

Esperanza Continuation High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Esperanza Continuation High School
Street	581 B Jackson St
City, State, Zip	Gridley
Phone Number	5308466721
Principal	Maggie Daugherty
Email Address	maggiedaugherty@gusd.org
Website	www.gusd.org
County-District-School (CDS) Code	04-75507-0433946

Entity	Contact Information
District Name	Gridley Unified School District
Phone Number	(530) 846-4721
Superintendent	Jordan Reeves
Email Address	jreeves@gusd.org
Website	www.gusd.org

School Description and Mission Statement (School Year 2019-20)

The Esperanza High School staff recognizes that each student possesses unique skills, abilities and talents.. Our goal is to help students become respectful, responsible individuals while developing a lifelong passion for knowledge. Learning at Esperanza is a combined effort involving students, family, community, and school. Together we strive to provide a positive learning experience in an emotionally safe atmosphere. Instruction at Esperanza imparts knowledge while it develops critical thinking and problem solving skills. Students are helped to identify their strengths, maximize their potential, and encouraged to become productive members of our society.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	1
Grade 10	2
Grade 11	13
Grade 12	17
Total Enrollment	33

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	39.4
White	51.5
Socioeconomically Disadvantaged	69.7
English Learners	3
Students with Disabilities	9.1
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	2	2	3	114
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: September 2019

All students have access to core curriculum materials, including print and online materials; credit recovery courses are also completed through Odysseyware Online Learning Systems

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Odysseyware English CCCS 11th and 12th, Board Adopted 2014	Yes	0%
Mathematics	Houghton Mifflin Integrated Math 1, Odysseyware Integrated Math 1, both Board Adopted 2014	Yes	0%
Science	National Geographic Environmental Science, Board adopted July 2017; Odysseyware Environmental Science, Board Adopted 2014	Yes	0%
History-Social Science	Odysseyware US History, Government and Economics, Board Adopted 2014	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Esperanza Continuation High School classrooms and facilities are maintained in good condition. The property is leased, but the district maintains responsibility for majority of repairs and upkeep.

The building owner is responsible for the roof. We have contacted the owner and requested repairs. Site leadership and staff care about the success for their students and provide an environment conducive to learning.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 overall rating

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None at this time
Interior: Interior Surfaces	Poor	Some roof leaks in the building have caused water damage to floors, walls, and ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good Fair	None at this time
Electrical: Electrical	Good	None at this time
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None at this time
Safety: Fire Safety, Hazardous Materials	Good	None at this time
Structural: Structural Damage, Roofs	Fair	Some roof leaks in the building have caused water damage to floors, walls, and ceiling tiles.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None at this time
Overall Rating	Good	

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	27	21	50	43	50	50
Mathematics (grades 3-8 and 11)	0	0	36	35	38	39

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	21	14	66.67	33.33	21.43
Male	14	10	71.43	28.57	0.00
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	11	7	63.64	36.36	28.57
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	17	11	64.71	35.29	27.27
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	21	11	52.38	47.62	0.00
Male	14	8	57.14	42.86	0.00
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	11	5	45.45	54.55	0.00
Two or More Races					
Socioeconomically Disadvantaged	17	8	47.06	52.94	0.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Gridley Unified offers a slate of CTE education through its Gridley High School Campus. Esperanza does not receive Career Technical Education funding, although the majority of our students take the ASVAB test for post-secondary career and educational readiness and evaluation of opportunities. With the adoption of Odysseyware Online Learning Systems, our students are able to access a wide variety of CTE courses to meet elective requirements. Our Master Schedule focuses on College and Career Readiness for Seniors in direct instruction model elective course focusing on skill development in CCR.. Various guest speakers and field trips are planned throughout the year to visit colleges, trade schools, employment possibilities, etc; both juniors and seniors participate.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.22
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

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.

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 2019-20)

Parent and community involvement is an ongoing focus for Esperanza High School. Parent participation is encouraged and welcomed at any time. Esperanza holds an annual mandatory parent and student orientation meeting for new students to review the program, student expectations, answer questions, and introduce staff. Additionally, parents are an integral participant in the interview that is conducted for every student as they enroll in the program.

Esperanza has an active School Site Council (SSC) in partnership with Gridley High School. We encourage parents to attend our School Site Council, as well as the district LCAP parent advisory committee and the District English Learners Advisory Council (DELAC). Additionally, we offer parent presentations through the year on various topics, such as supports for undocumented students.

Parents are encouraged to participate in the AERIES Parent Portal, which allows parents to follow their student's progress online. School staff, counselors and administration contact parents to discuss successes and challenges both academically and behaviorally in order to develop strategies to increase student success. At the end of every grading period an updated transcript is sent home to indicate student progress.

Additionally, Esperanza has a website that contains up-to-date information on upcoming events . Through the use of an automatic dialer / messenger system, parents are contacted daily regarding their student's attendance, and the system is also used for school information. Parents who wish to become active partners at Esperanza may call the main office for more specific information.

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	23.5	36.4	56.3	9.9	12.3	9.5	9.7	9.1	9.6
Graduation Rate	70.6	40.9	37.5	89.6	77.3	85.4	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.0	4.8	1.8	4.5	3.2	5.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

CA Ed code 3542.6 requires that each school adopt a comprehensive safety plan and thereafter review the plan yearly. Safety plans were board approved in March, after School Site Council review and approval in February. A disaster preparedness plan is in place on the school campus. It is intended for the use of school employees to provide guidance and assistance in emergency situations and to ensure the safety and welfare of all students and staff. Copies of the Disaster Preparedness Plan are placed in all classrooms and offices. The plan is available in the Alternative Education main office for parents and members of the community. Both staff and students participate in regularly scheduled safety meetings throughout the school year: fire, earthquake, general evacuation, intruder on campus, injury, etc. In addition, the district now utilizes Catapult Emergency Management Systems, and all staff have been trained on it's use, with ongoing training scheduled throughout the year.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	6	3			8	4			8	4		
Mathematics	6	2			6	5			5	9		
Science	6	1			5	3			3	6		
Social Science	9	2			5	8			4	13		

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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.

Student Support Services Staff (School Year 2018-19)

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

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,993	\$234	\$13,759	\$103,048
District	N/A	N/A	\$8,490	\$75,807.00
Percent Difference - School Site and District	N/A	N/A	47.4	30.5
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	58.8	34.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Esperanza receives categorical funds from Title I, Title II, Title III and Supplemental/Concentration (LCAP). These monies are used to provide staff development, programs and curriculum to increase student outcomes, and to provide staffing for targeted interventions. This year we funded the addition of another teacher position, and a .5 school counselor. In addition to funding the online credit recovery program, new supplemental curriculum was funded, along with school field trips and classroom presenters.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,807	\$46,208
Mid-Range Teacher Salary	\$66,291	\$72,218
Highest Teacher Salary	\$94,755	\$92,742
Average Principal Salary (Elementary)	\$137,374	\$134,864
Average Principal Salary (Middle)	\$0	\$118,220

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$138,366	\$127,356
Superintendent Salary	\$177,036	\$186,823
Percent of Budget for Teacher Salaries	37%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

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		

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Prior to the first day of school, the district conducts three days of targeted staff development. Periodically during the year, staff workshops are conducted to address student outcomes, academic successes and areas of concern. In August 2019, Esperanza teachers participated in Summer Bootcamp, an additional two days specifically targeting the at-risk student population we serve with social/emotional and academic support, and integration of Common Core instruction. Throughout the year, early-release Wednesday afternoons are used as ongoing staff development. In May of 2018, Esperanza was granted a full 6-year accreditation from WASC, and ongoing PD supports the three-year followup plan as well.