

New Hope Elementary

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	New Hope Elementary
Street	P.O. Box 238
City, State, Zip	Thornton, CA 95686-0238
Phone Number	(209) 794-2376
Principal	Janet Stemler
Email Address	jstemler@nhesd.net
Website	https://nhesd.net
County-District-School (CDS) Code	39-68619

Entity	Contact Information
District Name	New Hope Elementary School District
Phone Number	(209) 794-2376
Superintendent	Janet Stemler
Email Address	jstemler@nhesd.net
Website	https://nhesd.net

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

New Hope Elementary School District is a small, rural, single school district located in the northern most part of San Joaquin County. New Hope Elementary serves students in transitional kindergarten through eighth grade. The staff and the community take great pride in their reputation for providing instruction tailored to meet the needs of our diverse population. New Hope Elementary's largest sub-group is Hispanic or Latino, which comprises 85.5% of the student body. Another significant group is our English learners which make-up 56% of the student body. New Hope Elementary is a Title I and Provision II school serving the needs of their largest sub-group, low socioeconomic students, which is 85%. (All data was verified through CALPADS-2019-20)

There are 12 full time certificated teachers, one full time certificated English Language Development (ELD) specialist, one full time certificated Reading Intervention teacher on staff, and one Teacher On Special Assignment (TOSA). All certificated positions provide quality instruction and support services to the students. New Hope Elementary also employs seven paraprofessionals, all of whom provide direct support to students and teachers. The entire New Hope Elementary staff works collaboratively to provide a safe, nurturing, and educational environment. English Language Arts (ELA) and ELD continues to be the educational focus. The teaching staff, as well as the paraprofessionals, work closely with an ELA/ELD coach on implementing Common Core State Standards in a differentiated manner; guaranteeing all students have access to the core curriculum. Through the coaching model, the staff is using research based curriculum to deliver lessons with proven successful instructional strategies.

Students are encouraged to become the best person they can be; to develop and exemplify good character traits, while setting the best example for themselves and their community. Bullying, in any form, is not tolerated, and is dealt with in a timely manner. Outside counseling services are contracted in order to provide students, parents, and staff with individualized support, prevention and intervention strategies. The safety of our students is of the highest priority. Safety drills are conducted on a monthly basis. Each drill is followed-up by staff members for review, clarification, and discussion to further make our campus safe and our students prepared.

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

Grade Level	Number of Students
Kindergarten	25
Grade 1	21
Grade 2	27
Grade 3	16
Grade 4	27
Grade 5	26
Grade 6	18
Grade 7	17
Grade 8	24
Total Enrollment	201

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
Filipino	0.5
Hispanic or Latino	85.1
Native Hawaiian or Pacific Islander	1.5
White	8.5
Two or More Races	3
Socioeconomically Disadvantaged	90
English Learners	55.7
Students with Disabilities	10
Homeless	0.5

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	11	13	13
Without Full Credential	4	3	2	2
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: July 2019

At the end of every instructional year, teachers and paraprofessionals take inventory of their grade level curriculum. Replacement texts and consumables for the following instructional year are order at that time to ensure all requirements are met before the beginning of the following instructional year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, (K-6), Benchmark Education Company, 2017 Study Sync, (7-8), McGraw-Hill Education, 2017	Yes	0
Mathematics	My Math, McMillian, (K-5), McGraw-Hill, 2012 My Math, McMillian, (6-8), McGraw-Hill, 2013 College Preparatory Math (CPM), (6-8), CPM Educational Program, 2016	Yes	0
Science	California Science, McMilian, McGraw-Hill, 2008	Yes	0
History-Social Science	Scott Foresman, (K-6), 2006 McDougall Littell, (7-8), 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

New Hope Elementary School is very proud of the pleasant and clean environment made available to its students and community. Visitors to the school will find the grounds some of the best kept at any school. A dedicated maintenance staff works tirelessly to ensure a graffiti-free and litter-free grounds. New Hope Elementary School takes great efforts to ensure that grounds are not only clean, but safe, and functional. To assist in this effort, we used the Facility Inspection Tool (FIT) instrument developed by the State of California Office of Public School construction to determine that the school is in good repair. The present school was built in 1950. The school has 11 regular classrooms, one Special Education classroom, a multipurpose room, a portable building shared by the After School Program and a Reading Intervention Teacher, and a portable building for staff members to work. District maintenance staff ensures that the necessary repairs to keep the school in good repair and in working order are completed in a timely manner. Emergency repairs are always given the highest priority. A cleaning schedule has been developed, and is followed daily, to ensure a clean and safe school. It is the goal of the New Hope Elementary School Board to ensure that students have the opportunity to learn with the assistance of updated technology, equipment, and facilities that allow for a safe, purposeful, and fun learning environment. During the 2017-18 school year, funds from Proposition 39 were used to upgrade safety and energy efficiency of classrooms, common areas, and the school grounds. Through Proposition 39 funding, New Hope Elementary installed solar panels on a portion of the multi-purpose room roof top. During the 2018-19 school year, the following projects have been completed or are under development: (1) Tree trimming and tree removal, (2) Kitchen flooring and walk-in refrigerator, (3) New gutters, (4) Security cameras, and lastly (5) Upgrade to a school wide water filtration system through a California State Water Board grant. (A copy of the FIT report is available in the district office.)

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: 08/12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Staff Room: Sub-flooring was replaced Multi-Purpose Room: Kitchen flooring has since been replaced, and in the boy's restroom, a new toilet has been installed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Outside: The gutters and downspouts have either been repaired or they have been replaced during the 2018-19 school year.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
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 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)	44	41	44	41	50	50
Mathematics (grades 3-8 and 11)	25	18	25	18	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	118	114	96.61	3.39	41.23
Male	60	58	96.67	3.33	31.03
Female	58	56	96.55	3.45	51.79
Black or African American					
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino	--	--	--	--	--
Hispanic or Latino	103	99	96.12	3.88	38.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	108	104	96.30	3.70	39.42
English Learners	84	80	95.24	4.76	35.00
Students with Disabilities	16	16	100.00	0.00	6.25
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	118	114	96.61	3.39	17.54
Male	60	58	96.67	3.33	17.24
Female	58	56	96.55	3.45	17.86
Black or African American					
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	103	99	96.12	3.88	18.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	108	104	96.30	3.70	19.23

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	84	80	95.24	4.76	15.00
Students with Disabilities	16	16	100.00	0.00	6.25
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	21.7	21.7	13.0
7	27.8	16.7	11.1

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)

New Hope Elementary welcomes and encourages school-wide parent participation. Parents can be an active part of their children's education by volunteering in the following capacities:

- Parent Advisory Councils: School Site Council (SSC) and District English Language Advisory Council (DELAC)
- Classroom Helper
- Parent Club
- Parent Workshops
- Parent Conferences
- After School Program
- Citizen of the Month Assemblies
- Field Day
- Read Across America
- Family Night
- Cinco de Mayo Program
- Promotion planning (Kinder and 8th grade)

For more information on how to become involved, please contact: Ana Garcia, (209) 794-2376, agarcia@sjcoe.net

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	1.8	5.4	3.2	1.8	5.4	3.2	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)

New Hope Elementary School has developed a Comprehensive School Safety Plan that is updated and reviewed on an annual basis. The safety plan primarily addresses issues of school safety pertaining to day-to-day activities, such as general rules for maintaining a safe and positive school environment. A variety of safety drills are practiced on a monthly basis. Drills are conducted at various times of the day to help prepare students for an unexpected event. Individual safety issues are part of our health curriculum including facts and awareness of the hazards of involvement with controlled substances and tobacco. Also reflected in the district safety plan are the district discrimination and harassment board policies, as well as procedures for reporting a hate crime. The comprehensive school safety plan has been reviewed and updated with the help of the Thornton Fire department and the San Joaquin County Sheriff's Department. The 2019-20 Emergency Plan is scheduled to go before the School Board in February 2020 for approval.

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	15	2			11	2			25		1	
1	17	1			24		1		21		1	
2	14	2			13	1			14	2		
3	21		1		14	2			16	1		
4	19	1			22		1		27		1	
5	20	6			18	6			26		1	
6	23		6		20	6			18	1		
Other**												

*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	13295.99	2866.06	10429.93	\$57,704.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	10429.93	\$57,704.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	32.6	-11.8

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)

Through ASES funding, students in grades 1st-8th are offered tutoring, homework assistance, healthy snacks, recreation, arts, science, and technology opportunities after school. New Hope Elementary also provides students with additional opportunities through funding from Title I, Title III, and other funding sources as they are received.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,245	\$45,252
Mid-Range Teacher Salary	\$57,793	\$65,210
Highest Teacher Salary	\$79,220	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$105,000	\$124,686
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	4%	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+	10+	13+

Along with regularly scheduled staff meetings and across grade collaboration, professional development is scheduled for teachers and paraprofessionals throughout the instructional year. Teachers are offered a week long Teacher's Institute during the summer break. Prior to the start of the 2019-20 school year, Paraprofessionals were provided two full days of training. Three MOU's have been established with San Joaquin County Office of Education (SJCOE): (1) Language and Literacy Department, (2) STEM Department, and (3) Math Department. All three MOU's provide professional development through a coaching model. The primary focus for staff development is to provide teachers and paraprofessionals with timely, well-researched, standards-based instructional methodologies and information that will increase student participation and achievement. Teachers are also provided with opportunities to attend various workshops addressing specific instructional strategies relevant to individual teacher needs and areas of concentration. New Hope Elementary has placed their focus on meeting the California Common Core Standards, NGSS, and the daily integration of technology. The MOU established with the STEM Department, assists teachers and students with technology, Students in grades TK-8 have an opportunity to attend and receive high quality, state of the art, technology lessons at the SJCOE Fab Lab.