

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	3970A La Colina Rd
City, State, Zip	Santa Barbara
Phone Number	(805) 563-2974
Principal	Liz Barnitz, Ph.D.
Email Address	lbarnitz@hopeschooldistrict.org
Website	http://www.hopeelementaryschool.org/
County-District-School (CDS) Code	42 69211 6045538

Entity	Contact Information
District Name	Hope Elementary School District
Phone Number	(805) 682-2564
Superintendent	Anne Hubbard, Ed.D.
Email Address	ahubbard@hopeschooldistrict.org
Website	http://www.hopeschooldistrict.org/

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

Principal's Message

Welcome to Hope School! Hope School is located in Santa Barbara, a beautiful Spanish colonial small city on California's central coast. Santa Barbara's economy is based primarily on a tourist and service economy. Our city has a rich history, with many historic sites focusing on the area's cultural heritage. We enjoy the Channel Islands offshore and the nearby Santa Ynez Mountain range, which adds to the natural beauty and unique environment of the area. Santa Barbara boasts many fine educational institutions, including the University of California at Santa Barbara, Santa Barbara City College, and Westmont College. We believe that the first years of formal education are critical for gaining the foundation skills and developing the habits of mind that will ensure success in later years. Our goal is to launch children into a world of lifelong learning. Our dedicated teachers and staff have a deep understanding of teaching and learning within a nurturing and stimulating environment. Children are challenged and supported to explore and discover their world. Hope School is more than just a school; it is a community. Our parents are important partners and are very involved in the school, with the Parent Teacher Association raising a significant portion of the total school site budget. We are the Hope School Waves, and like the waves of our beautiful Pacific Ocean, we are in constant motion, a force for change in the world, today and tomorrow.

I invite you to explore Hope Elementary School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. As you review this document, we are sure that you will see why we are very proud of our students and our school. We hope that you will also visit us at our website: <http://www.hopeelementaryschool.org>

Mission Statement

Our mission is to develop in children the knowledge, skills, and attitudes to instill a lifelong love of learning and to become productive and contributing individuals in a changing society.

We believe that:

- Everyone can learn and be successful.
- Each student is entitled to the highest quality of educational opportunities.
- Academics are the cornerstone of education; progress is evident in a child's social behavior, demonstrable academic skills, self-esteem, and enthusiasm for learning.
- Education promotes personal and social responsibility, and a spirit of cooperation.
- Positive and nurturing classroom environments are key to the success of our students.
- Education is the shared responsibility of the student, parent, school, community, and government.

School Profile

Hope Elementary School is located in the western region of Santa Barbara and serves students in Transitional Kindergarten through Sixth Grade, following a traditional school year calendar. Currently, there are 306 students enrolled at Hope School, including 10% in special education, 18% qualifying for English Language Learner support, and 36% qualifying for free or reduced price lunch.

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

Grade Level	Number of Students
Kindergarten	49
Grade 1	39
Grade 2	49
Grade 3	35
Grade 4	42
Grade 5	52
Grade 6	40
Total Enrollment	306

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.3
Asian	4.6
Filipino	0.7
Hispanic or Latino	36.3
Native Hawaiian or Pacific Islander	0.3
White	48.7
Two or More Races	7.2
Socioeconomically Disadvantaged	35.6
English Learners	18.3
Students with Disabilities	9.8
Homeless	0.3

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	17	17	16	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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: October 2019

All textbooks used in the core curriculum at Hope Elementary School are aligned to the California Content Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/language arts, math, science, and social science).

In the fall, the Hope Elementary School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted a Resolution which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 school year, Hope Elementary School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016 MacMillan McGraw Hill, Wonders, California Edition 2016 MacMillan McGraw Hill, StudySync	Yes	0
Mathematics	2015 Houghton Mifflin Harcourt, Math Expressions, California Edition	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	2008 Delta Education, Full Option Science System (FOSS) 2008 Holt McDougal, California Earth Science 2019 Amplify (Single Unit adoption per grade level) Note: We are updating FOSS materials to NGSS-aligned FOSS units	Yes	0
History-Social Science	2007 Pearson Scott Foresman, Scott Foresman History-Social Science for California	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Hope Elementary School's original facilities were built in 1927; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Major plumbing work to correct sewage issues in the upper grade classroom/West Wing and portable areas
- -Fumigation in the form of tenting of Office and East wings completed
- Walkway overhangs painted
- Tree and overgrown shrub trimming
- Storm drains clean-out
- Screens replaced
- Wood replaced on fencing near playground
- Walkway repaired on portable adjacent to the playground
- Borders repaired along playground

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one part-time evening custodian are assigned to Hope Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Groundskeeping
- Restroom cleaning
- Office and library cleaning
- Set up for Special Events

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning daily maintenance and school safety issues.

The district's maintenance department inspects Hope Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Hope Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place in August 2019. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2018-19, all restrooms were fully functional and available for student use.

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	Poor	Carpet is aging, MPR flooring is aging
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Poor	Termites in office building. Gopher issues on fields. Rat abatement in place for classrooms. East wing was tented in 2016. The office building, and the East wing were tented and fumigated November 2019. Additionally, door skirts were installed in October 2019.
Electrical: Electrical	Poor	Prop 39 energy efficiency work completed 2018-19.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Fair, lead testing done in 2017-18 and lead levels below threshold.
Safety: Fire Safety, Hazardous Materials	Good	All drills and safety protocols followed, however, the fire alarm system needs upgrading
Structural: Structural Damage, Roofs	Good	Some areas (east wing) need to be redone
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Aging skylights, outdated windows, single pane glass, playground structure aging, fence issues along Stacy Avenue with upper fence falling.
Overall Rating	Poor	

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)	67	65	68	70	50	50
Mathematics (grades 3-8 and 11)	62	60	60	61	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	167	167	100.00	0.00	65.27
Male	80	80	100.00	0.00	63.75
Female	87	87	100.00	0.00	66.67
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	63	100.00	0.00	41.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	81	81	100.00	0.00	81.48

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.00	0.00	44.83
English Learners	36	36	100.00	0.00	47.22
Students with Disabilities	17	17	100.00	0.00	17.65
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	167	167	100.00	0.00	60.48
Male	80	80	100.00	0.00	60.00
Female	87	87	100.00	0.00	60.92
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	63	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	81	81	100.00	0.00	77.78
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.00	0.00	37.93
English Learners	36	36	100.00	0.00	41.67
Students with Disabilities	17	17	100.00	0.00	5.88
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	30.8	25.0	26.9

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.

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)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the school marquee, school newsletters, the school website, Parent Square, Facebook, and parent information bulletin boards. Contact the school office at (805) 563-2974 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer include:

- Chaperone Field Trips
- Library Assistant
- Classroom Volunteer
- Fundraising
- Field Trip Drivers
- Computer Lab Helpers
- Work Room
- Gardening & Landscaping
- Enrichment Activities
- PTA & HSDEF Fundraising and Other Events
- After School Literacy Tutoring & Homework Help

Committees include:

- Parent Teacher Association (PTA)
- English Learner Advisory Council (ELAC)
- School Safety Committee
- School Site LCAP Advisory Council
- Hope Parent Advisory Committee (PAC)

School Activities include:

- Back to School Night
- Open House
- Back to School BBQ
- Meet the Teacher Day
- Winter & Spring Sings
- Global Community Potluck
- Science, Technology, Engineering, & Math (STEM) Night
- School Carnival
- Turkey Trot Jogathon
- Student Council Run Character Counts Assemblies
- Parenting Education Classes
- Kindergarten Parent Night
- After School Enrichment Programs
- After School Literacy Tutoring & Homework Help

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	0.0	0.0	0.9	0.6	0.4	0.6	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 Comprehensive School Site Safety Plan was developed for Hope Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and approved by the Board of Trustees in January of 2019. The safety plan is distributed to all staff and kept on hand at the school and district office.

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	26		2		24		2		18	1	2	
1	17	2			15	1	2		19	2		
2	21	1	1		25		1		27		1	
3	26		2		26		2		26		2	
4	17	1	2		24		2		21	1	1	
5	22		2									
6	23		2		22	1	3		30		3	
Other**	5	2			7	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.

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	.6
Resource Specialist (non-teaching)	.8

*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	10470	3863	6607	87530
District	N/A	N/A	6607	86710
Percent Difference - School Site and District	N/A	N/A	0.0	0.9
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-12.7	29.6

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)

The Hope School PTA supports an After School Literacy Tutoring and Homework Help Program for students who have been referred by their teacher for supplemental support. A part-time counselor is available for school-related socio-emotional assistance and family advocacy through Family Service Agency, a community based organization. There are two part-time staff working on intervention - an ELD specialist and an intervention teacher. They work with students qualifying for assistance in developing their skills in reading, writing, and speaking.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,655	\$45,252
Mid-Range Teacher Salary	\$78,328	\$65,210
Highest Teacher Salary	\$98,667	\$84,472
Average Principal Salary (Elementary)	\$126,979	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$161,749	\$124,686
Percent of Budget for Teacher Salaries	39%	31%
Percent of Budget for Administrative Salaries	8%	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	2	2	2

All training and curriculum development activities revolve around the California State Content Standards. Recently, Hope Elementary School/District held staff development devoted to:

- Research Based Instructional Strategies
- Common Core Math Standards
- Instructional Technology
- Digital Library & SBAC Interim Assessments
- Next Generation Science Standards
- English Language Development
- Academic Language
- Advanced Academics
- Trauma-Informed Practices
- MTSS
- Cultural Proficiency

Decisions concerning selection of staff development activities are performed by the Administrative Team/Curriculum Council using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Hope Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. Hope Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives. For the 2019-2020 year, the district will continue to have teams of teachers engaging in MTSS staff development as part of a recent grant award.