

Executive Summary School Accountability Report Card, 2010–11

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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. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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, mental retardation, (mild/moderate and moderate/severe), speech or language, specific learning disability and traumatic brain injury. 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	134
Black or African American	46%
American Indian or Alaska Native	0%
Asian	6%
Filipino	2%
Hispanic or Latino	18%
Native Hawaiian or Pacific Islander	2%
White	25%
Two or More Races	25%
Socioeconomically Disadvantaged	60%
English Learners	2%
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

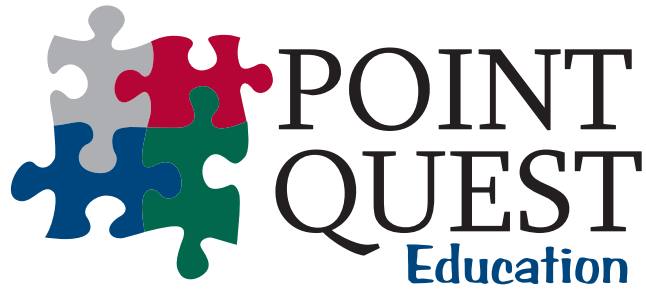
School Facilities

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. Point Quest is regularly reviewed by contracting SELPAs and is scheduled for the next 3-year on-site review from the Department of Education during the 2011-2012 school year.

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.



School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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 2011–12)

School		District	
School Name	Point Quest Education, Inc.	District Name	Sacramento City Unified
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
Director	Ronda Jagers	E-mail Address	
E-mail Address	rjagers@pointquested.com	CDS Code	34-67409-7051349

School Description and Mission Statement (School Year 2010–11)

SCHOOL DESCRIPTION

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, mental retardation, (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 at Point Quest 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, 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 2010–11)

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. Quarterly open houses are also held for the purposes parent training, networking and conferencing with the teachers.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	2	Grade 8	15
Grade 1	0	Ungraded Elementary	0
Grade 2	1	Grade 9	19
Grade 3	2	Grade 10	16
Grade 4	7	Grade 11	20
Grade 5	8	Grade 12	25
Grade 6	2	Ungraded Secondary	0
Grade 7	3	Total Enrollment	134

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	46%
American Indian or Alaska Native	0%
Asian	6%
Filipino	2%
Hispanic or Latino	18%
Native Hawaiian or Pacific Islander	2%
White	25%
Two or More Races	25%
Socioeconomically Disadvantaged	50%
English Learners	2%
Students with Disabilities	100%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other	15	x			15	x			15	x		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		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												

* 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.

III. School Climate

School Safety Plan (School Year 2010–11)

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

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0	0	0			
Expulsions	0	0	0			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

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 time away areas, and a large playground. Over the past two years all classrooms have received new tile floors. Carpet has been installed in the main hallway. During the 09-10 school year recreation room, computer lab and staff restrooms were tiled. The facility has been painted over the past two years. Roof repairs were completed through the landlord.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: 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 Rating	<i>Data provided by the LEA</i>				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	8	7	6	
Without Full Credential	2	2	4	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	.5	
Social Worker	1	
Nurse	0	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; 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 state adopted, standards-based core curriculum and the same instructional materials used by Sacramento City Unified School District and Elk Grove 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.

Year and month in which data were collected: August 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	SRA: Open Court Series/ 2008 Glencoe:CA Treasures Literature/2008	Yes	0%
Mathematics	Macmillan McGraw Hill: CA Mathematics/ 2008	Yes	0%

Science	Mcmillan McGraw Hill: CA Science/ 2008 Glencoe McGraw Hill Science Series/ 2008	Yes	0%
History-Social Science	Mcmillan McGraw Hill: CA Vistas/ 2008 Glencoe: History Series/ 2008	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$1100	0	\$800	\$47,000
District			<i>Data provided by the LEA</i>	<i>Data provided by the CDE</i>
Percent Difference – School Site and District			<i>Data provided by the LEA</i>	
State			<i>Data provided by the CDE</i>	
Percent Difference – School Site and State			<i>Data provided by the LEA</i>	

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

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 psych-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:

- **California Standards Tests (CSTs)**, which 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.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

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. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE 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 *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the *CSU Web* page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	1%	1%	4%						
Graduation Rate	3%	3%	9%						

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2011		
	School	District	State
All Students	12		N/D
Black or African American	6		N/D
American Indian or Alaska Native	0		N/D
Asian	0		N/D
Filipino	0		N/D
Hispanic or Latino	3		N/D
Native Hawaiian or Pacific Islander	1		N/D
White	2		N/D
Two or More Races	2		N/D
Socioeconomically Disadvantaged	10		N/D
English Learners	0		N/D
Students with Disabilities	12		N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010–11)

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 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	40
Percent of pupils completing a CTE program and earning a high school diploma	3%
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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	3%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0