# Esperanza Special Education School

**25121 Pradera Dr. • Mission Viejo CA, 92691 • (949) 830-5470 • Grades 7-12**
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## 2015-16 School Accountability Report Card
## Published During the 2016-17 School Year

**Saddleback Valley Unified School District**

25631 Peter A. Hartman Way
Mission Viejo CA, 92691
(949) 586-1234
www.svusd.org

### District Governing Board

Ginny Fay Aitkens

Dolores Winchell

Dennis Walsh

Amanda Morrell

Suzie R. Swartz

### District Administration

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**Director, Special Education**

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Monique Yessian
**Director, Student Services**

## 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.

Dr. Sarah Bouer, Principal

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at 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 principal or the district office.

| 2015-16 Student Enrollment by Grade Level | |
|---|---|
| **Grade Level** | **Number of Students** |
| **Grade 7** | 4 |
| **Grade 8** | 4 |
| **Grade 9** | 6 |
| **Grade 10** | 2 |
| **Grade 11** | 5 |
| **Grade 12** | 6 |
| **Ungraded Secondary** | 85 |
| **Total Enrollment** | 112 |

| 2015-16 Student Enrollment by Group | |
|---|---|
| **Group** | **Percent of Total Enrollment** |
| **Black or African American** | 3.6 |
| **American Indian or Alaska Native** | 0 |
| **Asian** | 5.4 |
| **Filipino** | 1.8 |
| **Hispanic or Latino** | 23.2 |
| **Native Hawaiian or Pacific Islander** | 0.9 |
| **White** | 62.5 |
| **Two or More Races** | 1.8 |
| **Socioeconomically Disadvantaged** | 28.6 |
| **English Learners** | 8.9 |
| **Students with Disabilities** | 100 |
| **Foster Youth** | 0 |

## 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** | **14-15** | **15-16** | **16-17** |
| **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** | **14-15** | **15-16** | **16-17** |
| **With Full Credential** | ♦ | ♦ | |
| **Without Full Credential** | ♦ | ♦ | |
| **Teaching Outside Subject Area of Competence** | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|---|---|---|---|
| **Esperanza Special Education** | **14-15** | **15-16** | **16-17** |
| **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

| 2015-16 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 2016-17)**
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).

| Textbooks and Instructional Materials Year and month in which data were collected: October 2016 | |
| --- | --- |
| **Core Curriculum Area** | **Textbooks and Instructional Materials/Year of Adoption** |

**School Facility Conditions and Planned Improvements (Most Recent Year)**
Esperanza Special Education School boasts a clean and orderly campus. Although the building is nearly 37 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: 11-1-16 | | | | |
| --- | --- | --- | --- | --- |
| **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 | | | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| **Electrical:** Electrical | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| | CAASPP 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** | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science | | | -- | | | 77 | | | 54 |

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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 | 2015-16 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.

| | 2015-16 CAASPP Results for All Students | | | | | |
|---|---|---|---|---|---|---|
| **Subject** | **Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)** | | | | | |
| | **School** | | **District** | | **State** | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| ELA | -- | | 61 | 65 | 44 | 48 |
| Math | -- | | 48 | 50 | 34 | 36 |

\* 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.

| | 2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10) | | | |
|---|---|---|---|---|
| **Group** | **Number of Students** | | **Percent of Students** | |
| | **Enrolled** | **with Valid Scores** | **w/ Valid Scores** | **Proficient or Advanced** |

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded** |

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 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.

| | | School Year 2015-16 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 Met or Exceeded** |

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 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.

## 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 (School Year 2016-17)
Esperanza has an active Parent Teacher Association (PTA) and School Site Council (SSC). Daniel Warner 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** | **2013-14** | **2014-15** | **2015-16** |
| **Suspensions Rate** | 0.0 | 0.0 | 0.0 |
| **Expulsions Rate** | 0.0 | 0.0 | 0.0 |
| **District** | **2013-14** | **2014-15** | **2015-16** |
| **Suspensions Rate** | 1.9 | 1.7 | 1.8 |
| **Expulsions Rate** | 0.2 | 0.2 | 0.1 |
| **State** | **2013-14** | **2014-15** | **2015-16** |
| **Suspensions Rate** | 4.4 | 3.8 | 3.7 |
| **Expulsions Rate** | 0.1 | 0.1 | 0.1 |

## 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.

| 2016-17 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 |

| 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** | .3 |
| **Social Worker** | |
| **Nurse** | 1 |
| **Speech/Language/Hearing Specialist** | .8 |
| **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.

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Average Class Size | | | Number of Classrooms* | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| Subject | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| English | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | |
| Science | | | | | | | | | | | |
| Social Science | | | | | | | | | | | |

\* 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.

## 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 Autism Spectrum Disorders, Developmental Disabilities and Behavior Intervention Strategies.

| FY 2014-15 Teacher and Administrative Salaries | | |
|---|---|---|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | $30,000 | $45,092 |
| Mid-Range Teacher Salary | $73,082 | $71,627 |
| Highest Teacher Salary | $98,840 | $93,288 |
| Average Principal Salary (ES) | $119,997 | $115,631 |
| Average Principal Salary (MS) | $128,306 | $120,915 |
| Average Principal Salary (HS) | $136,764 | $132,029 |
| Superintendent Salary | $285,286 | $249,537 |
| Percent of District Budget | | |
| Teacher Salaries | 43% | 37% |
| Administrative Salaries | 5% | 5% |

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

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|---|---|---|---|---|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 24335.83 | 22954.07 | 1381.76 | 106002.69 |
| District | ♦ | ♦ | 1381.76 | $80,136 |
| State | ♦ | ♦ | $5,677 | $75,837 |
| Percent Difference: School Site/District | | | 0.0 | 32.3 |
| Percent Difference: School Site/ State | | | -75.7 | 39.8 |

\* Cells with ♦ do not require data.

## 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.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|---|---|---|---|
| **Esperanza Special Education School** | **2011-12** | **2013-14** | **2014-15** |
| **Dropout Rate** | 0.00 | 0.00 | 20.00 |
| **Graduation Rate** | .00 | .00 | .00 |
| **Saddleback Valley Unified School** | **2011-12** | **2013-14** | **2014-15** |
| **Dropout Rate** | 2.40 | 2.50 | 2.50 |
| **Graduation Rate** | 95.33 | 94.70 | 95.03 |
| **California** | **2011-12** | **2013-14** | **2014-15** |
| **Dropout Rate** | 11.40 | 11.50 | 10.70 |
| **Graduation Rate** | 80.44 | 80.95 | 82.27 |

| 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% |

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|---|---|
| **UC/CSU Course Measure** | **Percent** |
| **2015-16 Students Enrolled in Courses Required for UC/CSU Admission** | 0 |
| **2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission** | |

\* Where there are student course enrollments.

| 2015-16 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** | | |

| Completion of High School Graduation Requirements | | | |
|---|---|---|---|
| **Group** | **Graduating Class of 2015** | | |
| | **School** | **District** | **State** |

## 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

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