



Point Quest EDUCATION

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013–14 School Year
Published During 2014–15

Point Quest Education GAP Program

1800 S. Sutter Street
Stockton, CA 95206
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Director: Ronda Jagers
Serving Grades: K-12
CDS# 39-68676-0129445

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

School Contact Information – Most Recent Year

School Name	Point Quest Education, Inc.
Street	1800 S. Sutter Street
City, State, Zip	Stockton, CA 95206
Phone Number	(916) 422-0571
Director	Ronda Jagers
E-mail Address	rjagers@pointquested.com
Web Site	www.pointquested.com
County-District-School (CDS) Code	39-68676-0129445

School Description and Mission Statement – Most Recent Year

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 with a student to staff ratio of 5:1. 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 GAP 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 Common Core State 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 GAP's staff works closely with everyone involved to promote a true atmosphere of teamwork in which students can make positive changes in their lives. The ultimate goal for all students is to return to a less restrictive environment within their home school district or a post-secondary academic/vocational placement.

Point Quest GAP contracts with approximately 5 school districts in the greater San Joaquin and Calaveras county areas. Students are referred to Point Quest GAP 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 GAP currently operates 2 special day classrooms and serves approximately 26 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 GAP employs one mental health therapist, a Pharmacy Technician, two behavior staff, a Director of Education, Education Coordinator, Program Manager, a Lead Teacher, a Chief Operations Officer, a School Psychologist,

School Purpose and Schoolwide Learner Outcomes

Point Quest is a community of life-long learners 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.

I WILL Connect the Pieces of Success

- I will take responsibility for my behaviors demonstrating self regulation and conflict resolution skills
- I will use effective and functional communication skills to get my wants and needs met
- I will successfully transition to life outside of Point Quest and be as independent as possible
- I will be a critical thinker

Student Enrollment by Grade Level (School Year 2013–14)

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

Student Enrollment by Student Group (School Year 2013–14)

Group	Percent of Total Enrollment
Black or African American	30%
American Indian or Alaska Native	5%
Asian	0%
Filipino	0%
Hispanic or Latino	25%
Native Hawaiian or Pacific Islander	5%
White	35%
Two or More Races	0%
Socioeconomically Disadvantaged	75%
English Learners	0%
Students with Disabilities	100%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 2012–13	School 2013–14	School 2014–15	District 2014–15
With Full Credential	N/A	0	1	n/a
Without Full Credential	2	2	1	n/a
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012–13	2013–14	2014–15
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 2013–14)

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%	0

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1/2014	Y	0
Mathematics	1/2014	Y	0
Science	1/2014	Y	0
History-Social Science	1/2014	Y	0

School Facility Conditions and Planned Improvements – Most Recent Year

Point Quest GAP is located on a closed elementary school site in Stockton, CA. The program is held within portable building maintained by Stockton Unified School District. A building inspection conducted the county of Stockton found the site to be appropriately maintained and met all requirements to operate as a school. The facility is in good repair and does not have any planned repairs beyond general maintenance.

School Facility Good Repair Status – Most Recent Year

Using the most recent 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

System Inspected	Repair Needed and Action Taken or Planned			
	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 Facility Rate – Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Science (grades 5, 8, and 10)	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

DPC: Information provided by the California Department of Education (CDE).

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013–14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	DPC
All Students at the School	DPC
Male	DPC
Female	DPC
Black or African American	DPC
American Indian or Alaska Native	DPC
Asian	DPC
Filipino	DPC
Hispanic or Latino	DPC

Native Hawaiian or Pacific Islander	DPC
White	DPC
Two or More Races	DPC
Socioeconomically Disadvantaged	DPC
English Learners	DPC
Students with Disabilities	DPC
Students Receiving Migrant Education Services	DPC

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

DPC: [Information provided by CDE](#)

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
English-Language Arts	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
History-Social Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

Note: STAR Program was last administered in 2012–13. 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.

DPC: [Information provided by CDE](#)

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010–11	2011–12	2012–13
Statewide	DPC	DPC	DPC
Similar Schools	DPC	DPC	DPC

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

DPC: [Information provided by CDE](#)

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010–11	Actual API Change 2011–12	Actual API Change 2012–13
All Students at the School	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC
Asian	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
White	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC

English Learners	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

DPC: Information provided by CDE

Career Technical Education Programs (School Year 2013–14)

Point Quest GAP participates in the LEA of residence's work experience program. Onsite our vocational training is a three-tier system where students new to the program will complete orientation (Tier 1), complete vocational assessments and develop job skills through on-campus opportunities (Tier 2) and receive off-campus placement and pay while developing more vocational and employable skills (Tier 3).

Career Technical Education Participation (School Year 2013–14)

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	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013–14 Students Enrolled in Courses Required for UC/CSU Admission	0
2012–13 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 Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
English-Language Arts	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	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.

DPC: Information provided by CDE

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013–14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	DPC	DPC	DPC	DPC	DPC	DPC
All Students at the School	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	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.

DPC: Information provided by CDE

California Physical Fitness Test Results (School Year 2013–14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent 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.

DPC: Information provided by CDE

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement – Most Recent Year

Parent involvement is an important part of Point Quest GAP 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 Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Dropout Rate	N/A	N/A	2	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	N/A	N/A	1	DPC	DPC	DPC	DPC	DPC	DPC

Completion of High School Graduation Requirements – Graduating Class of 2013

Group	School	District	State
All Students	1	DPC	DPC
Black or African American	1	DPC	DPC
American Indian or Alaska Native	0	DPC	DPC
Asian	0	DPC	DPC
Filipino	0	DPC	DPC
Hispanic or Latino	0	DPC	DPC
Native Hawaiian or Pacific Islander	0	DPC	DPC
White	0	DPC	DPC
Two or More Races	0	DPC	DPC
Socioeconomically Disadvantaged	0	DPC	DPC
English Learners	0	DPC	DPC
Students with Disabilities	0	DPC	DPC

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	N/A	N/A	0	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	N/A	N/A	0	DPC	DPC	DPC	DPC	DPC	DPC

School Safety Plan – Most Recent Year

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.

D. 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	DPC	DPC
Met Participation Rate - English-Language Arts	DPC	DPC
Met Participation Rate - Mathematics	DPC	DPC
Met Percent Proficient - English-Language Arts	DPC	DPC
Met Percent Proficient - Mathematics	DPC	DPC
Met Graduation Rate	DPC	DPC

DPC: Information provided by CDE

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	DPC	DPC
First Year of Program Improvement	DPC	DPC
Year in Program Improvement*	DPC	DPC
Number of Schools Currently in Program Improvement	N/A	DPC
Percent of Schools Currently in Program Improvement	N/A	DPC

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

DPC: Information provided by CDE

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	1	0	0
1	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	1	0	0
2	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	1	0	0
3	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	1	0	0
4	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	1	0	0
5	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	1	0	0
6	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	1	0	0
Other	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	1	0	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	1	0	0
Mathematics	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	1	0	0
Science	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	1	0	0
Social Science	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	1	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 2013–14)

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)	1	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	5	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 2012–13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$1100	N/A	\$800	\$50,000

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

Types of Services Funded (Fiscal Year 2013–14)

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

Teacher and Administrative Salaries (Fiscal Year 2012–13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,000	DPC
Mid-Range Teacher Salary	\$50,000	DPC
Highest Teacher Salary	\$65,000	DPC
Average Principal Salary (Elementary)	N/A	DPC
Average Principal Salary (Middle)	N/A	DPC
Average Principal Salary (High)	N/A	DPC
Superintendent Salary	N/A	DPC
Percent of Budget for Teacher Salaries	30%	DPC
Percent of Budget for Administrative Salaries	10%	DPC

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

Advanced Placement Courses (School Year 2013–14)

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

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

* Where there are student course enrollments.

DPC: Information provided by CDE

Professional Development – Most Recent Three Years

Point Quest has 12 professional development days each school year, 9 of 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.