



Executive Summary School Accountability Report Card, 2009–10

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 Serving Grades K-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Point Quest Education, Inc. offers a year-round program for special education students with challenging educational, behavioral and emotional needs. The school serves ages 6-22 with a student to staff ratio of 5:1. Disabling conditions served include autism, emotional disturbance, multiple disabilities, intellectual disability, (mild/moderate and moderate/severe), specific learning disability and other health impaired. Point Quest teams effectively with parents, school districts, and local agencies with a program that focuses on each student's needs in the areas of cognition, social, emotional, behavioral and academic. All curriculum is based on research and aligned with the California State Content Standards. The educational and mental health programs are supported by a behavioral management system that emphasizes positive behavioral interventions and aimed at empowering students to become more responsible for their own actions and to make choices that will lead to success and fulfillment. Point Quest's staff work closely with everyone involved to promote a true atmosphere of teamwork in which students can make positive changes in their lives.

Student Enrollment

Group	Enrollment
Number of students	116
Black or African American	48%
American Indian or Alaska Native	1%
Asian	4%
Filipino	1%
Hispanic or Latino	18%
Native Hawaiian/Pacific Islander	%
White (not of Hispanic origin)	19%
English Learners	3%
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	9
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Point Quest was reviewed November 24th and 25th 2008. The most recent on-site inspection was scheduled as part of the 3-year site review process. Point Quest Education was commended for the administrative staff being organized for the review. During the classroom observations students were engaged in learning and staff were enthusiastic.

Curriculum and Instructional Materials

The core curriculum utilized at Point Quest Education is aligned with the California State Standards in all content areas. The core curriculum materials implemented as based upon what is used by the Local Education Agency (LEA), Sacramento City Unified School District. The teaching staff has also been provided with training to incorporate the Goals and Objectives Related to the Essential State of California Content Standards into their instruction and planning.

Student Performance

State testing information on student performance is kept at each child's home district.



School Accountability Report Card
Reported Using Data from 2009–10 School Year
Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Point Quest Education, Inc.	District Name	Sacramento City Unified School District
Street	6600 44 th Street	Phone Number	(916) 643-7400

City, State, Zip	Sacramento, CA 95823	Web Site	www.scusd.edu
Phone Number	(916) 422-0571	Superintendent	Jonathan Raymond
Principal	Ronda Jagers	E-mail Address	
E-mail Address	rjagers@pointquested.com	CDS Code	34-67409-7051349

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

School Description:

Point Quest Education, Inc. is a State Department of Education – certified special education nonpublic school. Point Quest offers a year-round program for special education students with challenging educational, behavioral and emotional needs. The school serves ages 6-22 with a student to staff ratio of 5:1. Disabling conditions served include autism, emotional disturbance, multiple disabilities, , other health impairment, intellectual disability, (mild/moderate and moderate/severe), and specific learning disability. Point Quest teams effectively with parents, school districts, and local agencies with a program that focuses on each student's needs in the areas of cognition, social, emotional, behavioral and academic. All curriculum is based on research and aligned with the California State Content Standards. The educational and mental health programs are supported by a behavioral management system that emphasizes positive behavioral interventions and aimed at empowering students to become more responsible for their own actions and to make choices that will lead to success and fulfillment. Point Quest's staff works closely with everyone involved to promote a true atmosphere of teamwork in which students can make positive changes in their lives.

Point Quest's extensive services include: effective behavior management instruction, counseling, speech therapy, community-based instruction, pre-vocational, social-skills and life-skills development, case management and psychiatric services. Psycho-educational testing is also provided through an outside contractor depending on district need.

School Purpose:

Point Quest is dedicated to educating and preparing students with special needs to realize their academic and personal goals. We provide a safe and supportive environment that maximizes student's cognitive and emotional well being. Point Quest establishes a focus on positive behavior reinforcement, nurturing an intrinsic love of learning, and a strong set of independent living skills.

Expected School-Wide Learning Results:

Students will:

- Establish competency at their independent level in all core academic and functional academic areas.
- Function within their environment with minimal assistance.
- Appropriately express wants and needs
- Develop coping skills in order to facilitate success in adverse situations and circumstances
- Develop appropriate and effective communication skills
- Demonstrate appropriate behaviors in the classroom, community and home environment and display appropriate interactions with adults and peers through volume, tone, distance, content and task completion

Through the above goals, Student will:

- Successfully transition to a less restrictive environment
- Successfully transition to post-secondary life through education and/or career opportunities

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parent involvement is an important part of Point Quest Education in terms of communication and a partnership between home and school. Each teacher communicates with the home/guardian on a minimum of once weekly. These calls are meant to facilitate healthy communication between home and school. If an incident occurs within the school day a call is placed home by the end of that day. Open houses are also held for the purposes parent training, networking and conferencing with the teachers.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	12
Grade 1	0	Ungraded Elementary	4
Grade 2	0	Grade 9	11
Grade 3	0	Grade 10	16
Grade 4	9	Grade 11	16
Grade 5	7	Grade 12	25
Grade 6	3	Ungraded Secondary	7
Grade 7	6	Total Enrollment	116

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	48%	White	19%
American Indian or Alaska Native	1%	Two or More Races	0%
Asian	4%	Socioeconomically Disadvantaged	
Filipino	1%	English Learners	3%
Hispanic or Latino	18%	Students with Disabilities	100%
Native Hawaiian/Pacific Islander	0%		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3	15	x			15	x			15	x		

3-4	15	x			15	x			15	x		
4-8	15	x			15	x			15	x		
Other												

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	15	x			15	x			15	x		
Mathematics	15	x			15	x			15	x		
Science	15	x			15	x			15	x		
Social Science												

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

Point Quest Education has developed a comprehensive school safety plan that meets state requirements as described in California Education Code Section 35294 et seq. The safety plan includes an injuring and illness prevention program, an exposure control plan, disaster procedures, procedures for safe entry and exit of school, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress code, and a school-wide behavior plan.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0	0	0			
Expulsions	0	0	0			

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Point Quest is housed in a large fenced campus located in a business complex. The school is comprised of three "wings" that include 9 classrooms, offices, two timeout rooms, and a large playground. Over the past two years all of the classrooms as well as the recreation room and computer lab have received new tile floors. Carpet has been installed in the main hallway. The facility has been painted over the past year. Roof repairs are scheduled through the landlord.

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	x			
Interior: Interior Surfaces	n/a	x			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	x			
Electrical: Electrical	n/a	x			
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	x			
Safety: Fire Safety, Hazardous Materials	n/a	x			
Structural: Structural Damage, Roofs	n/a		x		Roof repairs continue through the landlord.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	x			
Overall Rating		x			n/a

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	8	8	7	
Without Full Credential	2	2	2	
Teaching Outside Subject Area of Competence				n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		n/a
Counselor (Social/Behavioral or Career Development)	1	n/a
Library Media Teacher (librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist	.5	n/a
Social Worker	1	n/a
Nurse		n/a
Speech/Language/Hearing Specialist	1	n/a
Resource Specialist (non-teaching)		n/a
Other		n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All students at Point Quest Education have access to the standards-based, core curriculum and the same instructional materials used by Sacramento City Unified School District. Point Quest maintains extensive resources of instructional textbooks and supplemental materials sufficient or all students in the subject areas of reading/English/Language Arts, science, history/social science, health and mathematics.

Standards-based instructional materials in mathematics, reading/English/Language Arts, history/social studies, and science are available at all grade levels. Students have access to college preparation courses, extracurricular activities, career preparation and vocational training. Every effort is made to assure that students receive appropriate accommodations and modifications of materials in accordance to their Individual Education Plan.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$1100	\$800		\$47,000
District	n/a	n/a		
Percent Difference – School Site and District	n/a	n/a		
State	n/a	n/a		
Percent Difference – School Site and State	n/a	n/a		

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

All students at Point Quest have access to state standard curriculum, behavioral intervention, speech and language therapy as needed and social skill training. Point Quest also contracts with an outside agency to provide psycho-educational testing, and psychiatric services.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Each student's testing results are kept in their cum file at their school district of residence.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

The results of the CAHSEE are kept in each student's cum file at their district of residence.

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

The results of the Physical Fitness Test are kept in each student's cum file at their district of residence.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	1%	1%	1%						
Graduation Rate	2%	3%	3%						

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	2		
Black or African American	1		
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	1		
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Point Quest Education participates in the California Workability 1 program. We offer students the opportunity to gain work experience in the community and related educational activities. We also offer volunteer programs through various nonprofit organizations. During the 2009-2010 school year Point Quest had 45 students participate in the program with 35% placed in the community.

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	40
Percent of pupils completing a CTE program and earning a high school diploma	1%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	2%
Graduates Who Completed All Courses Required for UC/CSU Admission	0

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Point Quest Education staff and faculty engage in a twice-monthly training program for the purposes of professional development. Topics range from safety issues to behavior implantation within the classroom. Specific topics are included in the training calendar depending on need in addition to mandated trainings.