

**Point Quest Education Central Valley**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School Year**  
**California Department of Education**

**Address:** 12755 N Hwy. 88  
Lodi, CA , 95240-9323

**Principal:** Doug Phillips

**Phone:**

**Grade Span:**

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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).

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### **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

## Doug Phillips

📍 Principal, Point Quest Education Central Valley

## About Our School

Doug Phillips  
Director  
Point Quest Education/Central Valley

## Contact

Point Quest Education Central Valley  
12755 N Hwy. 88  
Lodi, CA 95240-9323

Phone:  
Email: [dphillips@pointquested.com](mailto:dphillips@pointquested.com)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

District Name	Lodi Unified
Phone Number	(209)331-7000
Superintendent	Washer, Cathy
Email Address	<a href="mailto:cwasher@lodiUSD.net">cwasher@lodiUSD.net</a>
Website	<a href="http://www.lodiUSD.net">www.lodiUSD.net</a>

### School Contact Information (School Year 2022–23)

School Name	Point Quest Education Central Valley
Street	12755 N Hwy. 88
City, State, Zip	Lodi, CA , 95240-9323
Phone Number	
Principal	Doug Phillips
Email Address	<a href="mailto:dphillips@pointquested.com">dphillips@pointquested.com</a>
Website	<a href="http://www.pointquested.com">www.pointquested.com</a>
County-District-School (CDS) Code	39685856154561

Last updated: 2/1/23

## School Description and Mission Statement (School Year 2022–23)

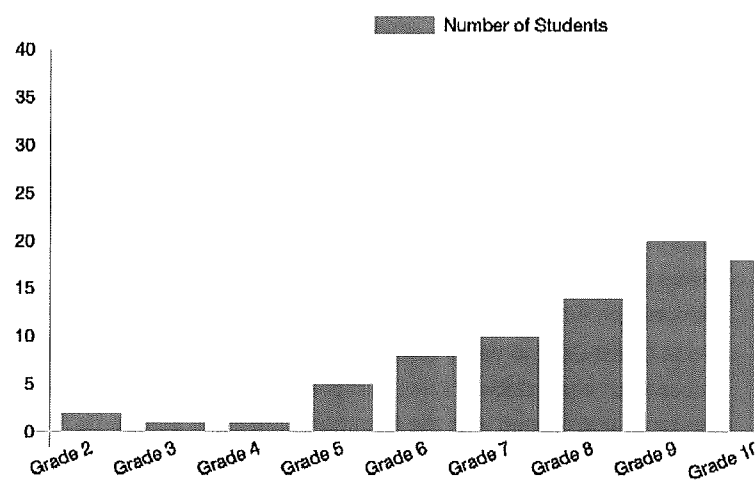
Point Quest is a community of life-long learners who respect the individual needs of students. Point Quest believes that everyone deserves to learn in a safe, caring and supportive environment fostered by integrity and positive relationships with students and staff. High expectations for success are sought through appropriate instruction and intervention, which allows for individual differences and styles. We believe the key to success is working together towards the same goal. At Point Quest that is our way of life. Each individual involved in the Point Quest Program is focused and striving for the same outcome. Through this inner-woven teamwork, Point Quest is able to promote an atmosphere of true cooperation. This unique dimension of kindness and positive reinforcement in the Point Quest program, results in restoring proper balance and healthy attitudes in our students, giving each one a better outlook on life, learning, and the future. Over the years we have found this collaboration of efforts to be a powerful tool in the growth of our students, furthering their ability to become a successful, functional and fulfilled adults.

Point Quest Central Valley offers a K-12 program, which teams effectively with parents, school districts, and local agencies. The program focuses on each student's needs in the areas of cognition, social, emotional, behavioral and academic skills. All curriculum is based on research and aligned with the Common Core State Standards (CCSS). Our functional skills program on the daily living skills necessary to help our students become independent citizens while aligning with the functional academics with the Anchor Standards and grade level concepts of the CCSS. The functional, educational, and mental health programs are supported by a behavioral support system which emphasizes positive behavior interventions and aimed at empowering students to become more responsible for their own actions and to make choices that will lead to success and fulfillment. Point Quest Depot Park's support services include: effective behavior intervention instruction, pre-vocational, social skills and life skills development, case management, and psychiatric services. Extracurricular activities include community-based instruction to local businesses, vocational activities, and student council. Related Services include counseling and guidance, and social work services to support students mental health needs, speech and language intervention, occupational therapy, behavior implementation-development, as well as vocational education and career development. All related service providers are supervised by the administrative staff in accordance with each profession's best practices.

*Last updated: 2/1/23*

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 2	2
Grade 3	1
Grade 4	1
Grade 5	5
Grade 6	8
Grade 7	10
Grade 8	14
Grade 9	20
Grade 10	18
Grade 11	19
Grade 12	40
Total Enrollment	138



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 2/1/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	15.00%
Male	84.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	12.00%
Filipino	1.00%
Hispanic or Latino	21.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	16.00%
White	51.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	11.00%
Foster Youth	6.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	33.00%
Students with Disabilities	100.00%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)		0				
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0				
Unknown	0	0				
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 2/1/23*

### Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7	100				
Intern Credential Holders Properly Assigned	1	0				
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0				
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0				
Unknown	0	0				
Total Teaching Positions	8	80				

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 2/1/23*

### Teachers Without Credentials and Misassignments

(considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers		2
Misassignments		0
Vacant Positions		0
Total Teachers Without Credentials and Misassignments		2

*Last updated: 1/31/23*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

*Last updated: 1/31/23*

**Class Assignments**

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

*Last updated: 1/31/23*

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language Live!	Yes	0%
	Renaissance		
	Harcourt Signature		
	Study Sync		
	Novels		
	Unique		
Mathematics	Go Math	Yes	0%
	Pearson		
	Houghton Mifflin Harcourt		
Science	StemScopes	Yes	0%
	Amplify		
History-Social Science	History-Social Science	Yes	0%
	CA K-5 Series		
	Geography		
	World History		
	US History		
	California Government?		
Foreign Language	N/A		0%
Health			0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/1/23



## School Facility Conditions and Planned Improvements

Point Quest is housed on a large campus located in Lodi, California. The school is comprised of 2 main buildings that include 9 classrooms, offices and therapy rooms, 4 portable classrooms, and a full size gymnasium as well as a large playground on approximately 10 acres. The property Las houses outdoor basketball courts, a baseball field, garden facilities and farmland.

The school has recently had full fencing installed at the perimeter of the school grounds, improving the safety of students and staff.

*Last updated: 2/1/23*

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: June 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: June 2022

Overall Rating	Good
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*Last updated: 2/1/23*

## 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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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.

## Career Technical Education (CTE) Programs (School Year 2021–22)

Point Quest El Dorado Hills provides students with opportunities to engage in activities of daily living and pre-vocational skills within the classroom and on campus. Students participate in Community Based Instruction (CBI) to assist in meeting goals outlined in the student's Individual Transition Plan (ITP)

*Last updated: 2/1/23*

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021–22)  
Percentage of Students Participating in each of the five Fitness Components

Physical Fitness Testing results are sent to the District of Residence and not provided to PQ

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%
9	100%	100%	100%	100%	100%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated: 2/1/23

## C. Engagement

### State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2022–23)

Parent involvement is an important part of Point Quest Education in terms of communication and a partnership between home and school. Each teacher communicates with the home/guardian once weekly minimally. Daily Behavior Report (DBR) are emailed home at the end of each day. These calls and DBR's are meant to facilitate healthy communication between home and school. If an incident occurs within the school day a call is placed home by the end of that day. Yearly events are held for the purpose of parent participation, networking and conferencing with the teachers. Additionally, parents are a required component to at least Annual Individual Education Plan meetings.

## **State Priority: Pupil Engagement**

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

## State Priority: School Climate

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

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

### Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	4.45%	2.45%
Expulsions	0.00%	0.12%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	1.00%	0.94%	5.83%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.01%	0.26%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

*Last updated: 2/1/23*

### School Safety Plan (School Year 2022–23)

Point Quest Education has developed a comprehensive school safety plan that meets state requirements as described in California Education Code Section 35294 et seq. The safety plan includes an injury and illness prevention program, an exposure control plan, disaster procedures, procedures for safe entry and exit of school, procedures for serious disciplinary problems, a sexual harassment policy, child Abuse reporting procedures, school dress code and school wide behavior plan.

*Last updated: 2/1/23*

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	14.00			

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	14.00	12		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.



**Average Class Size and Class Size Distribution (Elementary) School Year 2021–22**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	14.00	10		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)**

All students are placed in Self Contained Classrooms (SCC) taught by Special Education teachers trained in multiple subjects

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	6		
Mathematics	14.00	6		
Science	14.00	6		
Social Science	14.00	6		

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	9		
Mathematics	14.00	9		
Science	14.00	9		
Social Science	14.00	9		

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	6		
Mathematics	14.00	6		
Science	14.00	6		
Social Science	14.00	6		

\* 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.

*Last updated: 2/1/23*

**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

Title	Ratio
Pupils to Academic Counselor*	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.

*Last updated: 2/1/23*

**Student Support Services Staff (School Year 2021–22)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	0.00
Other	75.00

\* 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.

*Last updated: 2/1/23*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$1300.00	\$400.00	\$900.00	\$65500.00
District	N/A	N/A	--	\$78335.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 2/1/23*

## Types of Services Funded (Fiscal Year 2021–22)

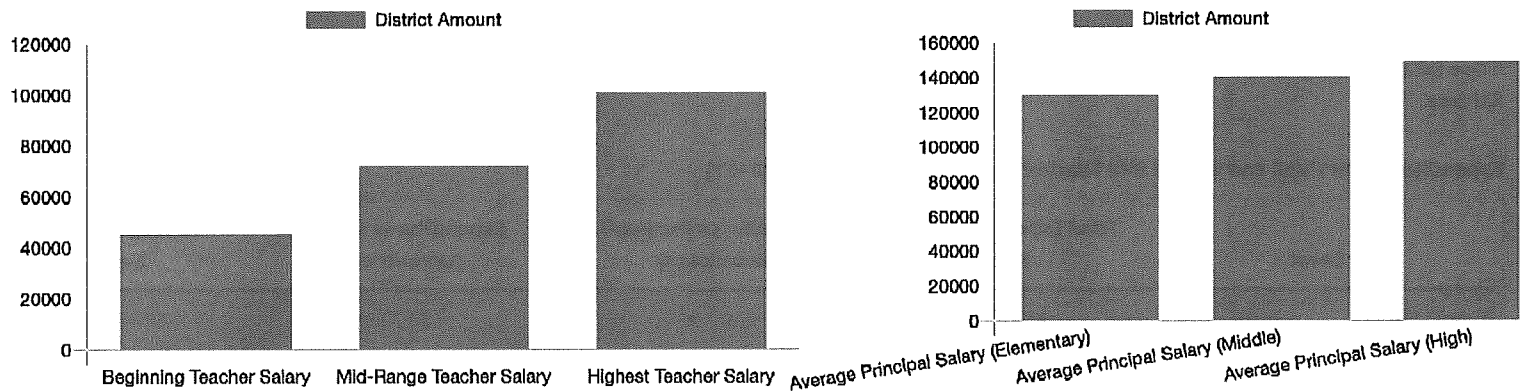
All students at Point Quest have access to state standard curriculum, behavioral intervention, speech and language therapy, occupational therapy, counseling and guidance and social skills training as outlined in each student's Individual Education Program (IEP)

Last updated: 2/1/23

## Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45433.00	\$51081.00
Mid-Range Teacher Salary	\$72182.00	\$77514.00
Highest Teacher Salary	\$101051.00	\$105764.00
Average Principal Salary (Elementary)	\$130451.00	\$133421.00
Average Principal Salary (Middle)	\$140556.00	\$138594.00
Average Principal Salary (High)	\$149093.00	\$153392.00
Superintendent Salary	\$268296.00	\$298377.00
Percent of Budget for Teacher Salaries	3296.00%	32.00%
Percent of Budget for Administrative Salaries	435.00%	5.00%

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



Last updated: 2/1/23

## Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Last updated: 2/1/23