

Prospect Community Day School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Prospect Community Day School
Street	2710 Kilgore Road
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916-294-9060
Principal	Michelle Flowers
Email Address	mflowerswilson@fcusd.org
Website	http://www.fcusd.org/pcds
County-District-School (CDS) Code	34673303430667

Entity	Contact Information
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
Website	www.fcusd.org

School Description and Mission Statement (School Year 2019-20)

School Vision and Mission:

The primary focus of the Prospect Community Day program is to provide a safe and comprehensive day program that enhances personal responsibility and educational growth. We aim to help them return to their comprehensive sites by making review. This requires them to have 95% attendance, a 2.0 GPA with no F's, and positive behavior. We want them to gain the skills to be successful when they do return thus avoiding being placed back at Prospect.

Our motto is:

Be Present
Be Positive
Be Protective

School & Community Profile:

The Prospect Community Day School (PCDS) Program is designed to help students in grades 7-12 be successful. Our student enrollment, changes weekly as Attendance and Due Process places students at Prospect. We average approximately 55 students.

The goals of the program are to develop the following: 1) Improved behavioral and social skills; 2) Improved work habits; 3) Improved academic skills. The PCDS Program endeavors to teach students how to do things for themselves, rather than being dependent on others. Students learn to self advocate for his or her own needs. An important challenge is to have the students accept responsibility for their own actions. The program consists of a seven period day. Students may receive one-on-one help and work independently or in small groups.

Four general education classroom teachers, one career technical education teacher, one Special Education teacher, and one teaching assistant make up the teaching staff. The support staff services consist of one administrative assistant, one registrar and a nurse who comes one afternoon a week. A psychologist is also available two days per week, a counselor is on site five days a week, a marriage family therapist is available five days a week, and three behavior support aides who support teachers in the classrooms five days a week. A campus monitor is on site five days a week and a speech/language pathologist is available as needed. A head custodian and afternoon custodian helps to keep things in running order.

The District Workability Program assists students with placement in jobs and supports them while on the job. We also have partnerships with local military recruiters and Folsom Lake College, part of the Los Rios Community College District. These are very valuable resources for the students.

Our staff has worked hard this year to develop a strong academic curriculum. Our math curriculum is aligned with the common core standards adopted by Folsom Cordova Unified School District and the California Department of Education. Teachers in other core curricular areas are working with the district lead teachers to incorporate common core approaches to their respective subjects. Our students have access to a computer lab/multimedia center. All students have access to Chrome-books to further support their technological classroom needs.

We continue to work on expanding our Physical Education program but our facility is limiting. In addition to our physical education course, We are receiving funding for field trips, and incentive rewards for students with excellent attendance and good behavior. Focusing on our school climate and Positive Behavior Interventions and Support (PBIS) programs.

Our staff has hosted a back-to-school night so that parents and staff can discuss program expectations. We feel that a strong partnership between parents and our staff can help our students get back to a comprehensive school and progress towards graduation. Attendance is very low.

Our goals this year : We are working on transforming the program to truly prepare students to "make review" and return and STAY at their home schools. This will require healing-centered practices, clear and implemented expectations, and a transition team approach when they do return to their home school. Our youth need to have the ability to address life's moral and ethical problems and make informed decisions.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 8	13
Grade 9	11
Grade 10	6
Grade 11	11
Grade 12	3
Total Enrollment	44

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	38.6
American Indian or Alaska Native	2.3
Hispanic or Latino	29.5
White	18.2
Two or More Races	9.1
Socioeconomically Disadvantaged	81.8
English Learners	13.6
Students with Disabilities	29.5
Foster Youth	2.3
Homeless	13.6

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	5	6	6	1111
Without Full Credential	0	1	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	17

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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 2019-20)

Year and month in which data were collected: 2019 August

Folsom Cordova Unified held a Public Hearing on December 19, 2019, and determined that each school within the District 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. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, 2015, Pearson, iLit, 2016	Yes	0.0%
Mathematics	Cengage Learning, 2006, 2013, 2014, 2016, 2017, 2018 Houghton Mifflin, 2002, 2007, 2008 Pearson, 2006, 2007, 2012 McGraw Hill Company, 2003 College Preparatory Mathematics, 2015 Pearson-Addison Wesley, 2009, 2014 Haese Mathematics, 2012 2019 Oxford University Press, 2012, 2019	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Oxford Press University, 2014 Benjamin Cummings, 2016 Pearson Publishing, 2008, 2014, 2017 McGraw-Hill Ed, 2015 Pearson Baccalaureate, 2014 Prentice Hall, 2014 Biozone International, 2018	Yes	0.0%
History-Social Science	Oxford University Press, 2012 Holder Education. 2012, 2013, 2015 McGraw Hill, 2015, 2018, 2019 Cengage Learning, 2016 Teacher's Curriculum Institute, 2011, 2019	Yes	0.0%
Health	McGraw Hill Education, 2015 McGraw Hill, 2011 Office of Adolescent Health, 2016 Holt, Rinehart, Winston, 2007 American Red Cross, 2016	Yes	0.0%
Visual and Performing Arts	Davis, 2006, 2007 Pearson, 2017 Adobe, 2017 Perfection Learning, 2004		

School Facility Conditions and Planned Improvements (Most Recent Year)

Prospect Community Day school was recently constructed and is comprised of four classrooms, an outdoor athletic area, Student Activities Center (SAC), staff lounge, and a combination classroom/computer lab. In 2016, the Prospect Community Day school campus was remodeled to include improvements and upgrades to the front office, computer lab, and most of the other classrooms, in particular the Career Technical Education classes.

Cleaning Process: The principal works daily with the custodial staff of one head custodian and one part time custodian to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Date of inspection: 10/09/2019

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2019 October

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys restroom a sink has pulled away from the wall.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 16, 17,and 18 need their ramps resurfaced.
Overall Rating		

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	0	6	64	63	50	50
Mathematics (grades 3-8 and 11)	0	0	53	52	38	39

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	17	56.67	43.33	5.88
Male	19	11	57.89	42.11	0.00
Female	11	6	54.55	45.45	16.67
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	24	16	66.67	33.33	6.25
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	18	60.00	40.00	0.00
Male	19	10	52.63	47.37	0.00
Female	11	8	72.73	27.27	0.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	24	15	62.50	37.50	0.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Prospect has access to one CTE course only. This is metals and is offered to high school students.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	**	**	**

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 2019-20)

Prospect Community Day school greatly benefits from its supportive parents who have served on our various committees, volunteered for events and donated items for student use. The school has a strong base of parent volunteers who are committed to providing the best opportunity for their student's success. Parents are also welcome to join both site and district level activities with the understanding that their child will be returning to home schools. The school also benefits from several community partnerships, including Folsom Cordova Community Partnership (FCCP), Folsom Lake College, US Army and other entities. The school is actively seeking partnerships with various organizations which will extend the web of support for our students.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Michelle Flowers Wilson, Principal, or Melissa Robledo, Administrative Assistant, at Prospect Community Day School, 916-294-9060.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	--	--	--	3.3	2.8	2.2	9.7	9.1	9.6
Graduation Rate	--	--	--	92.6	91.4	90.6	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	53.3	52.3	67.9	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	7.6	1.2	4.8	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Prospect Community Day school. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. There were five (7) student accidents reported in the 2018-2019 school year.

The Safe School Plan is developed should the need arise to respond to any of the following: fire, earthquake, bomb, flood, hazardous materials, nuclear attack, armed intruder, school crime, child abuse, interruption of utility services, student discipline, sexual harassment, student conduct, and student dress code. Each classroom is equipped with a fire and intrusion alarm sensor, a tagged fire extinguisher that has been recharged each summer, an evacuation map (showing the location of various utility shut offs) posted by at least one exit door, the Williams Act Classroom notice and the American's with Disabilities Act notice are posted. A laminated Hour Zero Emergency Response Card and emergency response cards are located in each classroom. The Rancho Cordova Police Department can access Hour Zero to obtain information that can be utilized in the event of an emergency.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down drills are held several times a year. Students are supervised before and after school, during lunch and breaks by certificated staff, classified staff, and administration as needed. There is a designated area for student drop off and pick up. Visitors are required to report to the office prior to moving around campus.

Date of Last Review/Update: August 28, 2019

Date Last Reviewed with Staff: August 30, 2019

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	5	6			4	8			7	7		
Mathematics	5	8			3	10			7	8		
Science	5	6			4	6			8	6		
Social Science	6	7			6	7			5	11		

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	73.3

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23,120.80	\$5,123.09	\$17,997.71	\$74,154.25
District	N/A	N/A	\$7,534.43	\$76,858.00
Percent Difference - School Site and District	N/A	N/A	82.0	-0.8
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	86.6	-7.2

Note: Cells with N/A values 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 (Fiscal Year 2018-19)

District Revenue Sources

In addition to general state funding, Prospect Community Day school receives state and federal funding from the following categorical funds and other support programs: Title I, Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental funds (English Learners/Low Income Student), and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2018-19 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,289	\$51,374
Mid-Range Teacher Salary	\$68,994	\$80,151
Highest Teacher Salary	\$94,372	\$100,143
Average Principal Salary (Elementary)	\$118,941	\$126,896

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$137,647	\$133,668
Average Principal Salary (High)	\$139,858	\$143,746
Superintendent Salary	\$252,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	1	N/A
Social Science		N/A
All courses	1	20.5

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

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Development (PD), a model of lead teachers and site level reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with Beginning Teacher Support and Assessment (BTSA) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district. The district is involved with both Administrator Training Program (ATP) and Teacher Training, which increase the capacity of all staff to deliver a standards-based curriculum.

Counseling & Support Staff

It is the goal of Prospect Community Day School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, and handling peer pressure.

In addition:

All staff is participating in a book study on "The Behavior Code," to better understand challenging student behaviors and how to empower them with skills and adaptive ways to cope.

We currently have on site a full time counselor, a school psychologist two days a week, a Marriage Family Therapist (MFT) two and a half days a week and various other local agencies supporting our students.