Esperanza High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 the 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.

2023-24 School Contact Information

School Name	Esperanza High School
Street	581 B Jackson St
City, State, Zip	Gridley CA 95948
Phone Number	5308466721
Principal	Maggie Daugherty
Email Address	maggiedaugherty@gusd.org
School Website	http://esperanza.gusd.org/
County-District-School (CDS) Code	04-75507-0433946

2023-24 District Contact Information

District Name	Gridley Unified School District
Phone Number	(530) 846-4721
Superintendent	Justin Kern
Email Address	jkern@gusd.org
District Website	www.gusd.org

2023-24 School Description and Mission Statement

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

2023-24 School Description and Mission Statement

productive members of our society. The mission of Esperanza Alternative High School is to provide students with a nurturing learning environment that promotes academic achievement, fosters personal growth, respect for the rights and diversity of others, and cultivates the attitude, skills and values necessary for students to become lifelong learners, responsible citizens, and productive members of society.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	12
Grade 12	18
Total Enrollment	30

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	30%
Male	70%
Asian	3.3%
Black or African American	6.7%
Hispanic or Latino	63.3%
White	26.7%
English Learners	3.3%
Migrant	3.3%
Socioeconomically Disadvantaged	66.7%
Students with Disabilities	13.3%

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.

2020-21 Teacher Preparation and Placement

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)	0.90	32.65	87.50	86.86	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.82	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.50	0.53	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	65.99	5.10	5.12	12115.80	4.41
Unknown	0.00	1.02	6.70	6.65	18854.30	6.86
Total Teaching Positions	2.90	100.00	100.70	100.00	274759.10	100.00

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.

2021-22 Teacher Preparation and Placement

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)	1.10	57.29	89.10	89.84	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	1.51	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.50	1.60	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	42.71	2.20	2.29	11953.10	4.28
Unknown	0.00	0.00	4.70	4.74	15831.90	5.67
Total Teaching Positions	1.90	100.00	99.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.90	0.80
Total Out-of-Field Teachers	1.90	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Edgenuity English CCCS 11th and 12th, Board Adopted 2022	Yes	0%
Mathematics	Edgenuity online curriculum Board Adopted 2022	Yes	0%
Science	National Geographic Environmental Science, Board adopted July 2017; Edgenuity online curriculum Adopted 2022	Yes	0%
History-Social Science	Edgenuity US History, World History, Government and Economics, online curriculum Board Adopted 2022	Yes	0%
Foreign Language	Edgenuity online curriculum Board Adopted 2022	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	Edgenuity online curriculum Board Adopted 2022	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

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 recently underwent a remodel which included fixing roof leaks, added new offices, sealing floors, adding new lighting and base boards, and repairing the HVAC . Site leadership and staff care about the success for their students and provide an environment conducive to learning.

Year and month of the most recent FIT report	09/21/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None at this time
Interior: Interior Surfaces	X			None at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None at this time.
Electrical	X			None at this time.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None at this time.
Safety: Fire Safety, Hazardous Materials	X			None at this time.
Structural: Structural Damage, Roofs	X			None at this time.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Front office window and/or front door leaked when it rained when FIT reported completed. It has since been fixed.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	0	27	50	49	47	46
Mathematics (grades 3-8 and 11)	0	6	32	34	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	18	15	83.33	16.67	26.67
Female	--	--	--	--	--
Male	13	12	92.31	7.69	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	13	100.00	0.00	30.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	14	87.50	12.50	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	18	16	88.89	11.11	6.25
Female	--	--	--	--	--
Male	13	12	92.31	7.69	8.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	13	100.00	0.00	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	15	93.75	6.25	6.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	2.38	2.94	28.45	31.31	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	34	94.44	5.56	2.94
Female	--	--	--	--	--
Male	27	25	92.59	7.41	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	28	27	96.43	3.57	3.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	29	96.67	3.33	3.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

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 Edgenuity 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. Additionally, our school counselor provides college and career exploration with each student. Our school also does a Leave to Learn program in which students are job-placed two days a week for internship experiences and go through soft skills curricula program.

2022-23 Career Technical Education (CTE) Participation

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	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	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

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.

2023-24 Opportunities for Parental Involvement

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.

C. Engagement	**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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	22.2	16	22.2	6.9	4.9	4.5	9.4	7.8	8.2
Graduation Rate	63	72	77.8	88.4	91.4	93.3	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	18	14	77.8
Female	--	--	--
Male	14	10	71.4
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	11	9	81.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	18	14	77.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	42	39	34	87.2
Female	11	10	9	90.0
Male	31	29	25	86.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	2	2	2	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	28	25	20	80.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	11	11	11	100.0
English Learners	1	1	1	100.0
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	34	31	26	83.9
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	5	4	4	100.0

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	24.64	13.21	7.14	5.89	5.12	6.10	0.20	3.17	3.60
Expulsions	0.00	1.89	0.00	0.14	0.19	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.14	0
Female	9.09	0
Male	6.45	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	10.71	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	8.82	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	11		
Mathematics	8	6		
Science	5	7		
Social Science	5	14		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	3		
Mathematics	12	3		
Science				
Social Science	12	2		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	3	0	0
Mathematics	14	2	0	0
Science	0	0	0	0
Social Science	15	2	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	30

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,197	$659	$12,538	$82088
District	N/A	N/A	$9,967	$80,128
Percent Difference - School Site and District	N/A	N/A	22.8	7.2
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	62.1	3.6

Fiscal Year 2022-23 Types of Services Funded

Esperanza receives categorical funds from Title I, Title II, Title III, and Supplemental/Concentration (LCAP). These monies are used to provide staff development, rent school facilities, programs, and curriculum to increase student outcomes, and to provide staffing for targeted interventions. In addition to funding the online credit recovery program, funds are used to support supplemental curriculum, classroom materials, college and career readiness activities, school field trips, and classroom presenters.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$46,141	$50,875
Mid-Range Teacher Salary	$73,163	$79,761
Highest Teacher Salary	$104,577	$103,045
Average Principal Salary (Elementary)	$144,276	$128,154
Average Principal Salary (Middle)	$148,746	$131,774
Average Principal Salary (High)	$153,217	$142,676
Superintendent Salary	$193,500	$211,462
Percent of Budget for Teacher Salaries	31.9%	30.11%
Percent of Budget for Administrative Salaries	5.87%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Before 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 2023, Esperanza teachers and school counselor participated in Summer Bootcamp, an additional two days pf professional development specifically targeting the at-risk student population we serve with the focus being on social/emotional and academic support. Throughout the year, early-release Wednesday afternoons are used as ongoing staff development and all staff attend the 2-day CCEA (California Continuation Education Association) conference in the Spring. In May of 2019,

Professional Development

Esperanza was granted a full 6-year accreditation from WASC, as well as a successful mid-year review in 2021. Our Professional Development reflects WASC and District goals and guidance.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7