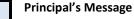# Prospect Education Center

645 North Prospect St. • Porterville, CA 93257 • (559) 782-7095 • Grades K-12
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Porterville Unified School District
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Pete Lara, Jr.

Pat Contreras

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Lillian Durbin

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Ken Gibbs, Ed.D.
Superintendent

Nate Nelson, Ed.D.
**Assistant Superintendent
Business Services**

Martha Stuemky, Ed.D.
**Assistant Superintendent
Instructional Services**

Andrew Bukosky, Ed.D.
**Assistant Superintendent
Human Resources**

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 "Creating Opportunities Through 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 benefiting 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 2015-16 school year, 160 students were enrolled at the school: 55 parents and expectant parents, 26 infants and toddlers, 16 home-based students, 50 home & hospital students, and 33 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 and 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 1	1
Grade 4	2
Grade 8	5
Grade 9	10
Grade 10	9
Grade 11	26
Grade 12	24
Total Enrollment	77

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.3
American Indian or Alaska Native	2.6
Asian	1.3
Filipino	0
Hispanic or Latino	72.7
Native Hawaiian or Pacific Islander	0
White	20.8
Two or More Races	1.3
Socioeconomically Disadvantaged	77.9
English Learners	18.2
Students with Disabilities	14.3
Foster Youth	0

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	**14-15**	**15-16**	**16-17**
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	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	585
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Prospect Education Center	**14-15**	**15-16**	**16-17**
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

2015-16 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	100.0	0.0
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
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 2016-17)

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 2016	
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%
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 2016	
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%

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: 7/11/2016				
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: Stained ceiling tiles RM-2--Stained ceiling tiles Boys' Restroom--Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			GROUNDS: COUPLE OF GOPHER HOLES / WATER FOUNTAIN IS VERY DIRTY AND STAINED, HEAVY HARD WATER DEPOSITS ON FAUCETS
Electrical: Electrical			X	Child Care -- light out Room 4 -- missing electrical cover plate Room 5 -- broken lens cover PE Trailer -- light cover missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			WATER FOUNTAIN IS VERY DIRTY AND STAINED, HEAVY HARD WATER DEPOSITS ON FAUCETS
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/11/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	**School**		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
ELA	17	24	30	37	44	48
Math	0	6	20	21	34	36

* 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									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	**School**			**District**			**State**		
	13-14	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	30	9	25	42	37	40	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	**2015-16 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	22	16	72.7	25.0
Female	17	11	64.7	27.3
Hispanic or Latino	16	11	68.8	18.2
Socioeconomically Disadvantaged	18	13	72.2	15.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded**
All Students	11	35	26	74.3	28.0
Female	11	26	19	73.1	36.8
Hispanic or Latino	11	27	21	77.8	28.6
Socioeconomically Disadvantaged	11	25	17	68.0	29.4

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 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 Met or Exceeded**
All Students	11	36	26	72.2	4.0
Female	11	27	19	70.4	5.3
Hispanic or Latino	11	27	21	77.8	4.8
Socioeconomically Disadvantaged	11	26	17	65.4	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)
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 2016 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	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.0	2.1	3.7
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	6.0	5.9	5.6
Expulsions Rate	0.6	0.3	0.3
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.4
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.

Average Class Size and Class Size Distribution (Elementary)											
Grade	Average Class Size			Number of Classrooms*							
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
3		1	1		1	1						
5		1	1		1	1						
6	1	1	1	2	1	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	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	14	10	10	9	10	10				1	1	1
Mathematics	9	5	5	12	15	15	1			1		
Science	7	5	5	15	19	19	1			1		
Social Science	6	5	5	19	24	24	3					

* 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.

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. Continuing since 2014-2015, the district offers 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 Math and English/Language Arts, as well as Next Generation Science Standards.

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

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,592	$44,958
Mid-Range Teacher Salary	$70,374	$70,581
Highest Teacher Salary	$90,879	$91,469
Average Principal Salary (ES)	$142,276	$113,994
Average Principal Salary (MS)	$144,040	$120,075
Average Principal Salary (HS)	$162,400	$130,249
Superintendent Salary	$209,705	$218,315
Percent of District Budget		
Teacher Salaries	36%	38%
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 2014-15 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	$75,802
State	♦	♦	$5,677	$74,216
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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Prospect Education Center	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	93.80	86.20	76.50
Graduation Rate	.00	6.90	17.65
Porterville Unified School District	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	14.70	13.90	10.80
Graduation Rate	83.65	84.29	86.99
California	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

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**
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	50.53
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

*   Where there are student course enrollments.

2015-16 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		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	8	89	86
Black or African American	0	58	78
American Indian or Alaska Native	0	73	78
Asian	0	100	93
Filipino	0	94	93
Hispanic or Latino	0	89	83
Native Hawaiian/Pacific Islander	0	100	85
White	20	89	91
Two or More Races	0	86	89
Socioeconomically Disadvantaged	43	96	66
English Learners	0	67	54
Students with Disabilities	6	87	78

Career Technical Education Programs
High School students attending Prospect Education Center graduate with their home campuses and therefore are counted under their home campuses' data.

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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