

SARC 2016-17

PUBLISHED DURING 2017-18

ESPERANZA HIGH

“Imagine * Believe * Achieve”

Address: 12724 Avenue 392, Cutler, CA 93615

Principal: Robert Gonzales

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Web Site: <http://lov.cojUSD.org/Esperanza-High-School/index>

CDS Code: 54718605430095

Cutler-Orosi Joint Unified

Superintendent: Yolanda Valdez

Phone: (559) 528-4763

Email: yvaldez@cojUSD.org

Web Site: <http://www.cojUSD.org>

I DATA AND ACCESS

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.

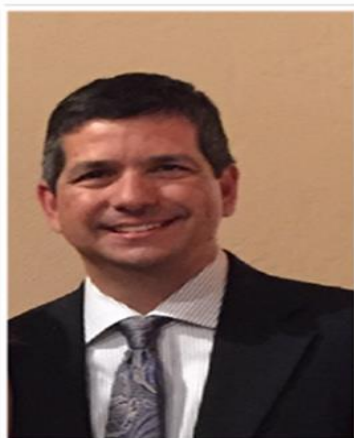
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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](#) 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.



Mr. Robert Gonzales

Principal's Message

Cutler Orosi Joint Unified School District offers Esperanza High School as an Independent Studies program for students needing an alternative school setting for medical purposes, additional credits to remain at their home school, and/or if family financial needs require the student to work to help support the family. Esperanza is another resource for students to continue their education and to supplement any needed credit recovery. We are proud that Esperanza High School was WASC accredited in 2014, which makes it possible for students to graduate from Esperanza and receive a high school diploma. This accredited diploma allows students to apply for financial aid and attend college, join the military, and receive jobs from local competitive employers. Esperanza is available to students from 3:30 PM until 7:00 PM for student convenience. In order to maintain a sense of equity, we have made sure that all curriculum used by teachers is the same as that which the high school, the alternative high school and the other district sites use. Teachers communicate to administration any attendance, discipline, and any other issues they may have with students. The Esperanza High School staff is committed to taking into consideration each individual student's unique nature, skills, talent, and interests by balancing credit recovery with life skills to increase student confidence as they explore post-secondary opportunities. Our students leave our campus college, career, and community ready. I am proud to serve as the Alternative Education Administrator for Esperanza High School and am committed to providing the best educational program for the students in Cutler-Orosi Joint Unified School District. For any questions related to our school and available programs, please contact me at (559) 528-4703.

Best regards,
Robert Gonzales, Alternative Education Administrator

II ABOUT THIS SCHOOL

Contact Information (School Year 2017-18)

| District Contact Information (school year 2017-18) | | School Contact Information | |
|--|--|----------------------------|---|
| District Name | Cutler-Orosi Joint Unified School District | School Name | Esperanza High |
| Phone Number | 559-528-4763 | Street | 12724 Avenue 392 |
| Superintendent | Yolanda Valdez | City, State, Zip | Cutler, CA 93615-9769 |
| E-mail Address | yvaldez@cojusd.org | Phone Number | 559-528-4703 |
| Website | http://www.cojusd.org | Principal | Robert Gonzales, Alternative Education |
| | | E-mail Address | rogonzales@cojusd.org |
| | | Website | http://lov.cojusd.org/Esperanza-High-School/index |
| | | County-District-School | 54718605430095 |

School Description and Mission Statement (school year 2016-17)

Cutler Orosi Joint Unified School District offers Esperanza Independent Studies a program for students needing an alternative school setting, additional credits to remain at their home school, and/or if family financial needs require the student to work to help support the family. Esperanza is another resource for students from the other district schools to continue their education and to supplement any needed credit recovery. We are proud that Esperanza High School was WASC accredited in 2014 which makes it possible for students to graduate from Esperanza, apply for financial aide, and receive a high school diploma. In order to maintain a sense of equity, we have made sure that all curriculum used by teachers is the same as that which the high school, the alternative high school and the other district sites use. Teachers and staff communicate to the principal any attendance, discipline and any other issues they may have with students. I am proud of Esperanza for the obvious reasons above and for the communication and support teachers and staff give towards one another and to students. Our determination is to help support students with their educational goals. We have maintained other available resource for student achievement as well including, access to computers for Cyber High and student research and concurrent enrollment.

Student Enrollment by Grade Level (2016-17)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 1 |
| Grade 7 | 3 |
| Grade 8 | 1 |
| Grade 9 | 8 |
| Grade 10 | 10 |
| Grade 11 | 10 |
| Grade 12 | 22 |
| Total Enrollment | 55 |

Student Enrollment by Student Group (2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.0 % |
| American Indian or Alaska Native | 0.0 % |
| Asian | 0.0 % |
| Filipino | 0.0 % |
| Hispanic or Latino | 86.7 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 13.0 % |
| Two or More Races | 0.0 % |
| Other | 0.0 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 100.0 % |
| English Learners | 40.0 % |
| Students with Disabilities | 13.3 % |
| Foster Youth | 0.0 % |

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 Credentials

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 5 | 3 | 3 | 195 |
| Without Full Credential | 0 | 0 | 0 | 18 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| 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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and Month in which the data were collected: August 2017

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|----------------------------|--|----------------------------|--|
| Reading/ Language Arts | McGraw Hill, <i>Studysync</i> , Composition/Literature 1, 2, and 3 Expository Reading and Writing Course, Composition/Literature 4 | Yes | 0.0% |
| Mathematics | Carnegie Learning, Integrated Math 1 and 2 | Yes | 0.0% |
| Science | Pearson Earth Science CA Edition Pearson Biology CA Edition | Yes | 0.0% |
| History-Social Science | Glencoe, <i>Economic Principles and Practices</i> Glencoe, <i>The American Vision: Modern Times</i> Glencoe, U.S. Government <i>Democracy in Action</i> Pearson, <i>America Past and Present</i> Pearson, <i>World History: The Modern Era</i> | Yes | 0.0% |
| Foreign Language | N/A | Yes | 0.0% |
| Health | N/A | | 0.0% |
| Visual and Performing Arts | N/A | Yes | 0.0% |
| Science Lab Equipment | N/A | N/A | 0.0% |

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

School Facility Conditions and Planned Improvements

Esperanza High had a rating of 100% on safety, cleanliness, and adequacy. In addition, the school received a ranking of good on all these categories. At this time, the school is not in need of any facility improvements.

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

School Facility Good Repair Status

Year and month of the most recent FIT Report: January 2018

Overall Facility Rate

Year and month the most recent FIT Report: January 2018

| | |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

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. 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); 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Subject | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/ Literacy (grades 3-8 and 11) | | 13% | 29% | 33% | 48% | 48% |
| Mathematics (grades 3-8 and 11) | | 0% | 27% | 28% | 36% | 37% |

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 Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | | -- | 72.73% | 12.50% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 12 | -- | 50.00% | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | 54.55% | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight and Ten**

| Subject | Percentage of Students | | | | | |
|------------------------------|------------------------|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8 and 10) | 0.0% | 0.0% | 40.0% | 40.0% | 56% | 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2017-18)

The Cutler-Orosi Joint Unified School District has six Parent Involvement goals:

1. Help parents develop parenting skills and foster conditions at home that support children’s efforts in learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear, two-way communication between the school and the family as to school programs and children’s progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision makers and develop their leadership in governance, advisory, and advocacy roles.

Esperanza parents had the opportunity to participate in the alternative education back to school this past year. The instructors reviewed all of the classroom and academic expectations for the upcoming year. In addition, parents have also been involved in the report card night. At this time, the instructors reviewed the academic progress with each parent and student. If you would like to participate in any school activities, please contact the school administrator at 528-4703

STATE PRIORITY: Pupil Engagement

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

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

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 60.0% | 52.2% | 53.3% | 10.1% | 9.7% | 7.4% | 11.5% | 10.7% | 9.7% |
| Graduation Rate | 15.0% | 39.1% | 40.0% | 82.2% | 86.9% | 90.4% | 81.0% | 82.3% | 83.8% |

Completion of High School Graduation Requirements-Graduating Class of 2016 (One-Year Rate)

| Student Group | School | District | State |
|-------------------------------------|--------|----------|-------|
| All Students | 43.8% | 94.4% | 87.1% |
| Black or African American | 0.0% | 0.0% | 79.2% |
| American Indian or Alaska Native | 0.0% | 0.0% | 80.2% |
| Asian | 0.0% | 100.0% | 94.4% |
| Filipino | 0.0% | 100.0% | 93.8% |
| Hispanic or Latino | 43.8% | 93.9% | 84.6% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 86.6% |
| White | 0.0% | 100.0% | 91.0% |
| Two or More Races | 0.0% | 0.0% | 90.6% |
| Socioeconomically Disadvantaged | 43.8% | 89.5% | 85.5% |
| English Learners | 42.9% | 89.5% | 55.4% |
| Students with Disabilities | 100.0% | 100.0% | 63.9% |
| Foster Youth | 0.0% | 100.0% | 68.2% |

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

Suspension and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 31.5% | 23.6% | 31.9% | 6.5% | 6.3% | 6.5% | 3.8% | 3.7% | 3.7% |
| Expulsions | 0.0% | 0.9% | 0.0% | 0.1% | 0.1% | 0.0% | 0.1% | 0.1% | 0.1% |

School Safety Plan (School Year 2017-18)

The school safety plan was reviewed with staff at the beginning at the late start meeting on Wednesday, August 23, 2017. At this time, the safety binder was given to all faculty members and review of all the emergency procedures for Lovell. In addition, we review upcoming safety drills at weekly staff meetings. Our staff also had a follow up training from the Director of Categorical Services and the Youth Development Officer. At the meeting, they reviewed the procedures for active shooter and lock down procedures. The Safety Plan was also reviewed with parents, staff, and students at the School Site Council meeting on November 7, 2017. We had the SSC approve our Single Plan for Student Achievement.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2005-2006 | 2006-2007 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 7 |
| Percent of Schools Currently in Program Improvement | N/A | 87.5% |

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 4.0 | 11 | 0 | 0 | 3.0 | 10 | 0 | 0 | 2.0 | 11 | 0 | 0 |
| Mathematics | 3.0 | 14 | 0 | 0 | 3.0 | 6 | 0 | 0 | 1.0 | 3 | 0 | 0 |
| Science | 4.0 | 6 | 0 | 0 | 3.0 | 5 | 0 | 0 | 2.0 | 5 | 0 | 0 |
| Social Science | 3.0 | 15 | 0 | 0 | 2.0 | 17 | 0 | 0 | 2.0 | 13 | 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$8324.30 | \$2137.0 | \$6187.3 | \$68016.0 |
| District | N/A | N/A | \$6558.4 | \$66027.0 |
| Percent Difference – School Site and District | N/A | N/A | -5.8% | 3.0% |
| State | N/A | N/A | \$6574.0 | \$69649.0 |
| Percent Difference – School Site and State | N/A | N/A | -6.1% | -2.4% |

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

Types of Services Funded (Fiscal Year 2016-17)

Esperanza School receives Title 1 federal funds and LCAP state monies to support students. The additional funding is used to provide technology resources to student at Esperanza. For example, we have purchased a chrome cart, 20 chrome books, and 20 MY FI devices for student use with online curriculum. In addition, Fuel Education was supplemented to increase the amount of elective classes offered for our students.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$46,517 | \$44,144 |
| Mid-Range Teacher Salary | \$68,016 | \$69,119 |
| Highest Teacher Salary | \$88,935 | \$86,005 |
| Average Principal Salary (Elementary) | \$114,516 | \$106,785 |
| Average Principal Salary (Middle) | \$119,763 | \$111,569 |
| Average Principal Salary (High) | \$125,842 | \$121,395 |
| Superintendent Salary | \$181,918 | \$178,104 |
| Percent of Budget for Teacher Salaries | 28.0% | 34.0% |
| Percent of Budget for Administrative Salaries | 4.0% | 6.0% |

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

Professional Development

The Esperanza faculty has participated in a variety of professional development this past year to address the needs of the English Learner population. The areas of focus this past year have been academic conversations with Jeff Zwiers, focused learning targets, and close reading strategies in all content areas. The Esperanza staff worked with the Orosi High staff at the beginning of the year to align classes and determine essential standards for each content course. The district has provided 35 Late Start Wednesday's for professional collaboration. Esperanza staff also had a full day training with Jeff Zwiers on academic conversations. In addition, all staff members participate in monthly extended days professional development to work with colleagues on the implementation of best practices. In addition, the Esperanza staff has received training on Cyber High and Fuel Education curriculum this year.