

Prospect Education Center

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Porterville Unified School District

600 West Grand Ave.

Porterville, CA 93257

(559) 793-2400

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

District Governing Board

Jim Carson

Lillian Durbin

Juan Figueroa, Jr.

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Superintendent

Brad Rohrbach, 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) offers 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

PEC mirrors the demographics of Porterville Unified School District. During the 2017-2018 school year, PEC served 205 students in its various programs.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 2	1
Grade 5	2
Grade 6	1
Grade 7	1
Grade 8	4
Grade 9	3
Grade 10	12
Grade 11	30
Grade 12	24
Total Enrollment	78

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	6.4
Asian	1.3
Filipino	0.0
Hispanic or Latino	70.5
Native Hawaiian or Pacific Islander	0.0
White	19.2
Socioeconomically Disadvantaged	85.9
English Learners	32.1
Students with Disabilities	19.2
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	16-17	17-18	18-19
With Full Credential	6	6	5
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Porterville Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	567
Without Full Credential	♦	♦	74
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at this School			
Prospect Education Center	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Porterville Unified School District held a Public Hearing on September 13, 2018 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 2018, regarding textbooks in use during the 2018-19 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
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	Big Ideas Adopted 2017 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 2018	
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%

Note: Cells with N/A values do not require data.

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 2017 and included a privacy room for our nursing mothers, an additional door in the office to accommodate the new fencing and relocation of an existing gate to allow for a more secure perimeter.

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: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Rm. 1- Damaged ceiling tile, Rm. 2- stained ceiling tile Rm. 3, 5- peeling wall paper
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Grounds: couple of gopher holes
Electrical: Electrical	Fair	Child Care- secure electrical wires
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Grounds: water fountains is very dirty and stained, heavy hard water deposits on faucets
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	17.0	26.0	39.0	44.0	48.0	50.0
Math	4.0	3.0	23.0	27.0	37.0	38.0

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	35	74.47	25.71
Male	14	8	57.14	12.50
Female	33	27	81.82	29.63
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	31	23	74.19	26.09
White	12	9	75.00	11.11
Socioeconomically Disadvantaged	39	28	71.79	25.00
English Learners	13	8	61.54	25.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Note: 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 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	35	74.47	2.86
Male	14	8	57.14	0
Female	33	27	81.82	3.7
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	31	23	74.19	0
Socioeconomically Disadvantaged	39	28	71.79	3.57
English Learners	13	8	61.54	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are very supportive of the educational programs in the district. 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 State priority: School Climate (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 reviewed in Fall 2018 by the staff and administration. 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	2015-16	2016-17	2017-18
Suspensions Rate	3.8	0.0	2.7
Expulsions Rate	0.0	0.0	0.7
District	2015-16	2016-17	2017-18
Suspensions Rate	5.6	5.4	4.9
Expulsions Rate	0.3	0.3	0.5
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	.10
Social Worker	0
Nurse	.01
Speech/Language/Hearing Specialist	.01
Resource Specialist (non-teaching)	.05
Other	0
Average Number of Students per Staff Member	
Academic Counselor	70

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
1	1			1								
4	1			2								
5		1	1		1	3						
6			2			1						
Other		2			1							

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	6.0	6.0	6.0	13	18	17						
Mathematics	4.0	3.0	5.0	13	12	17						
Science	4.0	3.0	5.0	18	22	16						
Social Science	6.0	6.0	6.0	15	18	16			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.

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, engagement strategies, classroom management, and technology. The school uses the Best Practices teaching strategies and teachers are trained in the techniques each year. PUSD also provides after hours staff development at all sites on technology and software used in the classroom.

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

- Teachers participate in Mandatory, District-Wide Staff Development
- 2018-2019
- De-escalation
- CPI
- ACE
- PLCs for California Standards and Frameworks and curriculum development

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,732	\$49,512
Mid-Range Teacher Salary	\$76,842	\$77,880
Highest Teacher Salary	\$99,231	\$96,387
Average Principal Salary (ES)	\$152,356	\$123,139
Average Principal Salary (MS)	\$154,641	\$129,919
Average Principal Salary (HS)	\$167,189	\$140,111
Superintendent Salary	\$232,323	\$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

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

FY 2016-17 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	\$80,024
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			35.7	13.0
Percent Difference: School Site/ State			83.4	14.6

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 VI, Indian, Native Hawaiian, and Alaska Native Education

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Prospect Education Center	2014-15	2015-16	2016-17
Dropout Rate	76.5	100.0	73.7
Graduation Rate	17.6	0.0	0.0
Porterville Unified School District	2014-15	2015-16	2016-17
Dropout Rate	10.8	9.9	7.9
Graduation Rate	87.0	86.7	85.4
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	25.3
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	3.5	89.2	88.7
Black or African American	0.0	87.5	82.2
American Indian or Alaska Native	0.0	80.5	82.8
Asian	0.0	91.7	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	4.4	89.8	86.5
Native Hawaiian/Pacific Islander	0.0	80.0	88.6
White	0.0	86.8	92.1
Two or More Races	0.0	87.5	91.2
Socioeconomically Disadvantaged	4.2	88.0	88.6
English Learners	0.0	63.8	56.7
Students with Disabilities	0.0	77.9	67.1
Foster Youth	0.0	100.0	74.1

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 <https://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.