

Executive Summary School Accountability Report Card, 2006-07

For Esperanza High School

Address: 1830 North Kellogg Dr., Anaheim CA
92807-1298

Phone Number: (714) 779-7870
x3202

Principal: Dave Flynn

Grade Span: 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Grades:	9-12
Enrollment:	3178
School Mascot:	Aztec
School Colors:	Maroon and Gold
Awards:	California Distinguished School
	Grammy Signature School
	81% 10 year AP pass rate
	832 API!
	19th Highest API in Orange County
	40th Highest API in California
	Counseling Department honored-Academy Awards for School Counseling Programs

Student Enrollment

Teachers

Group	Enrollment	Indicators	Teachers
Number of Students	3178	Teachers With Full Credential	124
African American	1.8 %	Teachers Without Full Credential	2
American Indian or Alaska Native	0.5 %	Teachers Teaching Outside Subject Area of Competence	3
Asian	12.1 %	Misassignments of Teachers of English Learners	33
Filipino	0.8 %	Total Teacher Misassignments	36
Hispanic or Latino	10.2 %		
Pacific Islander	0.2 %		
White (Not Hispanic)	74.4 %		
Multiple or No Response	0.0 %		
Socio-economically Disadvantaged	5.1 %		
English Learners	2.0 %		
Students with Disabilities	7.0 %		

School Facilities

Summary of Most Recent Site Inspection

*The School Facility Report finds the school to be in proper condition for the educational process.
The facilities and grounds are in good condition with no notable issues to report.*

Repairs Needed

None.

Corrective Actions Taken or Planned

Not applicable.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	0 %
Health	0 %
Science Laboratory Equipment (grades 9-12)	0 %

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	Call district
District	\$6,798 \$
State	\$4,743

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	69
Mathematics	60
Science	67
History-Social Science	62

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	832
Statewide Rank (from 2005 API Base Report)	10
2006-07 Program Improvement Status	NA

School Completion

Indicator	Result
Graduation Rate	99%

Postsecondary Preparation

Measures	Percent of Graduates
Completed a Career Technical Education Program	0
Completed All Courses Required for University of California California State University Admission	49%

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Esperanza High	District Name	Placentia-Yorba Linda Unified
Street	1830 North Kellogg Dr.	Phone Number	714-996-2550
City, State, Zip	Anaheim, CA 92807-1298	Web Site	www.pylusd.org
Phone Number	714-779-7870 x 3202	Superintendent	Dr. Dennis Smith
Principal	Mr. Dave Flynn	E-mail Address	dsmith@pylusd.org
E-mail Address	dflynn@pylusd.org	---	---

Principal's Message

Welcome to Esperanza High School, a 2003 California Distinguished High School, where **"Excellence is a Tradition."** As you enter the high school experience with your student, you will find that Esperanza High School offers the most widely recognized academic and co-curricular program of any comprehensive high school in Southern California. We offer from college level academic programs in all the core curricular areas of mathematics, science, language arts, social science and foreign language, to outstanding fine and performing arts programs, and nationally recognized athletic teams, dance and cheer squads, speech/debate teams and mock trial teams.

Your son or daughter will have the opportunity to enrich their educational goals with a variety of challenging honors and advanced placement courses, technology courses with up-to-date software and electronic equipment and explore the self-satisfaction he or she will receive from leadership roles in a variety of clubs, programs, ASB, and community service.

A staff where 83 of the 126 faculty members possess advanced degrees will provide your student an academic program that will prepare them for the school to work, trade school, college or university experience, with 89% of our 2005 graduates indicating post-secondary interest in attending a two or four year college or university.

The AP Program for exceptional students seeking college course credit has now become a fixture in more than 14,000 U.S. public schools. Across the country one in five public high school students took at least one AP exam. At Esperanza every year, over 500 students take 1100+ college credit exams with an 83% pass rate. Academically, the entire Esperanza student body of 3,200 students has demonstrated their proficiency on California State Standards with a schoolwide API of 832 in 2005 and a 96% pass rate on the California High School exit exam.

It is our goal to address the needs of all of our students in providing an environment for success while maintaining the standards to honor that success. The open line of communication between the communities we serve and the staff at Esperanza High School, along with the support services in counseling, healthy lifestyle choices, balanced intellectual, physical, social and aesthetic activities provides the best possible educational experience for your student.

I personally invite you to visit our campus and attend one of the many student activities and competitions during the school year. Everyone here is proud of the work they do and the community they serve.

Sincerely,
Dave Flynn, Principal

School Description and Mission Statement

This section provides information about the school's goals and programs.

Esperanza High School is located in the northeast corner of Orange County and its attendance boundaries include portions of Anaheim, Placentia, and Yorba Linda. Since opening its doors in 1973, Esperanza High School has been serving the needs of a growing community ever since. Esperanza High School has grown from 923 students in 1973 to almost 3200 students in 2006. The 2006 Academic Performance Index (API) was 832, placing EHS seventh among the comprehensive high schools in Orange County, tenth including magnet schools, and 44th in the state.

Esperanza is a public four-year comprehensive high school with 3178 students, 124 classroom teachers, 6 guidance counselors, 1 counselor for at-risk students, 4 administrators, 1 activities director, 2 athletic directors, 1 librarian, and 39 classified employees. Eighty-three teachers on the faculty possess advanced degrees. Esperanza High School was granted a 6-year clear accreditation by the Western Association of Schools and Colleges (WASC).

Esperanza is known for its superior accomplishments in Academics, the Arts, and Athletics. Esperanza graduates consistently demonstrate a high level of readiness for university success. 89% of the Class of 2006 indicated that they would enroll in a university or college. Other students are equally prepared to enroll in a trade school or to participate in the work force. Esperanza music, dance and arts are known statewide. The marching band performed at the Fiesta Bowl this past year. Athletics rank among the best in CIF, Esperanza holds more than 22 league and CIF titles over the past two years in both men's and women's sports.

In the Class of 2006, 339 of the seniors took the SAT 1 Reasoning Test to achieve average scores of 546 (499 state average) in verbal and 584 (519 state average) in mathematical skills, and 553 in writing. Esperanza continues with an overall 81% 10-year average pass rate on AP tests. An average of 70% of our 9-11 student population is proficient or above in English/Language Arts, 60% of our students are proficient or above in math.

It is also interesting to note that out of **633 graduates, 55.1%** of the class completed all courses required for the University of California and/or California State University admission requirements.

We offer courses for all students. The students with special academic and/or other exceptional talents are assigned to classes that are structured to meet their needs for advanced coursework. The college prep student receives instruction in equally challenging and interesting courses.

Once regular education interventions have been tried for a reasonable time with limited success and every possible regular education option has been implemented with little or no progress, the counseling team, the student, his/her parent, and appropriate staff members who work together to clarify concerns, identify strengths and needs, brainstorm instructional strategies, identify and coordinate resources and monitor regular education interventions the counseling team may find a child eligible for further assessment in the areas where there is a suspected disability. If a student is found to be eligible for special education services under the Individuals with Disabilities Act an Individual Education Plan is constructed and monitored under federal and state laws and in accordance with parent/student rights. They may also find a student with disabilities, but not eligible for special education service is eligible for a Section 504 Plan under the Americans with Disabilities Act (ADA).

Students who are found to have limited English proficiency are assigned to an English Language Development Program and coursework depending on identified needs. The objectives of the ELD program are to assist the student in achieving academic oral language and communication skills in English; to achieve competent facility in reading in English; to practice effective writing skills for content area communications; to make successful transition into the American culture; and finally to achieve content standards in math, social studies, science, and physical education. ELD students are enrolled in one or two specialized ELD classes and are then immersed in the full program at Esperanza with appropriately credentialed teachers.

Esperanza's vision is to constantly continue the excellence at our school while focusing on those students who have not yet achieved a level of proficient or above on the California Standards Tests. Our vision is to approach each student as an individual with individual needs. We have incorporated schoolwide programs such as SSR, schoolwide writing and oral rubrics, quarterly common assessments to ensure attainment of the state standards and professional development that focuses on reading improvement.

Esperanza High School students are "A.B.L.E." Advocates of Healthy Lifestyles, Believers in Community Participation, Lifelong Learners, and Effective Communicators.

The mission of the Esperanza staff, students, parents and community is:

- To encourage appreciation of cultural diversity
- To foster democratic values
- To prepare students for a productive work life
- To promote a desire for life-long learning through standards based instruction and enrichment.

We are proud to serve the needs of all populations at Esperanza. We truly believe that there is education of quality and of interest for every student at our school. We are proud of the many successes that take place each and every day at our school. We have many students who are recognized with many deserving honors, awards and scholarships. We have a highly qualified staff that endeavors to make Esperanza a challenging and rewarding environment for student learning.

These are simply a few of the indicators that challenging and interesting teaching and learning occur in an environment where "Excellence is a Tradition."

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person: **Mario Jimenez, Assistant Principal of Curriculum and Programs**
714-779-7870 x 3206

Booster organization in athletics, performing arts, co-curricular activities

DELAC

ELAC

Focus On Learning Parent Committee (WASC)

GATE

Grad Night

PTSA

Reflections Committee

Safe Schools Committee

School Site Council

STAR Testing Incentive Support

In every part of school life there are dedicated, supportive parents eager to assist the staff in creating the best possible education program for students. Every parent is strongly encouraged to become actively involved in the program in ways that suit his/her schedule!

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	807
Grade 3	0	Grade 10	828
Grade 4	0	Grade 11	769
Grade 5	0	Grade 12	708
Grade 6	0	Ungraded Secondary	66
Grade 7	0	Total Enrollment	3178

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.8	White (not Hispanic)	74.4
American Indian or Alaska Native	0.5	Multiple or No Response	0.0
Asian	12.1	Socio-economically Disadvantaged	5.1
Filipino	0.8	English Learners	2.0
Hispanic or Latino	10.2	Students with Disabilities	7.0
Pacific Islander	0.2	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Data applies to elementary schools.

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	26.9	50	31	33	30.4	12	50	41	32.2	5	38	56
Mathematics	27.9	35	18	33	32.4	2	34	39	32.6	1	33	40
Science	34.0		12	49	33.6		21	44	33.1		26	36
Social Science	33.6	4	14	39	34.6	1	10	45	34.4		15	42

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Data applies to elementary schools.

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Esperanza's Safe School Committee consists of parents, students, staff, a law enforcement representative and the Assistant Principal of Facilities. They meet annually to review the Safe School Plan and update policies and standards to provide an environment conducive to the learning process. The Administrative team reviews the plan on an on-going basis.

The SSC reviews the plan bi-annually.

Components required by Education Code 52012 and 52842 address the following goals:

- All students and staff members are provided a safe and orderly environment while at school, and when traveling to and from school, and school related activities.
- District programs and approved community resources are made available to students and parents.
- Students, parents, staff, and community members shall effectively communicate in a manner that is respectful and civil to all cultural, racial, and religious backgrounds.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Esperanza students are proud of their reputation for good conduct and classroom rapport. This reputation is built on self-responsibility, both learned and practiced, while on and off campus and at all school activities and in concert with the school code of standards and expectations as well as district goals. Co-curricular activities have received Sunset League, CIF, state and national level recognition. These include Academic Decathlon, Athletics, ASB, Dance, Debate, Fine Arts, Forensics, Journalism, Mock Trial, Peer Assisted Learning, Pep Squad, Science and Technology, Theater Arts, and Vocal and Instrumental Music.

Open and honest relationships among students and staff are a top priority. Administrators, counselors, a psychologist, and teachers, in conjunction with parents, all play an active role in establishing and maintaining personalized relationships with students and pro-active interventions with students to maintain a safe campus. Discipline practices are clearly delineated to all students. The administrative team visits each freshmen class and a student "expectation assembly" is held for 10th and 11th graders to explain the discipline policy. The school and the district require all students and parents to sign the discipline contract. Teachers and counselors work with the parents and students to remedy problems in a progressive manner beginning with counseling to detentions to classroom suspension.

Students are encouraged to maintain positive and productive behavior with well-orchestrated schoolwide strategies. For example, students earn citizenship grades and students are rewarded for demonstrating qualities of being a "person of character." There is a schoolwide program to support these qualities. Students participate in *Breaking Down the Walls*, *Every 15 Minutes*, *Red Ribbon Week*, disaster relief projects, PAL, Peer Counseling, and SERVE.

Additionally, a number of academic recognition programs such as Principal's Honor Roll, Top 25, Student of the Month, Renaissance Program for superior grades, STAR rewards for improvement or for maintaining quality during STAR testing, and two schoolwide academic pep assemblies are held to further enhance a positive and supportive climate for learning.

On the most recent *Healthy Kids Survey* both 98% of the freshmen and 98% of the juniors perceived the school to be a safe environment. On the same measure both 96% of the freshmen and 96% of the juniors reported the overall degree to which they feel connected to the school as in the high or moderate range. 84% of the freshmen and 91% of the juniors felt that they had compassionate adult connections at school.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	355	352	436	2,015	1636	2,615
Expulsions	0	11	14	41	38	48

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The PYLUSD community supported the education of their students by the passage of the *Measure Y* Bond Issue. 12 million dollars in bond funds have been spent on new construction and renovation at Esperanza High School. The academic facilities are modern, comfortable, spacious, air conditioned, and well designed for instruction.

The renovations included the complete reconfiguration of the Science and Language Arts building and the 700 building. Also renovated were the restrooms, gymnasium and theater. There are 130 classrooms that include a comprehensive athletic facility, theater, computer labs, fine arts and music classrooms, science rooms, complete with computer stations and lab facilities on 40 acres of land. Esperanza is diligent in providing a safe, clean and orderly environment for learning. Assessments of school conditions are performed on a monthly basis by the district custodial supervisor and quarterly by the Maintenance Department. Repairs and housekeeping are performed in a timely manner to insure that buildings and grounds are safe and attractive. Annual surveys by parents, students and staff concur that Esperanza High School is well maintained, clean, safe, and functional.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior and exterior)	x		
Interior Surfaces (walls, floors, and ceilings)	x		
Hazardous Materials (interior and exterior)	x		
Structural Damage	x		
Fire Safety	x		
Electrical (interior and exterior)	x		
Pest/Vermin Infestation	x		
Drinking Fountains (inside and outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds	x		
Other	x		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	121	120	124	1136
Without Full Credential	3	4	2	21
Teaching Outside Subject Area of Competence	NA	NA	3	35

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	NA	NA	33
Total Teacher Misassignments	NA	NA	36
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at

<http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.0	1.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	99.0	1.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The Placentia-Yorba Linda Unified School District continues to recruit, interview and hire a qualified pool of substitute teachers. An orientation is held in the fall to review district expectations for substitute teachers. Special Education substitutes are offered an additional workshop each fall to prepare them for the specific needs of the special day classroom.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Just as students receive feedback on performance, teachers are observed and coached in a process to promote professional improvement. Probationary teachers are assessed annually and tenured teachers are evaluated informally every year and formally every other year based on the California Standards for the Teaching Profession.

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7.0	529.7
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)	1.0	---
Psychologist	1.0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	1	---
Other	2.2	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	100% of PYLUSD students have access to high quality, up-to-date textbooks in Reading/Language Arts that are on the State list for the current adoption cycle, aligned to state standards, and approved by the Board of Education.	0%
Mathematics	100% of PYLUSD students have access to high quality, up-to-date textbooks in Mathematics that are on the State list for the current adoption cycle, aligned to state standards, and approved by the Board of Education.	0%
Science	100% of PYLUSD students have access to high quality, up-to-date textbooks in Science that are on the State list for the current adoption cycle, aligned to state standards, and approved by the Board of Education.	0%
History-Social Science	100% of PYLUSD students have access to high quality, up-to-date textbooks in History/Social Science that are on the State list for the current adoption cycle, aligned to state standards, and approved by the Board of Education.	0%
World Languages	100% of PYLUSD students enrolled in world languages have access to high quality, up-to-date textbooks that are aligned to State foreign language framework and approved by the Board of Education.	0%
Health	100% of PYLUSD students enrolled in Health classes have access to high quality, up-to-date textbooks that are aligned to the State's health and physical education framework and approved by the Board of Education.	0%

Science Laboratory Equipment (grades 9-12)	Students enrolled in Science classes in Grades 9-12 have access to laboratory equipment in their lab classes including the earth science, physical science, and life science laboratories.	0%
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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	Call district office	Call district office	Call district office	Call district office
District	---	---	\$6,798	\$64,042
Percent Difference - School Site and District	---	---		
State	---	---	\$4,743	\$57,560
Percent Difference - School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The Placentia-Yorba Linda Unified School District receives funds from the state which go to pay for the staff salaries, school operations, facilities improvements, services for the school and district-wide programs such as music, health, physical education and more. Each school also receives a "school unit budget." Site staff determines expenditures that are approved by the School Site Council comprised of teachers, parents and the principal.

Monies received at Esperanza include:

10th grade counseling money

GATE funds

ELD funds

Library monies

These have been appropriately approved by the SSC and allocated to instructional supplies, teacher training, or student services.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,305	\$37,540
Mid-Range Teacher Salary	\$65,452	\$59,426
Highest Teacher Salary	\$82,113	\$73,925
Average Principal Salary (Elementary)	\$100,752	\$100,752
Average Principal Salary (Middle)	\$109,794	\$109,794
Average Principal Salary (High)	\$122,940	\$122,940
Superintendent Salary	\$187,035	\$185,251
Percent of Budget for Teacher Salaries	43.5	40.9
Percent of Budget for Administrative Salaries	5.2	5.3

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	53	69	69	51	57	59	36	40	42
Mathematics	45	57	60	54	59	61	34	38	40
Science	46	49	67	41	45	53	25	27	35
History-Social Science	51	63	62	43	51	52	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	49	49	35	32
American Indian or Alaska Native	*	*	*	*
Asian	83	80	81	79
Filipino	41	71	*	57
Hispanic or Latino	50	45	38	49
Pacific Islander	*	*	*	*
White (Not Hispanic)	70	58	69	61
Male	64	61	69	65
Female	75	59	65	58
Economically Disadvantaged	29	39	29	28
English Learners	13	61	17	12
Students with Disabilities	16	21	26	21
Students Receiving Migrant Education Services	*	*	*	*

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Not applicable at high school for 2005 or 2006-only given in grades 3 and 7.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	73			59	55	55	43	41	42
Mathematics	74			68	66	68	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Not applicable at high school -only given in grades 3 and 7.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Pacific Islander		
White (not Hispanic)		
Male		
Female		
Economically Disadvantaged		
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

In each content area, EHS teachers administer four benchmark/common assessments to measure whether or not students are meeting or exceeding academic performance standards. Individuals receive results as the measures are administered and departments work together to improve student knowledge. Summary reporting has yet to be meaningfully designed. For more information contact the Assistant Principal of Curriculum and Instruction, Mario Jimenez at 714-779-7870 ext. 3206.

9th grade District Writing Prompt

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
9				Not given	72%	Not available as of this printing			
10					NA				
11					NA				
12					NA				

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
9	81.9%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	10	9	10
Similar Schools	4	3	8

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "*" means that the students' identities are protected because the total number is so small.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	-11	54	-2	832
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	3	31	15	925
Filipino	*	*	*	*
Hispanic or Latino	11	39	-23	727
Pacific Islander	*	*	*	*
White (not Hispanic)	-18	60	0	832
Socio-economically Disadvantaged	10	61	-58	626
English Learners	--	--	*	*
Students with Disabilities	--	--	73	645

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Esperanza High School is not a part of state intervention and award programs.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	Yes	Yes
Percent Proficient – Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Esperanza High School is not under Program Improvement.

Indicator	School	District
Program Improvement Status	NA	No
First Year of Program Improvement Implementation	NA	No
Year in Program Improvement	NA	No
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	12.5

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.2	0.0	0.0	1.0	1.0	0.3	3.2	3.3	3.1
Graduation Rate	99.6	99.7	99.8	96.6	96.1	96.4	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students			---
African American			---
American Indian or Alaska Native			---
Asian			---
Filipino			---
Hispanic or Latino			---
Pacific Islander			---
White (not Hispanic)			---
Socio-economically Disadvantaged			---
English Learners			---
Students with Disabilities			---

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

All students, including those with special needs, are prepared to enter the work place in a variety of ways. While emphasis is placed on a strong college preparatory curriculum (89% of our students state that they wish to go on to a college or university), opportunities to pursue vocational and technical paths are also provided.

A primary focus for work-force awareness and planning for long-term career options and related pathways is to support student exploration of personal interests, talents, and job skills. This is primarily done in the 9th grade Careers and Academics Class.

All EHS students have access to the Regional Occupational Program that offers a wide variety of courses including: Computer Technology, Industrial Technology, Child Care, and Police Science.

Each year all EHS students participate in Career Day in which 100 professionals speak at the school and give the students in-sight into the working world.

In grades nine through twelve, all students have access to the services and information available in the College and Career Center. In ninth grade all students participate in an on-line career interest survey in order to explore talents, interests, and preferences. Results are used in student planning.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	Esperanza does not participate in this program
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	74.1
Graduates Who Completed All Courses Required for UC/CSU Admission	49.0

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
English	1	4
Fine and Performing Arts	1	<1
Foreign Language	3	<1
Mathematics	3	5
Science	3	6
Social Science	4	20
All courses	15	6.8

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Students are encourage to take courses at the highest level in which the can be successful. Our emphasis is placed on a strong college preparatory curriculum that includes 33 courses in a variety of Honors and Advanced Placement courses. The school boasts an 82% 10-year pass rate on AP exams. The best preparation for college admission tests is to actively seek to master knowledge and skills as presented in rigorous coursework.

Esperanza teachers integrate the concepts and skills required for the SAT exams within the context of their classes. Results have been highly successful as depicted above. Esperanza students score **116 points higher than the California State average on SAT exams**.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	62.4	58.7	48.3
Average Verbal Score	538	546	546
Average Math Score	577	590	584
Average Writing Score	---	---	553

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Esperanza has rightfully earned a reputation as an outstanding comprehensive high school. Academically, this reputation is founded on its high test scores and on the quality of its instructional program. The last WASC Accreditation Report commended Esperanza in a number of areas and awarded a full six-year clear accreditation renewal.

Esperanza High School offers a variety of programs designed to serve the college prep student, the special needs students, the at-risk and the honors students. Our English Language Development program, SERVE and Special Educational Department are dedicated to the belief that all students deserve equal access to a quality education. In the classroom, Advanced Placement courses/tests include Micro and Macro Economics, European History, U.S. and Comparative Government, U.S. History, German, French, Spanish, Music Theory, Studio Art, English Literature, Physics, Biology, Chemistry, Statistics, Calculus AB and BC. Additionally, honors classes are offered in Language Arts 1,2,3; Biology and Chemistry; Algebra

II/Trigonometry/Math Analysis; Art, Biology, Chemistry; and German 2,3, French 2,3, Japanese, 2,3,4, and Spanish 2,3.

The overall continued positive growth is due to a shared process, utilizing the Administrative and Counseling Team and the Leadership Team comprised of all administrators, two counselors, the activities director and department chairs. Department Chairs lead instructional collaboration among teachers and provide input into the Leadership Team. Sensitive to staff input, decisions are very often made by consensus. The SSC, PTSA, ELAC, ASB and the overall faculty /staff work closely with the administration on goal setting and decision-making.

Students are vital players as members of advisory groups (SSC, PTSA, WASC). Their voices are of importance and strongly valued.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is researched-based, founded on student needs, the goals of the Single Plan for Student Achievement, the WASC Action Plan, the goals of the district and the goals of the Leadership Team. All teachers are provided professional development opportunities throughout the school year. The District's Professional Development Academy offers training and workshops in the areas of language arts, reading, mathematics, science, English Language Development, technology, classroom management, and more. The District's BTSA program provides training and support to all first and second year teachers. The district continues with "Late Start/Early Release Days," which are held on the last Wednesday of every month to provide time for the instructional teams of individual schools to meet and discuss educational topics specific to each site.

The emphasis for the 2006-2007 school year is the continued revision and effective use of the Common Assessments to measure student mastery of the California standards, training for schoolwide use of a grade reporting program, and the complete evaluation of the school's entire program in preparation for the WASC Accreditation visit in March of 2007. Other faculty and department activities are intended to continue improvement in reading and writing in the content areas.

In addition to these "Late Start/Early Arrival Days" the district offers three professional development days prior to the school year beginning.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	65,088	64,800
10	65,088	64,800
11	65,088	64,800
12	65,088	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Esperanza High School is not a continuation school.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

8-"Late Start Days"-Banked time for staff professional development Four minimum days-Final Examinations
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