

Esperanza Special Education School

25121 Pradera Dr. • Mission Viejo CA, 92691 • (949) 830-5470 • Grades 7-12

Dr. Sarah Bouer, Principal

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www.svusd.k12.ca.us/schools/Esperanza/

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Saddleback Valley Unified School District

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District Governing Board

Suzie Swartz
Ginny Faye Aitkens
Dolores Winchell
Dennis Walsh
Amanda Morrell

District Administration

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Superintendent
Dr. Terry Stanfill
Assistant Superintendent, Human Resources
Geri Partida
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Laura Ott
Assistant Superintendent, Educational Services
Tammy Blakely
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Dr. Terry Petersen
Director, Elementary Education
Dr. Diane Lohrman
Director, Special Education/SELPA

School Description

Esperanza Special Education School serves the entire Saddleback Valley Unified School District (SVUSD) and provides a diverse educational program for students with developmental disabilities, ages 12-22. Teachers and staff are dedicated to the quality of individualized instruction intended by the Individuals with Disabilities Education Act (IDEA), which guarantees a free and appropriate public education.

The program is characterized by a safe and secure learning environment and collaboration among students, parents, staff, and community. We believe that each student should be inspired to reach his or her full potential. We use creative techniques to foster each student's academic development. Specialized programs include use of iPad technology, use of SMART Projectors, adapted physical education, vocational training, community-based instruction, speech and language therapy, and social skills development.

Esperanza Special Education School is a viable option for school placement within the range of special education programs offered by SVUSD.

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About the SARC

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (949) 830-5470 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	3
Grade 8	6
Grade 9	2
Grade 10	5
Grade 11	6
Grade 12	6
Ungraded Secondary	87
Total Enrollment	115

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.9
Asian	5.2
Filipino	2.6
Hispanic or Latino	25.2
White	60
Two or More Races	0.9
Socioeconomically Disadvantaged	25.2
English Learners	7
Students with Disabilities	100
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Esperanza Special Education School	13-14	14-15	15-16
With Full Credential	9	9	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1195
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Esperanza Special Education	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

At Esperanza School, various materials are used to address the core curriculum in a manner that respects the specific instructional needs of the severely-handicapped students as identified in their Individualized Education Plans (IEPs).

School Facility Conditions and Planned Improvements (Most Recent Year)

Esperanza Special Education School boasts a clean and orderly campus. Although the building is nearly 36 years old, it is well maintained. A complete remodel of the main building was finished in January 2007 using Measure B School Improvement and Facilities Repair Bond funds. Grounds staff take pride in keeping the campus neat. In 2008, the reconstruction of the outside of the main building was completed.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10-26-15

System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X			Stained ceiling tiles, to be replaced by custodian. Some carpet is old, to be replaced by contractor.	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountain needs adjusting, to be repaired by plumber.	
Safety: Fire Safety, Hazardous Materials	X			Missing fire extinguishers, to be replaced by custodian.	
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	--	61	44
Math	--	47	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science				81	81		59	60	

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	8	7	0	0.0	--	--	--	--
Female	8	7	0	0.0	--	--	--	--
White	8	7	0	0.0	--	--	--	--
Students with Disabilities	8	7	0	0.0	--	--	--	--
Foster Youth	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	8	7	0	0.0	--	--	--	--
Female	8	7	0	0.0	--	--	--	--
White	8	7	0	0.0	--	--	--	--
Students with Disabilities	8	7	0	0.0	--	--	--	--
Foster Youth	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Esperanza has a small but active PTA. Lisa Greenfield is our current PTA president. Approximately 75 percent of our families are active in the PTA. The group provides financial support for student activities throughout the year. In addition to organizing PTA activities, parents often volunteer their time to supervise various school events. To find out how to volunteer at our school, please contact our principal, Dr. Sarah Bouer, at (949) 830-5470.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Our campus is small and easily monitored. We continue to have periodic safety drills to be prepared for any type of emergency. This is guided and monitored closely by our school’s emergency safety plan. A low fence surrounds the school, and staff members (who are also supervisors) are on duty wherever students are present. Most students use the school bus, and staff members escort students to and from their buses daily. Esperanza is a closed campus and all visitors must sign in upon entering the campus through the front office.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.00	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.89	1.89	1.70
Expulsions Rate	0.11	0.18	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		66.7

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist	
Other	
Average Number of Students per Staff Member	
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.

Professional Development provided for Teachers

The focus of staff development at Esperanza varies depending on current needs assessments conducted by the district. Teachers meet with the principal to discuss additional topics. Staff members collaborate and consult with each other to work through difficult situations, plan for upcoming events, and discuss student issues. Current staff development has centered on Objective Writing, IEP Compliance and Transition Planning for Students with Moderate/Severe Disabilities.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$43,165
Mid-Range Teacher Salary	\$70,870	\$68,574
Highest Teacher Salary	\$95,849	\$89,146
Average Principal Salary (ES)	\$111,534	\$111,129
Average Principal Salary (MS)	\$120,491	\$116,569
Average Principal Salary (HS)	\$128,082	\$127,448
Superintendent Salary	\$279,692	\$234,382
Percent of District Budget		
Teacher Salaries	45%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

- * Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
- * Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
- * Provide appropriate, current instructional materials.
- * Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
- * Support continued implementation of strategies for Designated and Integrated ELD.
- * Expand intervention programs for at-risk students to prepare them for "a-g" courses.
- * Expand Advancement Via Individual Determination (AVID).
- * Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
- * Expand Counseling Services.
- * Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	23860.42	22630.78	\$1,369	\$101,734
District	◆	◆	1229.63	\$78,959
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			11.3	31.4
Percent Difference: School Site/ State			-70.8	43.9

* Cells with ◆ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Esperanza Special Education School	2012-13	2013-14	2014-15
English-Language Arts			
Mathematics			
Saddleback Valley Unified School	2012-13	2013-14	2014-15
English-Language Arts	75	56	61
Mathematics	75	61	62
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Esperanza Special Education School	2011-12	2012-13	2013-14
Dropout Rate	20.00	0.00	0.00
Graduation Rate	.00	.00	.00
Saddleback Valley Unified School	2011-12	2012-13	2013-14
Dropout Rate	2.40	2.40	2.50
Graduation Rate	95.35	95.33	94.70
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Career Technical Education Programs

Students at Esperanza Special Education School have the opportunity to work in our specially-designed commercial kitchen, preparing the daily student lunch in cooperation with our district food services division. Students learn to follow national nutrition guidelines for healthy school lunches. Students are active in daily preparation such as chopping, slicing, mixing, cooking, baking, and serving. Students also work on the clean-up and sanitation of the kitchen facility. All aspects of the kitchen vocational program are designed to increase a student's employability.

As part of the overall vocational program, students focus on pre-vocational skills and training such as appropriate dress, grooming, language, and timeliness, all of which will assist students in post-school opportunities. Some students work under the supervision of our plant foreman, performing custodial tasks that not only improve the way they perceive themselves, but will also further their employability. Vocational opportunities throughout the curriculum are embedded in such activities as our recycling program, general office tasks, doing laundry for our PE program, delivering messages, and developing computer skills. We also have a vocational training workshop where students are able to experience and practice various skills and tasks appropriate to their needs and future employment. Students at Esperanza are encouraged to try a variety of tasks in order to widen their experiences and gain as many skills as possible.

Students at Esperanza Special Education School complete their high school career with a Certificate of Completion at age 22. If students choose to attend college classes, this is accomplished through the Special Services department at local community colleges.

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled zero students in career technical education courses.

You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.