

Prospect Community Day School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School 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	Allen Sims
Email Address	asims@fcusd.org
School Website	www.fcusd.org/pcds
County-District-School (CDS) Code	34673303430667

2022-23 District Contact Information

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

2022-23 School Overview

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 reviews. 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. We are always trying creative new ways to engage all students and keep them connected to the school.

Be Positive

- * I will keep my hands and feet to myself and avoid play fighting at all times.
- * I will use school appropriate language and gestures with everyone.
- * I will treat others with respect.
- * I will dress appropriately and follow the dress code.
- * I will follow staff directions the first time they are given and follow all school rules.

Be Present

- * I understand I need to have good attendance, grades, and behavior to make reviews and I commit to doing so.
- * I will arrive at school on time and to each class on time every day.
- * I will turn my phone in office staff at the beginning of every day to avoid being distracted.
- * I will come to school with an open mind and a clear head.

2022-23 School Overview

Be Productive

- * I accept that my choices have consequences, good and bad, and I will not blame others for those consequences.
- * I will own my role in making reviews. I must have excellent attendance, positive behavior, and good grades (2.0, no F's.)
- * I will be the best student I can be by taking responsibility for my education.
- * I will continue to be successful when I return to my school by continuing to practice these Prospect expectations.

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 place 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 help to keep things in running order.

The District Workability Program assists our special education students. 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 Chromebooks to further support their technological classroom needs.

We continue to work on expanding our Physical Education program, but our facility is limited. 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 Supports (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 toward 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	6
Grade 9	4
Grade 10	1
Grade 11	1
Grade 12	1
Total Enrollment	13

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	23.1
Male	76.9
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	53.8
Filipino	0.0
Hispanic or Latino	15.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	15.4
White	7.7
English Learners	7.7
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	76.9
Students with Disabilities	46.2

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.90	94.05	820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	5.95	11.60	1.24	12115.80	4.41
Unknown	0.00	0.00	88.40	9.48	18854.30	6.86
Total Teaching Positions	4.20	100.00	933.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.30	96.22	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	3.56	12.70	1.30	11953.10	4.28
Unknown	0.00	0.00	62.20	6.31	15831.90	5.67
Total Teaching Positions	4.50	100.00	985.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.20	0.10
Total Out-of-Field Teachers	0.20	0.10

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 25, 2022, and determine 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.

Year and month in which the data were collected	2022 August
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	McGraw Hill, 2015, Pearson, iLit, 2016 Apex 2019, 2020	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 Apex 2019, 2020	Yes	0.0%
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 Apex 2019, 2020	Yes	0.0%
History-Social Science	Oxford University Press, 2012 Hodder Education. 2012, 2013, 2015, 2016 McGraw Hill, 2015, 2018, 2019 Cengage Learning, 2016 Teacher's Curriculum Institute, 2011, 2019 Apex 2019, 2020	Yes	0.0%
Health	McGraw Hill Education, 2015 McGraw Hill, 2011 Office of Adolescent Health, 2016 Goodheart Wilcox 2021 Apex 2019, 2020	Yes	0.0%
Visual and Performing Arts	Davis, 2006, 2007 Pearson, 2017 Adobe, 2017 Perfection Learning, 2004 Apex 2019, 2020		NA

School Facility Conditions and Planned Improvements

Prospect Community Day school 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 the 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. During COVID, all precautions are being taken, as safety for all is our first priority.

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: October 28, 2022

Year and month of the most recent FIT report

2022 October

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- 4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	0	N/A	59	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	48	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	22	11	50.00	50.00	0.00
Female	--	--	--	--	--
Male	18	10	55.56	44.44	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	16	7	43.75	56.25	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	22	11	50.00	50.00	0.00
Female	--	--	--	--	--
Male	18	10	55.56	44.44	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	16	7	43.75	56.25	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	--	NT	44.81	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	9	64.29	35.71	--
Female	--	--	--	--	--
Male	13	9	69.23	30.77	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

Folsom Cordova Unified School District defines its career pathways following the 12 Elements of High Quality CTE Programs. The CTE program at Prospect Community Day School is offered in one industry sector and one pathway. The industry sector is Manufacturing & Product Development, and the pathway is Welding & Materials Joining.

The one course, Introduction to Metals is offered to 10th grade students. The single course aligns with the sequence of courses offered in the CTE Program of Study at Kinney high school.

2021-22 Career Technical Education (CTE) Participation

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	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	28.57
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	0	0	0	0
Grade 7	100%	100%	100%	100%	100%
Grade 9	0	0	0	0	0%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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. We involve parents, school staff, and students in the planning and implementation of the site council decisions. It should be noted that it is extremely challenging to get parents to engage with the school. By the time a student is expelled from their comprehensive school, parents have often lost faith in the school system.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Allen Sims, Principal, or Melissa Robledo, Administrative Assistant, at Prospect Community Day School, 916-294-9060, mrobledo@fcusd.org

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		--			2.7	2.9		8.9	7.8
Graduation Rate		--			91.1	92.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0.0
Female	0	0	0.0
Male	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	0	0	0.0
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	0	0	0.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	0	0	0.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	48	41	38	92.7
Female	15	13	11	84.6
Male	33	28	27	96.4
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	16	16	15	93.8
Filipino	0	0	0	0.0
Hispanic or Latino	14	12	11	91.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	8	5	5	100.0
White	8	6	6	100.0
English Learners	8	6	5	83.3
Foster Youth	1	0	0	0.0
Homeless	5	4	4	100.0
Socioeconomically Disadvantaged	33	28	25	89.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	16	13	12	92.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	38.55	3.25	2.45
Expulsions	0.00	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	12.00	47.92	0.20	4.04	0.20	3.17
Expulsions	4.00	4.17	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	47.92	4.17
Female	40.00	0.00
Male	51.52	6.06
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	68.75	6.25
Filipino	0.00	0.00
Hispanic or Latino	42.86	7.14
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	51.52	3.03
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	31.25	6.25

2022-23 School Safety Plan

The safety of students and staff is a primary concern of Prospect Community Day school. The school complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

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. We have also started to use Catapult EMS which is an app that provides emergency information to the District safety team, staff, and school resource officers. We did add 10 security cameras to our campus this school year. During the 2021-2022 school year, there were five (5) reported student accidents.

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. Lockdown 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: September 15, 2022

Date Last Reviewed with Staff: September 15, 2022

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	10		
Mathematics	4	9		
Science	8	6		
Social Science	3	14		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	5		
Mathematics	4	7		
Science	6	4		
Social Science	4	5		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	6		
Mathematics	2	5		
Science	2	6		
Social Science	2	9		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	26

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$84,240	\$21.325	\$62,915	\$83,369
District	N/A	N/A	\$7,825.21	\$80,585
Percent Difference - School Site and District	N/A	N/A	155.8	3.4
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	162.1	-5.8

2021-22 Types of Services Funded

In addition to general state funding, Prospect Community Day receives state and federal funding from the following categorical funds and other support programs: Title I Improving Academic Achievement, Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Elementary and Secondary Relief Dollars (ESSER), LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2020-2021 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 the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,116	\$54,370
Mid-Range Teacher Salary	\$72,125	\$82,681
Highest Teacher Salary	\$98,654	\$106,610
Average Principal Salary (Elementary)	\$133,273	\$135,283
Average Principal Salary (Middle)	\$136,712	\$141,244
Average Principal Salary (High)	\$147,263	\$152,955
Superintendent Salary	\$252,138	\$264,367
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Folsom Cordova Unified School District has provided up to three professional development days for certificated staff for the current year. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), lead teachers, and site level academic, reading, math, science, and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers. All staff received RTI training this year through Solution tree conferences. Staff also took advantage of the PBIS conference in the state to provide training and information to staff.

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.

We currently have on site a full-time counselor, a school psychologist two days a week, a full-time Mental Health Specialist (MHS) for Kinney, and .4 MHS prospect.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2