

# Esperanza Education Center

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

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



Education Center

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

Saddleback Valley  
Unified School District



### Saddleback Valley Unified School District

25631 Peter A. Hartman Way  
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#### District Governing Board

Suzie Swartz, President  
Dr. Edward Wong, Vice President  
Amanda Morrell, Clerk  
Barbara Schulman, Member  
Greg Kunath, Member

#### District Administration

Crystal Turner, Ed D.  
**Superintendent**  
Dr. Terry Stanfill  
**Assistant Superintendent, Human  
Resources**  
Connie Cavanaugh  
**Assistant Superintendent, Business**  
Laura Ott  
**Assistant Superintendent,  
Educational Services**  
Mark Perez  
**Director, Communications and  
Administrative Services**  
Dr. Ron Pirayoff  
**Director, Secondary Education**  
Liza Zielasko  
**Director, Elementary Education**  
Dr. Diane Clark  
**Director, Special Education**  
Rae Lynn Nelson  
**Director, SELPA**  
Dr. Francis Dizon  
**Director, Student Services**

### School Description

Esperanza Education Center serves the entire Saddleback Valley Unified School District (SVUSD) and provides a diverse educational program for students with developmental disabilities, ages 14-22. 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. Our center's focus is on functional academics, independent living, vocational, community and recreation/leisure skills.

Vision Statement: Intentional Lesson Design, Student Engagement & Innovative Strategies focused on the 5 Domains: Functional Academics, Independent Living, Vocational, Community and Recreation/Leisure.

#### **Mission Statement:**

Esperanza Education Center is a dynamic campus that houses secondary and post-secondary programs. We are committed to the success of all students. We create a safe and supportive learning environment. We partner with the community to provide students with educational and work experience opportunities. We collaborate with students, parents, and community to meet our students' individual needs and prepare them for the future.

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

Rochelle Stewart, Coordinator/Site Administrator

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 8	1
Grade 9	5
Grade 10	3
Grade 11	9
Grade 12	5
Ungraded Secondary	85
<b>Total Enrollment</b>	<b>108</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.0
Asian	5.6
Filipino	1.9
Hispanic or Latino	27.8
Native Hawaiian or Pacific Islander	0.0
White	60.2
Socioeconomically Disadvantaged	26.9
English Learners	13.0
Students with Disabilities	99.1
Foster Youth	0.0

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Esperanza Education Center	16-17	17-18	18-19
With Full Credential	9	9	8
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1,157
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Esperanza Education Center	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

At Esperanza Education Center, 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). Our site uses Unique Learning Systems as our adopted curriculum as well as ancillary materials to address the needs of our students as determined by their IEP.

### School Facility Conditions and Planned Improvements (Most Recent Year)

Esperanza Special Education School boasts a clean and orderly campus. Although the building is nearly 38 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. A recent improvement of paving a student recreation area near the portables was completed in August 2018 and was paid for with district funds. A recent improvement in the garden by pouring an accessible pathway was completed in August 2018 and was paid for with PTA funds.

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: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	stained ceiling tile, to be replaced by plant foreman
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	light out, to be replaced by plant foreman
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	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.

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	--	--	64.0	65.0	48.0	50.0
Math	--	--	51.0	52.0	37.0	38.0

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Female	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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.

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**School Year 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	--	--	--	--
<b>Female</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

#### **Opportunities for Parental Involvement (School Year 2018-19)**

Esperanza has an active Parent Teacher Association (PTA) and School Site Council (SSC). 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. The principal sends out 1-2 School Messenger phone calls and/or emails each month in order to inform parents about the school's activities and ways to participate. Monthly newsletters and bi-monthly "Coffee with the Principal" are also provided to parents in an effort to inform parents about the activities at the school and ways to participate as well as seek feedback on parent concerns. To find out how to volunteer at our school, please contact our school office, at (949) 830-5470. Parents are also invited to connect with the school via twitter @esperanzaeagles.

#### **State Priority: School Climate**

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### **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. Staff was informed of emergency procedures on Staff Orientation Day, August 23, 2018 and throughout the year at Staff Meetings, Collaboration Days and Professional Development Days. Parents are informed of the School Safety Plan in a letter sent home at the beginning of the school year, which discusses how to pick up their student's from school on a regular school day and how to pick up their students from school in the case of an emergency. The SSC recommended an additional Safety Bulletin be sent home via backpack and School Messenger on where to pick up students in case of an emergency. The Safety Bulletin was sent home on October 26, 2018. A low fence surrounds the school, and staff members 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	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.9
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.8	1.8	1.9
Expulsions Rate	0.1	0.2	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

**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	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	
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. Staff members collaborate and consult with each other to work through difficult situations, plan for upcoming events, and discuss student issues during Late Start/Collaboration Days. Past staff development has centered on Autism Spectrum Disorders, Developmental Disabilities and Behavior Intervention Strategies for the 2016-2017 and 2017-2018 school year as well as Safety Plan training. Upcoming staff development is being developed based on student and staff needs in the area of behavior supports, engagement of students in the classroom as facilitated by Instructional Assistants. Facilitation of IEPs and thoroughness in the completion of IEP forms are an area of focus are also a focus for upcoming staff development. Staff Meetings for the 2017-2018 school year are also being used for staff development in the area of sharing engagement strategies or innovation.

Teachers have participated in Instructional Rounds as we focus on first best instruction.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$47,903
Mid-Range Teacher Salary	\$76,027	\$74,481
Highest Teacher Salary	\$102,824	\$98,269
Average Principal Salary (ES)	\$127,800	\$123,495
Average Principal Salary (MS)	\$133,873	\$129,482
Average Principal Salary (HS)	\$154,800	\$142,414
Superintendent Salary	\$270,000	\$271,429
Percent of District Budget		
Teacher Salaries	38.0	35.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	26940.22	25478.9	1461.32	94468.08
District	◆	◆	1461.32	\$83,025
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			0.0	12.9
Percent Difference: School Site/ State			-131.9	15.6

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Esperanza Education Center	2014-15	2015-16	2016-17
Dropout Rate	--	--	--
Graduation Rate	--	--	--
Saddleback Valley Unified School District	2014-15	2015-16	2016-17
Dropout Rate	2.5	2.3	2.4
Graduation Rate	95.0	95.7	93.0
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

### **Career Technical Education Programs**

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. Vocational opportunities throughout the curriculum are embedded in such activities as our recycling program, general office tasks, 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.

Some students, as determined by their IEP team, participate in paid or non-paid work experience.

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

Our high school offers courses intended to help students prepare for the world of work. You can find information about 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **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.