

Hope School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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, OTD
E-mail Address	lew_c@auhsd.us
Web Site	www.auhsd.us/hope
CDS Code	30664316066815

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	webmaster@auhsd.us
Web Site	www.auhsd.us

School Description and Mission Statement (Most Recent Year)

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 junior and senior high students to enroll in 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. Adult transition students participate in a variety of program options, depending on their needs. There are program options such as special day class, departmentalized classes, community based instruction, and support work opportunities with job coaches.

Mission Statement:

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

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

Grade Level	Number of Students
Grade 9	16
Grade 10	19
Grade 11	27
Grade 12	21
Ungraded Secondary	202
Total Enrollment	326

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.9
Asian	10.1
Filipino	3.4
Hispanic or Latino	52.5
Native Hawaiian or Pacific Islander	1.8
White	24.8
Two or More Races	3.1
Socioeconomically Disadvantaged	55.5
English Learners	45.1
Students with Disabilities	100.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	28	28	29	1327
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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 California Alternative Performance Assessment (CAPA) standards for reading and language arts. All students have access to these materials.		0
Mathematics	Hope uses supplemental curriculum that is based on the California Alternative Performance Assessment (CAPA) standards for mathematics. All students have access to these materials.		0
Science	Hope uses supplemental curriculum that is based on the California Alternative Performance Assessment (CAPA) standards for science. All students have access to these materials.		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
Foreign Language	Not applicable		0
Health	There are no California Alternative Performance Assessment (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 California Alternative Performance Assessment (CAPA) standards for science. All students have access to these materials.		NA

School Facility Conditions and Planned Improvements (Most Recent Year)

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 24, 2014.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 24, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[X]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	69	68	68	64	62	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Student at the School	68
Male	68
Female	67
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	75
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	77
English Learners	75
Students with Disabilities	68
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	86	91	92	49	54	52	54	56	55
Mathematics	71	74	74	35	37	35	49	50	50
History-Social Science				49	51	50	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	C	C	C
Similar Schools	C	C	C

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

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	6	4	-13
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			

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

Career Technical Education Programs (School Year 2013-14)

Career Technical Education Participation (School Year 2013-14)

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 or articulated between the school and institutions of postsecondary education	na

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts				53	55	46	56	57	56
Mathematics				58	57	51	58	60	62

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.

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	49	23	28	43	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 or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9			

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parent Involvement is 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 school-wide expenditures. The School Site Council meets five times annually as a leadership team, and is comprised of teachers, school staff, community members, parents, and students. 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. Parents also serve on the District English Learner Advisory Committee, which meets regularly. The Hope School English Learner Advisory Committee (ELAC) meets four times annually and provides input regarding students who are English Learners. All parents and community members are invited to attend school events and activities. Open House/Family Fun Night is a school-wide 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. Parents may contact the main office to find out about opportunities, workshops, and events.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	4.2	4.8	0.0	13.1	12.1	8.6	14.7	13.1	11.4
Graduation Rate	0.00	0.00	0.00	82.11	82.48	84.34	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students			
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			

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.0	0.6	0.6	3.2	5.8	5.4	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met Graduation Rate (if applicable)		

Federal Intervention Program (School Year 2014-15)

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	---	14
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	11.2	13	0	0	9	15			9	21		
Mathematics	10.2	6	0	0	10	6			11	6		
Science	0	0	0	0								
Social Science	0	0	0	0								

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	1	---
Social Worker	0	---
Nurse	1	---
Speech/Language/Hearing Specialist	1.5	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$29,782	\$27,479	\$2,303	\$78,545
District	---	---	\$1,852	\$85,155
Percent Difference: School Site and District	---	---	24.4	-7.8
State	---	---	\$4,690	\$72,276
Percent Difference: School Site and State	---	---	-50.9	8.7

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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, LCAP supplemental funding, and special education funding.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,150	\$42,957
Mid-Range Teacher Salary	\$85,797	\$69,613
Highest Teacher Salary	\$98,662	\$89,407
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$126,652	\$120,526
Average Principal Salary (High)	\$136,840	\$129,506
Superintendent Salary	\$243,016	\$207,044
Percent of Budget for Teacher Salaries	41	37
Percent of Budget for Administrative Salaries	4	5

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

Advanced Placement Courses (School Year 2013-14)

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

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

Professional Development

Hope School teachers participate in a variety of District in-services, professional development workshops, and specialized conferences. Teachers and classified staff members participate in training at the school on district-wide staff development days and late-start days. These in-service days align with the District strategic plan and Education Division initiatives. The school site leadership team develops the school plan and all professional development aligns with the school's goals and purpose. There is a lesson design specialists on campus that provides peer mentoring and support for all teachers, and department chairpersons also assist teachers with classroom needs.