

*E1 To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?*

WHAT IS IN PLACE:

The administrative staff, faculty and classified staff all work together to inform and involve parents and community members in the educational program at Esperanza High School.

Esperanza parents and students are represented on three standing committees:

School Site Council, Action Plan Committees, and Focus Groups.

Standing committees with parents and students: SSC, Action Plan, Focus Groups, DELAC, ELAC, PAC
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In addition, parents are a part of four other standing committees:

DELAC, ELAC, GATE Advisory, and Parent Advisory Committee.

Several active parent groups regularly participate in advisory and fundraising roles on campus that broaden the input from this stakeholder group: PTSA, and athletic and music booster clubs.

Through the EHS website and Aeries programs parents are able to monitor their students' educational program on a daily basis.

With PACE the school can send a specific message to the home of students to inform, remind or alert parents about up coming events.

**The following are highlighted, on-going avenues for sharing of information and concerns:**

- Aeries and PACE
- Articulation meeting for all incoming 8<sup>th</sup> graders in March
- "Ask the Experts"-Town Hall Meetings
- Back-to-school night
- Career Center
- College and Advanced Placement informational nights for parents and students
- Course outlines with teacher expectations are distributed to each parent
- Distinguished Aztec Academic Program
- ELAC, DELAC, and SSC quarterly meetings
- Fall and spring progress letters sent to parents of seniors to advise them of credit standing for graduation
- Financial Aid Night
- Formal counselor-student meetings

- Informational student-made videos for STAR testing
- Notification to all parents of students at-risk of failing the CAHSEE
- Parent-teacher-counselor involvement in IEPs, 504s and Student Study Teams
- PTSA, Booster Clubs
- Public Address system announcements daily in homeroom
- Quarterly newsletter sent home to parents
- School informational marquee
- School newspaper informs the community about campus events and solicits advertising from local businesses
- School website with activities, testing schedules, calendar, and e-mail addresses
- Senior Awards Night
- Spring progress letters sent to all parents to update them about their student on credit deficiencies
- Student of the month
- Teacher use of homework websites
- Weekly newsletters from the principal posted on the web site

**Community involvement is fostered through sponsorships, scholarships, sharing of resources, and community events:**

- Aztec Pride Day
- ASB holds a twice yearly International Days
- Breaking Down the Walls-devoted to creating a united campus
- Candidates from local universities complete their student teaching on campus every semester
- Career Day
- Collaboration with local newspapers and community publications
- College visits on campus
- E-Library-available to all
- Every Fifteen Minutes-drinking and driving program
- Forty hours of community service is required to graduate
- Guest speakers from neighboring communities and foundations are utilized for classroom education
- Interact Club
- Our facilities are rented by community groups and sports teams throughout the year through a permit-based program
- Our facilities and manpower are donated to professional teachers' organizations
- PAL-connecting our students with elementary students for tutoring
- Participation of students in community sponsored events through clubs, essay, art, and speech contests
- Performance groups participating in community events
- Red Cross is utilized for CPR and First Aid classes
- Red Ribbon Week
- ROP programs that connect the business community with our students
- STAR testing incentives-\$10,000 donated from our local community
- Students volunteer activities through service clubs on campus

ON THE HORIZON:

To continue our communication with our parents, as Aeries is available, it may be necessary to facilitate parent access to the program to those parents without computer access.

<b>Evidence</b>	<b>Location</b>
Aztec Highlights	WASC Report

***E2 To what extent is the school a safe, clean, and orderly place that nurtures learning?***

**WHAT IS IN PLACE:**

84% of parents surveyed feel our school is safe and orderly (parent survey #59). We credit this is to an assistant principal rigorously enforcing all school rules and regulations. The crime rate is very low. The Safe School Report does report an increase in incidents.

<b>Evidence</b>	<b>Location</b>
Safe Schools Report	Appendix
Student Referrals	Counseling Office
Student “Hours” program	Dean of attendance-Gary Farrell’s Office
Parent Survey	Appendix

The school regularly promotes an environment conducive to learning. School personnel work at maintaining an atmosphere that is (I) clean, safe, and orderly. The school community takes pride in providing an atmosphere of safety and security. We have a closed campus except for seniors who may leave at lunch. Disruptive behaviors are dealt with in a timely manner. The Focus Group felt a lack of emergency disaster supplies was a concern. The fire department has remarked that our sea containers (where our supplies are kept) have little supplies and access is a concern. Staff assignments during a disaster are also a concern. The Focus Group would like to see an increase in periodic drills and staff development/training regarding emergency disaster preparedness. Additionally, classroom teachers receiving CPR/First Aid training during the beginning of the year in-services was a suggestion. There are opportunities for teachers to receive training in the evenings on their own time.

<b>Evidence</b>	<b>Location</b>
Daily Custodial Meetings	Teacher’s Lounge
Emergency Disaster Preparedness Plan	All teachers’ rooms
Minutes	Focus Group Meetings-Shube C-2
Student Evaluation Teams (SET) Minutes	Counseling/Assistant Principal Maes Office

Activities are well planned and organized, cultivating a climate of caring and nurturing. This climate promotes an environment where students feel comfortable in learning and achieving ESLRs and academic standards. In turn, our high level of success is in part a result of this nurturing atmosphere. In the event that students should need further support there is a full time PYLUSD crisis counselor, psychologist and counselors as well as district level personnel who respond to parent, staff and student emotional needs when they have arisen. One parent expressed a concern with inadequate psychological support for students on campus; however, most other staff members did not feel this way. There is also a visible and valuable resource officer and campus supervisors.

<b>Evidence</b>	<b>Location</b>
District Support Personnel	District Office and on campus
Focus Group Minutes	Shube (C-2)

Schoolwide policies enforce and support a safe and orderly environment. The school has a zero tolerance policy in regards to drugs, weapons, alcohol, fighting and continued harassment. Some teachers feel a need for a more definite description of “zero tolerance.” There is a Dress Code in place. Some teachers would like to see the Dress Code enforced uniformly by all staff members; however, the consensus among the staff is that these policies are working to minimize behavior problems.

<b>Evidence</b>	<b>Location</b>
School/district Policies	Student binders, posted, principal’s office
Dress Code	Student binders, posted, principal’s office
Teacher Survey	Elwood (E-1)

The district finished extensive modernization of the school. Teachers were very flexible and understanding while we moved out of one building added 24 portables to “the Village” on West Campus and then moved back to the 200 building two years ago.

Modernization/remodeling steps accomplished:

- 200 building
- Library/media center
- Men’s and women’s locker rooms
- Men’s and women’s weight rooms
- Motorized bleachers in the gym
- 700 building - Foods/Home Ec. Wing
- Men’s restroom added to the 700 building

Unfortunately, money ran out and a large part of the 700 building, performance venues, and the administrative offices were not able to be modernized.

<b>Evidence</b>	<b>Location</b>
Modernization Notes	Principal's Office

Teachers and custodians keep individual classrooms in a clean, safe, and orderly manner. Some teachers expressed a concern about the time it takes to respond to work orders. This has been brought up to some of the custodial staff for improvement. Students demonstrate their pride by participating in a schoolwide Saturday clean-up called "Aztec Pride Day." The PAL group promotes cleanliness with a contest for students to paint trash cans to increase their visibility. The custodial staff has expressed a great desire to encourage students to clean up after themselves. The custodial staff immediately cleans up after every break and after both lunches. They requested more enforcement cleaning up by the administration and the counselors on duty during break and lunch. The custodians have also expressed a desire for some additional equipment to help with clean-up (paint sprayer machine and high pressure water sprayer/cleaner). Just recently we have seen an increase in minor vandalism. Another item the custodians have suggested for this report is surveillance cameras. Of course, the student restrooms, as in all schools, are an issue. This is reflected in the student survey every year.

<b>Evidence</b>	<b>Location</b>
Work orders	Patty Holmes Office
Interviews with custodial staff	Elwood (E-1)

Esperanza High School is a very orderly place, especially considering there are 3178 students. Having two campuses across the street from one another creates a potential lack of order; however, a procedure for having students orderly cross the street between main and west campus utilizing both the bridge and the crosswalk is implemented by the campus supervisors. Even on Career Day we can let students visit open classrooms for one and a half hours without any incidents. Teachers provide students with their classroom rules and expectations. There is a Student Handbook provided to incoming freshmen. The principal and his team visit all health and career classes to explain all rules and consequences. An updated staff handbook is provided to teachers every year. A safe and orderly campus is evident in the circulating security staff, a campus police officer, three assistant principals, eleven custodial employees and the published student conduct guidelines, dress code, and academic honesty policy.

An abundance of fun, educational and nurturing activities are available to students. We have over 30 clubs for students to become involved. We sponsor varying activities to meet the interests of all students.

- Aztec Pride Day
- Breaking Down the Walls
- Career Day
- Car Shows
- Character Counts
- Club Rush Week
- Creative Impulse Concerts and Magazine
- Every 15 Minutes
- Extreme Sports Week
- Homecoming week activities
- International Week
- PAL (Peer Assisted Leadership) and Best Buddies
- Red Ribbon Week
- 8<sup>th</sup> grade assembly/parent night

More activities are listed in E-3 and E-4.

<b>Evidence</b>	<b>Location</b>
Club Minutes and Activities	Classrooms of advisors
Activity Calendar	Activities Office-Kaylor

WHAT HAS BEEN STARTED:

We do not currently have a system to track the total number of referrals and detentions assigned by subgroups. We have an “hours” program in place for students to serve detentions. It is the district’s desire to pass another bond issue to build additional needed venues, (instrumental music, art facilities, dance, industrial technology, and an additional gym).

ON THE HORIZON:

Students need to display pride in their campus and self-police disposal of trash.

*To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?*

WHAT IS IN PLACE:

Trust and Professionalism

Collegiality is observable among all staff. Teachers at Esperanza High School foster an environment of trust and respect. The student survey comments indicate that students respect teachers who respect them. All stakeholders share an energy and enthusiasm and are dedicated to improving student learning through accomplishing the school’s vision and Single Plan for Achievement.

<b>Evidence</b>	<b>Location</b>
Wednesday Treat Day	West Campus
Friday Treats	Language Arts
Staff Club Activities	Castro(772)
Student Survey comments	Elwood (E-1)

Educational practices are regularly reviewed and discussed. There is an abundance of staff development through Late Start Days, BTSA, the PYLUSD Professional Development Committee, and the Orange County Department of Education. (See list of conferences, workshops, and training in Aztec Highlights). Faculty members can also request funds from their department chairs or the administration.

<b>Evidence</b>	<b>Location</b>
Staff Development Program	Assistant Principal Jimenez's office
PDE Express	Educational Service Center (ESC)-off site
Back to School In-services	Principal and district personnel
Department Training	Dept. Chairs' classrooms
County Training	OCDE
BTSA Training	ESC
Aztec Highlights	WASC Report
Student Teachers Bring in New Approaches	Seen at department meetings

All staff members are encouraged to try new approaches and are supported in their efforts to improve student learning. Staff expertise is valued and supported by administration, students, and parents. A positive working relationship exists between administrators and teachers. They work together to identify and solve problems related to teaching and student learning, such as creating incentives for students for STAR testing, to support what teachers are doing in the classroom. Most teachers feel comfortable going to administrators with concerns, and there is generally a quick and appropriate administrative response. Based on teacher's survey, over 90% feel they can talk to an administrator with relative ease (#84). The same survey shows that nearly 80% feel the administration gives them the support they need on discipline problems (#65).

<b>Evidence</b>	<b>Location</b>
PDE Express	ESC
New textbooks offer new teaching methods	Through Assistant Principal-Jimenez
BTSA program offers support and strategies	ESC-Plahy
Department provided funding	Department Chairpersons
Carl's Perkins Grant	IT Department/ AP Jimenez
Teachers' Survey	Appendix

Students feel their teachers respect and care about them both as students and outside the classroom. Based on the student survey, nearly 70% of the students questioned feel they have teachers who care about them (#18). Over 70% feel teachers are willing to give students individual help outside of class time (#22). Over 70% feel teachers treat them with respect (#65). Staff is encouraged to go beyond the classroom and act as coaches or

advisors for clubs and athletics (over half of our teachers act in this capacity). Most teachers maintain web-sites.

<b>Evidence</b>	<b>Location</b>
Student Survey	Elwood E-1
Observation	Classrooms
Teacher Websites	On-line

Over 90% of teachers surveyed feel they have a good working relationship with the students at our school (#35). Additionally, the students have a good working relationship with the counselors. Although sometimes it is difficult to see a counselor, students feel comfortable going to the counselors to ask questions or get help. Over 70% of the students surveyed feel their counselors support them and want them to learn (#29).

<b>Evidence</b>	<b>Location</b>
Counselor logs	Counseling Offices
Student Surveys	Elwood E-1, appendix

Furthermore, parents feel there is good communication between themselves and the school, and that they are a valued participant in their child's education. Back-to-School Night comments from parents (around 1800 parents in attendance) indicate flattering compliments about the school. Over 70% of the parents surveyed believe our staff is willing to listen to parents (#12). Over 80% feel they are a valued partner in their student's educational program (#14). 80% feel welcome at our school (#13). 79% of the parents would grade the school A or B.

<b>Evidence</b>	<b>Location</b>
Parent Survey	Elwood (E-1), appendix
Back to School Night Comment Sheets	AP Jimenez's office

Because some students have to be constantly reminded to pick up their trash, there does seem to be a problem in regard to students lacking respect for custodial staff.

### High Expectations:

Teachers and parents have high expectations for all students. Our students are challenged to their appropriate ability. Teachers and administrators collaborate through department chair meetings to identify and plan programs and

processes to help student achieve the expected school wide

1100 AP exams given!

learning results and the academic standards. Our

community, our parents, our students, and our staff all place extreme pride on being a

school known for academics, the arts, and athletics. Consistently, 96% of our students

pass the High School Exit Exam. We are proud to boast an 81% -ten year AP pass

rate1with twenty-two different AP courses, more than 1100 exams given to more than

550 students. We offer thirty-four different honors and AP courses. Our API score has

increased from 760 to 835 in 4 years, we continue with that same success this year. Our

API score places us 7<sup>th</sup> out of all high schools in Orange County and 35<sup>th</sup> in California.

55% of the senior class took the SAT 1 test. Our students scored higher then both the

state and national averages for both the verbal and math portions.

Ten seniors in the class of 2006 were selected as National Merit

185 Golden State  
Seal Merit recipients!

Semifinalists, and seventeen were selected as Commended

Scholars. 92% of our students enter college. The role that successful athletics plays in

providing an overall atmosphere of teamwork, hard work, and success is also integral to

our school. Schools without successful sports programs do not have the Aztec Pride that

you sense at Esperanza. 74% of our students are enrolled in courses meeting A-G

requirements and 49% graduate meeting these requirements. This is an area of concern

for us. There is a 25% reduction in students graduating with A-G requirements. This

will be a sub-component of our Action Plan. One hundred and eighty-five seniors earned

Golden State Seal Merit Diploma. Quarterly Common Assessments in each department

demonstrate mastery or the need for follow-up on state standards. There is a required

Careers class which includes study skills, comprehension literacy, a college unit, the

establishment of a 4-year plan to promote success, and review of the student handbook to

help prepare students to meet high expectations. Prerequisites for many classes exist to

make sure students are prepared to meet the expectations for higher level courses. Students participate in an annual survey to quantitative attainment of our ESLRs. We have found that almost 90% of our students, after four years, have attained the ESLRs through various school and community activities and lessons.

<b>Evidence</b>	<b>Location</b>
API	School profile
AP Coursework and Results	School profile
SAT Scores	School profile
Schoolwide data	School profile
Course entry requirements	District Course Outline
ESLR Survey	E-1

Accountability for student success is acknowledged and shared. Courses that do not fall under CST also feel responsible for the improvement of all students. In foreign language the teachers very seriously feel that they can “help” reading and writing skills. Careers, Health, and IT also feel a part of this shared student success. Some of the activities that we use schoolwide are the schoolwide writing and speaking rubrics, schoolwide SSR by which students read daily. Each curricular field is assigned a day and each class reads for ten to fifteen minutes. Thereby a student has a daily opportunity to read. There is a Learning Lab for resource students. Special Education teachers and programs support the teacher in the classroom. The special education teachers are helpful but spread too thin. We have staff development and in-service days with our own departments to discuss how to enhance learning in the core areas. Tutoring programs are in place to help students that need it. There is also a list of professional tutors available.

<b>Evidence</b>	<b>Location</b>
Writing and Oral Rubrics	Schoolwide
SSR	Observation, Data collected E-1
Staff Development	AP Jimenez’s office
Tutor Logs	Slack B-2, Nicholson (H-8), Library
Tutoring Lists	Counseling Office

Time and resources for these collaborative efforts are systematically planned for and provided. Over 80% of the teachers surveyed feel that the availability of teaching materials and supplies is adequate (#55). Over 72% of the teachers feel teachers are

regularly involved in the development of school policies (#76). Nearly 80% of the teachers feel they have a major role in curriculum development (#76).

Nearly 72% of the teachers believe that there is enough staff development to support their instructional needs.

<b>Evidence</b>	<b>Location</b>
Teacher Surveys	Appendix

Some concerns regarding improvement in the area of combined preps were voiced. This was evident in French, Japanese and Art. There is a lack of a RSP representative and a need for RSP representatives to work with some classroom teachers (RSP help is not always available depending on the period and/or the RSP teachers' teaching assignments).

<b>Evidence</b>	<b>Location</b>
Focus Group Minutes	Shube C-2

There is a concern about a need for better communication between administrators/department chairs and teachers related to teaching assignments. 44% of the teachers surveyed feel the faculty's instructional load is not equitably divided (#81).

<b>Evidence</b>	<b>Location</b>
Teacher Survey	Appendix, E-1

Continuous School Improvement

The Esperanza staff shares a common sense of purpose on improving student learning for all students. Although most teachers feel the communication between teachers and administration is generally adequate, a few teachers feel that some of their suggestions are not given serious consideration by the administration. When teachers' concerns cannot be met, the administration and department chairs need to strive to communicate more effectively why those concerns cannot be met. Many areas still need modernization-theater and music rooms (storage and size of facilities). Technology needs to be updated. This should be remedied by the end of the 2006-2007 school year. EHS promotes the ESLR's with extra curricular activities

<p>API score has increased more than 80 points over the past 6 years!</p>
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and academics. There has been a significant increase in our API score (760-835 over the past 4 years).

This is a great achievement due to the intricacies of increasing an already superior and an academically diverse student population of 3178.

We have been working in Focus on Learning meetings or Action Plan Committees for the past six years. We have initiated multiple activities in order to recognize the efforts of all students. We annually revisit our ESLRs, philosophy, and School and District Mission Statements. We have an excellent custodial staff and a trailer from the district office comes quarterly for repairs. Different committees look at school improvement continuously. Our schoolwide data is used to plan programs to increase student proficiency.

Examples of Standing Committees to promote Continuous School Improvement

<b>Committee</b>	<b>Representative</b>	<b>Location of evidence</b>
Action Plan Committees	All staff members, parents, and students quarterly	Elwood (E-1)
Curriculum Council	EHS Teacher, EHS AP of Curriculum and representatives from all school in the district meet quarterly with Director of Education quarterly	Jim Moore's office-DO AP Jimenez's office
DELAC-District English Language Acquisition Committee	EHS parent representative, ELD teacher, district wide representatives, DO representatives-meets quarterly	Ann O'Rourke's office at the district
ELAC-English Language Acquisition Committee	Parents, teacher, AP, students may attend-meets quarterly	Elwood (E-1)
Gate Advisory Committee	1 parent rep, 1 teacher rep quarterly	Elwood (E-1)
Leadership Team	Department chairs, all administration, 2 counselors, WASC Coordinator monthly	Principal's Office
Parent Advisory Committee	Parent representative from each school to meet directly with the superintendent and district personnel-meets monthly	Parent-Steve Sofka
PTSA	Parents, students, principal, teacher representative-meet monthly	PTSA President
School Site Council	4 teachers, 3 students, 3 parents, principal and AP quarterly	AP Jimenez's office
Staff Development Committee	Teachers elected yearly Semi-annually	AP Jimenez's office
Student Study Team/IEP-meets when necessary to review a student for Special Education	Teacher representative, special education teacher, counselor, AP, student, parent as needed	Counseling Office
Teachers' Advisory Committee	Teacher representative from each school to meet directly with the superintendent and district personnel-meets monthly	Dr. Smith's office

### WHAT HAS BEEN STARTED:

We have given “STAR Bucks” (rewards) to students who demonstrate effort during testing and also to those who demonstrate improvement in their results. We now use the STAR results in placement. Schoolwide SSR has given students and faculty an opportunity to read each week. We cannot directly relate it as one of the actions that helped to raise the API but our scores have gone up. To test attainment of the standards, we use quarterly department Common Assessment. Esperanza High School shows improvement through Aztec Pride Day when students, parents, and the faculty get together to clean up the school. We have a Late Start Staff Development Committee for professional development and improvement. The WASC process always results in the sharing of educational research among teachers. Our self-study Action Plan will reflect the plans for further growth. Students are involved in “SBC.” In most classrooms, Standards and Goals are visible daily, **B**ell to Bell teaching, and there is **C**hecking for Comprehension every 11-17 minutes. Our Common Assessments with refinement will further improve student learning by focusing on acquisition of the standards.

### ON THE HORIZON:

Through Focus on Learning we feel that the instruction and methods are in place for all students. We plan on a more precise identification of those students who are Basic or below. This will be reflected in the Action Plan. We recognize that we have a lot of ESLRs, Educational Goals, Mission and Philosophy statements are overlapping and hope to bring these statements together in a more concise form.

***E 3 To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?***

**WHAT IS IN PLACE**

The approach to guidance and counseling at Esperanza High School is schoolwide, focusing on students’ personal, career, and academic interests and goals. The guidance and counseling staff (or designated personnel) works with the students to look at prior experiences, and personal needs in relation to both academic courses and career interests. Counselors are available to students for personal/social counseling upon request on a daily basis. Conflict managers are trained students available to assist students with social issues. Career and academic interests and goals are addressed in a variety of ways. Counselors use *Scattergrams* with detailed college admissions and decisions on last year’s senior class admissions and denials. This helps direct students to appropriate colleges. The counselors update their accountability report card also. The students expressed a desire to meet with their counselors more regularly. The ratio of students to counselor is tremendous (500:1). The counseling program has been recognized nationally for its expertise.

<b>Evidence</b>	<b>Location</b>
Staffed Career Center	Career Center-Room 725
College Information Nights	On campus
Scattergrams	Counseling Office
SPARC	Counseling Office
ASVAB	On campus
9 <sup>th</sup> Grade Academic Studies and Career Planning Class	Counselors’ Records
10 <sup>th</sup> Grade Counseling appointments	Counselors’ Records
11 <sup>th</sup> and 12 <sup>th</sup> grade graduation and career planning with counselors	Counselors’ Records
EPIC schoolwide newsletter	Editor-Dave Tennant-Room P-55
Student surveys and interviews	Appendix

Counselors also work with administrators, teachers, and other members of the school community to identify students who may be at risk and to intervene effectively. Staff members are aware of all support services available to students on site, in the district, and

in the community. The counselors participate in the Leadership Team Meetings with administration and teachers on a monthly basis to convey support services information. At risk students are referred to counseling via the Student Information Team (SIT) process and individual referral.

<b>Evidence</b>	<b>Location</b>
School Profile Data	Focus On Learning Report-Chapter
Leadership Team Minutes	Principal's office
Student Information Team Meetings	Special Education Dept. Chairs' Rooms- Lang and Castro Rooms

Enrollment in classes reflects the diversity of the students. We offer over 433 course selections, including Honors, Advanced Placement, College Prep, Fundamental, Special Education classes, and English Language Learner support classes. Esperanza has high standards for Honors programs in art, English, music, math, social science, science, and world languages and eighteen AP courses. AP English Language will be added next year.

The Advanced Placement and Honors programs enrich the core curriculum and provide Esperanza students with the most rigorous curricular options. 17% of the total student population is enrolled AP courses and 37% of the student population is enrolled in honors and AP courses. 51% of our students are enrolled in upper level math and science courses. Of which, 43% of the African American population is enrolled. 62% of the American Indian population is enrolled. 54% of the Asian population is enrolled. 64% of the Filipino population is enrolled. 51% of the Hispanic population is enrolled. 57% of the Pacific Islanders population is enrolled and 50% of the White population is enrolled. The total ethnic population in the school is 33%. Our ethnic population is well represented in these advanced classes.

College Prep classes are available for students based upon CST scores or teacher recommendations. Fundamental courses are available to support students in passing the *California High School Exit Exam*. In addition to regular Fundamental Classes, we also offer special support for those students who are at-risk of not passing the CAHSEE. WE also hired a new counselor for these students. After evaluation of the data and student

work we would like to organize and enhance further intervention programs for the student performing below proficient.

Vocational courses are available both on campus and also at other sites through ROP. Students are able to access courses in the afternoons and evenings as well as courses in Police Science, technology, and industrial technology during the school day at Esperanza. Vocational courses are becoming more popular among EHS students. After Focus Group discussions and parent and student surveys, it was decided that we would like to pay more attention to this type of “mid kid” that may include a vocational ed component.

The Esperanza High School Special Education program supports approximately 171 students in special day classes and RSP classes. The department consists of ten credentialed special education instructors. Thirty two classroom aides also support the program. Additionally, we have a speech specialist, a psychologist, and a crisis counselor.

The English Language Development Program provides two periods per day of English support for LEP students who qualify based on their CELDT scores and Home Language Survey. With only eighty-three students in the entire school (of which only twenty-five are in these guided classes) our goal is comfortable and successful mainstreaming as soon as possible. Once students reach mid-Early Advanced they are mainstreamed to college prep classes with CLADed teachers if the student feels they are ready. If the student is at the Advanced level they are enrolled in college prep English. There is a fully credentialed in English Language Development teacher. There is an additional instructional aide supplied by the district for fifteen hours per week. More than twenty-five languages are spoken. This year 22% of the EL population was re-designated (versus 7% for the state). There are three special education students identified in the ELD program. New this year to Esperanza is a Teen Parent Program. Many new ELL students have been added to our program. The teen parents have special and varying needs such as child care, attendance, academic, and emotional support. The program is being evaluated to meet their needs better while maintaining the rigor of the course.

Other alternative support programs available to our students are: El Camino for alternative education and La Entrada, a progressive method to earn needed credits.

GATE students are counseled into our Honors and AP courses. Through the Collegiate Scholar Program, GATE students are informed of special competitions and activities that they might be interested in.

Students, whatever their abilities, receive continual encouragement to become proficient and advanced in the standards- based curriculum. Teachers are knowledgeable about their students' learning needs and modify their approaches to maximize the learning potential of all students. Departments administer quarterly standards based common assessments. Teachers evaluate results and adjust teaching to meet the students' needs. IEPs and 504 Plans are implemented to address the specialized needs of students with disabilities. Aides are available to assist teachers in monitoring student progress.

Teachers use a wide variety of approaches and teaching strategies and ensure that all students have opportunities both to be academically challenged and succeed in meeting all academic standards and expected schoolwide learning results. Differentiated instruction is utilized by some instructors.

Career development is also addressed at Esperanza. Many teachers have career infusion lessons. We hold an annual Career Day at which a hundred guest speakers from the community share information with our students in three different sessions. Teachers receive suggestions on integrating careers into their area of specialty. Career development is specifically addressed in the Career Guidance course. Career development is addressed through our Sophomore Counseling conferences. These are individual appointments with students and their parents to identify career and education goals and to develop a high school academic plan that will accomplish those identified goals. Again, the individualized learning plan is addressed.

Annual Career Day with 80 guest speakers.
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<b>Evidence</b>	<b>Location</b>
Schoolwide Profile Data	Focus on Learning Report-Chapter
Master Schedule/class rosters	Assistant Principal-Marshall's Office
Common Assessments	Principal's Conference Room
IEP and 504 Plans	Student Records
Differentiated instruction	Administrative observations/evaluations
Career Guidance Course Outline	District Course Description Guide- Assistant Principals Jimenez and Marshall's offices
Student career projects	Career Class Teachers
Sophomore counseling contacts	Counseling Office
Student and parent surveys	Elwood's (E-1) room, appendix
Career Day	Elwood-(E-1)
ROP Course Enrollment	Counselor-Coulter
ELD program files	Elwood (E-1)
ELD School profile	Chapter
Collegiate Scholar Information	Elwood (E-1)

Various forms of technology help to provide access to the curriculum and support for all students. A recent modernization of the school facilitated the installation of computers, television monitors, VCRs, and internet access to all classrooms. The Discretionary Block Grant will bring much needed new technology into the classrooms.

Extensive and up-to-date library services and resources are available and are integrated and articulated with the curriculum/instruction, academic standards and expected schoolwide learning results. A recent modernization of the school library facilitated the installation of a full classroom-sized computer lab. Towers of wireless laptops are available for teacher checkout. A large media services room is available with technology checkout.

Library average daily use... 793 patrons!
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Subscriptions to a variety of on-line services are available to staff and students for research. We have a teaching librarian who works with teachers and students to integrate and develop library services and technology into standards based curriculum.

Annual statistics are compiled by the librarian. Among those things cited are:

Average monthly circulation: 1,764

Average daily patron count: 793

Average daily computer use: 58

Average monthly class use: 77

Students have a network of support services in order to meet the demands of the curriculum as is evidenced by CSF and NHS tutoring, Career Center maintenance of current Tutoring List, strong parental support, IEPs, 504 Plans, SERVE, CAHSEE Math, CAHSEE Language Arts, EL classes, and Library support services.

<b>Evidence</b>	<b>Location</b>
Library Services	Library-Kouslandich
CSF and NHS Tutoring	Tutor logs-Slack B-2, Nicholson H-8

The school site has financial support and professional development opportunities from the district to meet the academic support based on student needs. The district has an award winning BTSA program, Professional Development Academy, Technology training center, grant and County Department of Education opportunities are regularly publicized to staff.

<b>Evidence</b>	<b>Location</b>
Late Start Day Professional Development	Assistant Principal-Jimenez's Office
BTSA Professional Development Offerings	Aztec Highlights
Professional Development Offerings	Aztec Highlights
School Budget	WASC Report-Chapter 1

Student support is proactive. Available resources are communicated through a variety of mediums including: EPIC newsletter, EHS website, PACE announcements, mailings, Daily Announcements, and Webmaster's emails. The school has the ability to send our messages to most students (those who request email to be sent). The Aeries system also permits up to the minute grade and attendance reports for parents.

<b>Evidence</b>	<b>Location</b>
EPIC Newsletter	PTSA
Academic Dispatch (part of EPIC)	Counseling Office
EHS Website/webmaster's e-mail	Tennant P-53
Daily Bulletin	Assistant Principal's Secretary-Dunn
Aeries system	Schoolwide

WHAT HAS BEEN STARTED:

Esperanza High school supports and encourages student directed activities. Students direct involvement in the development of club activities, community service projects, student publications and sports programs continue to promote success through individualized interests as is evidenced by flyers, daily bulletins, student newspaper, posters, new display cases, student senate, PAL, Youth Connect-Think Again, Best Buddies, and NHS, to name a few.

Students and their families have access to social, psychological and health services as is evidence by: a district crisis counselor, a psychologist, a speech and language specialist, a school resource officer, an ELL coordinator, health clerks, a community service coordinator, district nurses, counselors, an at-risk counselor and a supportive administration.

We encourage teachers and students to add and suggest new courses. One of these most recent offerings is Film Appreciation and AP Statistics.

Our Career Center providing annual workshops for 312 students, 3100 transcripts, 183 ASVAB tests and many other services was begun the year after our last WASC visit. It continues to be an active and beneficial center of information for students and teachers.

<b>Evidence</b>	<b>Location</b>
Activities Records	Activities Office
Daily bulletins	Assistant Principal's Secretary-Dunn
Career Center Report	Career Center-Scudellari

ON THE HORIZON:

The Regional Opportunities Program (ROP) is growing in classes as well as in interest for our students. Many students are utilizing these opportunities not only for credits but also for job experience.

**E4 To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?**

Findings	Evidence
<p>Our school has developed and implemented extensive programs and interventions to ensure social success, including: Conflict Manager Program, Personal Counseling, Crisis Counseling, Academic Counseling services.</p>	<ul style="list-style-type: none"> <li>• Conflict Manager Referrals</li> <li>• Psychologist on campus</li> <li>• Individual counseling</li> <li>• Grief Counseling (on-site)</li> <li>• Outside resource guide</li> <li>• Student Study Team</li> </ul>
<p>We have a high standard for school safety and consistently promote a safe school and community environment.</p>	<ul style="list-style-type: none"> <li>• School Resource Officer</li> <li>• Campus supervision staff</li> <li>• Anti-Drunk Driving program, “Every 15 Minutes”</li> <li>• Anti-Drug and Alcohol “Red Ribbon Week”</li> <li>• Safe Schools Report</li> </ul>
<p>EHS provides a wide variety of programs and services to promote cultural diversity, tolerance for differences, social awareness and a healthy lifestyle.</p>	<ul style="list-style-type: none"> <li>• International Food Day</li> <li>• “Breaking Down the Walls”</li> <li>• Peer Assisted Leadership (PAL)</li> <li>⇒ Anti-Drug/Alcohol Program “Red Ribbon Week”</li> <li>⇒ Suicide Awareness/Prevention Program “Yellow Ribbon Week”</li> <li>• Health Classes/Clerk</li> </ul>
<p>We encourage students to be contributing members of the community by offering numerous opportunities to get involved.</p>	<ul style="list-style-type: none"> <li>• School Site Council</li> <li>• Various Community Services in which most clubs are involved</li> <li>• Blood Drive</li> <li>• Canned Food Drive</li> <li>• Disaster Relief</li> <li>• Career Day</li> <li>• Regional Occupation Program (ROP)</li> <li>• Community Service Opportunities</li> <li>• Parent Teacher Student Association (PTSA)</li> <li>• Peer Tutoring</li> </ul>

Findings	Evidence
<p>We encourage parents to be involved with EHS and our programs.</p>	<ul style="list-style-type: none"> <li>• SSC</li> <li>• ELAC</li> <li>• DELAC</li> <li>• Booster Clubs</li> <li>• 8<sup>th</sup> Grade Parent Night</li> <li>• PTSA</li> <li>• Career Day</li> <li>• Parent Surveys</li> </ul>
<p>EHS recognizes student achievement.</p>	<ul style="list-style-type: none"> <li>• Renaissance Assembly</li> <li>• Principal Honor Roll</li> <li>• CSF Recognition</li> <li>• NHS Recognition</li> <li>• CSP Recognition</li> <li>• Semester Academic Achievement Certificates</li> <li>• Daily/Weekly Progress Reporting Forms</li> <li>• Character Cards</li> <li>• Student of the Month</li> </ul>
<p>All students have access to teachers, club advisors, coaches, library media services, and custodians for personal support. Students have access to their individual case carrier on an as needed basis.</p>	<ul style="list-style-type: none"> <li>• Staff Surveys</li> <li>• Student Surveys</li> <li>• SERVE class</li> <li>• Library Records</li> <li>• Club Records</li> <li>• Club Participation by Staff Members</li> <li>• Special Education</li> <li>• Observation</li> <li>• Daily Bulletin Announcements</li> </ul>
<p>Our school provides students with the skills necessary to assimilate into the EHS community.</p>	<ul style="list-style-type: none"> <li>• Special Education</li> <li>• English Language Learners (ELL)</li> <li>• New Student Orientation</li> <li>• “Taking Care of Business” in the Fall</li> </ul>

<b>Findings</b>	<b>Evidence</b>
<p>The school has developed and maintained numerous clubs to allow students to grow and appreciate a variety of academic and social environments. Many of these clubs have <b><i>NO requirements</i></b> and will allow any student to join.</p>	<p>Art Club, Auto Club, Creative Impulse Club, Dance Company, Drama Club, Ecology Club, French Club, German Club, Japanese Club, Mock Trial, Metals Club, Reading Assistance Interact Club, Red Cross Club, Spanish Club, Speech and Debate Club, Film Club, Humanities Club, International Club, Technology Club, Psychology Club, Chess Club, Swing Dance Club, Best Buddies, Food Club, Interact, Dead Poets Club. School sanctioned dances and after school events.</p>
<p>The school has developed many scholastic clubs and activities that are open to all but have <b><i>minimum requirements</i></b> to join.</p>	<p>Academic Decathlon, Advisory Committee, California Scholarship Federation, Collegiate Scholar Program, Color Guard, Dance Team, National Honor Society, Pep Squad, Associated Student Body, and ALL Men's and Women's athletic teams.</p>
<p>The school has developed ways for students to be involved with teacher recommendation.</p>	<p>School Newspaper, Peer Assistance Leadership, Yearbook, Student Leadership Club.</p>
<p>The school has a volunteer community service program that allows students to provide services for a variety of local businesses and programs.</p>	<p>See graduation requirements, Community service director keeps records with the each students' contribution.</p>
<p>The school has ROP work-study as an option for students. Students receive units towards graduation for work in classes like Woods, Metals, Computers, Law Enforcement, Restaurant and Hospitality.</p>	<p>Enrollment numbers for these classes, grades turned in by teachers, list of ROP classes in school brochure.</p>
<p>The school offers Career Day as a chance for students to hear from professionals in different fields and perhaps decide on a field of interest.</p>	<p>Master schedule, tickets given out by teachers each session.</p>

Findings	Evidence
Opportunities are available to enhance students learning experiences through community service.	All students must complete a minimum of forty hours by May first of their Senior year, totaling 66,000 Community Service hours.
Opportunity to participate to extend educational experience beyond classroom.	ROP classes available, twenty-two clubs, Career Day and an extensive Career Center.
Opportunity to succeed in college admissions students are encouraged and challenged with rigorous courses.	555 Sophomores & Juniors take the PSAT & scored above the National average.
Opportunities to take college credit while still in high school.	558 students took 1114 AP exams. 81% scored 3 or higher & may receive college credit.
Students are encouraged to pursue higher education.	94% report going on to college & many access online services of the comprehensive Career Center.
Opportunity to be involved with sports that build character discipline and healthy life styles.	Twenty-two sports involve 35% of our students, others have an opportunity to participate in city recreation programs.
One out of six students participate in Fine Arts to broaden their educational experience in addition to their required curriculum	Approximately 500 students participate in Drama Productions, Band, Chorus, Art, Dance, etc. as an extra curricular activity at school & in the community.
Opportunities to be enrolled in classes that are appropriate for their personal academic achievement.	There are 18 AP courses, Fundamental classes in Science, Language Arts & Social Studies, various ROP, ELD, DIS, & Special Ed. classes.

### *Areas of Strength*

- **Strong community involvement with parents represented on each of decision-making committee.**
- **A wide variety of opportunities** for all students.
- **Wide-range of outreach to parents and community** through the website, Aeries, PACE, newsletter, email, marquee, and student and community newspapers.
- **A clean, safe and orderly campus supported by teachers, administrators, counselors, librarian, a campus police officer, a dean of attendance, campus security, and custodial staff.**
- **Clearly stated and published behavior and dress code, attendance code and academic honesty policy.**
- **Student run programs that affect the climate of the school:** student leadership, tutoring, clubs and activities.
- **The commitment to increased professionalism among the staff through on-going funding for professional development activities.**
- **The clerical staff is superior and responsive.**
- **The custodial staff is hardworking and helpful.**

### *Areas of Growth*

- **Improve the perception of the counseling program.**
- **Keep students in-line with A-G requirements.**
- **Maintain, enhance, and organize intervention strategies** for student who are performing below proficient and those students considered at-risk.
- **A timely and systematic approach for response to requests.** For example: work orders, school-wide calendars-testing schedules, student schedules, discipline actions taken, and teaching assignments, a balanced master schedule throughout the day