

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

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	CDS Code	30664316066815

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. An adult transition program is also provided, which includes work experiences on campus and in the workplace.

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, 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 7	55
Grade 8	36
Grade 9	30
Grade 10	18
Grade 11	26
Grade 12	107
Total Enrollment	272

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 %	White (not Hispanic)	26.47 %
American Indian or Alaska Native	%	Multiple or No Response	8.09 %
Asian	7.35 %	Socioeconomically Disadvantaged	63 %
Filipino	4 %	English Learners	37 %
Hispanic or Latino	48 %	Students with Disabilities	100 %
Pacific Islander	1.84 %		

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 February 2007.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	1.1	0	0	13.6	6.1	6
Expulsions	0	0	0	0.5	0.6	0.9

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 Alternative Education High School. Hope School has 29 classrooms, which includes two portable classrooms. One portable also serves as a student vocational library. The school parking lot was recently reconfigured to create a bus loading/unloading zone.

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. A site modification system is in place district wide to request site upgrades and necessary improvements.

The most recent site inspection was completed on April 21, 2008

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	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[]	[]	[X]	Ceiling tiles need replacing in portables. Tile missing in coaches office. Various rooms have paint peeling, need repainting, and need plaster repaired. Work orders issued.
Hazardous Materials (interior and exterior)	[X]	[]	[]	
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	
Electrical (interior and exterior)	[]	[X]	[]	One area has broken light switch and light diffusers missing. Work orders issued.
Pest/Vermin Infestation	[X]	[]	[]	Bird droppings outside of rooms 23-26 need attention. Work order issued.
Drinking Fountains (inside and outside)	[]	[X]	[]	Two drinking fountains not working. Work order issued.
Restrooms	[X]	[]	[]	
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	Hole in asphalt outside room16. Work order issued.
Roofs	[X]	[]	[]	
Overall Cleanliness	[X]	[]	[]	

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

IV. Teachers

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

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. Training for social skills, positive behavior support and interventions were a primary focus during the 2007/08 school year.

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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	22	25	23	1281
Without Full Credential	8	2	8	57
Teaching Outside Subject Area of Competence	6	0	0	N/A

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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners		0	1
Total Teacher Misassignments		0	1
Vacant Teacher Positions		0	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	100 %	0 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	87 %	13 %
Low-Poverty Schools in District	99.1 %	0.9 %

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)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	1	N/A

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.

School receives textbook adoptions and core curriculum via Special Youth Services. This information was collected in October 2007.

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 2005-06)

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	\$25,224	\$23,758	\$1,465	\$63,760
District	---	---	\$5,135	\$70,578
Percent Difference – School Site and District	---	---	-71.5%	-8.8%
State	---	---	\$4,943	\$62,833
Percent Difference – School Site and State	---	---	-70.4%	1.4%

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 2005-06)

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/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,035	\$39,456
Mid-Range Teacher Salary	\$78,309	\$66,091
Highest Teacher Salary	\$89,952	\$82,529
Average Principal Salary (Middle)	\$111,812	\$104,975
Average Principal Salary (High)	\$122,889	\$116,464
Superintendent Salary	\$216,000	\$171,138
Percent of Budget for Teacher Salaries	39.5 %	37.4 %
Percent of Budget for Administrative Salaries	4.1 %	5.2 %

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	*	51.0	49.0	*	52.2	51.1	*	48.3	48.6
Mathematics	*	48.4	45.2	*	49.8	46.8	*	55.5	49.9

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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	2004-05	2005-06	2006-07
Statewide	5	C	C
Similar Schools	N/A	C	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
	2004-05	2005-06	2006-07	2007
All Students at the School	-38	-56	279	841
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				845
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	-99	-36		843
English Learners	N/A			
Students with Disabilities	N/A	-56		841

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	No
Participation Rate - English-Language Arts	No	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	No	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	N/A	5
Percent of Schools Currently in Program Improvement	N/A	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 which data is available. 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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)			0.4	1	0	0	3	3	4
Graduation Rate	95	100	0	95	96	99	85	85	83

Completion of High School Graduation Requirements

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 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent 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 2007		
	School	District	State
All Students			N/A
African American			N/A
American Indian or Alaska Native			N/A
Asian			N/A
Filipino			N/A
Hispanic or Latino			N/A
Pacific Islander			N/A
White (not Hispanic)			N/A
Socioeconomically Disadvantaged			N/A
English Learners			N/A
Students with Disabilities			N/A

Career Technical Education Participation

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

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

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	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

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		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		