

School Accountability Report Card
Reported Using Data from the 2018–19 School Year
California Department of Education



Point Quest
EDUCATION

Point Quest Education – Central Valley

Address: 12755 N CA-88
Lodi, CA 95240

Phone: (209) 210-2300

Principal: Brooke Warren

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/fq/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 refers to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

School Contact Information (School Year 2019–20)

| Entity | Contact Information |
|-----------------------------------|--|
| School Name | Point Quest Education – Central Valley |
| Street | 12755 N CA-88 |
| City, State, Zip | Lodi, CA 95420 |
| Phone Number | (209) 220-2300 |
| Director | Brooke Warren |
| Email Address | wbarren@pointquested.com |
| Website | www.pointquested.com |
| County-District-School (CDS) Code | 39-68585-6154561 |

School Description and Mission Statement (School Year 2019–20)

School Purpose: Point Quest is a community of life-long learners who respect the individual needs of the 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 styles.

School Description: Point Quest Central Valley offers a K-12 program, which teams effectively with parents, school districts, and local agencies. The program 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). Our functional skills program focuses on the daily living skills necessary to help our students become independent citizens while aligning with 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 behavior 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 Central Valley has fully implemented PBIS and uses the system to promote clear behavior expectations. Point Quest Central Valley's support services include: effective behavior intervention instruction, pre-vocational, social skills and life skills development, case management, and psychiatric services. Extracurricular activities include community-based instruction to local businesses, vocational activities and student council. Related services include counseling and guidance and social work services to support student's mental health needs, speech and language intervention, occupational therapy, behavior implementation- development, behavior intervention-implementation as well as vocational education and career development. All related service providers are supervised by the administrative staff in accordance with each profession's best practices.

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

Student Enrollment by Grade Level (School Year 2018–19)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 0 |
| Grade 1 | 4 |
| Grade 2 | 10 |
| Grade 3 | 6 |
| Grade 4 | 9 |
| Grade 5 | 10 |
| Grade 6 | 11 |
| Grade 7 | 10 |
| Grade 8 | 15 |
| Ungraded Elementary | 0 |
| Grade 9 | 6 |
| Grade 10 | 7 |
| Grade 11 | 10 |
| Grade 12 | 11 |
| Ungraded Secondary | 0 |
| Total Enrollment | 109 |

Student Enrollment by Student Group (School Year 2018–19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|------------------------------------|
| Black or African American | 35 |
| American Indian or Alaska Native | 2 |
| Asian | 1 |
| Filipino | 4 |
| Hispanic or Latino | 15 |
| Native Hawaiian or Pacific Islander | 1 |
| White | 31 |
| Two or More Races | 4 |
| Socioeconomically Disadvantaged | 35 |
| English Learners | 3 |
| Students with Disabilities | 100 |
| Foster Youth | 8 |
| Homeless | 1 |

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 2017–18 | School 2018–19 | School 2019–20 |
|--|----------------|----------------|----------------|
| With Full Credential | 7 | 7 | 7 |
| Without Full Credential | DPL | DPL | 2 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017–18 | 2018–19 | 2019–20 |
|--|---------|---------|---------|
| 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 Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: May 2019

| Subject | Textbooks and Other 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 |

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

School Facility Conditions and Planned Improvements

Point Quest is housed on a large campus located in Lodi, CA. The school is comprised of two main buildings that include 5 classrooms, offices, and therapy rooms, 4 portables housing 4 classrooms and a full-size gymnasium as well as a large playground on approximately 10 acres. The property also houses outdoor basketball courts, a baseball field, garden facilities and farmland.

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: May 2019

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | x | | | |
| Interior: Interior Surfaces | x | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | x | | | |
| Electrical: 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 2019

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 2017–18 | School 2018–19 | District 2017–18 | District 2018–19 | State 2017–18 | State 2018–19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| 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.

**CAASPP Test Results in Science for All Students
 Grades Five, Eight, and High School
 Percentage of Students Meeting or Exceeding the State Standard
 [CAASPP Scores Reported by each student's district of residence.]**

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education (CTE) Programs (School Year 2018-19)

Point Quest Central Valley 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 2018-19)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | N/A |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 0 |
| Percent of CTE Courses that are 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 |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 0 |
| 2017-18 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

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

California Physical Fitness Test Results (School Year 2018–19)

| 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 and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2019–20)

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 of 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 2015–16 | District 2015–16 | State 2015–16 |
|-----------------|----------------|------------------|---------------|
| Dropout Rate | N/A | DPC | DPC |
| Graduation Rate | N/A | DPC | DPC |

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

| Indicator | School 2016–17 | School 2017–18 | District 2016–17 | District 2017–18 | State 2016–17 | State 2017–18 |
|-----------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Dropout Rate | N/A | 0 | DPC | DPC | DPC | DPC |
| Graduation Rate | N/A | 2 | DPC | DPC | DPC | DPC |

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 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 2016–17 | School 2017–18 | School 2018–19 | District 2016–17 | District 2017–18 | District 2018–19 | State 2016–17 | State 2017–18 | State 2018–19 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | N/A | 1 | 1 | DPC | DPC | DPC | DPC | DPC | DPC |
| Expulsions | 0 | 0 | 0 | DPC | DPC | DPC | DPC | DPC | DPC |

School Safety Plan (School Year 2019–20)

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 injury 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.

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 | DPC | DPC | DPC | DPC |
| 1 | DPC | DPC | DPC | DPC |
| 2 | DPC | DPC | DPC | DPC |
| 3 | DPC | DPC | DPC | DPC |
| 4 | DPC | DPC | DPC | DPC |
| 5 | DPC | DPC | DPC | DPC |
| 6 | DPC | DPC | DPC | DPC |
| Other** | N/A | N/A | | |

*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 | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | 14 | 1 | | |

*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 2018–19)

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

*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 2016–17)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| English | DPC | DPC | DPC | DPC |
| Mathematics | DPC | DPC | DPC | DPC |
| Science | DPC | DPC | DPC | DPC |
| Social Science | DPC | DPC | DPC | DPC |

*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 | 14 | 7 | | |
| Mathematics | 14 | 7 | | |
| Science | 14 | 7 | | |
| Social Science | 14 | 7 | | |

*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 2018–19)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| English | 14 | 7 | | |
| Mathematics | 14 | 7 | | |
| Science | 14 | 7 | | |
| Social Science | 14 | 7 | | |

*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.

Student Support Services Staff (School Year 2018–19)

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

*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 2017–18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|-------------------------------------|--|--|-------------------------------|
| School Site | \$1300 | DPL | \$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 2018–19)

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

Teacher and Administrative Salaries (Fiscal Year 2017–18)

| Category | School Amount | State Average For Districts In Same Category |
|---------------------------------|---------------|--|
| Beginning Teacher Salary | \$55,000 | DPC |
| Mid-Range Teacher Salary | \$60,000 | DPC |
| Highest Teacher Salary | \$72,000 | 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

| Measure | 2017–18 | 2018–19 | 2019–20 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 7 | 7 | 6 |