

# **Esperanza Continuation High School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Esperanza Continuation High School
Street	581 B Jackson St
City, State, Zip	Gridley CA 95948
Phone Number	5308466721
Principal	Maggie Daugherty
Email Address	maggiedaugherty@gusd.org
Website	www.gusd.org
County-District-School (CDS) Code	04-75507-0433946

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Gridley Unified School District
Phone Number	(530) 846-4721
Superintendent	Jordan Reeves
Email Address	jreeves@gusd.org
Website	www.gusd.org

### School Description and Mission Statement (School Year 2020-2021)

The Esperanza High School staff recognizes that each student possesses unique skills, abilities and talents.. Our goal is to help students become respectful, responsible individuals while developing a lifelong passion for knowledge. Learning at Esperanza is a combined effort involving students, family, community, and school. Together we strive to provide a positive learning experience in an emotionally safe atmosphere. Instruction at Esperanza imparts knowledge while it develops critical thinking and problem solving skills. Students are helped to identify their strengths, maximize their potential, and encouraged to become productive members of our society. The mission of Esperanza Alternative High School is to provide students with a nurturing learning environment that promotes academic achievement, fosters personal growth, respect for the rights and diversity of others, and cultivates the attitude, skills and values necessary for students to become lifelong learners, responsible citizens, and productive members of society.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 8	1
Grade 10	2
Grade 11	15
Grade 12	24
Total Enrollment	42

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Hispanic or Latino	61.9
White	33.3
Socioeconomically Disadvantaged	88.1
English Learners	7.1
Students with Disabilities	4.8
Foster Youth	4.8
Homeless	26.2

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	2	3	3	109
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

All students have access to core curriculum materials, including print and online materials; credit recovery courses are also completed through Edgenuity Online Learning Systems

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity English CCCS 11th and 12th, Board Adopted 2020	Yes	0%
Mathematics	Houghton Mifflin Integrated Math 1, Edgenuity Integrated Math 1, both Board Adopted 2020	Yes	0%
Science	National Geographic Environmental Science, Board adopted July 2017; Edgenuity Environmental Science, Board Adopted 2020	Yes	0%
History-Social Science	Edgenuity US History, Government and Economics, Board Adopted 2020	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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

### School Facility Conditions and Planned Improvements

Esperanza Continuation High School classrooms and facilities are maintained in good condition. The property is leased, but the district maintains responsibility for majority of repairs and upkeep.

The building recently underwent a remodel which included fixing roof leaks, added new offices, sealing floors, adding new lighting and base boards, and repairing the HVAC . Site leadership and staff care about the success for their students and provide an environment conducive to learning.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	None at this time
<b>Interior: Interior Surfaces</b>	Good	None at this time.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	None at this time
<b>Electrical: Electrical</b>	Good	None at this time

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None at this time
Safety: Fire Safety, Hazardous Materials	Good	None at this time
Structural: Structural Damage, Roofs	Good	None at this time
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	The front windows leak when it rains. Site will explore options to prevent windows from leaking.
Overall Rating	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	21	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### Career Technical Education Programs (School Year 2019-2020)

Gridley Unified offers a slate of CTE education through its Gridley High School Campus. Esperanza does not receive Career Technical Education funding, although the majority of our students take the ASVAB test for post-secondary career and educational readiness and evaluation of opportunities. With the adoption of Edgenuity Online Learning Systems, our students are able to access a wide variety of CTE courses to meet elective requirements. Our Master Schedule focuses on College and Career Readiness for Seniors in direct instruction model elective course focusing on skill development in CCR.. Various guest speakers and field trips are planned throughout the year to visit colleges, trade schools, employment possibilities, etc; both juniors and seniors participate.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0



### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

#### Opportunities for Parental Involvement (School Year 2020-2021)

Parent and community involvement is an ongoing focus for Esperanza High School. Parent participation is encouraged and welcomed at any time. Esperanza holds an annual mandatory parent and student orientation meeting for new students to review the program, student expectations, answer questions, and introduce staff. Additionally, parents are an integral participant in the interview that is conducted for every student as they enroll in the program.

Esperanza has an active School Site Council (SSC) in partnership with Gridley High School. We encourage parents to attend our School Site Council, as well as the district LCAP parent advisory committee and the District English Learners Advisory Council (DELAC). Additionally, we offer parent presentations through the year on various topics, such as supports for undocumented students.

Parents are encouraged to participate in the AERIES Parent Portal, which allows parents to follow their student's progress online. School staff, counselors and administration contact parents to discuss successes and challenges both academically and behaviorally in order to develop strategies to increase student success. At the end of every grading period an updated transcript is sent home to indicate student progress.

Additionally, Esperanza has a website that contains up-to-date information on upcoming events . Through the use of an automatic dialer / messenger system, parents are contacted daily regarding their student's attendance, and the system is also used for school information. Parents who wish to become active partners at Esperanza may call the main office for more specific information.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	36.4	56.3	21.1	12.3	9.5	8	9.1	9.6	9
Graduation Rate	40.9	37.5	63.2	77.3	85.4	89.8	82.7	83	84.5

## State Priority: School Climate

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

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

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.8	1.8	3.2	5.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	10.3	5.1	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

CA Ed code 3542.6 requires that each school adopt a comprehensive safety plan and thereafter review the plan yearly. Safety plans were board approved in March, after School Site Council review and approval in February. A disaster preparedness plan is in place on the school campus. It is intended for the use of school employees to provide guidance and assistance in emergency situations and to ensure the safety and welfare of all students and staff. Copies of the Disaster Preparedness Plan are placed in all classrooms and offices. The plan is available in the Alternative Education main office for parents and members of the community. Both staff and students participate in regularly scheduled safety meetings throughout the school year: fire, earthquake, general evacuation, intruder on campus, injury, etc. In addition, the district now utilizes Catapult Emergency Management Systems, and all staff have been trained on it's use, with ongoing training scheduled throughout the year.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	8	4			8	4			4	12		
Mathematics	6	5			5	9			3	8		
Science	5	3			3	6			2	9		
Social Science	5	8			4	13			3	15		

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,689	\$271	\$13,418	\$87,012
District	N/A	N/A	\$8,490	\$77,020
Percent Difference - School Site and District	N/A	N/A	45.0	12.2
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	53.6	13.9

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

## Types of Services Funded (Fiscal Year 2019-2020)

Esperanza receives categorical funds from Title I, Title II, Title III and Supplemental/Concentration (LCAP). These monies are used to provide staff development, programs and curriculum to increase student outcomes, and to provide staffing for targeted interventions. This year we funded the addition of another teacher position, and a fulltime school counselor. In addition to funding the online credit recovery program, new supplemental curriculum was funded, along with school field trips and classroom presenters.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,479	\$47,145
Mid-Range Teacher Salary	\$68,943	\$74,952
Highest Teacher Salary	\$98,545	\$96,092
Average Principal Salary (Elementary)	\$142,869	\$116,716
Average Principal Salary (Middle)	\$134,977	\$120,813
Average Principal Salary (High)	\$142,073	\$131,905
Superintendent Salary	\$190,562	\$192,565
Percent of Budget for Teacher Salaries	33.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	5

Prior to the first day of school, the district conducts three days of targeted staff development. Periodically during the year, staff workshops are conducted to address student outcomes, academic successes and areas of concern. In August 2020, Esperanza teachers participated in Summer Bootcamp, an additional two days specifically targeting the at-risk student population we serve with social/emotional and academic support, and integration of Common Core instruction. Staff also received training and 1:1 coaching in the area of technology, including Edgenuity, google classroom and use of document cameras and zoom. Throughout the year, early-release Wednesday afternoons are use as ongoing staff development. In May of 2018, Esperanza was granted a full 6-year accreditation from WASC, and ongoing PD supports the three-year follow-up plan as well.