

School Accountability Report Card

Reported Using Data from the 2017–18 School Year

California Department of Education



Point Quest
EDUCATION

Point Quest Education, Inc.

Address: 18051 N. Ray Road
Lodi, CA 95242

Phone: (209) 263-0210

Principal: Elena Levin

Grade Span: K-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

School Contact Information (School Year 2018–19)

Entity	Contact Information
School Name	Point Quest Education - Lodi
Street	18051 N. Ray Road
City, State, Zip	Lodi, CA 95242
Phone Number	(209) 263-0210
Director	Elena Levin
Email Address	elevin@pointquested.com
Website	www.pointquested.com
County-District-School (CDS) Code	39-68585-0134551

School Description and Mission Statement (School Year 2018–19)

Point Quest is a community of life-long learners who respect the individual who respect the individual needs of students. Point Quest believes that everyone deserves to learn in a safe, caring and supportive environment fostered by integrity and positive relationships with students and staff. High expectations for success are sought through appropriate instruction and intervention, which allows for individual differences and learning styles.

SCHOOLWIDE LEARNER OUTCOMES

I WILL



CONNECT THE PIECES OF SUCCESS

Take responsibility for my behaviors demonstrating self regulation and conflict resolution skills.

USE EFFECTIVE AND FUNCTIONAL COMMUNICATION SKILLS TO GET MY WANTS AND NEEDS MET.



Successfully transition to life outside of Point Quest and be as independent as possible.



I WILL BE A CRITICAL THINKER.



Point Quest
EDUCATION

School Description (School Year 2018–19)

Point Quest Education, Inc. is a California Department of Education certified special education nonpublic school, which offers a year-round program for students with challenging educational, behavioral and emotional needs. The school serves ages 5-22. Disabling conditions served include autism, emotional disturbance, multiple disabilities, intellectual disabilities, (mild/moderate and moderate/severe), other health impaired and specific learning disabilities. 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 skills. All curriculum is based on research and aligned with the Common Core State Standards (CCSS). Point Quest also aligns with the SEACO standards where applicable to address the functional needs of our students. Our functional skills program focuses on the daily living skills necessary to help our students become independent citizens while aligning the functional academics with the Anchor Standards and grade level concepts of the CCSS. The functional, educational and mental health programs are supported by a behavioral support system which 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 and return to the least restrictive environment possible.

Students are referred to Point Quest through the special education departments of the school districts or county offices. Funding for placement is provided by public funds via the contracts with the referring school districts. Point Quest currently operates 4 special day classrooms and serves approximately 48 students. School is in session for 200 days per year, which includes 180 regular school year days and 20 extended school year days. In addition to classroom staff, Point Quest employs three mental health therapists, a Pharmacy Technician, three behavior staff, a Speech-Language Pathologist, a Director of Education, Program Manager, a Lead Teacher, a Chief Operations Officer, an Occupational Therapist, two Board Certified Behavior Analyst (BCBA) and three office staff.

Point Quest's services include: effective behavior intervention instruction, speech and language therapy, occupational therapy, assistive technology services, counseling & guidance, pre-vocational, social skills and life-skills development, case management, and psychiatric consultation. Extracurricular activities include intra-scholastic sports, community-based instruction to local businesses, work experience, vocational activities and student council.

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	1
Grade 3	3
Grade 4	3
Grade 5	4
Grade 6	4
Grade 7	2
Grade 8	13
Ungraded Elementary	0
Grade 9	8
Grade 10	2
Grade 11	3
Grade 12	5
Ungraded Secondary	0
Total Enrollment	38

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	48%
American Indian or Alaska Native	0%
Asian	5%
Filipino	3%
Hispanic or Latino	21%
Native Hawaiian or Pacific Islander	0%
White	34%
Two or More Races	0%
Socioeconomically Disadvantaged	6%
English Learners	5%
Students with Disabilities	100%
Foster Youth	3%

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2016–17	School 2017–18	School 2018–19	District 2018–19
With Full Credential	3	4	3	N/A
Without Full Credential	0	1	1	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016–17	2017–18	2018–19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which the data were collected: May, 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016	YES	0
Mathematics	2015	YES	0
Science	2009	YES	0
History-Social Science	2007	YES	0

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

School Facility Conditions and Planned Improvements

Point Quest is housed in a large fenced campus located in Lodi, CA. The school is comprised of two “wings” that include 3 classrooms, offices, and a large playground. The facility is maintained by Lodi Unified School District.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: May 2018

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				
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 Facility Rate

Year and month of the most recent FIT report May 2018

Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard [CAASPP Scores Reported by each student's district of residence.]

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
English Language Arts/Literacy (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Career Technical Education (CTE) Programs (School Year 2017–18)

Point Quest Lodi provides students with opportunities to engage in activities of daily living and pre-vocational skills within the classroom and on campus. Students participate in Community Based Instruction (CBI) to assist in meeting the goals outlined in the student's Individual Transition Plan (ITP).

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

California Physical Fitness Test Results (School Year 2017–18)

[Student Physical Fitness Test Results reported by student's district of residence.]

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018–19)

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

State Priority: Pupil Engagement

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

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

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

Indicator	School 2014–15	School 2015–16	District 2014–15	District 2015–16	State 2014–15	State 2015–16
Dropout Rate	N/A	0	DPC	DPC	DPC	DPC
Graduation Rate	N/A	0	DPC	DPC	DPC	DPC

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

Indicator	School 2016–17	District 2016–17	State 2016–17
Dropout Rate	0	DPC	DPC
Graduation Rate	0	DPC	DPC

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2015–16	School 2016–17	School 2017–18	District 2015–16	District 2016–17	District 2017–18	State 2015– 16	State 2016– 17	State 2017– 18
Suspensions	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC

School Safety Plan (School Year 2018–19)

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.

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2015–16)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	14	2	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	14	2	0	0

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

**“Other” category is for multi-grade level classes.
Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	12	2	0	0

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

**“Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015–16)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	14	2	0	0
Mathematics	14	2	0	0
Science	14	2	0	0
Social Science	14	2	0	0

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	14	2	0	0
	14	2	0	0
Science	14	2	0	0
Social Science	14	2	0	0

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	12	2	0	0
Mathematics	12	2	0	0
Science	12	2	0	0
Social Science	12	2	0	0

*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.

Academic Counselors and Other Support Staff (School Year 2017–18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	3	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	3	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist (non-teaching)	0	N/A
Other	40	N/A

Note: Cells with N/A values 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$1200	N/A	\$900	\$55,000
District	N/A	N/A	DPL	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

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

Types of Services Funded (Fiscal Year 2017–18)

All students at Point Quest have access to state standard curriculum, behavioral intervention, speech and language therapy, occupational therapy, counseling and guidance and social skill training as outlined in each student Individual Education Program (IEP).

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	School Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,000	DPC
Mid-Range Teacher Salary	\$55,000	DPC
Highest Teacher Salary	\$65,000	DPC
Average Principal Salary	\$85,000	DPC

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

Professional Development

Point Quest has 7 professional development days each school year, which include all staff during the monthly minimum day schedule. Three additional days are dedicated to the teaching and professional staff before school starts each year. Teachers participate in professional development meetings on a weekly basis after school hours. The focus of continued professional development has been in the area of improving reading skills among students as well as differentiated learning.

Teachers are supported in their professional development activities by the school director as well as lead teacher. New teachers are assigned a peer mentor for the first year of employment.