

Hope School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

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 webpage 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

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and 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 webpage 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. 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 2012-13)

School Contact Information	
School Name	Hope School
Street	7901 Knott Avenue
City, State, Zip	Anaheim, CA 90620-2422
Phone Number	(714) 220-4199
Principal	Cherylin Lew, Ed.D.
E-mail Address	lew_c@auhsd.us
CDS Code	30664316066815

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Web Site	www.auhsd.us
Superintendent	Elizabeth I. Novack, Ph.D.
E-mail Address	webmaster@auhsd.k12.ca.us

School Description and Mission Statement (School Year 2011-12)

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

Description:

Hope School is a public school in the Anaheim Union High School District, which serves students with moderate to severe exceptional needs and specialized medical needs. The program serves students, ages twelve to twenty-two years of age, who reside in the Anaheim Union High School District. Hope School is located near Knott's Berry Farm on Knott Avenue in Buena Park, and is centrally located within the school district to better serve and provide access to all Anaheim Union High School District students. The school offers a specialized program with departmentalized options for classes, such as functional academics, communication, social skills, independent living, music, art, and drama. There is also an emphasis on Career Technical Education courses to prepare students for adult transition.

Mission Statement:

Hope School is dedicated to preparing students with special needs for lives of purpose, quality, contribution, and independence.

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parent Involvement is highly encouraged at Hope School. Hope School staff partner with parents to educate each student, and every student has an individualized education plan. Each student's plan is developed by a team of educators in collaboration with parents. The School Site Council is the governing body that guides the development of Hope School's Single Plan for Student Achievement and approves categorical expenditures. The School Site Council meets five times annually as a leadership team, and is comprised of teachers, school staff and parents. As a school dedicated entirely to serving students with special needs, Hope School has encouraged parents to be involved in the Greater Anaheim Special Education District Advisory Parent Council. One parent currently serves on the Greater Anaheim Special Education Local Plan Area (SELPA) Parent Council. Two parents serve on the Superintendent's Advisory Council, which meets monthly. One Hope School parent serves on the Orange County Special Education Alliance Committee. The Hope School English Learner Advisory Committee (ELAC) meets four times annually and provides input regarding students who are English Learners. School events and activities are open to parent participation. Open House/Family Fun Night is a schoolwide annual event designed for family participation. Parents and families of students are also encouraged to attend the Hope School Homecoming and Hope School Prom each year.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 9	19
Grade 10	13
Grade 11	28
Grade 12	133
Total Enrollment	229

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.9	White	26.6
American Indian or Alaska Native	0.4	Two or More Races	1.3
Asian	10.9	Socioeconomically Disadvantaged	66.4
Filipino	6.1	English Learners	47.6
Hispanic or Latino	48.5	Students with Disabilities	90.8
Native Hawaiian/Pacific Islander	2.2		

Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	na	na	na	na	13	11	0	0	11.2	13	0	0
Mathematics	na	na	na	na	11	5	0	0	10.2	6	0	0
Science	na	na	na	na	0	0	0	0	0	0	0	0
Social Science	na	na	na	na	0	0	0	0	0	0	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.

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Hope School's Safety Plan contains essential components, such as emergency procedures, evacuation procedures, a crises organizational chart which delineates duties, a telephone tree, and inventory lists. The School Safety Plan is updated on an annual basis in the spring and is reviewed with all staff. Emergency procedures are reviewed with all staff at the beginning of the school year. School-wide drills for evacuation and lock down are practiced routinely throughout the school year. The School Safety Plan is developed by the Safety Committee, which is comprised of administrators and staff. Input is gathered from the School Site Council, community resource groups and staff. The School Discipline Committee meets at least annually, and the Safety Committee meets at least quarterly.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	0	0	0	12.3	10.01	4.55
Expulsions	0	0	0	0.97	0.70	0.52

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2012

Hope School opened in 1962. The facility originally housed La Palma Junior High School, which closed in 1980. Currently, Hope School sits on 25 acres of land and has 25 classrooms. All portables have recently been removed from the campus. Hope School continues to remain on the District schedule for modernization.

Hope School has a School Comprehensive Safety Plan and Committee, which helps to address the facility safety needs of the students and staff. Classrooms and restrooms are cleaned on a daily basis.

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. A site modification system is in place district-wide to request site upgrades and necessary improvements.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on October 8, 2012.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[X]	[]	A/C thermostat is missing in Room 32.
Interior: Interior Surfaces	[]	[]	[]	[X]	Faucet is squeaky and leaking at south side single sink in Kitchen/Cafeteria. Several loose, missing and damaged ceiling tiles at various locations. Ceiling fan cover has dropped in Room 46. Floor base is missing in Room 23. Wood board in Room 22 needs paint on north wall and hole in block wall needs patching and paint. Squeaky faucet on cold side in Room 36.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Electrical: Electrical	[]	[]	[]	[X]	Several light difusers are missing in various areas. Coax cable is hanging from ceiling in southwest corner in Room 46. Light out in Server Room. Electrical cords need cleaned up in Room 18. Light out in back office of Room 37. Girls' Locker Room has a light out over lockers and a light out in Equipment Room. Light in back of Equipment Room in Boys' Locker Room is not working.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	[]	Exterior drinking fountain near Room 22 is not working. Drinking fountain in Boys' Locker Room is not working (push button is missing). Girls' Restroom near Room 22 needs a new toilet seat. Tile and plaster in Boys' Restroom near Room 22 needs repair.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	28	26	26	1,281
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

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* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	N/A	N/A

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0.4	---
Social Worker	0	---
Nurse	1	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	0	---
Other	0	---

* 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 2012-13)

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.

Year and month in which data were collected: August 2009

Hope School is a special education school in the Anaheim Union High School District. Hope School serves students with exceptional needs. Hope School students are not integrated with general education peers at the site, but have many inclusion opportunities, throughout the year, with their general education peers. Students in the 7th through 11th grade program are working on California Alternate Performance Assessment (CAPA) standards. All students at the site have access to materials aligned to core standards. In order to review the effectiveness and appropriateness of these materials, the Special Youth Services Department works alongside the Educational Services Department to adopt appropriate instructional materials, in accordance with the District's textbook adoption cycle.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Hope uses supplemental curriculum that is based on the CAPA standards for reading and language arts. All students have access to these materials.	Yes	0
Mathematics	Hope uses supplemental curriculum that is based on the CAPA standards for mathematics. All students have access to these materials.	Yes	0
Science	Hope uses supplemental curriculum that is based on the CAPA standards for science. All students have access to these materials.	Yes	0
History-Social Science	There are no CAPA standards for history-social science. Hope uses supplemental materials in order to develop daily living skills based on students' Individualized Education Programs (IEP) in this area.		0
Health	There are no CAPA standards for health. Hope used supplemental materials in order to develop daily living skills based on students' Individualized Education Programs (IEP) in this area		0
Science Laboratory Equipment (grades 9-12)	Hope has science laboratory equipment that is used in grades 7 - 10 in order to address the CAPA standards for science. All students have access to these materials.		NA

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$30,132	\$28,259	\$1,873	\$79,134
District	---	---	\$5,475	\$81,535
Percent Difference: School Site and District	---	---	-65.78%	-2.94%
State	---	---	\$5,425	\$67,932
Percent Difference: School Site and State	---	---	-65.47%	16.49%

* **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 webpage 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 webpage 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 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As a special education school, Hope School is a federal and state categorically funded school. Though Hope School is not a Title 1 school, Hope School receives Title II professional development, EIA-LEP funding, and special education funding. The categorical funds are targeted to improve performance for special education and English Learner students.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,634	\$42,660
Mid-Range Teacher Salary	\$84,860	\$69,198
Highest Teacher Salary	\$97,693	\$88,943
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$122,243	\$121,140
Average Principal Salary (High)	\$135,376	\$127,707
Superintendent Salary	\$236,654	\$202,123
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	4%	5%

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

IX. Student Performance

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>.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	89	86	91	48	49	54	52	54	56
Mathematics	73	71	74	31	35	37	48	50	51
Science				53	58	64	54	57	60
History-Social Science				46	49	51	44	48	49

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	37	64	51
All Student at the School	91	74		
Male	92	76		
Female	91	70		
Black or African American				
American Indian or Alaska Native				
Asian	83	75		
Filipino				
Hispanic or Latino	94	76		
Native Hawaiian/Pacific Islander				
White	90	73		
Two or More Races				
Socioeconomically Disadvantaged	92	78		
English Learners	91	79		
Students with Disabilities	91	73		
Students Receiving Migrant Education Services				

* 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.

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/>.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts				49	58	53	54	59	56
Mathematics				52	55	58	54	56	58

* 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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	47	24	29	42	34	23
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

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 webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	C	C	C
Similar Schools	C	C	C

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	-26	6	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "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.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	93	867	25,547	779	4,664,264	788
Black or African American	5		771	762	313,201	710
American Indian or Alaska Native	1		88	788	31,606	742
Asian	10		3,228	927	404,670	905
Filipino	2		1,103	889	124,824	869
Hispanic or Latino	45	880	16,793	733	2,425,230	740
Native Hawaiian/Pacific Islander	1		223	795	26,563	775
White	29	862	3,296	834	1,221,860	853
Two or More Races	0		4		88,428	849
Socioeconomically Disadvantaged	66	879	18,105	742	2,779,680	737
English Learners	45	884	11,909	698	1,530,297	716
Students with Disabilities	93	867	2,573	555	530,935	607

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)

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

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	12
Percent of Schools Currently in Program Improvement	---	57.1

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 webpage 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 webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	5.6	20	16.7	5.3	10.2	12.3	5.7	16.6	14.4
Graduation Rate			0.00	84.57	88.68	82.52	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 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 2012		
	School	District	State
All Students	na	87.8%	---
Black or African American	na	85.2%	---
American Indian or Alaska Native	na	100%	---
Asian	na	97.2%	---
Filipino	na	96.8%	---
Hispanic or Latino	na	83.8%	---
Native Hawaiian/Pacific Islander	na	90.2%	---
White	na	92.6%	---
Two or More Races	na	na	---
Socioeconomically Disadvantaged	na	82.7%	---
English Learners	na	65.9%	---
Students with Disabilities	na	77.2%	---

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

Career Technical Education Programs (School Year 2011-12)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Career Technical Education Participation (School Year 2011-12)

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

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	0

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Hope School teachers participate in a variety of District in-services, professional development workshops, and the Peer Assistance Review (PAR) and Beginning Teacher Support and Assessment (BTSA) programs. Teachers and classified staff members participate in training at the school on district-wide staff development days. These in-service days align with the District strategic plan, are designed to enhance staff effectiveness with students, and the focus is to improve curriculum and instruction. Hope School staff also participate in late-start days for staff development and training. Training for Pro-Act positive behavior support and interventions for school buses and the development of curricular alignment with state standards in smaller professional learning communities have continued to be a primary focus. Pro-Act training of the entire staff will be completed this school year. The Greater Anaheim SELPA staff have completed two Applied Behavior Analysis (ABA) trainings at Hope School with participation of many staff members.