

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Hope Special Education Center	District Name	Anaheim Union High School District
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	Elizabeth Novack, Ph.D.
Principal	Donna Erickson	E-mail Address	Novack_e@auhsd.us
E-mail Address	Erickson_d@auhsd.us	CDS Code	30664316066815

School Description and Mission Statement (School Year 2010-11)

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

Description

Hope School is a public school in the Anaheim Union High School District, which serves students with moderate to severe exceptional needs and specialized medical needs. The program serves students, ages twelve to twenty-two years of age who reside in the Anaheim Union High School District 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 social and vocational training opportunities in the community.

Mission Statement

Hope School enhances students' knowledge and skills by providing practical and challenging academic, social and vocational experiences at their developmental level to enable students to attain their highest potential.

In collaboration with families, professionals and community agencies, Hope School provides information to families and develops collective systems of support to assist students to become more self-sufficient within their total environment and adult life.

Opportunities for Parental Involvement (School Year 2010-11)

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

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 holds fundraisers, sponsors programs and scholarships for students each school year and provides parent education evenings in order to provide information important to parents with students with exceptional needs. This year the PTSA President and Board have been hosting monthly "Meet and Greet" opportunities at the school for parents.

The School Site Council meets five times annually as 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 and one parent currently serves on the SELPA Parent Council. Two parents are currently appointed and serve on the Superintendent's Advisory Council, which meets monthly. One Hope School parent serves on the Orange County Special Education Alliance Committee. The Hope School ELAC Committee meets four times annually and provides input regarding students who are English language learners.

School events and activities are open to parent participation. Open House/Family Fun Night is a schoolwide annual event designed for family participation. Parents and families of students are encouraged to attend the Hope Homecoming and Prom each year..

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	12
Grade 10	29
Grade 11	28
Grade 12	139
Total Enrollment	245

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4.1	White	29
American Indian or Alaska Native	0.4	Two or More Races	1.2
Asian	9	Socioeconomically Disadvantaged	62
Filipino	6.1	English Learners	43.3
Hispanic or Latino	47.8	Students with Disabilities	100
Native Hawaiian/Pacific Islander	2.4		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	0	0	0	0	0	0	0	0	13	11	0	0
Mathematics	0	0	0	0	0	0	0	0	11	5	0	0
Science	0	0	0	0	0	0	0	0	0	0	0	0
Social Science	9.8	22	0	0	0	0	0	0	0	0	0	0

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

III. School Climate

School Safety Plan (School Year 2010-11)

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

School Safety Plan is 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 April 2011. The School Discipline Committee meets annually and the Safety Committee may meet several times annually as needed. The school participates in the annual "Great American Shakeout Earthquake Drill".

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	0	0	17.11	12.3	0.0
Expulsions	0	0	0	1.08	0.97	0.0

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

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

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

Year and month in which data were collected: September 2011

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 land. Hope School has 25 classrooms. All portables were recently 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 help 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 September 28, 2011.

School Facility Good Repair Status (School Year 2011-12)

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

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	Missing register vent in in Adult Transition Room.
Interior: Interior Surfaces	[]	[]	[]	[X]	Missing ceiling tiles in office at Adult Transition Room. Touch up paint is needed at thermometer in Room 26. Wall panel is falling off at east wall in Room 18. Missing wall panel on east side of Room 28. Counter in Room 16 needs replacement due to water damage. Need new carpet at entry in Room 23. Faucet is leaking in Room 33 and has holes in door and wall. Loose threshold at entry in Room 39. Stained and loose ceiling tiles in two rooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	[]	Clock is hanging off wall in Room 32. Lights out in several rooms. Missing and broken light difusers in two rooms.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	[]	Urinal in Men's Faculty Restroom is broken and cracked. Drinking fountain is broken in Boys' Locker Room. No water pressure at drinking fountain in Room 39.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	Etched windows in several rooms. Doors need touch up paint in several rooms. Door slams in Room 43.
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	25	28	26	1291.7
Without Full Credential	7	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	0	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0.4	---
Social Worker	0	---
Nurse	1	---
Speech/Language/Hearing Specialist	0.8	---
Resource Specialist (non-teaching)	0	---
Other	0	---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 10/31/11

Hope School is a special education school in the Anaheim Union High School District. Hope School serves students with exceptional needs. Hope students are not integrated with general education peers at the site, but have many inclusion opportunities during the year with their general education peers. Students in the 7th through 11th grade program are working on 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 rest of the district in the adoption cycle concurrent with the general district textbooks.

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

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$33,615	\$31,391	\$2,224	\$77,647
District	---	---	\$5,564	\$81,859
Percent Difference: School Site and District	---	---	-60.0	-5.1
State	---	---	\$5,455	\$70,570
Percent Difference: School Site and State	---	---	-59.2	10.0

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

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

As a special education school, Hope School is a federal and state categorically funded school. Though Hope School is not a Title 1 school, Hope receives funding under Title II, Title III, Title V, ELD and special education funding.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,665	\$42,954
Mid-Range Teacher Salary	\$86,735	\$69,905
Highest Teacher Salary	\$99,631	\$89,464
Average Principal Salary (Middle)	\$126,447	\$121,722
Average Principal Salary (High)	\$139,351	\$128,348
Superintendent Salary	\$237,300	\$205,119
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	4%	5%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	84	89	86	44	48	49	49	52	54
Mathematics	70	73	71	28	31	35	46	48	50
Science	0	0	0	51	53	58	50	54	57
History-Social Science	0	0	0	43	46	49	41	44	48

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	49	35	58	49
All Student at the School	86	71	0	0
Male	87	67	0	0
Female	84	77	0	0
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	67	50	0	0
Filipino	0	0	0	0
Hispanic or Latino	88	75	0	0
Native Hawaiian/Pacific Islander	0	0	0	0
White	88	73	0	0
Two or More Races				
Socioeconomically Disadvantaged	83	74	0	0
English Learners	0	0	0	0
Students with Disabilities	86	71	0	0
Students Receiving Migrant Education Services				

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts				49	49	58	52	54	59
Mathematics				53	52	55	53	54	56

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	42	25	32	45	33	21
All Students at the School	0	0	0	0	0	0
Male	0	0	0	0	0	0
Female	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks - Three-Year Comparison

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

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

API Rank	2008	2009	2010
Statewide	C	C	C
Similar Schools	C	C	C

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	23	-26	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	105	864	26,483	762	4,683,676	778
Black or African American	5		830	735	317,856	696
American Indian or Alaska Native	1		85	771	33,774	733
Asian	11	814	3,319	914	398,869	898
Filipino	4		1,126	865	123,245	859
Hispanic or Latino	48	874	15,806	714	2,406,749	729
Native Hawaiian/Pacific Islander	3		254	759	26,953	764
White	33	870	5,019	799	1,258,831	845
Two or More Races	0		9		76,766	836
Socioeconomically Disadvantaged	71	875	17,241	723	2,731,843	726
English Learners	8		2,532		1,521,844	707
Students with Disabilities	105	864	2,500	501	521,815	595

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

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

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

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

Federal Intervention Program (School Year 2011-12)

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

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0	5.6	0.9	2.1	5.3	2.1	4.9	5.7	4.6
Graduation Rate	90.3			90.3	84.57	88.64	80.21	78.59	80.44

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

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students			N/D
Black or African American			N/D
American Indian or Alaska Native			N/D
Asian			N/D
Filipino			N/D
Hispanic or Latino			N/D
Native Hawaiian/Pacific Islander			N/D
White			N/D
Two or More Races			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D
Students with Disabilities			N/D

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

Career Technical Education Participation (School Year 2010-11)

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

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2010-11)

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

XII. Instructional Planning and Scheduling

Professional Development

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

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

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 strategic plan and are designed to enhance staff effectiveness with students and train in strategies to deliver a differentiated curriculum with depth and complexity. Hope staff also participate in early dismissal days for staff development and training. Training for Pro-Act positive behavior support and interventions for school buses and the development of curricular alignment with state standards in smaller professional learning communities have continued to be a primary focus. Pro-Act training of the entire staff will be completed this school year. The GASELPA staff have completed two ABA trainings at Hope School with participation of many staff members.