

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

| School | | District | |
|-------------------------|-------------------------------|-----------------------|--------------------------|
| School Name | Hope Special Education Center | District Name | Anaheim Union High |
| Street | 7901 Knott Ave. | Phone Number | 714-999-3502 |
| City, State, Zip | Anaheim, CA 90620-2422 | Web Site | Auhsd.k12.ca.us |
| Phone Number | 714-220-4196 | Superintendent | Joseph M. Farley, Ed.D. |
| Principal | Donna Erickson | E-mail Address | Farley_j@auhsd.k12.ca.us |
| E-mail Address | Erickson_d@auhsd.k12.ca.us | --- | --- |

School Description and Mission Statement

This section provides information about the school's goals and programs.

Hope School is a public school in the Anaheim Union High School District, which serves students with mild, moderate and severe developmental disabilities and students with specialized medical needs. The program serves students, ages twelve to twenty-two years of age who reside in the Anaheim Union High School District and Greater Anaheim SELPA area. Located near Knott's Berry Farm on Knott Avenue in Buena Park, Hope is centrally located within the school district to better serve and provide access for the Anaheim Union High School District students and to offer a large variety of training opportunities in the community.

The Hope School educational program is designed to teach students, with developmental disabilities, functional and vocational skills and transition them to a meaningful adult life in order to achieve vocational success. Hope School is recognized as a model educational program and provides a departmentalized special day class program, which is similar to a junior high or senior high school program and a traditional self-contained special day class program.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

The Hope School PTSA (Parent-Student-Teacher Association) was formed in September 2006 and has been a valuable resource for parents. The PTSA Board meets monthly and has four PTSA general association meetings per year. The PTSA held fundraisers and sponsored programs for students this school year and held three parent education evenings to provide information important to parents with students with disabilities.

The School Site Council is a leadership team comprised of teachers, school staff and parents and gives input into school goals and budget. As a special education school, Hope School has encouraged parents to be involved in the Greater Anaheim Special Education District Advisory Parent Council. Two parents are currently appointed and serve on the Superintendent's Advisory Council, which meets monthly.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|---------------------|--------------------|
| Kindergarten | 0 | Grade 8 | 0 |
| Grade 1 | 0 | Ungraded Elementary | 0 |
| Grade 2 | 0 | Grade 9 | 276 |
| Grade 3 | 0 | Grade 10 | 0 |
| Grade 4 | 0 | Grade 11 | 0 |
| Grade 5 | 0 | Grade 12 | 0 |
| Grade 6 | 0 | Ungraded Secondary | 0 |
| Grade 7 | 0 | Total Enrollment | 276 |

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| African American | 4.0 | White (not Hispanic) | 31.9 |
| American Indian or Alaska Native | 0.7 | Multiple or No Response | 0.0 |
| Asian | 6.9 | Socioeconomically Disadvantaged | 61.9 |
| Filipino | 4.0 | English Learners | 36.0 |
| Hispanic or Latino | 50.7 | Students with Disabilities | 100.0 |
| Pacific Islander | 1.8 | --- | --- |

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

School Safety Plans are reviewed on an annual basis. Input is gathered from the School Site Council, community resource groups and staff in order to determine any needed changes. The Hope High School Safety Plan was last presented to staff in September/October, 2005.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Hope has a teacher serving as the school safety coordinator and heads the Safety Committee. The Safety Coordinator is responsible for the annual revision of the School Comprehensive Safety Plan. Hope School also has Discipline Committee comprised of teachers and administrators and meets biannually or as needed to review school discipline practices.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2003-04 | 2004-05 | 2005-06 | 2003-04 | 2004-05 | 2005-06 |
| Suspensions | | | 0.00 | 12% | 15% | 0.17% |
| Expulsions | | | 0.000 | 0.6% | 0.6% | 0.007% |

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Hope School opened in 1962 and was originally used as La Palma Junior High School, which closed in 1980. Currently the Hope School sits on 25 acres of acreage and is shared with Gilbert West Continuation High School. Hope School has 29 classrooms, which includes two portable classrooms. One portable also serves as a student vocational library.

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. A work order system is in place to schedule repairs and maintenance according to a district calendar.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| Item Inspected | Facility in Good Repair | Repair Needed and Action Taken or Planned |
|---|-------------------------|---|
| Gas Leaks | [X] | |
| Mechanical Systems | [X] | |
| Windows/Doors/Gates (interior and exterior) | [] | Broken windows in rooms 15 and 25. Wood rot on door in Faculty Lounge. Work orders issued. |
| Interior Surfaces (walls, floors, and ceilings) | [] | Cracked or chipped floor tiles. Water damage to the ceiling in several locations. Work orders issued. |
| Hazardous Materials (interior and exterior) | [] | Paint peeling in several rooms. Work order issued. |
| Structural Damage | [] | Wood rot in sink-splash board in room 25. Work order issued. |
| Fire Safety | [X] | |
| Electrical (interior and exterior) | [X] | |
| Pest/Vermin Infestation | [X] | |
| Drinking Fountains (inside and outside) | [] | No pressure to drinking fountain by boys and girls locker room. Rm.22 drinking fountain not working. Work order issued. |
| Restrooms | [X] | |
| Sewer | [X] | |
| Playground/School Grounds | [X] | |
| Other | [] | |

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2003-04 | 2004-05 | 2005-06 | 2005-06 |
| With Full Credential | 25 | 22 | 25 | 1271 |
| Without Full Credential | 4 | 8 | 2 | 53 |
| Teaching Outside Subject Area of Competence | 3 | 6 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Indicator | 2004-05 | 2005-06 | 2006-07 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | --- | | 0 |
| Total Teacher Misassignments | --- | | 0 |
| Vacant Teacher Positions | --- | | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 97.3 | 2.7 |
| All Schools in District | 85.0 | 15.0 |
| High-Poverty Schools in District | 84.0 | 16.0 |
| Low-Poverty Schools in District | 84.0 | 16.0 |

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The Human Resources Department of the AUHSD uses thorough screening/hiring practices to maintain a qualified pool of substitute teachers. When a teacher is absent, substitutes use prepared lessons to ensure ongoing instruction for students. Teacher requests for preferred substitutes are honored whenever possible. Teachers are expected to leave detailed lesson plans for substituting teachers, and substitutes are required to leave information regarding the day and the progress made on the lesson plan.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers are evaluated on a regular basis in accordance with the California Education Code and pursuant to the contract between the District and the Anaheim Secondary Teachers Association. Tenured teachers are evaluated once every two years. Temporary and probationary teachers are evaluated once each year.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Library Media Teacher (Librarian) | | -- |
| Library Media Services Staff (paraprofessional) | | -- |
| Psychologist | | -- |
| Social Worker | | -- |
| Nurse | 1.0 | -- |
| Speech/Language/Hearing Specialist | | -- |
| Resource Specialist (non-teaching) | | -- |
| Other | 1.0 | -- |

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|--|--|---|
| Reading/Language Arts | Hope students have access to the materials needed for success in any course in which they are enrolled. Assistive technology is available throughout the school. | 0 |
| Mathematics | See above. | 0 |
| Science | See above. | 0 |
| History-Social Science | See above. | 0 |
| Foreign Language | See above. | 0 |
| Health | See above. | 0 |
| Science Laboratory Equipment (grades 9-12) | NA | NA |

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$22,405 | \$20,379 | \$2026 | \$62,876 |
| District | --- | --- | \$4763 | \$67,329 |
| Percent Difference – School Site and District | --- | --- | -57.5% | -6.6% |
| State | --- | --- | \$4,743 | \$60,037 |
| Percent Difference – School Site and State | --- | --- | -57.3% | +4.7% |

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

As a special education school, Hope School is a federal and state categorically funded school. Hope receives some funding under Title II, Title III, Title V, ELD and special education funding.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$40,986 | \$37,671 |
| Mid-Range Teacher Salary | \$74,580 | \$63,121 |
| Highest Teacher Salary | \$85,668 | \$78,630 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | \$109,312 | \$101,801 |
| Average Principal Salary (High) | \$117,392 | \$111,909 |
| Superintendent Salary | \$180,350 | \$163,061 |
| Percent of Budget for Teacher Salaries | 40.5 | 37.8 |
| Percent of Budget for Administrative Salaries | 4.2 | 5.2 |

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|------------------------|--------|------|------|----------|------|------|-------|------|------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| English-Language Arts | | | | 32 | 38 | 39 | 36 | 40 | 42 |
| Mathematics | | | | 29 | 34 | 36 | 34 | 38 | 40 |
| Science | | | | 36 | 41 | 39 | 25 | 27 | 35 |
| History-Social Science | | | | 29 | 34 | 36 | 29 | 32 | 33 |

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| African American | * | * | | |
| American Indian or Alaska Native | * | * | | |
| Asian | * | * | | |
| Filipino | * | * | | |
| Hispanic or Latino | 32 | 21 | | |
| Pacific Islander | | | | |
| White (not Hispanic) | 32 | 23 | | |
| Male | 37 | 29 | | |
| Female | 41 | 21 | | |
| Economically Disadvantaged | 31 | 22 | | |
| English Learners | 32 | 28 | | |
| Students with Disabilities | 38 | 26 | | |
| Students Receiving Migrant Education Services | | | | |

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

| Subject | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Reading | | | | 43 | 41 | 41 | 43 | 41 | 42 |
| Mathematics | | | | 49 | 48 | 48 | 51 | 52 | 53 |

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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 | 2003-04 | 2004-05 | 2005-06 |
|-----------------|---------|---------|---------|
| Statewide | | 5 | C |
| Similar Schools | | N/A | C |

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

| Group | Actual API Change | | | API Score |
|----------------------------------|-------------------|---------|---------|-----------|
| | 2003-04 | 2004-05 | 2005-06 | 2006 |
| All Students at the School | | -38 | -56 | 570 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Pacific Islander | | | | |
| White (not Hispanic) | | | | |
| Socioeconomically Disadvantaged | | -99 | -36 | 537 |
| English Learners | -- | -- | | |
| Students with Disabilities | -- | -- | -56 | 570 |

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Hope does not participate in any state award or intervention programs.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria | School | District |
|---|--------|----------|
| Overall | No | Yes |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | Yes | Yes |
| Percent Proficient - Mathematics | Yes | Yes |
| API | No | Yes |
| Graduation Rate | Yes | Yes |

Federal Intervention Program

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|--|--------|-----------|
| Program Improvement Status | | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | --- | 5 |
| Percent of Schools Currently in Program Improvement | --- | 23.8 |

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | School | | | District | | | State | | |
|------------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 |
| Dropout Rate (1-year) | 0.0 | 0.0 | 0.0 | 0.5 | 0.5 | 0.3 | 3.2 | 3.3 | 3.1 |
| Graduation Rate | 94.9 | 95.0 | 100.0 | 94.9 | 95.0 | 96.4 | 86.7 | 85.3 | 84.9 |

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

| Group | Graduating Class of 2006 | | |
|---|--------------------------|----------|---------------|
| | School | District | State |
| All Students | NA | 77.5 | Not Available |
| African American | NA | 77.0 | |
| American Indian or Alaska Native | NA | NA | |
| Asian | NA | 93.7 | |
| Filipino | NA | 88.8 | |
| Hispanic or Latino | NA | 69.8 | |
| Pacific Islander | NA | NA | |
| White (not Hispanic) | NA | 83.9 | |
| Socioeconomically Disadvantaged | NA | 70.5 | |
| English Learners | NA | 63.8 | |
| Students with Disabilities | NA | 69.4 | |

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Hope does not participate in traditional Career Technical Education programs.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of pupils | |
| Percent of pupils completing a CTE program and earning a high school diploma | |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | |

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | Courses Required for UC/CSU Admission |
|--|---------------------------------------|
| Number of Students Enrolled in Courses | 0.0 |
| Percent of Graduates Who Completed All Courses | 0.0 |

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

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

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

This section is not applicable to Hope High School.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

| Indicator | 2004 | 2005 | 2006 |
|--|------|------|------|
| Percent of Grade 12 Students Taking the Test | | | |
| Average Verbal Score | | | |
| Average Math Score | | | |
| Average Writing Score | --- | --- | |

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The newly developed SEACO Curriculum(Special Education Administration of County Offices),which is aligned to the California State Standards, is used at Hope School.

Students are offered the option of a self-contained classroom or a departmentalized program, which is similar to a daily six period differentiated program, similar to the district's comprehensive junior high/senior high schools. Program placement depends upon the student's IEP.

Teachers are qualified according to federal NCLB guidelines and are given opportunities to be professionally involved in several school leadership committees such as the School Site Council, Discipline Committee, Safety Committee, Professional Learning Team Steering Committee, Professional Development Committee and Department Chairpersons.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Hope teachers may 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 site on district staff development days. These inservice days align with the district three-year strategic plan and are designed to enhance staff effectiveness with students and train in strategies to deliver a differentiated curriculum with depth and complexity.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

| Grade Level | Instructional Minutes | |
|-------------|-----------------------|-------------------|
| | Offered | State Requirement |
| 9 | 65,280 | 64,800 |
| 10 | 65,280 | 64,800 |
| 11 | 65,280 | 64,800 |
| 12 | 65,280 | 64,800 |

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Hope High School has scheduled four minimum days at 260 minutes per day. The rest of the days are regular length at 365 minutes per day.