



Superintendent's Message

Dear PYLUSD community,

Orange County historians tell us that the Placentia School District dates back to 1878; Yorba Linda School District formed about 40 years later in 1911. Pioneers in those early years established one-room schoolhouses and, with courage, hard work, and clear vision, laid the foundation for the present-day award-winning education system that we enjoy. I am incredibly proud to serve the Placentia-Yorba Linda Unified School District community as superintendent. Our educational heritage gives me much to be thankful for, as well as a keen desire to be a good steward of all that our schools and students represent and have achieved. Inspired by the past, I welcome all of you to join with me in continuing to build our school communities and equip our students for the future.

In the spirit of building toward the future, our district has undertaken some very important work. Last year marked the launch of The PYLUSD Advantage, a pivotal and significant five-year commitment and plan of action for our school district. Providing a framework for aligning our organization around core values, The PYLUSD Advantage guides our decision-making, aligns the priorities in our programs, and ultimately ensures that all of our students will receive an outstanding and comprehensive education.

People—our students first and foremost, our district employees, families and others in our supportive community—are the heart and soul of the Placentia-Yorba Linda Unified School District. That is clear. To safeguard this vital commitment and to provide a foundation of educational excellence, we have identified five key Focus Areas.

- **Academic Achievement:** We will expect all students to demonstrate academic achievement in order to emerge college and career ready.
- **Effective Instruction and Leadership:** We will continue to support a dynamic and high-quality instructional program to build lifelong habits of learning.
- **Engaged Community:** We will establish a culture that encourages positive relationships among our students, staff, and parents as well as educational and business partners.
- **Safe and Respectful Environment:** We will foster a safe and respectful atmosphere to promote the emotional health, safety and well-being of students, staff and parents.
- **Optimized Resources:** We will ensure that all fiscal and capital resources maximize educational opportunities.

The 2014-15 school year provides us an opportunity to write another chapter of new successes and legacy in the history of our school district. We are grateful for the support of each of you—students, staff members, parents, and the community—as we embark on this important work and look forward with much anticipation to a wonderful year.

Sincerely,

Doug Domene, Ed.D.
Superintendent

District Vision Statement

We are committed to being a dynamic learning community that prepares each and every student for success now and in the future.

District Mission Statement

We hold high expectations for all students through rigorous and relevant educational experiences that challenge them to become responsible, ethical, and engaged citizens.

Core Values - What We Stand For and Represent

Excellence

We relentlessly pursue excellence in all academic and organizational endeavors.

Collaboration

We work together with all members of our school community to ensure student success.

Integrity

We foster relationships that promote respect, service and honesty to ensure the well-being of all students.

Innovation

We embrace a culture that celebrates ingenuity and inspires intellectual exploration.

Placentia-Yorba Linda Unified School District

Doug Domene, Superintendent
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www.pylUSD.org

PYLUSD: Where...

*Collaboration
Communication
Critical Thinking
Creativity
Digital Citizenship
Discovery
Excellence
Innovation
Teamwork
The Future
Happens!*

Governing Board

Eric Padget
President

Judi Carmona
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Karin Freeman
Clerk

Carrie Buck
Trustee

Carol Downey
Trustee

School Safety

Esperanza's Safe School Committee consists of parents, students, staff, a law-enforcement representative, and the assistant principal of facilities. They meet annually to review the Safe School Plan and update policies and standards to provide an environment conducive to the learning process.

The administrative team reviews the plan on an ongoing basis. The SSC reviews the plan biannually. The school participates in mandatory emergency drills as directed by the Education Code.

Components required by Education Code 52012 and 52842 address the following goals:

- All students and staff members are provided a safe and orderly environment while at school, and while traveling to and from school, and school-related activities.
- District programs and approved community resources are made available to students and parents.
- Students, parents, staff, and community members shall effectively communicate in a manner that is respectful and civil to all cultural, racial, and religious backgrounds.
- School Discipline Practices

Esperanza students are proud of their reputation for good conduct and classroom rapport. This reputation is built on self-responsibility, both learned and practiced, while on and off campus, and at all school activities and in concert with the school code of standards and expectations as well as district goals. Open and honest relationships among students and staff are a top priority. Administrators, counselors, a psychologist, and teachers, in conjunction with parents, all play an active role in establishing and maintaining personalized relationships with students and proactive interventions with students to maintain a safe campus.

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School Description

Esperanza High School has a long and proud history as one of the prominent high schools in California. Anaheim/Yorba Linda/Placentia is an upper-middle-class and middle-class suburb located on the eastern border of Orange County. EHS originally opened its doors in 1976 as one of four high schools in the Placentia-Yorba Linda Unified School District. Esperanza grew to a student enrollment of 3,300. With the construction in 2009 of our fifth high school, Esperanza now enjoys a reduced and more personal student enrollment of 1896 students.

Parents express enthusiasm for the myriad opportunities available to their children and for the supportive organizations that encourage excellence at Esperanza. Parent comments include: "I am proud to say [my] son is an Aztec," and "I cry when I say this, 'I am proud that my son is 14 and likes school.'" Many parents see that their children are happy in clubs, sports and music activities where they make good friends and bond with the advisers, directors, and coaches. Excellence abounds at Esperanza.

EHS is recognized as a California Distinguished School and was named the 240th top high school in the nation by U.S. News & World Report. EHS currently has an API of 859 and all other indicators of student success also speak to the rigor of Esperanza's classes. Our faculty and administrators are talented educators practicing multiple instructional strategies and imparting rigorous and relevant standards-based curriculum to meet the needs of our students.

We are proud to have received continuous six-year clear authorizations from Western Association of Schools and Colleges (WASC) since our inception. Our Action Plan/Single Plan the past six years has been based upon MINT (Mid-Kid, Interventions, Numeracy and Literacy, Technology). The administration and faculty at EHS work to provide a world-class education for its students.

Our men's and women's athletic teams were named 45th in the nation by ESPN (2011). Additionally, students participate in Academic Decathlon, Mock Trial, and Speech and Debate, among 57 other clubs and programs. Our VAPA program is also a high-quality program for students interested in pursuing areas of interests in the arts. We are currently a semifinalist for becoming a Grammy Signature School.

Presently, EHS has 1,896 students arriving from three different PYLUSD middle schools. The ethnic composition of the EHS student body is mostly white or Caucasian students (66.8 percent), African-American students (1.9 percent), Asian students (11 percent), Filipino students (1 percent), and Hispanic/Latino students (17.6 percent). There are also American Indian students and Pacific Islander students. Esperanza's students come from a mixture of middle- and upper-middle-class socioeconomic status. Very few students, 9 percent, participate in the free and reduced lunch program.

There is a small yet successful population of English learner (EL) students. The 37 EL students that have been identified as "limited" are supported by an EL class or mainstreamed with EL support. Forty-five percent of our ELs are identified as students with disabilities. Diversity at EHS also comes in the form of students with disabilities. There are 107 students with IEPs served by an excellent program of special-education teachers and other support staff. There are also 38 students with 504 Accommodation Plans.

The curricular program at EHS places a high emphasis on college preparatory skills. Many students at EHS are high achieving, taking honors or AP courses. In 2011, 427 students took more than 1,050 AP exams in 19 different subjects. There was an overall pass rate of 87 percent. In addition to high achieving classes, EHS offers unique programs such as a Freshmen Focus Campus. All freshmen have the opportunity to grow into their high school years on a campus separated from the main campus by a bridge. Science labs and physical education are taken on our main campus. EHS also offers the Distinguished Scholars Program, a program rich in AP rigor designed for the most academic student. This program is meant to challenge the best students and to prepare them for the university.

Many students are high achieving. EHS also places emphasis on working with at-risk students, students that are performing below grade level, below proficient, and students in need of intervention strategies. EHS implemented a PRIDE and SERVE program in English and in math for these students.

All students can participate in two University of California-approved academies. All three levels of our Medical Sciences Academy are open to all students interested in entering the health-care field. There are three levels. We also offer a Manufacturing and Engineering Academy, which is a project-based series of courses for pre-engineering or technical students interested in the computerized manufacturing industry.

Students, parents, teachers, and counselors work together to create a climate of success. The aim of EHS is to challenge and support all students while promoting success. We have quality in our new technology-rich facilities and the highest quality in academic and cocurricular programs.

Our school is defined by the quality and efforts of the people here who maintain Esperanza's tradition of excellence.

Esperanza High School, home of the Aztecs, opened its doors in 1973 to serve the needs of a growing community. At that time, the Esperanza attendance area was largely citrus groves and cattle-grazing land, but no longer. Yorba Linda is a city in Orange County, approximately 13 miles northeast of downtown Santa Ana, and 40 miles southeast of downtown Los Angeles. As of the 2010 census, the city had a total population of 68,918. U.S. President Richard Nixon was born in Yorba Linda in 1913, and the Richard Nixon Library and Birthplace is located here. The city is listed by CNN as the 21st best place in the U.S. to live, making it the second highest-ranked Californian city in the survey.

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School Description

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The school's population has changed from 923 students in 1973 to 3,176 four years ago, to 1,896 students today, due to another high school being added to our district. The area served by Esperanza includes portions of the cities of Anaheim (559 students), Placentia (194 students), and Yorba Linda (1,056). This is primarily a residential area with several small shopping centers and some commercial development. There is one narrow strip of light industry. Esperanza is one of four comprehensive high schools in the Placentia-Yorba Linda Unified School District. Socioeconomically, Esperanza's attendance areas range from lower-middle income to upper income levels. The city of Anaheim has an average income of \$57,807, and the average cost of a home is \$503,000 (2010).

The city of Placentia has an average income of \$62,803, and the average cost of a home is \$264,500 (2010). The city of Yorba Linda has an average household income of \$115,279 and the average cost of a home is \$765,800 (2010).

Parent/Community Organizations

The Esperanza High School PTSA, booster clubs, and various school organization parent groups hold monthly meetings on campus. Our parent volunteers devote countless hours to the support of school activities and parent communication. The booster clubs support the athletics and the activities of the school. Parents are invited to Aztec U, a series of seminar programs which provide information for admission to colleges and universities and important school policies.

The parents of English learners are involved through the English Learners Advisory Council (ELAC), attending dessert meetings focusing on school programs and policies. We also have representation at the district level through District English Learners Advisory Council (DELAC).

The School Site Council solicits parent and community input for the Single Plan for Student Achievement and school policies. Parent communication is fostered through the school website, emails about special events, and a phone-master communication system (PACE). Furthermore, all teachers use Aeries/ABI, a password-protected Web-based program allowing parents to monitor student attendance, homework and grades, and most teachers have websites. On a quarterly basis, parents serve on the ELAC, DELAC, WASC Focus Groups, Action Plan Committees, GATE Advisory Committee, and the Superintendent's Advisory Council.

School/Business Relationships

The school is acknowledged and supported by community groups whose members make volunteer visits and presentations as well as donations to the school, especially for Career Day and for STAR testing. More than \$100,000 in salary time is given during Career Day. EHS serves as a busy center of community and professional activity. Our sports venues are used by the community after school. The school is very accommodating about hosting professional-development opportunities for teachers. For many years, Esperanza has hosted the Southern California World Language Conference. School-sponsored activities such as Career Day bring the support of local businesses and nonprofit community groups. These events are open to the public.

WASC Accreditation History

In 2013, Esperanza received a six-year clear accreditation from the Western Association of Schools and Colleges (WASC). Esperanza is proud to continue its tradition of excellence. Since the opening of the school, Esperanza has consistently been granted six-year clears. We take the focus on learning seriously, and even more so, we truly believe that 1,882 students are able. The Visiting Committee concurred with our findings to support MINT (Mid-Kid, Interventions, Numeracy and Literacy, Technology) and a Professional Development Plan. Additionally, the team said, "In summary, the school is a model site for educational best practices. The administration, leadership and staff are dedicated to ongoing schoolwide improvement and strive to meet the needs of all students."

School Purpose

We believe at Esperanza that education prepares students to function productively in the variety of life roles assumed by individuals within our information-based, technological society as citizen, worker, consumer, family member, and it...

- furthers the ability to adapt to change in a rapidly changing environment
- cultivates the ability to work both cooperatively and independently
- fosters a sense of responsibility for personal behavior and performance
- endorses participation in the democratic process
- advocates a positive involvement in the economic and cultural development of the nation
- encourages understanding of the ways in which cultural diversity and commonalities contribute to students' lives
- recognizes the unique value, dignity, and worth of each individual
- develops respect for the cultural backgrounds of each person
- stimulates interest and enthusiasm for learning
- promotes awareness of learning possibilities
- facilitates the search for opportunities to experience success in learning and in life.



School Safety

Continued from page 2

Open and honest relationships among students and staff are a top priority. Administrators, counselors, a psychologist, and teachers, in conjunction with parents, all play an active role in establishing and maintaining personalized relationships with students and proactive interventions with students to maintain a safe campus.

Discipline practices are clearly delineated to all students. The administrative team visits each freshmen class, and a student "expectation assembly" is held for 10th and 11th graders to explain the discipline policy. The 12th graders are visited and reminded of proper behavior during graduation activities, too. The school and the district require all students and parents to sign the discipline contract. Teachers and counselors work with the parents and students to remedy problems in a progressive manner beginning with counseling to detentions to classroom suspension.

Students are encouraged to maintain positive and productive behavior with well-orchestrated schoolwide strategies. For example, students earn citizenship grades. EHS supports these qualities.

Students participate in Breaking Down the Walls, Every 15 Minutes, Red Ribbon Week, disaster-relief projects, PRIDE and SERVE. We also have LINK Crew. LINK Crew is "linked" with incoming freshmen to support them academically and socially.

Additionally, a number of academic-recognition programs such as Principal's Honor Roll, 4.0 Awards Ceremony, Student of the Month, Renaissance Program for superior grades, ST AR rewards for improvement or for maintaining quality during ST AR testing, and two schoolwide academic pep assemblies are held to further enhance a positive and supportive climate for learning.

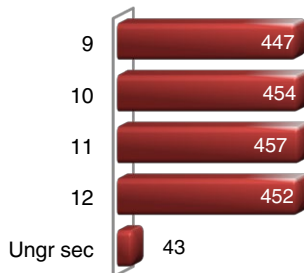
Semiannual surveys by staff, parents and students state that more than 95 percent perceive the school to be a safe environment. On the same measure, both 96 percent of the freshmen and 96 percent of the juniors reported that they felt connected to the school. Eighty-four percent of the freshmen and 91 percent of the juniors felt that they had compassionate connections with adults at the school.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in November 2014.

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.

2013-14 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

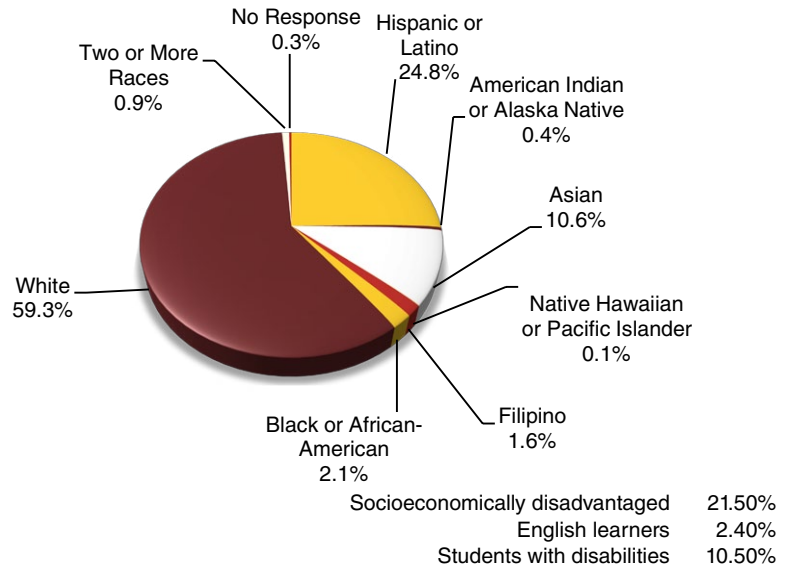
Esperanza HS			
	11-12	12-13	13-14
Suspension rates	3.7%	4.1%	3.6%
Expulsion rates	0.1%	0.4%	0.2%
Placentia-Yorba Linda USD			
	11-12	12-13	13-14
Suspension rates	4.0%	3.6%	3.4%
Expulsion rates	0.1%	0.1%	0.0%
California			
	11-12	12-13	13-14
Suspension rates	5.7%	5.1%	4.4%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 1,853 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2013-14 School Year

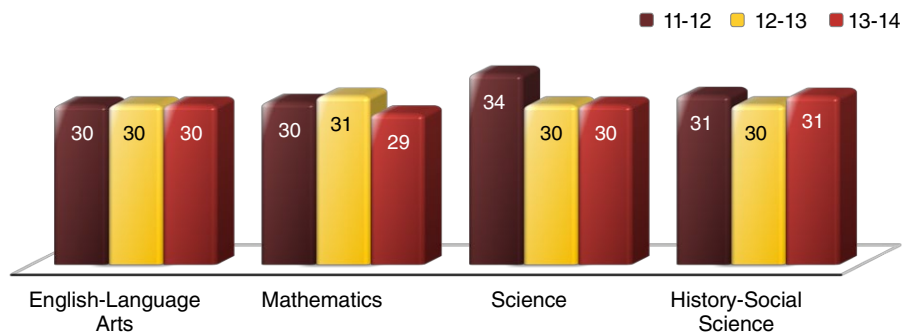


Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size.

Average Class Size

Three-Year Data Comparison



Number of Classrooms by Size

Three-Year Data Comparison

Number of Students by Size									
	2011-12			2012-13			2013-14		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	11	15	36	12	16	36	13	15	35
Mathematics	7	17	22	7	13	31	9	18	26
Science	2	10	23	5	20	17	3	25	14
History/social science	3	15	20	5	22	23	8	13	30

Principal's Message

Welcome!

Our uncompromising, unwavering goal at Esperanza is simple: Excellence is a tradition. By delivering high-quality, research-based instruction on a daily basis; developing and maintaining high standards and expectations; developing and promoting professional learning communities; and by directing all available human and material resources directly to the classroom, our students are given the opportunity to learn at rates superior to other students in the state of California.

Unique to our district, and among the very few in California, we offer a "Freshmen Focus" campus on a campus that is an extension of our main one. Freshmen are free to grow into their high school years, nurtured by caring and experienced teachers. Teens walk among peers their own age. Teachers focus on the unique needs of students beginning their journey in high school. Their upperclassmen serve as peers and role models.

Students with exceptional talents are enrolled in classes that are structured to meet their needs for advanced coursework. We offer a "Distinguished Scholars" program-rich in AP rigor designed for the most academic student-meant to challenge the best students and to prepare them for the university. The college prep student receives instruction in equally challenging and interesting courses.

We are very proud to offer a Medical Sciences Academy, which is a state-recognized medical academy open to all students interested in entering the health-care field. We offer three levels. Additionally, we have completed state requirements for an Engineering and Manufacturing Academy. This is a project-based series of courses for pre-engineering and technical students interested in the computerized manufacturing industry.

Here are a few of our most recent schoolwide success stories:

- California Distinguished School
- Our API is 859 out of a possible 1,000
- Ranked among top 125 high schools in California
- Our overall AP pass rate is 87 percent
- Our SAT and ACT scores far outpace county and state levels
- Multiple National Merit Qualifiers annually
- Ranked in U.S. News & World Report
- Ranked #241 with U.S. News & World Report
- Ranked #45 Nationally by ESPN for Athletic Programs
- WASC fully accredited "six-year clear"
- Grammy Signature School semifinalist
- Athletics CIF ranked
- All classrooms are remodeled and all classrooms are equipped with Promethean (smart) boards, interactive tablets, student responders, LCD projectors, camera docs, and more.

Esperanza High School is located in the northeast corner of Orange County, and its attendance boundaries include portions of Anaheim, Placentia, and Yorba Linda. Since opening its doors in 1973, Esperanza High School has been serving the needs of a growing community ever since. Esperanza High School has grown from 923 students in 1973 to almost 3,200 students in 2008. With the opening of our sister high school in our district, we are now at a student population of nearly 1,900. The more individual student approach is appreciated by our community. The 2013 Academic Performance Index (API) is an amazing 859, placing EHS among the best comprehensive high schools in Orange County and among the top 125 in the state.

Esperanza is a public four-year comprehensive high school with nearly 1,900 students, 70 classroom teachers, three guidance counselors, three administrators, an activities director, two athletic directors, a librarian, and 60 classified employees. Seventy-five percent of our teachers on the faculty possess advanced degrees.

Esperanza is known for its superior accomplishments in academics, the arts, and athletics. Esperanza graduates consistently demonstrate a high level of readiness for university success. Ninety-six percent of the class of 2013 indicated that they would enroll in a university or college. Other students are equally prepared to enroll in a trade school or to participate in the workforce.

Esperanza music, dance and arts are known statewide. Athletics rank among the best in CIF, Esperanza holds more than 34 league and CIF titles over the past two years in both men's and women's sports. Many coaches have been honored as "Coach of the Year." With the class of 2013, 48 percent of the seniors took the SAT 1 Reasoning Test to achieve average scores of 543 (491 state average) in critical reading, 579 (510 state average) in mathematical skills, and 5546 (491 state average) in writing. Esperanza increased its overall percentage on AP exams with an overall 88 percent 10-year average pass rate.

An average of 75 percent of our grades 9-11 student population is proficient or above in English language arts, 57 percent of our students are proficient or above in math, 73 percent of our students are proficient or above in science, and 70 percent of our students are proficient or above in social science. Our EL population is less than 5 percent, with a 54 percent reclassification rate.

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Principal's Message

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It is also interesting to note that 50 percent of our graduating class completed all courses required for the University of California and/or California State University admission requirements. We offer courses for all students.

Look at Esperanza High School, and you will find quality abounds. We have quality in our newest facilities and the highest quality in academic and cocurricular programs. These contribute to a quality education for all of our students. Above all, Esperanza High School is defined by the quality and efforts of the people here who create Esperanza's tradition of excellence!

Ken Fox, Ed.D.

Principal



Parental Involvement

Parents are warmly encouraged to be involved in booster organizations, athletics, performing arts, cocurricular activities as well as the following:

- DELAC
- ELAC
- Focus on Learning, WASC
- School Site Council
- Safe Schools
- Reflections Committee
- PTSA
- Grad Night
- Smarter Balance Assessments
- Incentive Support
- GATE

For more information on how to become involved at the school, please contact Mr. Gina Aguilar, assistant principal, at (714) 986-7540, ext. 13004.



California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications, or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data Comparison		
	Esperanza HS			Placentia-Yorba Linda USD			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	68%	73%	72%	74%	76%	78%	60%	59%	60%

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels							Spring 2014 Results		
Group							Science		
All students in the district							78%		
All students at the school							72%		
Male							77%		
Female							67%		
Black or African-American							❖		
American Indian or Alaska Native							❖		
Asian							86%		
Filipino							❖		
Hispanic or Latino							52%		
Native Hawaiian or Pacific Islander							❖		
White							78%		
Two or more races							❖		
Socioeconomically disadvantaged							53%		
English learners							❖		
Students with disabilities							33%		
Students receiving Migrant Education services							❖		

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts, mathematics and history/social science. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels							Three-Year Data Comparison		
	Esperanza HS			Placentia-Yorba Linda USD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	69%	75%	75%	69%	71%	71%	54%	56%	55%
Mathematics	56%	55%	57%	69%	70%	71%	49%	50%	50%
History/social science	73%	71%	70%	68%	68%	69%	48%	49%	49%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	9	9	9
Similar Schools API Rank	5	7	4

Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/aprfaq.asp for information on the changes to API.

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group				2013 Growth API and Three-Year Data Comparison		
Group	2013 Growth API			Esperanza HS – Actual API Change		
	Esperanza HS	Placentia-Yorba Linda USD	California	10-11	11-12	12-13
All students	860	873	790	17	13	-9
Black or African-American	815	828	707	■	■	■
American Indian or Alaska Native	❖	897	742	■	■	■
Asian	908	959	906	20	-18	-5
Filipino	903	911	867	■	■	■
Hispanic or Latino	809	808	743	22	11	-2
Native Hawaiian or Pacific Islander	❖	915	773	■	■	■
White	871	901	852	17	18	-9
Two or more races	❖	914	845	■	■	■
Socioeconomically disadvantaged	793	794	742	10	23	-6
English learners	760	760	717	■	■	■
Students with disabilities	620	708	616	68	■	■

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

■ Data are reported only for numerically significant groups.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2013-14 School Year	
Grade 9	
Four of six standards	13.80%
Five of six standards	26.60%
Six of six standards	46.90%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2013-14 School Year
	Esperanza HS	Placentia-Yorba Linda USD
Met overall AYP	No	**
Met participation rate		
English language arts	Yes	**
Mathematics	Yes	**
Met percent proficient		
English language arts	No	**
Mathematics	No	**
Met graduation rate	Yes	**

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2014-15 School Year
	Esperanza HS	Placentia-Yorba Linda USD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	✧	2013-2014
Year in Program Improvement*	✧	Year 1
Number of schools identified for Program Improvement		7
Percent of schools identified for Program Improvement		87.50%

** For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013-14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

✧ Not applicable.

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

	Three-Year Data Comparison					
	Students Scoring at Proficient or Advanced Levels					
	English Language Arts			Mathematics		
	11-12	12-13	13-14	11-12	12-13	13-14
Esperanza HS	79%	77%	72%	80%	80%	75%
Placentia-Yorba Linda USD	71%	71%	55%	73%	76%	57%
California	56%	57%	56%	58%	60%	62%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient.

CAHSEE Grade 10 Results by Student Group: English Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English language arts and mathematics for the most recent testing period. For detailed information regarding the CAHSEE results, visit www.cahsee.cde.ca.gov.

Students Achieving at Each Performance Level	2013-14 School Year					
	English Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
Group						
All students in the district	29%	25%	46%	26%	40%	34%
All students at the school	28%	25%	47%	25%	45%	30%
Male	33%	25%	42%	22%	45%	33%
Female	23%	25%	52%	29%	44%	27%
Black or African-American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	20%	16%	64%	8%	32%	60%
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	44%	31%	25%	43%	47%	10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	23%	24%	52%	21%	44%	35%
Two or more races	27%	27%	45%	27%	64%	9%
Socioeconomically disadvantaged	48%	18%	34%	41%	42%	16%
English learners	❖	❖	❖	❖	❖	❖
Students with disabilities	82%	12%	6%	76%	19%	5%
Students receiving Migrant Education services	❖	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

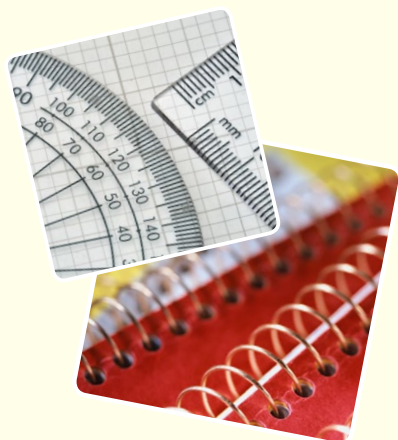


Types of Services Funded

We are not a PI school. We are not a Title I school.

In addition to school site budgets, our school also receives the following supplemental funding:

- School and Library Improvement Block Grant budget
- PTA gifts funds: used for a variety of programs beneficial to the children such as field trips, assemblies, after-school programs, technology resources, and other instructional supplies.
- Title III Federal Funding: for English learners
- These have been appropriately approved by the SSC and allocated to instructional supplies, teacher professional development, or student services.



Career Technical Education Programs

All students, including those with special needs, are prepared to enter the workplace in a variety of ways. While emphasis is placed on a strong college preparatory curriculum (95 percent of our students state that they wish to go on to a college or university), opportunities to pursue vocational and technical paths or to increase and enhance post-secondary skills are also provided.

Esperanza has a fully approved UC and CSU-articulated Medical Science Academy, and an approved Engineering and Manufacturing Academy. Both academies offer the latest in innovation and techniques. Teachers are highly qualified.

In addition, Esperanza is proud to offer exciting courses in Police Science and Fire Science. Students can take child-development and culinary courses. Finance courses are also available. Dance and choreography as careers are a major emphasis in physical education.

A primary focus for workforce awareness and planning for long-term career options and related pathways is to support student exploration of personal interests, talents, and job skills. This is primarily done in the ninth-grade Careers and Academics class.

All EHS students have access to the Regional Occupational Program that offers a wide variety of courses including: Industrial Technology-Woods, Metals, Building Trades and Construction, Machine Tool, Operation, Automotive, Child Care, Food and Nutrition, Commercial Art, Finance, Business, Medical Arts, Police Science, and Fire Science. Each year, all EHS students participate in Career Day, in which 70 professionals speak at the school and give the students insight into the working world.

In grades 9-12, all students have access to the services and information available in the College and Career Center. In ninth grade, all students participate in an online career-interest survey in order to explore talents, interests, and preferences. Results are used in student planning.

As part of the school's action plans approved by the Western Association of Schools and Colleges during the accreditation process, EHS is committed to teaching students skills that will enhance their preparation for success in the workforce. Connecting the middle school student to a successful life after high school is important to us.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data		2013-14 Participation
		Esperanza HS
Number of Pupils Participating in CTE		468
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma		18.7%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education		38.5%

School Facilities

Education is a top priority in the community of Placentia-Yorba Linda, and maintaining a safe and orderly environment maximizes student learning. Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. PYLUSD principals work with the custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The PYLUSD community supported the education of their students by the passage of two bond issues. Twelve-million dollars in bond funds have been spent on new construction and renovation at Esperanza High School. The academic facilities are modern, comfortable, spacious, air-conditioned, and well designed for instruction. All classrooms have Promethean (smart) boards and student responders among other technological benefits. Each room is outfitted with more than \$10,000 in technological equipment.

The renovations included the complete reconfiguration of the Science and Language Arts building and the 700 building. Also renovated were the restrooms, gymnasium, and theater. There are 122 fully wired for Internet access classrooms, which include a comprehensive athletic facility; theater; computer labs; new fine arts and music classrooms; science rooms, complete with computer stations and lab facilities, all on 40 acres of land. There is a new second gym, music room, and refurbishing of the administrative offices. Esperanza is diligent in providing a safe, clean, and orderly environment for learning. Assessments of school conditions are performed on a monthly basis by the district custodial supervisor and quarterly by the Maintenance Department. Repairs and housekeeping are performed in a timely manner to insure that buildings and grounds are safe and attractive. Annual surveys by parents, students and staff concur that Esperanza High School is well maintained, clean, safe, and functional.

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentage of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		Graduating Class of 2013	
Group	Esperanza HS	Placentia-Yorba Linda USD	California
All students	82.65%	91.86%	84.56%
Black or African-American	77.78%	84.21%	75.90%
American Indian or Alaska Native	100.00%	75.00%	77.82%
Asian	89.83%	96.05%	92.94%
Filipino	66.67%	93.10%	92.20%
Hispanic or Latino	77.42%	88.42%	80.83%
Native Hawaiian or Pacific Islander	❖	87.50%	84.06%
White	83.56%	93.49%	90.15%
Two or more races	❖	90.00%	89.03%
Socioeconomically disadvantaged	89.55%	103.56%	82.58%
English learners	❖	48.39%	53.68%
Students with disabilities	21.18%	61.45%	60.31%

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. See www2.ed.gov/policy/elsec/guid/hsrguidance.pdf for more information.

Graduation and Dropout Rates		Three-Year Data Comparison				
	Graduation Rate			Dropout Rate		
	10-11	11-12	12-13	10-11	11-12	12-13
Esperanza HS	96.71%	92.83%	94.99%	1.20%	4.40%	2.00%
Placentia-Yorba Linda USD	91.92%	91.80%	93.18%	5.10%	5.50%	2.90%
California	77.14%	78.87%	80.44%	14.70%	13.10%	11.40%

Course Enrollment for UC and CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission		2012-13 and 2013-14 School Years	
		Esperanza HS	
Percentage of students enrolled in courses required for UC or CSU admission in 2013-14		71.32%	
Percentage of graduates who completed all courses required for UC or CSU admission in 2012-13		47.51%	

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2013-14 School Year	
Percent of total enrollment enrolled in AP courses	0.60%
Number of AP courses offered at the school	29
Number of AP Courses by Subject	
Computer Science	0
English	4
Fine and performing arts	0
Foreign language	4
Mathematics	5
Science	5
Social science	11

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information Web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU Web page at www.calstate.edu/admission/admission.shtml.

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds



School Mission Statement

The Mission of Esperanza High School is:

- To encourage appreciation of cultural diversity
- To foster democratic values
- To prepare students for a productive work life
- To promote a desire for lifelong learning through standards-based instruction and enrichment

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2014-15 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			10/14/2014
Date of the most recent completion of the inspection form			10/14/2014

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed. Deficiencies noted are not significant and/or impact a very small area of the school. Maintenance items are prioritized so that student safety is not compromised.

Deficiencies and Repairs		2014-15 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Systems	Fixed air conditioning in Room 772 and 774 - 10/23/2014. Repaired air conditioning in Choir Room - 12/19/2014.	
Interior	Fixed holes in walls in Building 700 and outside of Finance Office - 11/12/2014.	
Cleanliness	Pest control for roaches and spiders in Room P-56 on Main Campus - work in progress. Pest control of gnats in kitchen - work in progress	
Electrical	Replaced canopy light outside locker room - 10/30/2014. Replaced missing doors from the electrical panel on old gym - 10/3/2014. Fixed electrical outlet hazard in Coaches Office - 11/5/2014.	
Restrooms/fountains	Repaired clogged sink by the office - 10/30/2014. Repaired toilets that wouldn't flush in girls restroom - 10/22/2014. Fixed clogged urinal in boys restroom - 10/16/2014. Fixed clogged urinal in boys restroom in West Campus - 11/23/2014. Replaced flusher on toilet in girls restroom - 11/1/2014. Unclogged urinal in boys restroom in lunch area and Building 700 - 12/12/2014. Fixed leaking sink in Room 258 - 12/12/2014. Unclogged sink in girls upper lunch restroom - 11/6/2014.	
External	Repaired hinge on door to Room 725 - 10/7/2014. Fixed door in Room E2 that was difficult to open - 11/3/2014. Fixing broken window in Ceramics Room 702 - work in progress. Painted graffiti in front of school - 10/29/2014. Welded bent metal stake on door to pool deck that wasn't locking - 11/3/2014. Repaired watering system on west campus - 10/31/2014.	

High School Textbooks and Instructional Materials List

Textbooks and Instructional Materials List		2014-15 School Year
Subject	Textbook	Adopted
English language arts	<i>The Language of Literature</i> , McDougal Littell (9)	1997
English language arts	<i>The Language of Literature</i> , McDougal Littell (10)	1997
English language arts	<i>The Language of Literature</i> , McDougal Littell (11)	2000
English language arts	<i>The Language of Literature: British Literature</i> , McDougal Littell (12)	2000
English language arts	<i>Elements of Writing, Third Course</i> ; Holt, Rinehart and Winston	1998
English language arts	<i>Six-Ways Paragraphs: Introductory Level</i> , Jamestown Education	2001
English language arts	<i>Six-Ways Paragraphs: Middle Level</i> , Jamestown Education	2001
English language arts	<i>Six-Ways Paragraphs: Advanced Level</i> , Jamestown Education	2001
English language arts	<i>Journalism Today</i> , 5th Edition; National Textbook Company	1998
English language arts	<i>Visions</i> , Basic A, B, C; Heinle	2004
Mathematics	<i>Algebra 1: Concepts and Skills</i> , McDougal Littell	2001
Mathematics	<i>Geometry</i> , McDougal Littell	2000
Mathematics	<i>Geometry: Integration, Applications & Connections</i> ; Glencoe/McGraw-Hill	1998
Mathematics	<i>Algebra 2</i> , McDougal Littell	2004
Mathematics	<i>Algebra 2</i> , McDougal Littell	2001
Mathematics	<i>Advanced Math: Precalculus with Discrete Math and Data Analysis</i> , McDougal Littell	2003
Mathematics	<i>Advanced Mathematics: Precalculus with Discrete Mathematics and Data Analysis</i> , McDougal Littell	2000
Mathematics	<i>Advanced Mathematics: Precalculus</i> , McDougal Littell	1997
Mathematics	<i>Mathematical Methods, Standard Level</i> , 2nd edition; IBID Press	1998
Mathematics	<i>Advanced Math: Precalculus with Discrete Math and Data Analysis</i> , McDougal Littell	2003
Mathematics	<i>Advanced Mathematics: Precalculus with Discrete Mathematics and Data Analysis</i> , McDougal Littell	2000
Mathematics	<i>Advanced Mathematics: Precalculus</i> , McDougal Littell	1997
Mathematics	<i>Mathematical Methods, Standard Level</i> , 2nd edition; IBID Press	1998
Mathematics	<i>Mathematics Higher Level (Core)</i> , IBID Press	1999
Mathematics	<i>Calculus</i> , Brooks/Cole	2008
Mathematics	<i>Calculus: Late Transcendentals</i> , John Wiley & Sons	2001
Mathematics	<i>The Practice of Statistics</i> , W.H. Freeman and Company	1999
Science	<i>Human Anatomy & Physiology</i> , Sixth Edition; Benjamin Cummings	2004
Science	<i>Principles of Anatomy & Physiology</i> , Scott Foresman	1996
Science	<i>Biology</i> , Prentice Hall	2002
Science	<i>Modern Biology</i> ; Holt, Rinehart and Winston	1999
Science	<i>Biology</i> , W.C. Brown	1990

Continued on page 14

Textbooks and Instructional Materials

The assistant superintendent of educational services shall appoint a principal or other administrator to chair the districtwide textbook-selection process. A Steering Committee shall be selected and consist of one certificated staff member from each elementary school (elementary) or of at least one teacher from each school from the subject-area department for which adoption is pending (secondary). Appointments to the committee will be based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review materials submitted on state-authorized lists and any other materials which may be considered for adoption. If pilot usage is to be pursued, the Steering Committee shall select the material to be piloted. With or without piloting, the steering committee will recommend adoption to the district Curriculum Council, which shall make an adoption recommendation to the assistant superintendent of educational services. The assistant superintendent is responsible for preparing recommendations for the Board of Education.

The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was held in September 2014. Most recently adopted textbooks were chosen from the state-approved list. Textbook content fits within the curriculum frameworks adopted by the State Board of Education. New state frameworks have been adopted in English Language Arts/English Language Development and Mathematics to correspond to the Common Core State Standards. New textbooks to align with the Common Core State Standards will be adopted according to the state of California adoption. Mathematics textbooks are currently being piloted in grades K-12 and will be recommended for adoption spring of 2015 for 2015-16 implementation. English Language Arts/English Language Development textbooks will be available for pilot during the 2016-17 school year and recommended for adoption in spring 2017 and implementation in 2017-18.

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks

2014-15 School Year

Data collection date	9/2014
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Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2014-15 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2014-15 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

High School Textbooks and Instructional Materials List, Continued

Textbooks and Instructional Materials List		2014-15 School Year
Subject	Textbook	Adopted
Science	<i>Biology by Mader</i> , Glencoe/McGraw-Hill	2004
Science	<i>Biology</i> , Prentice Hall	1999
Science	<i>Biology</i> , Prentice Hall	2005
Science	<i>Biology: California Edition</i> , Prentice Hall	2007
Science	<i>Chemistry</i> , 4th Edition; Addison-Wesley	1997
Science	<i>Chemistry: Matter and Change</i> , Glencoe	2005
Science	<i>Merrill Chemistry</i> , Glencoe/McGraw-Hill	1998
Science	<i>Chemistry and Chemical Reactivity</i> , Harcourt Brace	1998
Science	<i>Chemistry, 7th Edition</i> ; Houghton Mifflin College	2007
Science	<i>Chemistry</i> , Second Edition; IBID Press	2001
Science	<i>World of Chemistry</i> , McDougal Littell	2007
Science	<i>Physics: Principles and Problems</i> , Glencoe	2009
Science	<i>Physics</i> , Pearson/Prentice Hall	2005
Science	<i>Physics</i> , Fourth Edition; Prentice Hall	2000
Science	<i>Physics</i> , Fourth Edition; Wilson, Buffa	2000
Science	<i>College Physics</i> , Pearson	2007
Science	<i>College Physics</i> ; Holt, Rinehart and Winston	2001
Science	<i>Conceptual Physics</i> , Prentice Hall	2006
Science	<i>College Physics</i> ; Holt, Rinehart and Winston	2001
Science	<i>Conceptual Physics</i> , Prentice Hall	2006
Science	<i>Environmental Science</i> ; Holt, Rinehart and Winston	2008
Science	<i>Living in the Environment</i> , Wadsworth	1998
Science	<i>Earth Science</i> , Glencoe/McGraw-Hill	2005
Science	<i>Earth Science</i> , Prentice Hall	2008
Science	<i>Physical Science</i> , Glencoe	2008
Science	<i>Physical Science</i> , Glencoe/McGraw-Hill	2002
Science	<i>Life Science</i> , Glencoe/McGraw-Hill	1999
Science	<i>Biology</i> , California Edition; McDougal Littell	2008
History/social science	<i>World History: The Human Experience</i> , The Modern Era; Glencoe/McGraw-Hill	2001
History/social science	<i>Modern World History: Patterns of Interaction</i> , McDougal Littell	2007
History/social science	<i>World History</i> , American Guidance Services Inc.	2001
History/social science	<i>Modern World History: Patterns of Interaction</i> , McDougal Littell	1999
History/social science	<i>World History</i> , Globe Fearon	1994
History/social science	<i>About Philosophy</i> , 8th Edition; Prentice Hall	2000
History/social science	<i>A History of the Canadian Peoples</i> , 3rd Edition; Oxford University Press	2003
History/social science	<i>Modern Latin America</i> , 5th Edition; Oxford University Press	2000

Continued on page 15

High School Textbooks and Instructional Materials List, Continued

Textbooks and Instructional Materials List		2014-15 School Year
Subject	Textbook	Adopted
History/social science	<i>A History of World Societies</i> , McDougal Littell	2000
History/social science	<i>Current Affairs</i> , Close Up Foundation	2007
History/social science	<i>The Western Heritage: Since 1300</i> , 8th Edition; Pearson/Prentice Hall	2004
History/social science	<i>Modern European History</i> , Glencoe/McGraw-Hill	1990
History/social science	<i>The Western Heritage</i> , Prentice Hall	1998
History/social science	<i>The Americans: Reconstruction to the 21st Century</i> ; McDougal Littell	2003
History/social science	<i>American Voices</i> , Scott Foresman	1995
History/social science	<i>The American Pageant</i> , D.C. Heath and Company	1998
History/social science	<i>The American Pageant</i> , 12th Edition; Houghton Mifflin/McDougal Littell	2002
History/social science	<i>Call to Freedom: 1865 to the Present</i> ; Holt, Rinehart and Winston	2003
History/social science	<i>United States History</i> , Globe Fearon	1994
History/social science	<i>Human Geography: People, Place and Culture</i> ; John Wiley & Sons	2007
History/social science	<i>Magruder's American Government</i> , Prentice Hall	1999
History/social science	<i>Magruder's American Government</i> ; Prentice Hall	2006
History/social science	<i>Government in America</i> , 10th Edition; Longman/Prentice Hall	2002
History/social science	<i>Government in America</i> , 12th Edition; Prentice Hall	2006
History/social science	<i>Countries and Concepts</i> , Prentice Hall	2006
History/social science	<i>Comparative Politics, a Theoretical Framework</i> ; Prentice Hall	2004
History/social science	<i>American Government: Readings and Cases</i> , Pearson	2006
History/social science	<i>American Government</i> , Globe Fearon	1995
History/social science	<i>Exploring American Citizenship</i> , Globe Fearon	1995
History/social science	<i>Civics Today</i> , Glencoe	2005
History/social science	<i>Comparative Politics Today</i> , Scott Foresman	2000
History/social science	<i>Economics</i> , South Western	1997
History/social science	<i>Economics: Principles & Practices</i> , Glencoe	2005
History/social science	<i>The Economy Today</i> , Glencoe/McGraw-Hill	2000
History/social science	<i>The Economy Today</i> , Glencoe/McGraw-Hill	2006
History/social science	<i>Economics: Today & Tomorrow</i> , Glencoe/McGraw-Hill	1991
History/social science	<i>Economics</i> , Globe Fearon	1995
History/social science	<i>Economics: Today & Tomorrow</i> , Glencoe	2005
History/social science	<i>Sociology</i> , Prentice Hall	2001
History/social science	<i>Psychology: Concepts and Connections</i> , Wadsworth Publishing	2007
History/social science	<i>Psychology</i> , 8th Edition; Worth	2007
History/social science	<i>Psychology in the New Millennium</i> , South Western	2002
History/social science	<i>Living Religions</i> , 6th Edition; Prentice Hall	2005

Professional Development

To support teachers during the one day of Preservice in August, 2014, the topics were chosen based on the need to prepare teachers to continue the transition to and implement the Common Core State Standards. Specific focus areas for Preservice 2014 included unwrapping the ELA Speaking and Listening standards, the ELD Speaking and Listening standards connections in order so that teachers in all disciplines are able to support students in content area discussions and collaborative conversations. In addition, training was provided on Close Reading and Visual Thinking Strategies in each individual discipline and grade level.

For Preservice training, teachers attend workshop presentations at various sites in grade level and content area groupings. Trainers are mostly comprised of trained district staff with outside presenters as needed and appropriate. For 2014, the Preservice training was one all-day training.

Follow up training and support is provided all year long through the district's Professional Development Academy (PDA) in the form of all day trainings, site support, and coaching. At the site level, principals lead their teams in data analysis and offer teachers opportunities for staff development in-house (trainings taught by teachers on site or by the principal), or by inviting district PDA trainers to provide staff development. The PDA offers site leaders training as well through Leadership Learning Series. Discipline and/or grade level task forces of teachers and leaders have also been established to lead implementation and provide direction and support with curriculum, instruction, and assessment.

Professional Development Days

2012-13	0 days
2013-14	1 day
2014-15	1 day





Public Internet Access

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

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	3.0
Ratio of students per academic counselor	618:1
Support Staff	
FTE	
Social/behavioral or career development counselors	0.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.5
Psychologist	1.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.6
Resource specialist (non-teaching)	0.0

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data Comparison			
	Placentia-Yorba Linda USD	Esperanza HS		
Teachers	14-15	12-13	13-14	14-15
With full credential	1,058	70	75	75
Without full credential	2	0	1	0
Teaching outside subject area of competence	4	1	1	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Esperanza HS		
Teachers	12-13	13-14	14-15
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Esperanza HS	100.00%	0.00%
All schools in district	99.16%	0.84%
High-poverty schools in district	99.29%	0.71%
Low-poverty schools in district	99.09%	0.91%

Financial Data

The financial data displayed in this SARC is from the 2012-13 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		2012-13 Fiscal Year
	Placentia-Yorba Linda USD	Similar Sized District
Beginning teacher salary	\$39,558	\$41,761
Midrange teacher salary	\$73,339	\$66,895
Highest teacher salary	\$92,007	\$86,565
Average elementary school principal salary	\$107,257	\$108,011
Average middle school principal salary	\$111,121	\$113,058
Average high school principal salary	\$122,424	\$123,217
Superintendent salary	\$233,520	\$227,183
Teacher salaries — percent of budget	43%	38%
Administrative salaries — percent of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2012-13 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Esperanza HS	\$5,297	\$74,498
Placentia-Yorba Linda USD	\$5,576	\$75,576
California	\$4,690	\$70,720
School and district — percent difference	-5.0%	-1.4%
School and California — percent difference	+12.9%	+5.3%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2012-13 Fiscal Year	
Total expenditures per pupil	\$6,218
Expenditures per pupil from restricted sources	\$921
Expenditures per pupil from unrestricted sources	\$5,297
Annual average teacher salary	\$74,498



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit <http://www.cde.ca.gov/fg/aa/lc/lcffaqa.asp>.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.