

***B-1 To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results. Through standards-based learning (i.e., what is taught and how it is taught), the ESLRS are accomplished?***

WHAT IS IN PLACE:

The Esperanza staff has worked diligently to align curriculum with both state content standards and expected schoolwide learning results (A.B.L.E.). Each department has written updated course descriptions for all courses that include the standards and incorporates the ESLRs. These course outlines have been approved by the school board and are on our web site and in curriculum guides. To ensure mastery of the standards in each department, all courses have developed and are in the second year of implementation of quarterly common assessments. After administering these assessments, teachers meet by similar course to revise lessons. Lesson plans and evidence sheets demonstrating achievement at high levels have been used by San Diego State as exemplary models for ensuring that all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports attainment of the standards and of the ESLRs. We implemented a schoolwide writing rubric (based upon the SAT rubric) and an oral rubric two years ago. This ensures that all students are aware of our expectations and are held to the same rigor. Coherency is facilitated by its use by all teachers. Individual teachers also employ other rubrics based upon the individual lessons at times. Evidence gathered by student and teacher observation validates the fact that teachers are teaching to the standards and address the ESLRs.

**832 API!**  
**37<sup>TH</sup> in California!**  
**California Distinguished School!**

Our outstanding API of 832, with all subgroups additionally scoring very well, points to the success of the educational experience offered at Esperanza.

Our goal is to help EVERY student succeed at a high level. On an average, 69% of our students are proficient or above in

**81% ten-year AP Pass Rate.**

English/Language Arts and 61% are proficient in math. Our focus the next six years will be on the students scoring below proficient with special programs and interventions for those students. Our AP pass rate is over 81% for a 10 year span.

More than 1,100 exams were taken in 2005-2006. Our CAHSEE pass rate is excellent (89%-English/Language Arts and 91%-Math) demonstrating mastery of those standards.

<b>Evidence</b>	<b>Location</b>
Course Descriptions	Assistant Principal's Office
Lesson plans with teacher reflection	Administrative Conference Room
Samples of student work	Teacher rooms
Student, teacher, parent observations of lessons	Elwood's (E-1) room, appendix
Schoolwide Writing and Oral Presentation Rubrics	Teacher rooms, EHS website/rubric link
Course rubrics	Teacher rooms, EHS website/rubric link
Annual ESLR Surveys	Elwood's (E-1) room, appendix
PYLUSD Board policies	District website
School Profile Data	Chapter 1, appendix

Some integration among disciplines exists and the faculty desires to expand these projects and lessons. A few interdisciplinary projects are currently in place. Some teachers have been informally teaming, especially on short-term projects. Monthly department meetings and department chair meetings provide opportunities for articulation.

<b>Evidence</b>	<b>Location</b>
English and Soc Science integrated projects	Classroom
Physics rocket	Proctor (251)
Algebra II /Hot Dog cooker	Kersten (P-50)
Multi- media projects	Most classrooms
Research projects on careers	All career exploration teachers' files
Department Minutes	Department Chairs files/ website
Career presentations in all subject areas/ Career Day	Elwood (E-1)
Sharing of "Best Practices" between departments	Late Start Days

A variety of programs exist to provide all students with access to standards-based curriculum. These include a small (83 students total) English Language Learners (ELL) program, a full immersion Special Education Program (198 students), thirty-four Honors and AP classes, college prep classes, and fundamental classes in the core disciplines. It is interesting to note that the ethnic distribution in upper level math and science courses is equally representative. An average of 51% of our students are enrolled in these courses, ethnically as well.

**% of Students Enrolled in Upper Level  
Math and Science Courses by ethnicity**

(Percent of the total school ethnicity - i.e. 43% of all the African Americans are enrolled)  
2005-2006

	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Total
% enrolled	43%	62%	54%	64%	51%	57%	50%	51%

English Language Learner and Special Education students are involved in the same rigorous and coherent curriculum adjusted to their levels. For example, the ELL students read *Great Expectations* and *Romeo and Juliet*, as did the honor classes. The degree of difficulty varies. Students are taught to think conceptually and this can be seen in applications, in projects, and in presentations. Teachers, parents, and students were able to observe the different levels of student work during a Gallery Walk.

Students are taught to solve problems in labs, projects, assignments, group work, simulations, and through higher level questioning. The staff feels that they would like to investigate a way to present more “depth” in the college prep and fundamental classes.

Through investigation of data, parent, teacher, and student surveys, and Focus Group discussion, there is a desire to focus more on the student in the middle. While proficiency rates at Esperanza are excellent, we know that our honors students and special education students receive extra special attention. Because of this, EHS would like to organize and enhance programs in the coming six years to address the middle child. All students participate in Sustained Silent Reading daily.

School-wide Sustained Silent Reading Program.  School-wide Writing and Oral Rubrics
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Our counseling program, especially incoming freshman orientation and sophomore counseling, offers students the information necessary to help make wise educational and career choices when forming their the students Four Year Plan. Teachers design lesson plans based on standards. Our student release lists (to be excused from classes for off-site, school related activities) also include the standard and ESLR being addressed for the activity.

<b>Evidence</b>	<b>Location</b>
Cumulative file for each ELL student	Main Campus Office
ELD lesson plan; ELD content standards	Each teacher with ELL students/ EHS website
Special Education curriculum	Special Education classrooms
Counseling program student support programs/ log books	Counseling Office/ Each Counselor's office
Student Handbook	Counseling Office/EHS website
Student Planning Guide/4 year plan	Counseling Office
Release lists	Principal's secretary
SSR	Observations

Informal articulation occurs between teachers at Esperanza High School and Bernardo Yorba and Travis Middle Schools. On occasion all teachers from the three schools meet for articulation. Formal articulation occurs monthly between the principals of Esperanza High school and the middle schools at the district's Leadership Team meeting. The superintendent also holds monthly informational meetings (TAC-Teacher Advisory Committee) to apprise teachers of the events and developments at the district and other schools. The superintendent also holds monthly parent informational meetings with a parent representative from each school to inform all.

Some teachers would like to increase articulation with local colleges and universities as well as with our middle schools to have it be ongoing and meaningful.

<b>Evidence</b>	<b>Location</b>
Math placement for incoming EHS students	Math Department Chairs' files
English placement for incoming EHS students	Language Arts Department Chairs
Informal conversations between middle school and high school teachers concerning curriculum	EHS department chairs' rooms
Principal's Advisory Meeting Minutes	PYLUUSD Educational Services Office
Teachers' Advisory Committee Minutes	Nordwick (P-54)
Parents' Advisory Committee Minutes	Parent-Mr. Sofka

WHAT HAS BEEN STARTED:

There are three areas of critical academic need that have been identified based on the data in our community profile: literacy and numeracy, enhanced and organized interventions for all students with special emphasis on the mid-basic to below basic student, and the “mid kid.” Based on the *Focus on Learning* process, we felt that by working on overarching strategies to “Close the Gap” through literacy and numeracy for all students, with specific focus on students who are performing below the proficient level, we can improve all students’ academic, social, and emotional needs. We have come to the conclusion, based upon data from the state, classroom observations, evaluation of student work, surveys, and Focus Group and discussions that we need to enhance and organize programs in Literacy and Numeracy. By further improving all students’ skills in these areas we believe that we will produce a stronger student in all curricular fields.

Secondly, we want to investigate, plan and implement programs with special emphasis on the student that is mid-basic to below basic, while maintaining and enhancing programs for the far below basic. Esperanza does a great job of taking care of their upper level students, their ELL students, and their special education students. While maintaining that quality, we now have the desire to increase our focus on the student that is not in these groups or the “mid kid.” Within those areas of focus we need to investigate the percent pass rate for A-G requirements and Critical Thinking Skills.

73% of EHS enroll in A-G requirements.
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While we have a 73% enrollment in A-G requirements, only 49% of the student population graduates with full A-G requirements, albeit, much higher than district-29% and state-26% rates. We consistently ask the question, “What is good enough for Esperanza?” Is the A-G rate because of a fault in the curriculum, counseling, or simply, the cost of the university? Based upon student work and teacher discussion we feel that an added component to enhancing education for all is a re-focus on Critical Thinking skills. Supporting all of this is technology.

<b>Evidence</b>	<b>Location</b>
Leadership Team minutes	Principal’s secretary
Department Chair Meeting minutes	Principal’s secretary
Focus Group meeting minutes	WASC Coordinators evidence locker
P.T.S.A. minutes	P.T.A. President files
Teacher/Student Classroom visit sheets	WASC Coordinators evidence locker
Chapter 1, Community Profile Achievement Data	Chapter 1 of the Focus on Learning ESHS report/ WASC web site

In department meetings and focus groups, the departments have been examining ways in which their curriculum corresponded to the academic standards and demonstrates student proficiency of our ESLRS. The first three years of this past accreditation cycle teachers responded monthly to their department chairs about how they were supporting the Critical Areas of Need from the Action Plan and evidence of a rigorous, relevant, and coherent curriculum. Twice a year teachers discuss, in full faculty, schoolwide data which then moves to department specific data and an evaluation of the standards for every department. Twice a year for most departments, and more frequently for math, teachers line-item analyze their common assessments and make adjustments in their curriculum. Teachers have done classroom visits to other colleagues and have shared best practices. The following represents a sampling of their findings:

- In **Health and Careers**, classes were augmented with the PAL program presenting 9<sup>th</sup> grade classes with the “Youth Connect Program.” This program targets high school students’ access to alcohol and changing community norms and appears to be effective in reducing the growth rate in alcohol use in the intervention communities. This project is a three-year grant that implements strategies designed to correct misperceptions and to promote school connectedness. Our 9<sup>th</sup> graders job shadow and complete health projects, in which students are required to use their academic skills. Many guest speakers are a valuable addition to the Health and Academic Planning classes.

- In **Vocational Ed**, to assist all students with vocational interests we offer strong departments and standards aligned coursework in Auto, computers, Home Economics, Industrial Technology, Metals, Woods, Pre-Engineering, and various ROP courses. In Home Economics and Industry and Technology classes provide all students with hands-on, real-world experiences.
- In **Language Arts**, students write essays, maintain a four year portfolio, present oral reports, and complete four years of vocabulary lessons. All language arts students are exposed to the process of writing which involves *6-Way Paragraphs* and the Jane Schaeffer method. Sophomore English students have workbooks to assist in preparation for CAHSEE. Several language arts lessons are taught in conjunction with the librarian to make students aware of the vast array of resources available to them in the Library. All freshmen language arts classes spend a week in the library being trained on proper research techniques. Mechanics and grammar units are taught on an “as needed” basis at all levels. Some senior language arts teachers assign a Senior Self-evaluation Project in which students evaluate their 4 years at Esperanza and present a pictorial and self reflective product. Students present a project on a famous novel combined with multiple criticisms presented by other authors. The department has common assessments at each level focusing on writing competency and reading comprehension. To improve these common assessments is a goal of this department. A Humanities course bridges the Language Arts Department and the Fine Arts Department.
- In **Math**, the department offers a wide variety of choices to our students. They have already created common assessments and are quite advanced at analyzing the data. These exams serve to assist the teachers in accomplishing the standards and to also aid in advising students about future course selection. The Math Department uses placement tests from the college to ensure proper placement of incoming students. Activities such as cooking a hot dog in the Algebra II/Trig class by using parabolic reflectors to focus the sun’s heat and going out onto our campus and use a clinometer to measure the heights of various objects help to demonstrate the relevancy of the course and the usefulness of the tangent ratio. Math course offerings available to our students are business math, algebra, Geometry, Algebra 2, Trigonometry, Trigonometry/Math analysis, Calculus AB and BC, and AP Statistics.
- In **Performing Arts**, the art department requires art portfolios and digital portfolios. Every student is provided the same underlying skills. They actively participate in contests, art shows, and performance videos. These activities demonstrate the connection to the real world. Orchestra field trips connect students to live performances and career opportunities. Performances and competitions by all groups demonstrate the relevancy and the rigor of the program by integrating performance skills with the life-long learning skills of teamwork, leadership, and organizational abilities.

There are courses that include play production and musical-theater. More than 150 students participate in drama, 400 in vocal and instrumental music, and almost 600 students are enrolled in art classes.

- In **Physical Education**, students design a fitness plan. The curriculum has been redesigned to meet new guidelines concerning life-long learning goals in fitness and healthy life-styles. Dance performs in the community and takes master classes working with professionals.
- In **Science**, each content-area is collaborating on common activities, lesson, labs and assessments to provide access for all students to the state standards. Much work and discussion has gone on about adding science to the 9<sup>th</sup> grade curriculum. The AP Physics class went out to the field for a trebuchet project (catapult). Science students also complete research papers on periodic trends, participate in labs, collect data and organize it into tables and graphs and apply principles to real life situations. They also simulate earthquakes and animate gas particles on the internet. Classes create three-dimensional models of ocean topography.
- In **Social Science**, the common assessments were reevaluated last year with the results showing an increase in the percent of students being proficient on the CSTs. All classes use the research and writing techniques that the Language Arts Department uses. Teachers have a test bank of released STAR and CAHSEE examination questions. Some teachers informally collaborate with the Language Arts teachers on common topics. In Social Science students prepare a network on a president, war or person. The history students present a decade project designed to highlight cooperative learning. Additionally the social science students write essays involving critical thinking and the students participate in debates. Social Science classes require a non-American, non-European multimedia presentation.
- In **Special Education**, the teachers work within their department to offer the most rigorous, relevant, and coherent education for their students. Special Education works with ROP through the workability program which assists resource students with job placement, resume writing and interview techniques. Students are placed in the least restrictive environment as is appropriate.
- In **World Languages**, teachers strive to develop student interpersonal, presentational and interpretive communicative skills, while gaining knowledge of different cultures through the target language acquisition. Students have access to French, German, Japanese, and Spanish with the possibility of Mandarin being offered next year. Students practice the four essential skills in acquiring a second language daily. World Language students are taught essential study skills necessary to be successful in L2 which is most likely their first experience in L2. Some teachers maintain student portfolios. The department has also examined the European Model for second language acquisition.

The district curriculum guides were re-written last year by Esperanza teachers to reflect the National Standards and the state continuum. The department is examining ways to encourage students to remain in the program for three or four years.

The students are given opportunities to connect their language to the real world through cultural projects and immersion camps. The rigors of the courses are checked by quarterly common assessments and in the case of the German class, a national common assessment.

- **Peer observations** made during the spring of 2005 reveal that students were provided curriculum that prepares them for college as well as the workplace. We feel there is still a need to increase the students' involvement in vocational opportunities. Students were reading, taking notes, comparing responses with their peers and discussing the subject matter in small groups and whole class formats. Most teachers reported that the instructional and curricular goals for the class were made evident to the students through a written agenda or by oral discussion by the teacher. In our school we call this "SBC." Standard or goal stated, bell to bell teaching, and checking for comprehension.

#### ON THE HORIZON:

Currently, the development of cross-curricular lessons, projects and/or units is done on an informal basis. Options are being investigated to provide a more formalized system for cross-curricular study. Social science and language arts departments plan to formalize their alignment of content and curriculum.

EHS teachers integrate standards and expectations into their daily curriculum. A more formal system needs to be developed by each department to instruct students in the connection between curriculum, standards, and expectations.

The staff chose to begin focusing on improving the achievement of all students performing below Proficient on CST exams, as well as the "mid kid". We will continue to delve into this critical need while looking at the other critical academic needs (A-G requirements and Critical Thinking) beginning in fall 2007.

***B-2 To what extent do all students (including ELL and Special Education) have access to the schools' entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?***

WHAT IS IN PLACE:

Esperanza High School has eight counselors. Two counselors job-share. Seven of the counselors are responsible for one-sixth of the students, determined alphabetically. Another counselor is working with academically at-risk students and the Teen Parent Program. The counselors have primary responsibility for guiding students in the development of their four-year educational plans and for implementing the school discipline policies with the assistant principal.

<b>Evidence</b>	<b>Location</b>
Student Program Planning Guide	Guidance Office/ all EHS students/ web site
Organizational chart for the Counselors	Counseling Office

Each student's educational plan for the following year is determined in the spring, beginning in the eighth grade. During Eighth Grade Parent Night the counselors meet with parents to make sure they have the necessary information to guide their students in course decisions.

The counselors have devised a plan to make sure that each student is seen every year and given the opportunity to discuss their plans and to make any adjustments that might be necessary. For the ninth grade students, counselors present lessons to the Careers classes on career decision making and proper course choices with those decisions in mind.

During this time the students are helped to write a four year plan. In the tenth grade students and their parents are given the opportunity to meet and review their plan and make any adjustments necessary. Special attention is given at this time to those students who are not performing up to their ability and might be at risk of not graduating. For the eleventh grade students, the counselors meet individually with each student to check credits and to discuss college and career plans. This is also done for each senior to make sure they are on target for graduation and that they are taking the necessary steps for college admission and financial aid.

Each semester, the counselors visit all language arts classrooms to guide students in course selection for the next semester, review student transcripts, graduation requirements, college eligibility requirements, available internships, and current training opportunities. During the *Focus on Learning* process students and teachers expressed a desire to investigate ways that counselors might spend more individual time with all students each year. The enormity of 500 in their alpha range makes this a difficult task. Counselors have shared the 4-year plan with the entire faculty and have put together a notebook of all students' 4-year plans which all faculty can access. Students are encouraged to attempt a rigorous course of study. Students are able to change their course of study when necessary by making an appointment with their counselor. Individual meetings are held with students and/or their parents upon request and students can see their counselor on a drop in basis.

In order to qualify for an Honors or Advanced Placement class, a student must meet established prerequisites (district criteria). Any student who does not meet these prerequisites (criteria) but wishes to attempt one of these advanced classes may do so by passing a test (language arts) or by teacher permission for some Advanced Placement classes (social science, science).

<b>Evidence</b>	<b>Location</b>
Student progress reports, transcripts, planning forms, change request forms, waiver forms, etc.	Counseling Office
Counseling logs	Each Counselor
4-Year Plans	Counseling Office
Academic Dispatch	Counseling Office
Bulletin	Administrative Office/ posted in all classrooms
Interviews with English teachers concerning lesson planning to incorporate counselor presentations	English teachers plan books

The Individual Education Plan (IEP) process is in place for students with special needs. IEP meetings are scheduled annually for each student. Additional meetings are scheduled as necessary. EHS is also in compliance with the terms of 504.

Special Education Teachers provide regular education teachers with paperwork outlining the needs of the student. Periodically, teachers are asked to complete progress forms for the special needs students in that teacher’s class. Special Education teachers and trained aides provide support to regular education teachers. Special Education teachers are assigned as members of academic departments and attend some meetings.

<b>Evidence</b>	<b>Location</b>
PYLUSD Board policy governing IEP meetings`	District web site
Student IEP files	All Special Education Teacher’s case files
Student 504 plans	Counselors, in cum file
Student Notification	Mainstream teacher files of students with IEP’s

The CSF and NHS Tutoring Program supports “at risk” students and anyone who simply needs help. Successful students tutor other students Monday through Thursday, before and after school. All teachers offer individual help before and/or after school. Special Education and ELL usually have paid aides.

Student progress is monitored in several ways. Formal grades are given at the end of each semester. Grades are assigned quarterly. A progress report is sent home to each student every six weeks. The Aeries program will permit parents to review the child’s grades. Parents may request that teachers fill out a weekly report (“Blue Sheet”) on students.

Student-to-student tutoring by CSF and NHS students
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Parents may contact teachers either by phone or email to check on student progress. The counselors and the assistant principals inform parents of students in danger of not graduating by letter and phone call at the end of the first semester and following the second six-week progress report. Parents and students are then informed by certified letter following the second twelve-week progress report. The counselors and assistant principal invite these parents and students to conference with the counselors and the assistant principal.

<b>Evidence</b>	<b>Location</b>
Progress reports, weekly student reports, letter notifying parents of students in danger of failing.	Counseling Office
Teacher phone logs and email responses	Individual teacher files

ESHS has an academic program dedicated to career exploration. Beginning with our ninth grade Academic and Career Planning class where counselors work with students on their four year plan, students have many opportunities to investigate the different options open to them after high school. Among the options are activities such as Career Day, internships with local companies, ROP classes on and off campus and a ROP representative (EHS counselor) onsite. Career Infusion lessons are provided annually to all teachers in all classes to connect careers with each subject.

Through the ninth grade Academic Career Exploration class, students are given access to a system which they can use for self-assessment, career search and college search. This class focuses on technology, study and presentation skills. Some stakeholders have suggested that portions of the curriculum covered in Career Explorations should be moved to the eleventh grade or should be reviewed at that time. At this time, no decision has been made to make these changes. A highly effective Career Center was established since our last visit.

<b>Evidence</b>	<b>Location</b>
Career Exploration Lesson Plans	Career Exploration Teacher files
Career Infusion lesson	Nadine Elwood/all teachers' files
ROP Courses	Counseling Office
Career Day	Activities Office (School-to-Work Coordinator)
Tutor Sign-In Sheets	Library
Career Center Log Sheets	Career Center

In the tenth grade, counselors meet with students and their parents on an individual basis to begin the process of identifying post high school and career goals, to develop an individual high school plan, and to provide a packet of materials and resources for opportunities in four-year colleges, tech schools, ROP, and the military. In the eleventh grade, counselors visit the classroom to review and to provide other online resources for career and college information, provide a packet outlining these resources, and to review the junior calendar. PSAT results are given to each junior that takes the test and results are explained individually.

Students planning to attend a two or four-year college after graduation are given many opportunities to investigate the alternatives open to them. Representatives from most colleges and universities are on campus frequently. There are financial aid workshops, military representative presentations, and parent workshops to aid our students in making postgraduate plans. The Career Center! administrative assistant in the Career Center also arranges for field trips to College Fairs. There is software in the Career Center about career assessment that matches skills with personal interests. The software generates reports with a variety of careers. The counseling department sponsors events such as College Night, visits from various college representatives, application workshops, a financial aid workshop, and produces the quarterly Academic Dispatch, which contains important and timely information. For those students choosing to attend our local community college, placement tests are given at EHS and a field trip to the community college is arranged for these students to see the campus and to meet with their college counselors to plan their program. Students can also take placement tests and fill out their applications to local community colleges in the career center. There is a district-wide event each year called Pathways to the Future that is a career planning event involving over 30 different workshops and is held in the evening at a different high school each year.

<b>Evidence</b>	<b>Location</b>
Sophomore Counseling	Counseling Office
Academic Dispatch	Counseling Office
Bulletin	Administrative Office
College Night	Counseling Office
Financial Aid & Application Workshops	Counseling Office
Schedules of visits from colleges, military, and trade schools	Career Center
Community College representative log	Counseling Office/Career Center

WHAT HAS BEEN STARTED:

At EHS, we have integrated students with special needs into the mainstream fabric of our school. Special education teachers are members of appropriate academic departments.

Fundamental courses are now included in the academic area in which they belong.

A consistent process has been developed and implemented for qualifying students for all advanced classes. A standardized waiver process has been approved for those students who do not meet all prerequisites (criteria) and want the challenge of a more rigorous course.

In Special Education, students are provided resource teachers, an additional period during the day, if needed, in the resource room, and support from a variety of sources as required by their Individualized Educational Plan (IEP). These additional resources include tutors and one-on-one instructional aides in their regular classrooms. The school also has a psychologist who provides additional academic, personal, and career support to all students with special needs. All special education students have access to the core academic curriculum as appropriate for their IEP goals. The teachers in the special day classes collaborate with the resource and special education content-area teachers to align curriculum and classroom activities.

Special education teachers at times confer with content-area teachers to determine the most effective way to meet the learning needs of the students mainstreamed through out the regular program. All special education teachers are available for input when asked. Through collaboration and a focus on the curriculum, the special needs students increased their scores on the CSTs dramatically. More interventions for skill remediation and test-preparation for the special education students as well as with the general education population need to be in place as evidenced by analysis of these students' scores and grades.

Evidence	Location
Basic Course Outlines	Course Outlines/EHS web site, each teacher
Department Minutes	Principal's Office
Waiver	Student Program Planning Guide/Counselors
CST scores for Special Education population	WASC Chapter 1-School Profile

### ON THE HORIZON:

We need to address the needs expressed by juniors and their parents for guidance in beginning the process for choosing colleges or other post-graduate options. Students within our focus group pointed out that there are many students who need guidance in this area. Students do not have the opportunity to spend much time with their counselors on an on-going basis. Students reported less than 5 minutes per year each their freshman to junior years but much more their senior years.

We need to improve communication between the counseling department, staff, students, and parents. There is a prevailing opinion (students, parent, teacher surveys) that the counseling department is not consistently supporting the teachers and students; however, the evidence indicates otherwise.

***B-3 To what extent are students able to meet all the requirements of graduation upon completion of the high school program?***

**WHAT IS IN PLACE:**

Graduation requirements are clearly spelled out in the Program Planning Guide as are the criteria and prerequisites for each course. Counselors work with incoming freshmen during orientation to explain the requirements and the process. In the spring of each year, the counselors visit each English class to update students on their individual transcripts, what courses are still needed, and what opportunities are available beyond high school. In addition, counselors schedule individual student/parent conferences (Sophomore Counseling) in the spring of the sophomore year to begin to identify career or college goals, to develop an individual high school plan for each student, and to inform students and parents of college, tech school, vocational, and military opportunities. Parents and students can make an appointment with their counselor at any time during their four years at Esperanza to discuss educational and/or career opportunities.

<b>Evidence</b>	<b>Location</b>
Program Planning Guide	Counseling Office/ EHS website
Freshman Orientation agenda	Counseling Office
Counselors' Calendars	Counseling Office
Sophomore Counseling agenda	Counseling Office
Counselors' log books	Each Counselor's office

Students in danger of not graduating are able to make up some credits at El Camino Alternative School, summer school, or adult school evening classes.

<b>Evidence</b>	<b>Location</b>
Student Program Planning forms	Each counselor's office
Student request for change form	Each counselor's office

There are several course offerings that cover the core classes and opportunities for students to take electives (including 0 and 7<sup>th</sup> period courses). There is a need to examine the schedule of classes to offer more classes and to balance the distribution of students during the day. Students who wish vocational experiences have options from which to choose.

The Southern California Regional Occupational Program (SCROP) offers many opportunities. In addition, ROP also sponsors several on-campus classes, including courses in law enforcement, restaurant hospitality, metals, forensic science, graphic design, entrepreneurship, wood manufacturing, and computer applications. The fully equipped woodshop on campus offers classes for all levels of expertise. Esperanza offers courses to explore interests in various career pathways.

<b>Evidence</b>	<b>Location</b>
Course Description Catalogue and Master Schedule	Counseling Office and EHS website
SCROP course options and course descriptions, both on and off campus	Counseling Office (Nancy Coulter); EHS course outlines (EHS web site)

As part of the study of government and how it works, students from government classes may take part in a Student-to-Government Day, in which they shadow local government officials within Anaheim and Yorba Linda. The students are exposed to the issues the people who hold these offices face and the responsibilities of these offices.

<b>Evidence</b>	<b>Location</b>
Student-to-Government day instructions	Social Science Teachers

The English Language Learners (ELL) program at Esperanza is a very small (83 students), but effective, reflecting the demographics of the school and surrounding community. All students who fill out the language survey indicating that a language other than English is spoken in the home and then requiring more intensive language acquisition skills, are assessed at the district Assessment Center and then placed in ELL classes if appropriate. Those students able to function in mainstream classes are enrolled with a CLADed teacher. All other ELL students are enrolled with the ELL teacher or are on a “watch and consult” basis, depending on the needs of each individual student. The ELL teacher monitors the progress of students on “watch and consult” both formally (progress report forms) and informally (conversations with appropriate teachers).

Early Advanced and Advanced ELL students are mainstream with CLADed teachers.  
  
R-FEP of 22%.

<b>Evidence</b>	<b>Location</b>
ELL folders	ELD office
ELL mainstreamed student rosters	Each teacher with ELL students
ELD standards and lesson plan	Each teacher with ELL students
ELL student progress request	ELD teacher

In the spring of 2006, EHS tenth-grade students were given the High School Exit Exam (*CAHSEE*). 89% percent of the students passed the exam. Students who were unable to pass the English/Language Arts portion of the test were placed in support tutoring (*CAHSEE* English) in order to strengthen the skills they would need to be successful. After examining the data and discussing options, the English Department proposed a new class for ninth and tenth graders who meet the criteria. Called Fundamentals for English, this class is designed to provide additional support to students who score in the lowest quartile on the STAR test, have a “D” or a “F” in English, and are recommended by their teacher. This class was approved by the school board and was offered in the fall of 2002. Students who failed the math section of the *CAHSEE* were enrolled in a support class (*CAHSEE* Math). Teachers are interested in investigating a course in English and math that would supplant an elective in the student's schedule and that would not replace the student's recommended math or language arts course.

Core classes incorporate the released test items for the California Standards Test as a teaching activity to improve student outcomes. The district directors of curriculum just finished documentation showing the number of the questions on the CST and on the *CAHSEE* related to the standards being tested. The document also includes the workplace’s list of essential skills. Incoming ninth grade students who do not meet the placement criteria for Algebra 1 are placed into Algebra IA, where support for the *CAHSEE* is incorporated into the existing curriculum. Students in eleventh and twelfth grade who do not pass the math section of the *CAHSEE* after several attempts will be placed into a Math *CAHSEE* tutoring course. Students in both English and Mathematics who do not pass the *CAHSEE* on their first attempt are referred for one-on-one tutoring.

<b>Evidence</b>	<b>Location</b>
English and Math CAHSEE placements	CAHSEE folder in the counseling office
Language Arts minutes	Language Arts Department chair
Algebra 1A and 1B Course Outlines	Mathematics Curriculum (website and each Mathematics teacher)
CAHSEE tutoring program guidelines	Assistant Principal (Marshall)

Data collected from test results (STAR, *CAHSEE*, SATs), surveys, placement tests in math, and placement criteria in other departments provide information on student achievement and student needs. Esperanza High School has developed a schoolwide writing rubric based upon the rubric for the SAT and a schoolwide oral presentation rubric for use by all teachers. Yearly, the English Department develops an essay prompt and all students write the essay.

Using paid time provided by the district, the teachers then read and score the essays according to its rubric and determine who has passed the district established minimum proficiencies.

The Math Department uses the CSU Fullerton Mathematical Diagnostic Testing Placement exams for most courses.

The Math Department uses the CSU Fullerton Mathematical Diagnostic Testing Placement exams for most courses. These are standards-based exams administered by each math teacher, and sent to CSUF to be scored. Each student receives an individual print-out detailing strengths and weaknesses and each teacher receives a class analysis. Each spring students receive their individual analysis as well as their recommended math placement for the following year (based on their current math course grade, math placement score, and effort grade). All math teachers use common quarterly assessments. The Math Department uses item analysis for improved lessons and teaching. Each teacher designs their own chapter assessments and many identify the standards tested on each exam. All departments have and administer quarterly common assessments. Evaluation of the assessments varies from department to department.

<b>Evidence</b>	<b>Location</b>
Math placement results & exams	Math Department Chairs
District Writing Proficiency Tests	Language Arts Department Chairs
SAT, GSE, CAHSEE, STAR student and school data	Administrative Offices (binders); Elwood (E-1), website (WASC School Profile-Chapter 1)
Department exams for mathematics	Each math teacher & the Math Department Chairs

Communication and correspondence with parents happens regularly, especially with students who are in danger of not passing a class. In the event that graduation requirements are in danger of not being met, teachers begin by counseling and encouraging students. This is accompanied by follow-up with parents with offers of tutoring (by the teacher, by our students in CSF and NHS, or by paid tutors) and suggestions for improvement. Parents may initiate “blue sheets” (weekly progress reports by each teacher.) We supply parents with progress reports 4 times per year in addition to the quarter and semester grades. Counselors call parents and meet with individual students upon progress report review. This spring, by the time of the visit, our district will have implemented the Aeries software program. Parents will be able to access their student’s grades through a password and receive immediate grades.

Aeries software program!
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Most teachers also maintain websites with lessons and valuable tips and information. In the event that the student does not pass a course, counselors actively advise students of summer school. If a student falls too far behind by the end of 10<sup>th</sup> grade, students are counseled to make up their credits in our district’s alternative school, El Camino, which is a California Distinguished School. The student may return after he/she is grade equivalent in units. In order to honor our students that do well we award: teacher initiated notes and phone calls, PTSA Student of the Month most teachers, Principal’s Honor Role, Renaissance Program (3.0-3.9 and 4.0), Academic Recognition Assemblies, CSF, NHS, and Collegiate Scholar Program representing the top 7% in the entire district, Top 25 (4.0 students each year), and Senior Awards.

<b>Evidence</b>	<b>Location</b>
Blue Sheets	Counseling Office
Teacher phone logs	Teachers’ rooms
List of Tutoring Services	Career Center
Tutoring Hours Check-In Sheets	Library
CSF	Slack (B-2)
NHS	Nicholson (H-8)
CSP	Elwood (E-1)
Principal’s Honor Roll	Flynn (Admin)
Renaissance Program	Activities Office

WHAT HAS BEEN STARTED:

One area that the faculty and staff felt needed more emphasis during the past six year was connecting coursework with opportunities in the world beyond graduation. Because of this, our Action Plan Committee on Relevancy developed a template of career infusion/relevancy lesson plans to be integrated into the curriculum.

We have an effective and formalized bi-annual plan for reviewing student data in order to evaluate how well and to what degree our curriculum meets the needs of all of our students.

The data has shown us that we have a small but significant population of students whose skill level is below that required to pass the *CAHSEE*. We had already begun to address those issues by creating the *CAHSEE* tutorial class in English and math for those students who did not pass that portion of the exit exam. These courses will continue to be offered whenever necessary. However, teachers in the English and math departments feel that remediation is needed prior to taking the exam. This remediation would not only increase the likelihood of passing the exam, but would also provide more support for student success in the classroom. To this end, a Fundamentals English course has been discussed as an additional support to the ninth-and tenth-grade students' regular English. Some math teachers feel that another course prior to Algebra 1A may be needed.

<b>Evidence</b>	<b>Location</b>
English course outline	Language Arts Curriculum (website, each language arts teacher)
Algebra 1A and 1B curriculum	Mathematics Curriculum (website, each mathematics teacher)

ON THE HORIZON:

After evaluating students' test results we need to take the next step and enhance or organize various forms tutorial classes which may supplant an elective. Our principal is also being trained on small learning communities. By the time of the visit, our district will have implemented Aeries software for student records, which will ease the teacher workload and allow parents access to current information on their student's progress.

Teachers and staff will need on-going support for Aeries.

## *Areas of Strength*

- There is school pride in the fact that we are a **California Distinguished School**, have an **832 API (up 76 points over the past six years)** and are ranked **35<sup>th</sup>** in the state as well as in the **top 400 of US** in *News and World Report*. Programs currently in place are very successful.
- All students are enrolled in courses that are **standards-aligned** and meet the content area goals identified by the state of California or National Standards that lead to mastery of the standards and ESLRs.
- All students participate in a **rigorous, relevant and coherent standards-based curriculum**. The coherency of the curriculum and the education is evident at the end of four years.
- There is a **schoolwide writing and oral presentation rubric** used for assignments.
- All courses have, use, and evaluate **quarterly common assessments** to ensure attainment of the standards. Departments are committed to revising the common assessments.
- **Course descriptions have been revised** and published for all courses in *Curriculum Guides*. These guides are available in printed form and online.
- The number of **AP tests given and passed has doubled in 8 years to over 1100 while maintaining a high (81% or above) pass rate**.
- There is an ongoing process to gather evidence from teachers **demonstrating the quality of instruction at EHS**.
- **Counselors follow the National Counseling Standards**.
- The process through which **students develop their sequence of courses** is clear and appropriate. One area of particular strength is the Sophomore Counseling program.
- **The 4 Year Plans are available** to better serve students and their parents.
- **All information is posted on our website**.
- **A number of Southern California Regional Occupation Program (SCROP) courses are offered on campus** and are open to all students who are 16. In addition, some students are taking courses offered on the SCROP campus and their schedules at EHS are designed to accommodate them.

*Areas for Growth:*

- **Implement and enhance ongoing strategies and programs to support all students' performances on statewide assessments (CSTs and CAHSEE) and in the classroom.**
- **Support the needs of students who are neither classified as at-risk nor high achieving.**
- **Continue the refinement and assessment of the common assessments.**