

Hope Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 LCAP, see the CDE LCFF web page 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).

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-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Hope Elementary School
Street	613 W Teapot Dome Ave.
City, State, Zip	PORTERVILLE
Phone Number	5597841064
Principal	Melanie Matta
Email Address	mmatta@hope-esd.org
Website	www.hope-esd.org
County-District-School (CDS) Code	5419446054092

Entity	Contact Information
District Name	Hope Elementary School District
Phone Number	5597841064
Superintendent	Melanie Matta
Email Address	mmatta@hope-esd.org
Website	www.hope-esd.org

School Description and Mission Statement (School Year 2019-20)

Hope Elementary School District is a rural, single-site school district located just southeast of the city of Porterville, with approximately 240 Transitional Kindergarten through eighth grade students served. Originated in 1892, the school district is one of the few single-school districts in the county serving a TK – 8 student population in self-contained classrooms. Parents, students, and family members report a shared feeling of comfort, safety, and appreciation for the small school, family-oriented approach of Hope Elementary School District. Our school community has made it a priority to provide Hope Elementary School students with the very best 21st century education possible. Our staff is committed to making this school year another exciting and successful experience for each of our students. However, with the growing changes in education and the many obstacles faced by school districts statewide, Hope Elementary School realizes the ever-present need to foster and build upon our valued partnerships to be equipped to face those challenges with the tools needed to achieve our goals and make our vision a continued reality. Hope Elementary School is dedicated to serving each student's individual needs, as well as reaching our overall academic goals. We realize that every student matters and thus we created our mission statement, "Every Child, Every Opportunity, Every day". At Hope Elementary School, we provide the essential components of a quality school program, a rigorous academic curriculum to challenge and meet the academic needs of all our students, but we also help each student discover the talents and gifts that exist inside of them and how sharing those attributes builds a better world around us. Board members, staff, parents, students, and community members are committed to continued improvement and working together to make this school an extraordinary place to be.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	27
Grade 1	30
Grade 2	34
Grade 3	22
Grade 4	24
Grade 5	29
Grade 6	29
Grade 7	21
Grade 8	25
Total Enrollment	241

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Hispanic or Latino	60.6
White	39
Socioeconomically Disadvantaged	75.5
English Learners	34
Students with Disabilities	4.1
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	10	9	8	8
Without Full Credential	1	2	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Hope Elementary School District follows the the schedule of the State of California for the adoption of K-8 instructional materials. All students have access to their own textbooks that are aligned to state adopted frameworks. Teachers are encouraged to report any deficiencies or shortage of textbooks so they can be replaced.

The staff, the School Site Council (SSC), and the school board previews textbooks on the State Board of Education's approved list.

Books are then placed on display for parents to preview with opportunity for input. The textbooks selected are sent to the board for

final approval.

Each classroom is connected to the Internet. Grades TK-1 have 4 computers in each classroom, 2nd-8th grades have 1 computer for each student that are capable of accessing the Internet. Plans for TK-1 to be 1:1 with computers will be completed in 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Journeys K-5 and Collections 6-8 / 2017	Yes	0
Mathematics	Houghton Mifflin Go Math / 2017	Yes	0
Science	Stemscopes / 2019	Yes	0
History-Social Science	Harcourt K-6 and McGraw Hill 7-8 / 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Facilities Inspection Tool was administered during the August 2018 Williams visit. All facilities were deemed to be clean and in good repair. Daily maintenance is completed to keep the facilities in good repair. The district's Maintenance, Operations, and Transportation supervisor is responsible for inspection and planning for repairs and maintenance upkeep and provides a monthly report to the Board of Trustees. The overall rating of the FIT performed August 16, 2019 was 100% with a school rating of exemplary.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	29	32	29	32	50	50
Mathematics (grades 3-8 and 11)	22	47	22	47	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	150	147	98.00	2.00	31.97
Male	88	87	98.86	1.14	26.44
Female	62	60	96.77	3.23	40.00
Black or African American					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	94	92	97.87	2.13	28.26
Native Hawaiian or Pacific Islander					
White	54	53	98.15	1.85	35.85
Two or More Races					
Socioeconomically Disadvantaged	118	116	98.31	1.69	28.45
English Learners	53	53	100.00	0.00	22.64
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	150	146	97.33	2.67	47.26
Male	88	86	97.73	2.27	46.51
Female	62	60	96.77	3.23	48.33
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	94	91	96.81	3.19	42.86
Native Hawaiian or Pacific Islander					
White	54	53	98.15	1.85	54.72
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	118	115	97.46	2.54	49.57
English Learners	53	52	98.11	1.89	42.31
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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	25.0	14.3	7.1
7	22.7	9.1	18.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 2019-20)

There are many opportunities for parents to become an active member of the Hope School community. One of those ways is by becoming a member of the Hope Parent Club. This group of parents meets monthly to plan activities to raise money for student activities and learning opportunities. Another way we include parents to be an active participant in their child's education is by getting them involved with School Site Council and ELAC. The meetings are open to all parents and community members. We offer many school activities throughout the school year that involve parents having fun with their children at school. The Hope School Carnival is well attended by parents and the community. Parents are also encouraged to volunteer in their child's classroom as well as attend any field trips their child participates in. Monthly, we have all school assemblies where parents are invited to watch their child be recognized by staff members. In addition to these things, Hope School manages a Facebook page where parents are kept abreast of school activities and can see what is happening in their child's classroom on a regular basis.

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

Rate	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
Suspensions	2.3	1.2	1.1	2.3	1.2	1.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan was a collaborative effort between administration, teachers, parents, and law enforcement. The plan was approved by the School Site Council on October 9, 2018 as well as approved by the Board of Education at its regularly scheduled meeting on October 10, 2018.

Key elements of the plan include: Crisis Response Initial Actions; Duck and Cover, Shelter In Place, Lock Down, Evacuate. These drills are practiced monthly at different times of the day. Notes are taken as to what needs to be improved upon and those details are shared with all staff. At staff development meetings, administration reviews key elements of the document so that it is not just a stack of papers but a living and breathing document that we refer back to in emergencies. Over the summer of 2019, all staff were trained in A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) strategies.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21		2		21		2		19	1	1	
1	24		1		16	1			19	1		
2	15	2			22		1		17	2		
3	26		1		27		1		22		1	
4	28		1		26		1		24		1	
5	23		1		28		1		29		1	
6	29		1		21		1		29		1	
Other**					18	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10219.61	862.54	9357.07	53,939
District	N/A	N/A	9357.07	\$55,050.00
Percent Difference - School Site and District	N/A	N/A	0.0	-2.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	21.9	-18.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Contract with Tulare County Office of Education for special education, psychologists, and speech services. ASES after school program provided through a blended grant and school district contribution, after school tutoring, team teaching. Through the use of Title I funds, we are able to provide paraprofessionals in every classroom to help with the instructional program and assist in small group instruction.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,015	\$45,252
Mid-Range Teacher Salary	\$66,031	\$65,210
Highest Teacher Salary	\$86,783	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$123,212	\$124,686
Percent of Budget for Teacher Salaries	26%	31%
Percent of Budget for Administrative Salaries	9%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		7	7

The district, through use of LCAP funds and creation of meaningful and beneficial goals, has been able to slowly increase the number of professional development days. Typically the district has enjoyed the use of three days at the beginning of the school year and one day in October to attend a Small Schools Conference collectively. The days are used to focus on curriculum training for better implementation in the classroom and for training in strategies and best teaching practices for English Language Learners.

Every Tuesday afternoon after school lets out our staff is involved in Professional Development. The principal leads the professional development in the areas of supporting ELL's, goal setting, data, and best instructional practices. These PD's are followed up by principal walk-throughs, teacher meetings, and in class coaching with teachers. In addition to the Tuesday Professional Development Days, teachers are sent to PD with the Tulare County Office of Education in the areas of improving reading, writing, and math practices.