

Hope School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Hope School
Street	7901 Knott Avenue
City, State, Zip	Anaheim, CA 90620-2422
Phone Number	(714) 220-4198
Principal	Louie LeMonnier
E-mail Address	lemonnier_l@auhsd.us
Web Site	http://hope.auhsd.us/
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 (School Year 2016-17)

Mission Statement:

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

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 attendance area. 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.

Demographic Information

Hope School is located in Buena Park, California, and enrollment is 309 students with moderate to severe disabilities. Hope School provides a junior high school, senior high school, and adult transition program. Enrollment is as follows: 13% junior high school, 27% senior high school, and 60% adult transition. Approximately 30% of the students use wheelchairs as their primary form of mobility, and approximately 20% live in licensed care facilities. Forty percent of Hope School students are also English Learners, and 54% participate in the free and reduced meal program. The demographic profile indicates: 49% Hispanic/Latino, 26% White, 12% Asian, 4% African American, 3% Filipino, 3% Native American/Pacific Islander, 3% other.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	25
Grade 8	17
Grade 9	28
Grade 10	18
Grade 11	17
Grade 12	23
Ungraded Secondary	105
Total Enrollment	233

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.9
Asian	12.4
Filipino	3.4
Hispanic or Latino	49.4
Native Hawaiian or Pacific Islander	2.1
White	25.8
Two or More Races	2.1
Socioeconomically Disadvantaged	56.7
English Learners	39.5
Students with Disabilities	95.7
Foster Youth	0.9

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	24	22	1250
Without Full Credential	0	1	2	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	59

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	1
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 2015-16)

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 2016-17)

Year and month in which data were collected: September 2016

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 12th grade program are working on adaptive Common Core State 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.

This information was collected in September 2016.

Subject	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 adaptive Common Core State standards for reading and language arts, English language development, and literacy. All students have access to these materials.		0
Mathematics	Hope uses supplemental curriculum that is based on adaptive Common Core State standards for mathematics. All students have access to these materials.		0
Science	Hope uses supplemental curriculum that is based on adaptive Common Core State standards for science. All students have access to these materials.		0
History-Social Science	Hope uses supplemental curriculum that is based on adaptive Common Core State standards for social science. All students have access to these materials.		0
Foreign Language	Not applicable		0
Health	There are no adaptive standards for moderate-severe students for health. Hope used supplemental materials in order to develop daily living skills based on students' Individualized Education Programs (IEP) in this area		0
Visual and Performing Arts	There are no adaptive standards for moderate-severe students for visual-performing arts. Hope used supplemental materials in order to develop recreation leisure skills based on students' Individualized Education Programs (IEP) in this area		0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	Hope has limited science laboratory equipment that is used in grades 7-10 in order to address the adaptive Common Core State standards for moderate-severe students. 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. 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 September 9, 2016.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 9, 2016				
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			Asphalt has cracks and concrete is broken by kitchen. Repair work is in progress.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 9, 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy		2	44	47	44	48
Mathematics			29	29	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	25	24	96.0	4.2
	8	16	15	93.8	
	11	14	11	78.6	
Male	7	15	14	93.3	
	8	11	11	100.0	
	11	--	--	--	
Female	7	--	--	--	
	8	--	--	--	
	11	--	--	--	
Black or African American	8	--	--	--	--
Asian	7	--	--	--	
	8	--	--	--	
Filipino	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
Hispanic or Latino	7	11	10	90.9	
	8	--	--	--	--
	11	--	--	--	--
White	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Two or More Races	7	--	--	--	--
Socioeconomically Disadvantaged	7	14	14	100.0	
	8	--	--	--	--
	11	--	--	--	--
English Learners	7	11	10	90.9	
	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	7	25	24	96.0	4.2
	8	16	15	93.8	
	11	14	11	78.6	
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	25	24	96.0	
	8	16	15	93.8	
	11	14	11	78.6	
Male	7	15	14	93.3	
	8	11	11	100.0	
	11	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Black or African American	8	--	--	--	--
Asian	7	--	--	--	--
	8	--	--	--	--
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	11	10	90.9	
	8	--	--	--	--
	11	--	--	--	--
White	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Two or More Races	7	--	--	--	--
Socioeconomically Disadvantaged	7	14	14	100.0	
	8	--	--	--	--
	11	--	--	--	--
English Learners	7	11	10	90.9	
	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	7	25	24	96.0	
	8	16	15	93.8	
	11	14	11	78.6	
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)			73			51			54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	34	33	97.1	72.7
Male	22	22	100.0	77.3
Female	12	11	91.7	63.6
Hispanic or Latino	14	14	100.0	64.3
Socioeconomically Disadvantaged	21	21	100.0	66.7
English Learners	14	14	100.0	64.3
Students with Disabilities	34	33	97.1	72.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

Career Technical Education Programs (School Year 2015-16)

Hope School serves students 9th grade to adult transition to prepare them for post-secondary options. The adult transition program offers a variety of courses designed to prepare students to work in adult day or supported work environments when they transition at the age of 22. There are also a variety of assimilated work environments on campus, such as a retail center, vocational library, apartment, and computer lab. Students are given an opportunity to work in the community through WorkAbility with supervision from a job coach.

Career Technical Education Participation (School Year 2015-16)

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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

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

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 (School Year 2016-17)

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-level English Learner Advisory Committee (DELAC), which meets regularly. The Hope School English Learner Advisory Committee (ELAC) meets at least 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. Parent Learning Walks are also offered for all parents, and learning walks are a way for families to find learn how to reinforce learning at home. 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.00	0.00	10.30	8.60	8.60	7.30	11.40	11.50	10.70
Graduation Rate	.00	.00	3.45	84.34	84.81	87.31	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	3	86	86
Black or African American	0	86	78
American Indian or Alaska Native	0	69	78
Asian	0	96	93
Filipino	0	94	93
Hispanic or Latino	8	83	83
Native Hawaiian/Pacific Islander	0	82	85
White	0	87	91
Two or More Races	0	90	89
Socioeconomically Disadvantaged	3	63	66
English Learners	13	53	54
Students with Disabilities	5	80	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.6	0.6	0.0	5.4	5.4	5.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

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	N/A	13
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	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	9	21			9	24			9	24		
Mathematics	11	6			8	13			8	13		
Science												
Social Science												

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	233
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0.05	N/A
Nurse	2	N/A
Speech/Language/Hearing Specialist	1.3	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values 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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$35,847	\$32,462	\$3,385	\$89,262
District	N/A	N/A	\$8,344	\$90,749
Percent Difference: School Site and District	N/A	N/A	-59.4	-1.6
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	-40.4	14.7

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

Types of Services Funded (Fiscal Year 2015-16)

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, Local Control Funding Formula (LCFF), and special education funding. These programs provide additional support for site specific learning needs, and ongoing professional development for Hope School staff members.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,833	\$46,184
Mid-Range Teacher Salary	\$90,682	\$75,179
Highest Teacher Salary	\$104,163	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$133,509	\$124,243
Average Principal Salary (High)	\$138,901	\$137,939
Superintendent Salary	\$225,500	\$217,637
Percent of Budget for Teacher Salaries	38%	35%
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 (AP) Courses (School Year 2015-16)

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		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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 two district-wide staff development days and on weekly 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.