

Esperanza High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 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

2022-23 District Contact Information

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

2022-23 School Overview

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. 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	13
Grade 12	22
Total Enrollment	35

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	34.3
Male	65.7
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	2.9
Filipino	0.0
Hispanic or Latino	62.9
Native Hawaiian or Pacific Islander	2.9
Two or More Races	0.0
White	25.7
English Learners	8.6
Foster Youth	0.0
Homeless	2.9
Migrant	0.0
Socioeconomically Disadvantaged	77.1
Students with Disabilities	14.3

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

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

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

2021-22 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)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 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 January 2021

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 1 Board Adopted 2022	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	Edgenuity online curriculum 1 Board Adopted 2022	Yes	0%
Science Laboratory Equipment (grades 9-12)	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

November 2022

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			Roaches in classroom. Rodents heard in roof. Pest control notified and responded.
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 leaks when it rains. It is carpeted so it is not a safety risk. We dry with shampooer.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	0	N/A	50	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	32	N/A	33

2021-22 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	20	19	95.00	5.00	0.00
Female	--	--	--	--	--
Male	15	14	93.33	6.67	0.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	16	15	93.75	6.25	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	18	17	94.44	5.56	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2021-22 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	20	19	95.00	5.00	0.00
Female	--	--	--	--	--
Male	15	14	93.33	6.67	0.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	16	15	93.75	6.25	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	18	17	94.44	5.56	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 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	48	42	87.5	12.5	2.38
Female	16	15	93.75	6.25	6.67
Male	32	27	84.38	15.62	0
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	33	30	90.91	9.09	3.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	10	76.92	23.08	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	36	85.71	14.29	2.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2021-22 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.

2021-22 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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	68.57
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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.

2022-23 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		24.1	16		7.1	4.9		8.9	7.8
Graduation Rate		69	72		89.9	91.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	25	18	72.0
Female	11	9	81.8
Male	14	9	64.3
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	13	10	76.9
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	25	18	72.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	53	48	41	85.4
Female	18	16	14	87.5
Male	35	32	27	84.4
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	36	33	28	84.8
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	0	0	0	0.0
White	13	11	9	81.8
English Learners	3	3	2	66.7
Foster Youth	0	0	0	0.0
Homeless	6	5	4	80.0
Socioeconomically Disadvantaged	46	42	36	85.7
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	7	7	7	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 collected between July through February, partial school year due to the COVID-19 pandemic. 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.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	13.43	5.20	2.45
Expulsions	0.00	0.18	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	24.64	13.21	5.89	5.12	0.20	3.17
Expulsions	0.00	1.89	0.14	0.19	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.21	1.89
Female	5.56	0.00
Male	17.14	2.86
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.11	2.78
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	15.38	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.70	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	4	12		
Mathematics	3	8		
Science	2	9		
Social Science	3	15		

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		

2021-22 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	0

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$76,381
Percent Difference - School Site and District	N/A	N/A	22.8	7.2
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	62.1	3.6

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$45,236	\$48,503
Mid-Range Teacher Salary	\$71,728	\$74,912
Highest Teacher Salary	\$102,526	\$100,321
Average Principal Salary (Elementary)	\$112,852	\$122,160
Average Principal Salary (Middle)	\$145,829	\$127,632
Average Principal Salary (High)	\$155,470	\$137,578
Superintendent Salary	\$196,279	\$198,665
Percent of Budget for Teacher Salaries	36%	31%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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

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 2022, Esperanza teachers and counselor 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 use as ongoing staff development and all staff attend the 2-day CCEA (California Continuation Education Association) conference in the Spring. In May of 2021, Esperanza was granted a full 6-year accreditation from WASC, and ongoing PD supports the three-year follow-up plan as well.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	7	7