



Prospect Education Center

645 North Prospect St. • Porterville, CA 93257 • (559) 782-7095 • Grades K-12

Dawn M. Crater, Principal

dawncrater@portervilleschools.org

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Porterville Unified School District

600 West Grand Ave.

Porterville, CA 93257

(559) 793-2400

<http://www.portervilleschools.org/>

District Governing Board

Hayley Buettner

Pete Lara, Jr.

Pat Contreras

Sharon Gill

David DePaoli

Felipe Martinez

Lillian Durbin

District Administration

John Snavely, Ed.D.

Superintendent

Ken Gibbs, Ed.D.

Assistant Superintendent

Business Services

Martha Stuemky, Ed.D.

Assistant Superintendent

Instructional Services

Nate Nelson, Ed.D.

Assistant Superintendent

Human Resources

School Description

Principal's Message

Welcome to Prospect Education Center (PEC). PEC is a small school with open enrollment for any Porterville Unified School District student. Our motto is "Choices in Education." We offer both home-based and on-site instruction. Though we offer special services, such as childcare for student parents and home instruction for students with medical concerns, some of our students choose to enroll in PEC because it offers a small school setting, flexibility, and a quality education. The curriculum is challenging and standards-based. While the majority of our students are in high school, we also serve K-8 grades as well.

Students enrolled at PEC may also take classes at their home campuses. This flexibility, along with a strong partnership between parent, teacher, and student, enables PEC to design personalized learning programs. Each student has a profile that reflects data from state assessments, district benchmark exams, as well as course tests. Monitoring student progress insures that each student is benefitting from the unique program he/she has chosen.

Our School Site Council (SSC) offer additional opportunities for parents, teachers and students to become involved. However, due to small numbers, PEC does not have an active English Learner Advisory Committee. Please join us as we develop the support necessary for this accommodating, rigorous, academic program.

School Mission Statement

Prospect Education Center is a school of choice offering both on-site and home instruction to any student residing in the Porterville school district. PEC believes in a strong partnership between student, parent and teacher within which students pursue educational excellence. We believe that a challenging, rigorous curriculum with clear reliable evaluation can be delivered in a variety of methods without losing quality.

School Profile

Porterville, lying at the base of the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves more than 14,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, five comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

During the 2014-15 school year, 227 students were enrolled at the school: 57 parents and expectant parents, 32 infants and toddlers, 7 home-based students, 116 home & hospital students, and 15 on-site students.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (559) 782-7095 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 3	1
Grade 5	2
Grade 6	2
Grade 7	3
Grade 8	5
Grade 9	4
Grade 10	13
Grade 11	29
Grade 12	36
Total Enrollment	95

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	3.2
Hispanic or Latino	58.9
White	35.8
Socioeconomically Disadvantaged	80
English Learners	7.4
Students with Disabilities	12.6
Foster Youth	2.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Prospect Education Center	13-14	14-15	15-16
With Full Credential	6	6	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Porterville Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	622
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Prospect Education Center	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	87.1	12.9
Districtwide		
All Schools	95.0	5.0
High-Poverty Schools	95.0	5.0
Low-Poverty Schools	0.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Porterville Unified School District held a Public Hearing on September 10, 2015 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2015, regarding textbooks in use during the 2015-16 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Glencoe/McGraw Hill Adopted 2000 Houghton Mifflin Adopted 2003 McDougal Littell Adopted 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Glencoe Adopted 2000 McDougal Littell Adopted 2006 McGraw Hill Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Glencoe Adopted 2001 Harcourt Adopted 2001 Prentice Hall Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Houghton Mifflin Adopted 2007 McDougal Littell Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	Percent of students lacking their own assigned textbook: 0.0%
Health	Harcourt Adopted 2006 MacMillan/McGraw Hill Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	Alias Adopted 2008 Wadsworth Publishing Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	Percent of students lacking their own assigned textbook: 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Prospect Education Center was established in 1983. The current facilities housing Prospect Education Center were originally constructed as a Children's Center in 1971. The most recent renovations to the campus occurred in 2015 and included new flooring the childcare center, the library, and two offices, and part of the Home & Hospital classroom area. The entire facility was painted on the exterior as well as interior in the Administration building. New roofing was installed on the storage sheds, the exterior drinking fountain was replaced, and a concrete pad was poured for the covered eating area. These recent renovations occurred in June of 2015.

The campus is currently comprised of five classrooms (including portables), a library, a computer lab, one staff room, one playground, a child care center, and the main office. The chart displays the results of the most recent school facilities inspection, provided by the district in May 2015.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 5/28/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	CHILD CARE: ceiling Tiles P.E. TRAILER: Water coming by the North side window, bottom Cover missing 2 RM-1: CARPET WRINKLING TRIP HAZARD/STAINED CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			GROUNDS: COUPLE OF GOPER HOLES / WATER FOUNTAIN IS VERY DIRTY AND STAINED, HEAVY HARD WATER DEPOSITS ON FAUCETS
Electrical: Electrical		X		RM-5: BROKEN LENS COVER

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 5/28/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			GIRLS RESTROOM: Faucet Loose GROUNDS: COUPLE OF GOPER HOLES / WATER FOUNTAIN IS VERY DIRTY AND STAINED, HEAVY HARD WATER DEPOSITS ON FAUCETS
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				RM-2: STAINED CEILING TILES Ramp outside wood is bad missing pices
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	16	29	44
Math	0	19	33

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	17	30	9	43	42	37	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

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

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	37
All Student at the School	9
Male	18
Female	4
American Indian or Alaska Native	--
Filipino	--
Hispanic or Latino	0
White	25
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	5
Students Receiving Migrant Education Services	--
Foster Youth	--

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

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	2	2	100.0	--	--	--	--
	4	1	1	100.0	--	--	--	--
	5	3	3	100.0	--	--	--	--
	6	3	1	33.3	--	--	--	--
	7	6	4	66.7	--	--	--	--
	8	6	6	100.0	--	--	--	--
	11	41	32	78.0	53	28	16	3
Male	3	2	1	50.0	--	--	--	--
	4	1	1	100.0	--	--	--	--
	5	3	1	33.3	--	--	--	--
	6	3	1	33.3	--	--	--	--
	7	6	1	16.7	--	--	--	--
	8	6	3	50.0	--	--	--	--
	11	41	10	24.4	--	--	--	--
Female	3	2	1	50.0	--	--	--	--
	5	3	2	66.7	--	--	--	--
	6	3	0	0.0	--	--	--	--
	7	6	3	50.0	--	--	--	--
	8	6	3	50.0	--	--	--	--
	11	41	22	53.7	41	36	18	5
Black or African American	7	6	1	16.7	--	--	--	--
American Indian or Alaska Native	7	6	1	16.7	--	--	--	--
	8	6	1	16.7	--	--	--	--
	11	41	1	2.4	--	--	--	--
Hispanic or Latino	3	2	1	50.0	--	--	--	--
	4	1	1	100.0	--	--	--	--
	5	3	1	33.3	--	--	--	--
	6	3	1	33.3	--	--	--	--
	7	6	1	16.7	--	--	--	--
	8	6	2	33.3	--	--	--	--
	11	41	22	53.7	41	36	23	0
White	3	2	1	50.0	--	--	--	--
	5	3	2	66.7	--	--	--	--
	6	3	0	0.0	--	--	--	--
	7	6	1	16.7	--	--	--	--
	8	6	3	50.0	--	--	--	--
	11	41	9	22.0	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	11	41	0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3	2	2	100.0	--	--	--	--
	4	1	1	100.0	--	--	--	--
	5	3	3	100.0	--	--	--	--
	6	3	1	33.3	--	--	--	--
	7	6	3	50.0	--	--	--	--
	8	6	4	66.7	--	--	--	--
	11	41	25	61.0	56	36	4	4
Students with Disabilities	5	3	1	33.3	--	--	--	--
	7	6	2	33.3	--	--	--	--
	8	6	1	16.7	--	--	--	--
	11	41	2	4.9	--	--	--	--
Students Receiving Migrant Education Services	4	1	1	100.0	--	--	--	--
	8	6	1	16.7	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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 achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	2	1	50.0	--	--	--	--
	4	1	1	100.0	--	--	--	--
	5	3	3	100.0	--	--	--	--
	6	3	1	33.3	--	--	--	--
	7	6	4	66.7	--	--	--	--
	8	6	6	100.0	--	--	--	--
	11	41	32	78.0	78	19	0	0
Male	4	1	1	100.0	--	--	--	--
	5	3	1	33.3	--	--	--	--
	6	3	1	33.3	--	--	--	--
	7	6	1	16.7	--	--	--	--
	8	6	3	50.0	--	--	--	--
	11	41	10	24.4	--	--	--	--
Female	3	2	1	50.0	--	--	--	--
	5	3	2	66.7	--	--	--	--
	6	3	0	0.0	--	--	--	--
	7	6	3	50.0	--	--	--	--
	8	6	3	50.0	--	--	--	--
	11	41	22	53.7	68	27	0	0
Black or African American	7	6	1	16.7	--	--	--	--
American Indian or Alaska Native	7	6	1	16.7	--	--	--	--
	8	6	1	16.7	--	--	--	--
	11	41	1	2.4	--	--	--	--
Hispanic or Latino	3	2	1	50.0	--	--	--	--
	4	1	1	100.0	--	--	--	--
	5	3	1	33.3	--	--	--	--
	6	3	1	33.3	--	--	--	--
	7	6	1	16.7	--	--	--	--
	8	6	2	33.3	--	--	--	--
	11	41	22	53.7	73	23	0	0
White	5	3	2	66.7	--	--	--	--
	6	3	0	0.0	--	--	--	--
	7	6	1	16.7	--	--	--	--
	8	6	3	50.0	--	--	--	--
	11	41	9	22.0	--	--	--	--
Two or More Races	11	41	0	0.0	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3	2	1	50.0	--	--	--	--
	4	1	1	100.0	--	--	--	--
	5	3	3	100.0	--	--	--	--
	6	3	1	33.3	--	--	--	--
	7	6	3	50.0	--	--	--	--
	8	6	4	66.7	--	--	--	--
	11	41	25	61.0	80	16	0	0
Students with Disabilities	5	3	1	33.3	--	--	--	--
	7	6	2	33.3	--	--	--	--
	8	6	1	16.7	--	--	--	--
	11	41	2	4.9	--	--	--	--
Students Receiving Migrant Education Services	4	1	1	100.0	--	--	--	--
	8	6	1	16.7	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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 achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs in the district. Students are strongly encouraged to volunteer in community activities and organizations, such as the Police Activities League and local churches. The School Site Council plays an active role in the operation of Prospect Education Center. Due to few numbers of English Learners at P.E.C., we do not have an active English Learner Advisory Committee.

Contact Information

Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 782-7095. The district's website (portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern of Prospect Education Center. The director and teachers supervise students on campus before and after school and during out of class breaks. Staff members are required to wear PUSD ID badges while on any PUSD school site. Visitors must sign in at the main office and receive proper authorization to be at the school. Visitors are required to display their visitors' passes at all times. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments for volunteer processing are made through the school secretary.

The School Site Safety Plan was most recently revised in fall 2015 by the staff and administration; results are reviewed and acted upon immediately. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held regularly; fire, earthquake, and lock-down drills are held once a month on a rotating basis.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.47	0.00	2.05
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.91	5.95	5.91
Expulsions Rate	0.25	0.64	0.34
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	80.0	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
Grade	2012-13	2013-14	2014-15	1-20			21-32			33+		
				2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	1			1								
3			1			1						
4	1			1								
5			1			1						
6	2	1	1	2	2	1						
Other	2	2	2	1	1	1						

Average Class Size and Class Size Distribution (Secondary)

Average Class Size			Number of Classrooms*									
			1-22			23-32			33+			
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	11	14	10	11	9	10				1	1	1
Math	8	9	5	14	12	15		1		1	1	
Science	5	7	5	15	15	19		1		1	1	
SS	5	6	5	21	19	24	1	3		1		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.05
Social Worker	0
Nurse	.01
Speech/Language/Hearing Specialist	.01
Resource Specialist	.05
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

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

Professional Development provided for Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state’s evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members develop instructional strategies and concepts through participation in conferences and workshops throughout the year. Beginning in 2014-2015, the district has offered one afternoon each month for Professional Development. During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The school uses the Best Practices teaching strategies and teachers are trained in the techniques each year. Porterville Unified School District has been providing workshops for teachers in order to implement the New California State Standards in both Math and English/Language Arts.

For additional support in their profession, teachers may enlist the services of the district’s Beginning Teacher Support and Assessment (BTSA) facilitator.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,580	\$43,062
Mid-Range Teacher Salary	\$65,824	\$67,927
Highest Teacher Salary	\$85,004	\$87,811
Average Principal Salary (ES)	\$143,127	\$110,136
Average Principal Salary (MS)	\$134,920	\$115,946
Average Principal Salary (HS)	\$142,109	\$124,865
Superintendent Salary	\$192,148	\$211,869
Percent of District Budget		
Teacher Salaries	37%	39%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,818	\$217	\$8,601	\$79,489
District	♦	♦	\$6,336	\$71,239
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			35.7	13.0
Percent Difference: School Site/ State			83.4	14.6

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency
- Title VII, Indian, Native Hawaiian, and Alaska Native Education

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	22	20	56	34	11
All Students at the School	79	8	13	77	19	4
Female	88	6	6	83	17	
Hispanic or Latino	92	8		75	25	
White				75	17	8
Socioeconomically Disadvantaged	86	7	7	81	19	

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

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Prospect Education Center	2012-13	2013-14	2014-15
English-Language Arts	37	17	21
Mathematics	17	33	23
Porterville Unified School District	2012-13	2013-14	2014-15
English-Language Arts	43	42	41
Mathematics	49	49	44
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Prospect Education Center	2011-12	2012-13	2013-14
Dropout Rate	100.00	93.80	86.20
Graduation Rate	.00	.00	6.90
Porterville Unified School District	2011-12	2012-13	2013-14
Dropout Rate	16.40	14.70	13.90
Graduation Rate	80.54	83.65	84.29
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	50.53
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	4.17	87.9	84.6
Black or African American		40	76
American Indian or Alaska Native		72.41	78.07
Asian		95	92.62
Filipino		95.24	96.49
Hispanic or Latino	6.45	86.74	81.28
Native Hawaiian/Pacific Islander		60	83.58
White		92.28	89.93
Two or More Races		92.86	82.8
Socioeconomically Disadvantaged	40	88.71	61.28
English Learners	18.18	57.58	50.76
Students with Disabilities	4.55	85.12	81.36
Foster Youth	--	--	--

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Career Technical Education Programs

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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