

ESPERANZA HIGH SCHOOL

FOCUS ON LEARNING

THIRD YEAR PROGRESS REPORT

**Esperanza High School
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**Esperanza High School
Anaheim, California**

SIGNIFICANT DEVELOPMENTS AT THE SCHOOL SINCE THE LAST FULL VISIT THAT HAVE HAD A MAJOR IMPACT ON THE SCHOOL OR SPECIFIC CURRICULAR PROGRAMS

It would be difficult to say that there has been any issue that has had a *major* impact on our school over the past three years except for the state budget crisis. We continue to grow in our API and AYP, have received the *California Distinguished School Award* and carry this pride into our classrooms. Our Administration and Leadership Teams are strong and stable. Our teachers are still attending workshops, though not as often. To offset this, our principal devised a plan for the district which provides us eight “Late Start Days” during which teachers participate in professional development or implement strategies and curriculum into their classroom or to work on WASC Action Plans. A committee is elected by the faculty-at-large. The whole faculty is asked to give input in the spring and the elected committee takes these ideas under consideration and converts the suggestions into the topic of the Late Start Day. A major school bond was passed, and we are in the midst of modernization-that is taking a little longer than planned. The Assessment Committee has developed annual surveys for the assessment of our ESLRS, we have a process by which we analyze our schoolwide data annually, and we have developed schoolwide writing and oral presentation rubrics. The Technology Committee has completed our DHS requirements and has statistics to show the implementation and benefits to students and staff. Our Reading Committee has directed Schoolwide Sustained Silent Reading, hosted parent/student test taking strategy nights, and will begin Content Area Reading Improvement training. The Relevancy Committee has held schoolwide sharing of best practices, developed an extensive resource for teachers to enhance and make relevant their curriculum with websites, speakers, and field trip suggestions.

Our staff is professional and works to ensure that all students receive a quality education. The district continues to support the efforts of the school and has looked to make monetary cuts in areas that do not affect student achievement. We understood three years ago that our Action Plans were not to include steps that would need a great deal of funding. We therefore have been very successful at carrying out the steps.

Funding: The state budget crisis is the number one issue that has impacted our school, as it has every other school. We, of course, in the past have enjoyed the luxury of DHS and 1882, money thereby allowing for many staff members to be included in staff development and training. We have looked from within for training and more creative ways to continue with programs and staff development to continue with the same degree of excellence that Esperanza has always offered. Next year we face more cutbacks and class size increases. Teachers are hoping for pay raises in the very near future and are concerned with increased costs for their benefits. Some teachers are concerned about the CLAD requirements looming next January.

Major Renovation: While an exciting annoyance, 64 teachers have been relocated to West Campus (we share two campuses by way of a bridge) and have been provided with new portables and new classroom furniture. This enables the school to renovate the 200 building which is home to predominately science labs, language arts and the Information Center.

The school continues to progress upwardly in scores of mandated testing (791 API). We are recognized as the 300th best school in the nation and the 53rd best in California based upon the quality of SAT and AP scores. Our teachers and our community are wonderful. For low performing students (identified basic, below basic, far below basic and those unable to pass CAHSEE) we offer tutoring after school and remediation within the classroom.

ACTION PLAN IMPLEMENTATION, MONITORING PROCESS AND ANNUAL PROGRESS REPORTS

Since the original Action Plans in 2001, we continue to implement and to progress through the previously identified needs and desires of the stakeholders at Esperanza. We continue to celebrate the quality of education that we offer at Esperanza. Our API has grown another 12 points and we are now at 791. We are flattered that the school was chosen as a *California Distinguished School* in 2002.

At Esperanza High School the Action Plan Committees have the primary responsibility for implementation of the Schoolwide Action Plan. The Schoolwide Action Plan is comprised of four areas: T.A.R.R. (Technology, Assessment, Reading and Relevancy). Each year we evaluate all data for a five-year time period. We investigate changes and look for developing patterns. With the stability and consistency that we experience at Esperanza, we are able to proceed easily with our Action Plans. We believe that the areas that we chose to work on are the core to improvements in all areas. The critical areas of follow up and key issues are embedded into our Action Plans. The previous Visiting Committee, headed by Scott Magnuson, reviewed our Action Plans and felt that addressing relevancy was not necessarily an area that we needed to focus on. After consideration from the Action Plan Committees and the Leadership Team, we chose to continue developing and carrying out the steps suggested in our Relevancy Action Plan. Additionally, even the areas mentioned as Key Issues in each Focus Group reported by the Visiting Committee are being addressed. The school's Focus Groups have meet every other year to accomplish tasks or to share "best practices." In 2001 our first task was to meet departmentally and to address each Criteria Area as the questions related to our other two ESLRs not specifically analyzed in the report for 2001. In fall of 2001 Focus Groups reconvened to discuss and document schoolwide findings. In fall of 2003 Focus Groups met in a Late Start Day format to discuss "Best Teaching Practices" a need in our Critical Areas of follow-up. Due to the size of our school, (135 faculty members plus 15 in counseling and administration plus 25 staff members, as well as parents and students), we have found that working in Action Plan groups and sub-groups of those committees to be much more effective. The Leadership Team also has primary responsibility for reporting progress on the action plans to all stakeholders.

The WASC Coordinator has the primary responsibility to suggest timelines, collect and report progress on the Action Plans, data and surveys to the Leadership Team, the school board, and the community at large.

The Leadership Team meets the first Monday of every month. The first topic of discussion is WASC/Action Plans, to insure that the entire staff is aware of the importance of the self improvement plans as well as to insure the progress on student learning. Each department chair completes a monthly checklist that ensures progress and accomplishment of the Action Plan. All members of their departments are requested to give input into these "Departmental Action Plan Checklists". These serve as evidence and as reminders of the tasks set forth in our Action Plans. Throughout the year the Leadership team oversees not only the implementation, but also the evaluation of the plans. Action Plan Committees meet throughout the year to work on specific steps either as an entire group or in sub-committees. Quarterly progress reports and updates are given to School Site Council. The School Site Council has adopted the Action Plans as the goals of the SPSA report and has supported the Action Plans through allocation of funds and involvement. The principal reports to the PTSA. In conjunction with the SPSA report the principal, assistant principal of curriculum and the WASC coordinator report yearly to the district Board of Education and the SPSA District Committee. The Activities Director reports to the ASB. Yearly progress reports, including status of Action Plans, five-year comparable data, student, teacher, parent surveys and Attainment of ESLR surveys are disseminated through our website to all stakeholders.

The actual yearly reports are composed by the WASC Coordinator after collecting end of the year reports from each Action Plan Committee and monthly progress reports on Action Plans and Key Issues from each department, with input from the School Leadership Team and other groups as their interest dictates.

Since the establishment of an ongoing improvement process, action plan committees and departments function under the following guidelines and timelines:

Fall: Meet to review specific goals and responsibilities for the year which were developed in the summer. New members are apprised of the goals and assigned tasks. The WASC Coordinator monitors the progress of the Action Plan Committees, keeps progress reports and data, and reports monthly to the Leadership Team, who also monitors the progress and reports to stakeholders.

Winter: Evaluation of progress on goals is on-going. Action Plan Committees make suggested revisions and continue to implement steps of the plan. The WASC Coordinator monitors the progress and reports to the Leadership Team monthly. The Leadership Team monitors the progress and reports to stakeholders.

Spring: All Action Plan Groups complete an evaluation of the Action Plans. The WASC Coordinator compiles the findings. The Leadership Team analyzes the progress. The Leadership Team meets in August prior to school opening to analyze and prioritize the needs for the next year, and goals are established by the administration and the Leadership Team to ensure progress in student learning and achievement of the ESLRs.

Since the state has had so many cuts in budget and our school does not receive any “title” funding, budget issues are not an issue in our Action Plans. Our Action Plans are funded by volunteer time by the staff and recently somewhat by our district Professional Development Academy.

Summer: The Administration meets with the WASC Coordinator, and then the Administration and Leadership Teams analyze data and review the progress on the Action Plan. Action Plan chairs meet with the WASC Coordinator to make suggestions to the Leadership Team. Goals and timelines are set forth for the coming year.

PROGRESS ON CRITICAL AREAS FOR FOLLOW-UP AND KEY ISSUES

SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP

#1 The school administration and faculty leadership develop a formal, comprehensive staff development plan that addressees the assessment of the Expected Schoolwide Learning Results, technology training, and reading instructional strategies. The plan will need to provide staff the necessary time to address these critical areas.

The focus of the any staff development must deal with areas of improvement noted in the WASC Visiting Committee report and/or our Action Plans and ESLRs. Every area of our Action Plan calls for staff development. The principal proposed, and the plan was accepted by the entire district, to provide teachers with eight "Late Start Days." This enables teachers one and one half hours per month to participate in staff development. The Staff Development Committee is chosen by the vote by the entire faculty. The committee then plans the agenda for each of the Late Start Days. The Leadership Team, after informing all stakeholders, approves of the plans. Some days have included alignment of curriculum by departments, sharing of "Best Practices", reading specialists, drug use awareness, brain development and implications in the classroom, common assessment preparation, and technology in the classroom, Action Plan tasks, and Focus Group tasks. The district offers two "Buy Back Days" which offer us extensive training. Additionally G.A.T.E. and the district Professional Development Committee are involved in offering staff development and training. The district and county Technology Offices offer monthly training.

The first two years after the visit we were able to use DHS funds and 1882 funds. When teachers individually attend staff development, they report back to their departments and interested individuals. As all schools have felt, the lack of these funds has hindered our professional development. The advent of the Late Start Days and district ran in-services have helped to continue the teachers' desire for continual self-improvement. One of the Content Area Reading Plans for next year calls for creative implementation of time available through off period training in identified similar groups.

The entire staff development report is attached in "Aztec Highlights" at the end of this report.

#2 Teachers implement student-centered instructional strategies in all classes that will carry the rigorous curriculum and expectations to students in all college-preparatory and basic level classes.

For the past three years, departments continue to align their curriculum to the state standards and/or frameworks and to tie their curriculum to the ESLRs. The actual “paper” process was 100% completed after the first year. Departments are now developing quarterly common assessments that will be used in the 2004-2005 school year to assess the success of attainment of the standards in each department at each level. Multiple methods of instructional strategies and assessment are incorporated into their plans. The administration has requested lesson plans four times a year for the past two years from each teacher identifying the state standards/frameworks in each department, which, if any technology was used by the teacher and/or by the student, and which ESLR was being addressed. The lesson plans submitted in June this year will focus on the instructional strategies implemented. The entire faculty participated in a “Best Practices” in-service at which Esperanza staff shared successful strategies in the classroom. The faculty also participated in a sharing of instructional strategies district wide this past winter. Next year the faculty will once again participate in classroom observations. All data shows improvement for all subgroups and all students. Our CAHSEE results demonstrate that only 27 students in E/LA and 93 students in math (not percentage); out of the three “practice” years of students, have yet to pass the exam.

Refer to 5-Year Data Report attached in appendix.

#3 *The school administration, Leadership Team, and faculty implement the site technology plan that will result in improved student reading scores, student and staff computer expertise, and powerful teaching techniques.*

Technology training had been a part of the staff in-service programs the first two years after the visit with the availability of DHS funding. Almost all teachers were trained in level 1 of CTAP, and most teachers completed level 2. Teachers have participated in on-line surveys with CTAP demonstrating knowledge and usage in the classroom both by the teacher and by student. The results demonstrate that more than 85% of teachers use technology on a regular basis. Further evidence of this is in administrative observation, student and parent surveys, as well as from the Superintendent's Annual Survey. The addition of 120 wireless laptops for use in all classrooms is another way that teachers at Esperanza implement technology in the classroom. Although we are undergoing extensive renovation this year, in the past all of our computer labs have been used to almost one hundred percent capacity. Most teachers use technology for classroom management. Most teachers use email to communicate with parents and almost fifty percent of the staff maintain websites either through the EHS website or their own. Four times a year teachers are requested to turn in lesson plans identifying technology used in the classroom. The first two years after the visit we had three staff members to aide in the area of technology. This year we have one part time staff member who is available for technology questions or repairs. The district maintains a full time staff to assist all schools. All non-tenured teachers receive technology training through their BTSA support group. All teachers are encouraged to become more technology literate. Students are benefiting from staff training as teachers incorporate more usage of technology as part of their methodology and instructional practices, and as the availability and teacher usage of technology has increased on campus, student use increases. Students and teachers report that technology is continually used more both by teachers and students throughout the curriculum. Our average student/computer usage is 4:1. In the Library (Information Center/Media Center) the librarian has tracked student usage: 1565 students on an average per month use the computers and an average of 410 classes per month use the library. The construction in the 2003-2004 school year has impeded this use. The Library should be ready in the Fall of 2004. All classes with the exception of the Multi-Purpose Room and the Dance Studio are wired for Internet. With the lack of funding for DHS, it will become more difficult to continue training and also the upkeep of our technology as well as the acquisition of software. Our Action Plan calls for a specific area for Technology.

Refer to 5-Year Data Report attached in appendix.

#4 The school administration, Leadership Team, and Focus On Learning Committee chairs develop a systematic method of assessing all students for each Expected Schoolwide Learning Result so that curricular changes and resource allocation can be linked to student achievement of content standards and the learning Results.

The Action Plan Committee-Assessment and Accountability had the task of developing a systematic method of assessing all students for each Expected Schoolwide Learning Result. The Committee completed the task the first year, and we are currently in our third year of administering the survey to all students. The committee worked for many hours and many days to develop the survey. Our benchmarks for our ESLRs served as the basis of the survey. After the survey was developed by the committee, the survey was taken to the Leadership Team and Administration for approval. After suggestions were made, the first year survey was given to all students. After that survey we adjusted the survey again for questions that were unclear or redundant. The basic premise of the survey stayed in tack. The second and now the third survey have been given. The results of the survey demonstrate that all of the ESLRs and their sub-categories are being accomplished by a minimum of 85% of the students, and all ESLRs and their sub-points with the exception of 5 areas are being accomplished by at least 90% of our students. While we are beginning to use the results for curricular changes, when appropriate, we felt that it was very important to have a base line and comparison year in order to make suggestions for adjustment to our curriculum. Curriculum adjustments come particularly from results from CAT 6 and CAHSEE. Since we do not receive "title funding", the resources that we do have are allocated to areas of need as identified by test results and analysis of data. Curriculum is revisited as state standards change.

The survey is attached in the appendix.

#5 That the administration broaden the decision-making process to include parents, students, and community relative to review of schoolwide assessment data, achievement of the ESLRS, and allocation of resources.

The decision-making process at Esperanza includes an Administrative Team-composed of administrators and counselors, a Leadership Team-composed of department chairs, administration, two counselors, the WASC Coordinator and teachers if they would like to attend, a PTSA-composed of the principal, two teachers, parents and students, ASB-composed of an activities director and students, a Site Council-composed of an administrator, three parents, three teachers, and two students, and a Staff Development Committee-composed of seven elected teachers. All Focus Groups are composed of an administrator, counselor, parents, students and teachers. All Action Plan Committees are composed of an administrator, a counselor, students and teachers. The reality is that we do not have as much parent involvement in our Focus Groups nor Action Plan Committees as we would like. This is an ongoing problem for all schools. We are investigating ways to have more parent involvement. Most meetings are held after school at 3:00. These groups, while they do not meet formally with each other are kept apprised of all aspects of the school life. They are conferred with for decision-making and budget allocation when appropriate. All groups have the opportunity to review schoolwide data and assessment of the ESLRs. All surveys, all schoolwide data, and assessment of the ESLRs are available on the EHS website for all stakeholders and the community.

KEY ISSUES: VISION, LEADERSHIP AND CULTURE

- **That the administration broaden the decision-making process to include parents, students, and community relative to review of schoolwide assessment data, achievement of the ESLRs, and allocation of resources.**

See Critical Area of Follow-up # 5 above.

- **The development and implementation of a comprehensive professional development plan, based upon identified student needs, focused upon increasing achievement of the ESLRs.**

See Critical Area of Follow-up #1 above.

- **Continue to address concerns related to cheating and substance abuse among students.**

Our ASB continues to offer outstanding programs such as “Every 15 Minutes” and “Breaking Down the Walls” to address substance abuse and acceptance of diversity. We had a CCR last year that took place during “Breaking Down the Walls” and the Visiting Committee was very impressed by the program that encompasses 50% of the student population every two years.

The cheating policy is being reviewed again and will be placed in the student handbook. Teachers wish for a more rigorous interpretation of what cheating is and the follow through for those who break the rules.

KEY ISSUES: CURRICULAR PATHS

- **Establish a college/career center to provide resources for college preparation and career information.**

In the spring of 2002 the Career Center opened after an extensive planning year. The vision of our assistant principal, the entire administration team and the TOSA responsible for the center made this a reality. The Career Center is available to students, parents, classes and staff. There are 35 computers available. This past year the Career Center Guidance Counselor was successful in obtaining a grant to continue the work at the center since the state cutbacks would have affected the center's hours drastically. The Career Center offers job shadowing, visits by colleges and universities, career inventory assessment, college and university searches as well as training in college, CSU, UC application process.

KEY ISSUES: POWERFUL TEACHING AND LEARNING

- **The establishment of rubrics in all courses to determine the degree of achievement of ESLRs and to allow students to recognize the expected level of achievement.**

The Action Plan Committee for Assessment and Accountability worked this year to gather and construct schoolwide rubrics for writing assignments and oral presentations. The committee presented the rubrics to the Leadership Committee who was to ask for feedback from their department. After receiving feedback the Assessment Committee finalized the rubrics. There will be full faculty training in the Fall of 2004, and the rubrics will be implemented schoolwide. The social science and science department as well as AP teachers may have a slight variation to their writing rubric since they necessitate an accuracy component and this needed to be taken into account. Department specific rubrics will also augment these new schoolwide rubrics. Teachers will be submitting graded lessons to the principal for follow-up.

- **To make technology an integral teaching tool across the curriculum in the learning process for all students at all levels.**

See Critical Area of Follow-up # 3 above.

- **To ensure that all students receive organized instruction on the use of technology to gather, organize, and communicate knowledge, with evidence that students are, over time, becoming more adept at these skills.**

See Critical Area of Follow-up #3 above.

- **The development and use of more learning activities that are relevant to student interest, have incorporated student input, and which make the connection between academic and applied content so that students see the relationship to their own lives and to their planned careers.**

The Relevancy Committee has been gathering information and resources for the first two years. This year the committee, primarily with more than 100 students' input have put together a booklet for teachers that includes "relevancy" or a connection to their own lives, possible field trips to demonstrate the relevancy, speakers, web-sites and lessons that the student think would be "fun" and "relevant." These were developed for every subject taught at Esperanza. The document also includes all paperwork and procedures necessary for teachers to carry through with the activities easily. Creative answers to funding for field trips are being explored.

- **Staff development training and time for formal collaboration and informal observation to maintain and enhance the rigorous curriculum for all students.**

See Critical Area of Follow-up #1 above.

The faculty would still like more time for observation and collaboration. The programs (Reading Improvement in the Content Areas) that are sited for 2004-2005 will include collaboration and follow through. The Leadership Team has also approved "Classroom Observations" again for next year. The Action Plan-Relevancy Committee would like to carry through with these observations by offering teachers a time in which they could meet to talk about what they saw. Money restraints will make this difficult (subs or paid time); however, the committee is creatively looking into common conference periods and rotating subs.

KEY ISSUES: SUPPORT FOR STUDENT ACADEMIC AND PERSONAL GROWTH

- **More parents involved on decision-making committees.**

See Critical Area of Follow-up #5 above.

KEY ISSUES: ASSESSMENT AND ACCOUNTABILITY

- **Use of ESLRs to drive the school's development programs and allocation of resources.**

See Critical Area of Follow-up #4 above.

It would be untrue to say that the ESLRs drive the school's development programs and allocation of resources. The data derived from the CAT 6 and CAHSEE and their evaluation and the standards, drive the school's development and allocation of resources. The ESLRs are considered as part of this evidence.

- **Inclusion of all stakeholders in the school committees.**

See Critical area of Follow-up #5 above.

Indicate what impact the Action Plan has had on the quality and level of student learning

After this report was prepared, the Leadership Team and other faculty members were asked about what impact the Action Plan has had on the quality and level of student learning. Briefly summarized...“Focus”. The plan has given our school a focus by which the entire staff, students and community can work together for ensuring success and excellence for all students at Esperanza High School especially in the areas of technology, assessment, reading, and relevancy (T.A.R.R.) We have grown another 12 points on the API scale. Our 2003-2004 “790” demonstrates, through standardized testing, superior academic preparation for all students. Our 300th ranking in the nation demonstrates superior academic preparation at the AP level. Our numerous league and state titles in sports demonstrate the quality of a superior sports program. The numerous awards and recognitions won in Fine Arts also demonstrate the well-rounded quality education available to every student at Esperanza High School. The Action Plan has served as our map and as a guide to reach even higher goals while we continue to be a school “Where Excellence is a Tradition”.

From our principal: The plan contributes a “focus” to our overall campus goal of improving reading and comprehension. The Action Plan has provided a catalyst to pull together the many components necessary to improve learning. The entire staff and students are working together on how to become better readers. By collecting evidence we know what is important in each area, to focus on the Standards, and that we are addressing concerns in the results of the standardized testing.

Other comments:

The Action Plan has positively impacted the quality of learning at EHS although some parts may be difficult to quantify. The SSR program has dramatically impacted student interest/involvement in reading. School wide rubrics and common assessments will allow teachers to uniformly concentrate on uniform academic standards. Continued emphasis on technology has created an environment of information literacy as well as utilizing the computer as a tool for productivity and communication for all students.

The teachers are talking. There is dialogue and discussion about assessment. There is an awareness about things we “should do.”

Intentional plans create growth.

The focus on standards-based instruction and emphasis on reading in the content areas have affected positive statistical results and appreciation of reading.

The Action Plan has provided accountability to someone higher (WASC). Rubrics will help students understand the assessment in writing and oral presentations and become more meaningful to the students. ESLRs are tying the learning process to the schoolwide goals. There has been a significant change in teaching. Even our release lists for students going to off campus activities must state the ESLR being accomplished. The Action Plan has asked us to look at how we teach.

SSR promotes reading. At the end of tests students, even in the lower-level classes, are taking out books to read. They seem to enjoy reading and want to read. There has been an increase in computer use.

The Action Plan has focused the faculty on specifics to be addressed. Even veteran “hardened” teachers are asked to look at their curriculum. By changing the ways we say things the students understand more.

We have always been an excellent school the plan verbalizes what we have been doing.

SSR has tremendously helped. The students are reading more on their own than before. Our evidence collecting confirms the excellent things are going on here at Esperanza.

There is awareness. Using new strategies, tying instruction to real life.

The Action Plan has helped us focus as educators in areas where we need to spend more time and energy. The teachers working in small groups with other teachers and the sharing of ideas with other educators has been a side benefit.

Teachers are more focused so it makes it easier for the students to learn.

This report has been accepted and approved by the Placentia-Yorba Linda Unified School District Administration and the School Board.

All members of the administration and Leadership Team have received the full report.

All staff members and School Site Council have received the “abridged version” of the report and are aware that their department chairs and administration have the full report available or that they may obtain a full report.

The full report is on the EHS website.