

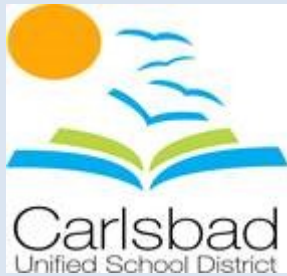


Hope Elementary School

3010 Tamarack Avenue • Carlsbad CA, 92010 • (760) 331-5900 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Carlsbad Unified School District

6225 El Camino Real
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District Governing Board

Veronica Williams, President

Claudine Jones, Vice President

Elisa Williamson, Clerk

Ray Pearson, Member

Kathy Rallings, Member

District Administration

Benjamin Churchill, Ed. D.

Superintendent

Mr. Chris Wright

Assistant Superintendent, Business Services

Mr. Rick Grove

Assistant Superintendent, Personnel Services

Dr. Robert Nye

Assistant Superintendent, Instructional Services

School Description

Hope is one of nine elementary schools in the Carlsbad Unified School district in coastal North County San Diego. The campus includes 36 classrooms, five workrooms, a cafeteria, a library, a multipurpose room, and a computer lab with Internet access. There are also two classrooms for before-school and after school daycare. Hope School serves students in kindergarten through fifth grade who come from a variety of home situations. Our K-5 programs also include three specialized classroom for autistic students and we work in cooperation with the North Coastal Consortium for Special Education. The Hope Elementary faculty demonstrates a high degree of professionalism and dedication. The teaching staff includes teachers with experience ranging from 1 to 38 years. Teachers actively serve in leadership roles as grade-level leaders, site committee chairpersons, district team members, and mentors. Our professional learning community collaborates to carefully analyze student data, coordinate effective instructional strategies, and create a learning environment that addresses the needs of students. Our staff's collective wisdom and care for children has earned them the respect of our students and families. Students and staff benefit from the active participation of our parents and the local community. Parents demonstrate their commitment to our school by supporting programs that compliment our standards-based curriculum, such as Science Day activities, Family Science Night, literature, and character-building assemblies, and an active room-parent program. We take great pride in our campus. Students and families enjoy the inviting outdoor environment. A nature preserve surrounds our campus and provides daily sightings of hawks, our mascot, circling in the bright sky. As a community school, Hope Elementary is host to many community events such as scout meetings, athletic practices and competitions, dramatic productions, and music lessons. Our comprehensive educational program addresses all academic standards, including art, music, and movement/exercise classes every week. Students access technology within their instructional day with all classes in grades first through fifth grade enjoying 1-1 chromebook access. Reading is emphasized by means of weekly visits to our library. Students and staff at Hope School are justifiably pleased with their academic achievement and designation as a California Gold Ribbon School in 2016 and one of only 4 schools in San Diego to win the State's Exemplary Arts Award in 2016. We also are the first Carlsbad Unified School to receive a SunWise Protection from the federal government for our Sun Safety program. Through the combined efforts of our dedicated staff, motivated students, and involved parents, Hope Elementary School has maintained a reputation for academic excellence.

The mission of Hope Elementary, an interactive community school, is to ensure the development of motivated, confident, and cooperative problem solvers through an academically challenging curriculum facilitated by a dedicated staff.

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 the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	109
Grade 2	113
Grade 3	114
Grade 4	111
Grade 5	91
Total Enrollment	640

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	3.9
Filipino	1.3
Hispanic or Latino	19.1
Native Hawaiian or Pacific Islander	0.6
White	62.8
Two or More Races	11.1
Socioeconomically Disadvantaged	18.4
English Learners	3.6
Students with Disabilities	10.6
Homeless	0.2

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 for Hope Elementary	17-18	18-19	19-20
With Full Credential	30	32	33
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Carlsbad Unified	17-18	18-19	19-20
With Full Credential	♦	♦	572
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Hope Elementary School

Indicator	17-18	18-19	19-20
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)

Each elementary school in Carlsbad Unified uses Board adopted materials as the primary curriculum for instruction. Instructional Materials adoptions follow Board Policy procedures and CUSD follows the windows for adoption as recommended by the State Board of Education.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Kinder: Houghton Mifflin Journeys, CA Edition 1st - 5th Grades: Benchmark CA Edition Adopted 2017-2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math! Houghton Mifflin Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K: Houghton Mifflin 1-5: Harcourt Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	MacMillan: Spotlight on Music for K-5 Music Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/31/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	PRINCIPAL: MISSING DATA STORAGE COVER RM K 2: DOOR CLOSER DISCONNECTED
Interior: Interior Surfaces	Good	FOOD AREA: HOLE IN KITCHEN WALL RM 1: CEILING TILES WATER DAMAGED RM 16: MISSING CEILING TILES RM 3: STAINED CEILING TILE RM 4: STAINED CEILING TILE RM 7: STAINED CEILING TILE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	PARKING LOTS: POLE LAMP LIGHT REPLACE
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	74	72	74	76	50	50
Math	69	70	66	68	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.7	25.6	48.9

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	313	281	89.78	71.89
Male	177	155	87.57	73.55
Female	136	126	92.65	69.84
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	67	63	94.03	55.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	199	174	87.44	77.59
Two or More Races	32	31	96.88	67.74
Socioeconomically Disadvantaged	67	63	94.03	50.79
English Learners	13	13	100.00	53.85
Students with Disabilities	40	34	85.00	35.29
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	313	309	98.72	69.90
Male	177	174	98.31	74.14
Female	136	135	99.26	64.44
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	67	66	98.51	48.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	199	197	98.99	77.66
Two or More Races	32	31	96.88	67.74
Socioeconomically Disadvantaged	67	66	98.51	50.00
English Learners	13	13	100.00	46.15
Students with Disabilities	40	39	97.50	38.46
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.

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)

We invite parents to participate in the School Site Council, the PTA, the parent foundation, the room parent program, and the classroom. Parents attend Back-to-School Night and special PTA activity events such as Family Art Night, Movie Night, Family Science Night, and Open House. Parent volunteers show their community involvement and support through the number of hours they volunteer at Hope Elementary—more than 8,000 hours for school, classroom, and PTA-related activities. We could not do everything on campus without the help of our parents! Our academic success is based, in part, on the parents who read with students every day and manage small-group instruction. The PTA raises over \$72,000 in donations each year to provide classroom enrichment, fine arts classroom programs, and special activities for Hope Elementary students, staff, and parents. PTA membership information is available in the school office. The contact person for parent involvement is Ashley Rossiter; she can be reached at (760) 331-5900.

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.

School Safety Plan

We revise and update our school safety plan each year in the fall. Our current school safety plan meets all federal, state, and district standards for a comprehensive school safety plan. It addresses prevention, planning, responding, and recovering from possible threats (earthquakes, intruders, fires) to ensure the safety of students, staff, and visitors. Our psychologist and site administrators are trained in threat assessment techniques by experts in school-threat assessment. To ensure safety on our campus, a school site safety committee conducts inspections to identify potential hazards. We have also developed a disaster preparedness plan, and we conduct regular fire, earthquake, and secure campus drills to familiarize staff and students with emergency procedures. Our school site is also monitored for physical safety. Play structures, sidewalks, and the school's landscaping are maintained at a high standard for student safety and undergo regular inspections. A new visitor check-in system is being implemented, requiring all visitors to sign in and out.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.7	0.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	2.2	2.3
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5
Other	1.0

* 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.

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	22	1	3		22	1	4		21	1	4	
1	26		4		22		5		21	2	3	
2	25		4		27		4		19	1	5	
3	22		4		26		4		28		4	
4	36			3	30		3		27		4	
5	29		4		29		4		30		3	
Other**	7	2			8	1			6	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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The Carlsbad Unified School District provided professional development days prior to the 2018-2019 school year. This included both district-wide professional development for all staff as well as site based professional development activities. In addition, each site offers professional development activities throughout the year based on the needs of the students and staff.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,129	\$51,374
Mid-Range Teacher Salary	\$76,820	\$80,151
Highest Teacher Salary	\$107,077	\$100,143
Average Principal Salary (ES)	\$130,740	\$126,896
Average Principal Salary (MS)	\$134,673	\$133,668
Average Principal Salary (HS)	\$146,525	\$143,746
Superintendent Salary	\$235,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7,542	1,861	5,681	79,358
District	N/A	N/A	5,473	\$81,643.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.7	-2.8
School Site/ State	-27.7	-3.3

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

The District believes in "Best First Instruction," which means each teacher is accountable for the learning needs of the students in their class, teachers differentiate based on these learning needs and they collaborate with grade level team teachers as well as the principal to ensure students progress at every level. Beyond the general education classroom, some of our students have Learning Center support, and we host three Special Day Classrooms, and GUIDE counseling. Our foundation pays for 180 hours of small group reading intervention instruction as well as various intervention tools.