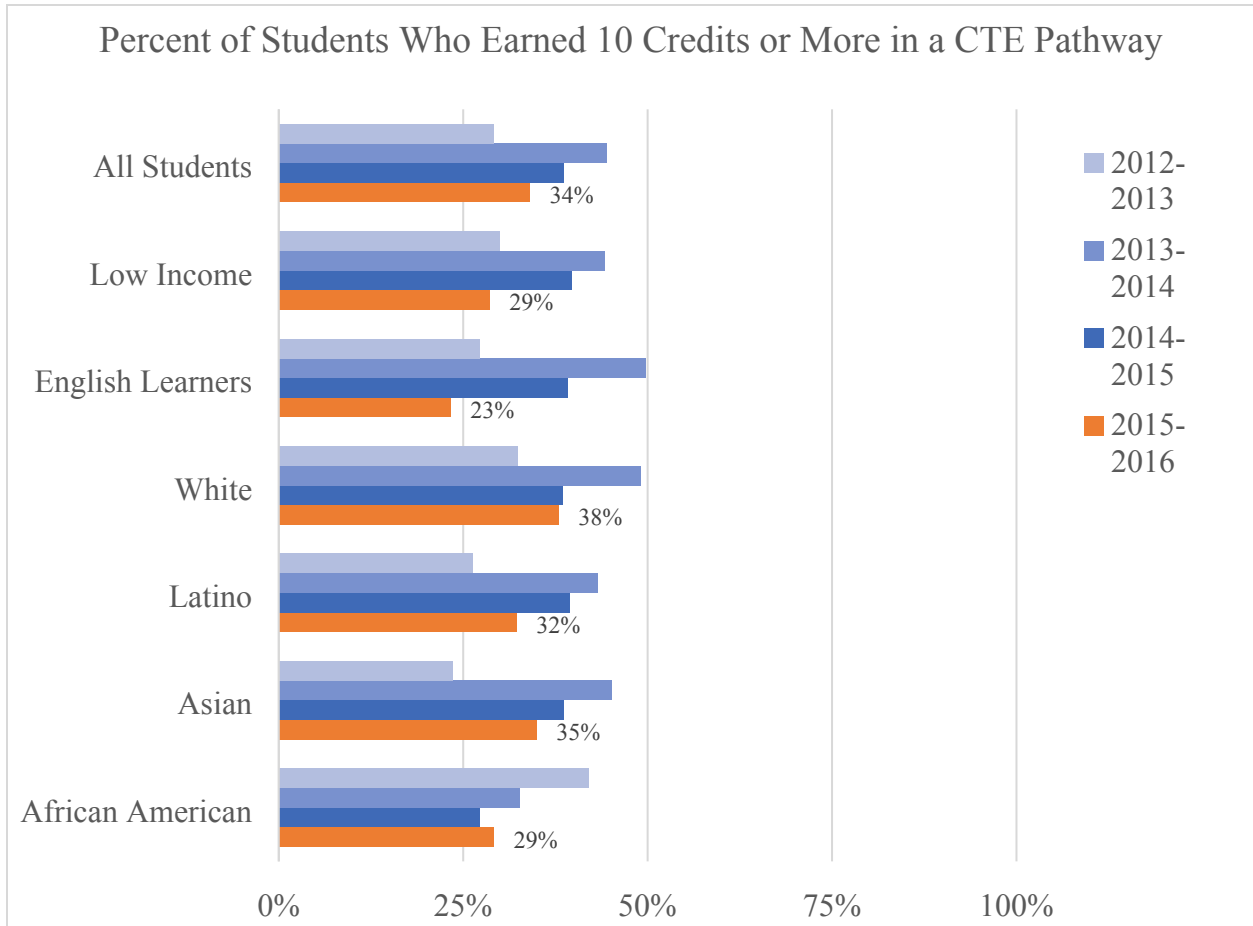




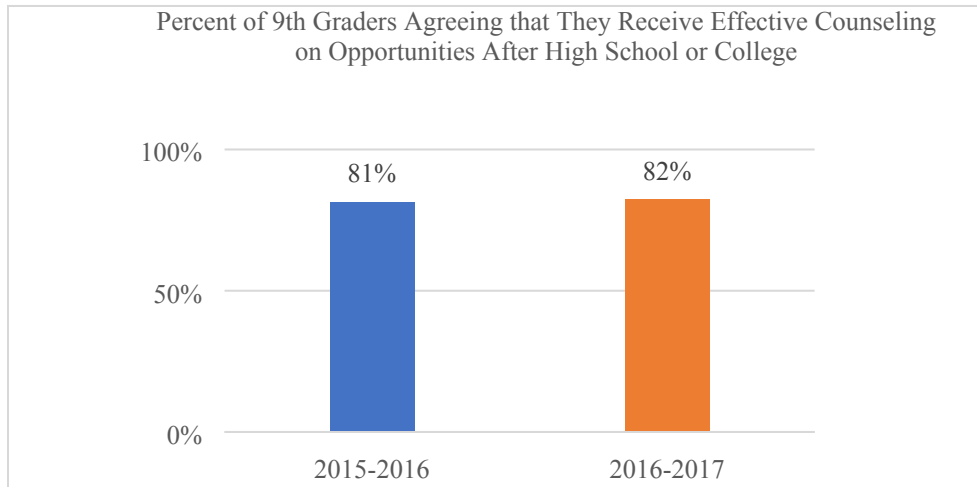
### LCAP Goals and Data for Prospect High School



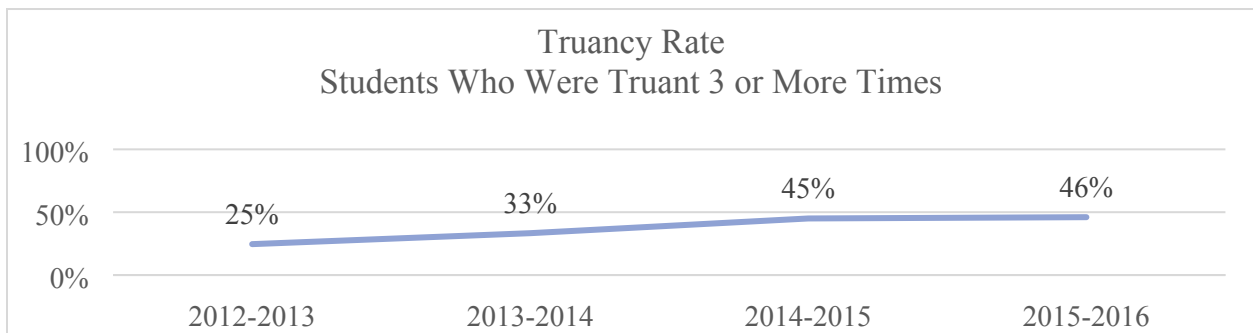
## LCAP Goals and Data for Prospect High School



## LCAP Goals and Data for Prospect High School

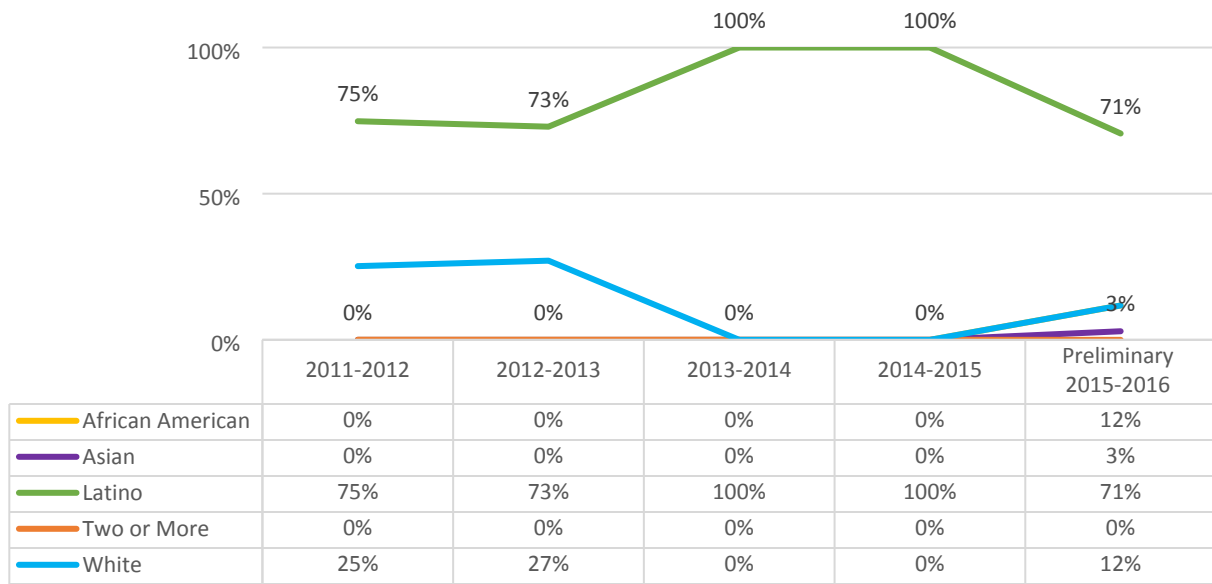


**Goal 3: School climate that promotes physical and emotional well-being: School sites will engage actively with staff, students, and families to ensure that students receive the physical and emotional supports they need to succeed. Restorative justice and positive behavioral supports will be used to promote positive relationships in school communities.**

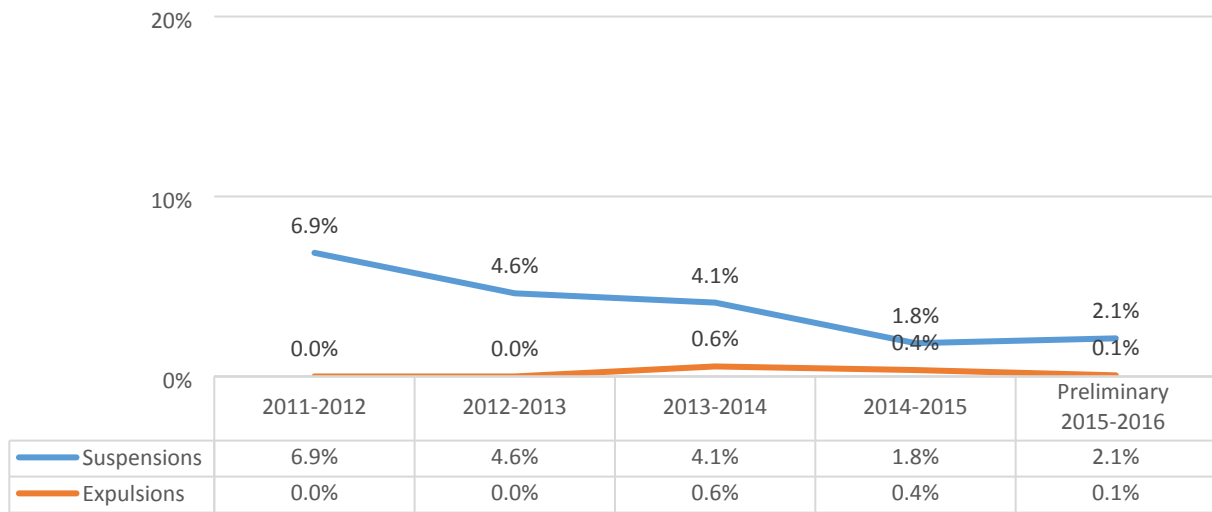


## LCAP Goals and Data for Prospect High School

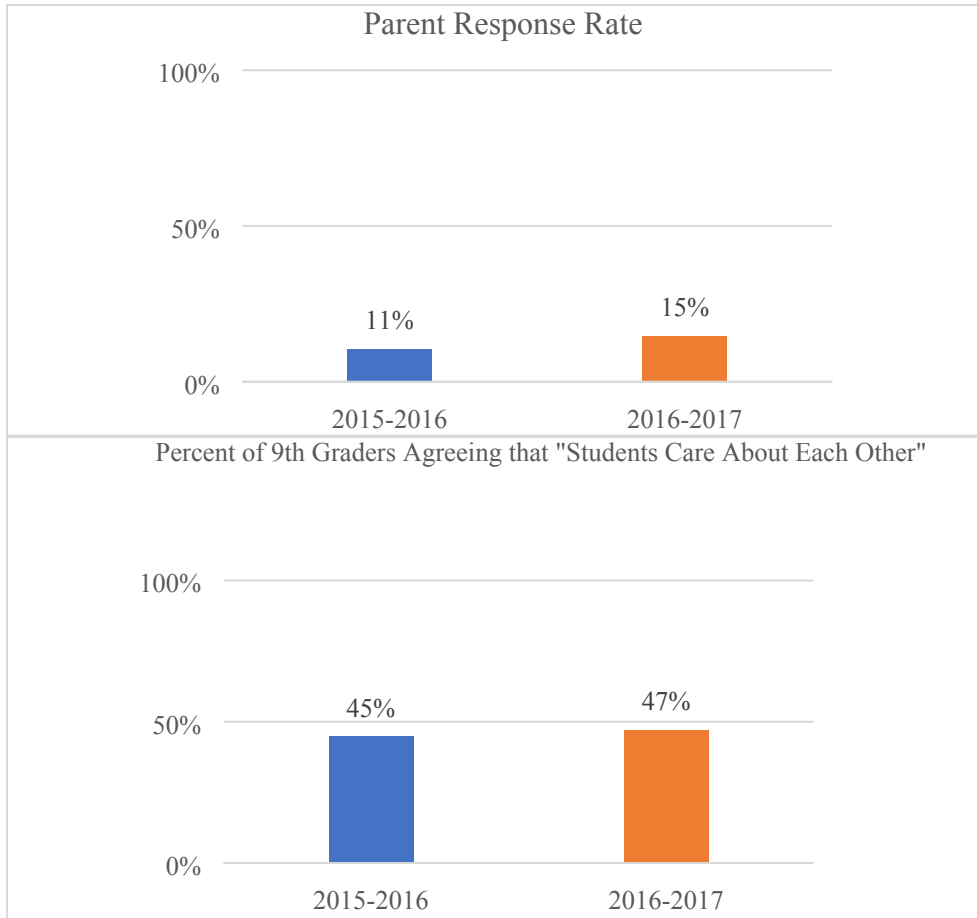
### Percent of Out-of-Classroom Suspensions by Ethnicity



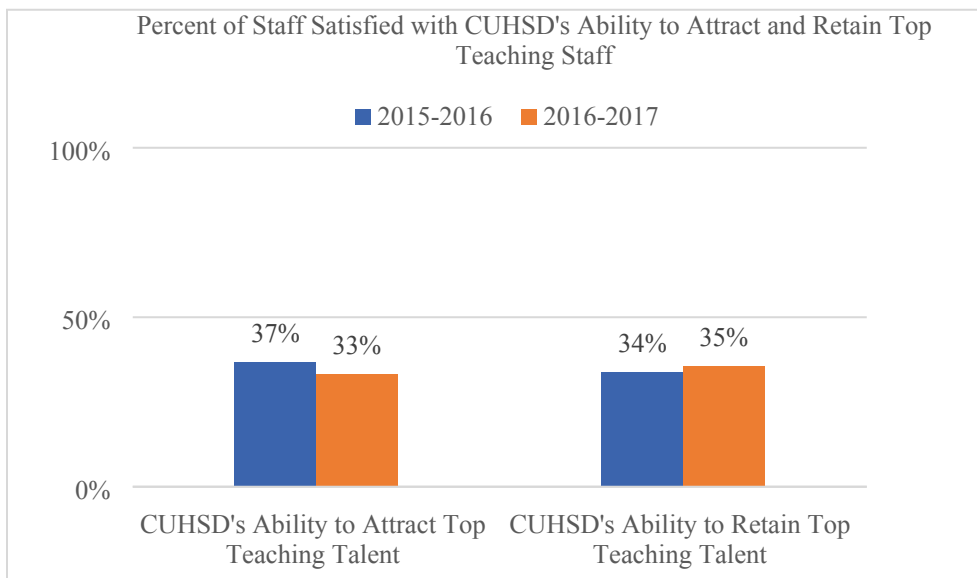
### Suspension and Expulsion Rates



### LCAP Goals and Data for Prospect High School



**Goal 4: Use human capital strategies that support staff effectiveness: CUHSD will use proven recruitment, selection, and retention strategies to improve staff quality throughout the District.**



## Department Goals 2016-17

<p><b>English</b></p> <p>English/ ELD Department Goals:</p> <ol style="list-style-type: none"> <li>1. Vertical &amp; Horizontal alignment</li> <li>2. Implement one district common assessment</li> <li>3. Implement two site common assessments per level (fall, spring)</li> </ol>	<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>• Common Assessments Rubrics</li> <li>• Cross-Curricular Collaboration</li> <li>• College and Career Pathways through Articulation with Colleges</li> <li>• Engage all cultures to be successful in all the HS classes including our elective</li> </ul> <p><b>Performing Arts</b></p> <p><b>Goal 1:</b> Continuation of vertical articulation with feeder schools and local colleges and universities.</p> <p><b>Goal 2:</b> Continue/expand collaborative projects within the department and with all departments at Prospect to encourage use of arts education across the curriculum.</p> <p><b>Goal 3:</b> Increase enrollment/participation in Performing Arts classes by Hispanic students</p>	<p><b>CTE</b></p> <ul style="list-style-type: none"> <li>• Design new pathway/redesign/get approval for courses.</li> <li>• Create visual promotional materials for both pathways.</li> <li>• Ensure as smooth a transition to new building as possible.</li> </ul>
<p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Pilot test team teaching for skill remediation</li> <li>• Minimum requirements for each course (i.e. what skill sets students must have for each course)</li> <li>• Explore means of supporting ELD student population</li> </ul>	<p><b>PE</b></p> <p><b>Goal 1:</b> Sped teachers will increase technology use by 20% in their classroom to include ipads, chrome books, google classroom, etc. in order to support student learning.</p> <p><b>Goal 2:</b> Sped teachers will collect individual assessment data that supports IEP goals every six weeks, and scan documents into individual student files which will be stored for 3 years.</p>	<p><b>Science</b></p> <p><b>Goal:</b> Increasing the number of students in all subgroups that are meeting the A-G lab science requirement (C or higher) by 5% for the 2016-17 school year.</p>
<p><b>Social Science</b></p> <p><b>Goal #1</b> – Continued support for ELL integration, embedded SDAIE, Social Science ELD course; reporting out re challenges, requesting assistance.</p> <p><b>Goal #2</b> – Develop department tracking system for use with current Reading Assessment tool; integrate with admin provided student data to enable vertical articulation and tracking through measurable data</p> <p>Other Goals – Implementation of WHAP option for Sophomores; explore options for 9<sup>th</sup> grade ScoSci course</p>	<p><b>World Language</b></p> <ol style="list-style-type: none"> <li>1. Implement 2 Department and 2 District common assessments</li> <li>2. Ensure consistent and fair grading by engaging teachers in practices such as calibration in listening and speaking, reading and writing.</li> <li>3. Implement AVID strategies to enhance instruction and to share student works that demonstrate the effectiveness of these strategies</li> <li>4. Calendar all department meetings for common assessment</li> </ol>	<p><b>Special Ed</b></p> <p><b>Goal 1:</b> Sped teachers will increase technology use by 20% in their classroom to include ipads, chrome books, google classroom, etc. in order to support student learning through 21st Century Competencies.</p> <p><b>Goal 2:</b> Sped teachers will collect individual assessment data that supports IEP goals every six weeks, and scan documents into individual student files which will be stored for 3 years.</p>