Hope Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF 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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 School Contact Information

School Name	Hope Elementary School
Street	613 W Teapot Dome Ave.
City, State, Zip	PORTERVILLE
Phone Number	559-784-1064
Principal	Melanie Matta
Email Address	mmatta@hope-esd.org
School Website	www.hope-esd.org
County-District-School (CDS) Code	5419446054092

2023-24 District Contact Information

District Name	Hope Elementary School District
Phone Number	559-784-1064
Superintendent	Melanie Matta
Email Address	mmatta@hope-esd.org
District Website	www.hope-esd.org

2023-24 School Description and Mission Statement

Hope Elementary School District is a rural, single-site school district located just southeast of the city of Porterville, with approximately 231 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	31
Grade 1	25
Grade 2	24
Grade 3	22
Grade 4	27
Grade 5	27
Grade 6	26
Grade 7	24
Grade 8	23
Total Enrollment	229

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.5%
American Indian or Alaska Native	0.9%
Asian	0.9%
Filipino	0.4%
Hispanic or Latino	63.3%
Two or More Races	0.9%
White	33.2%
English Learners	24.5%
Migrant	3.1%
Socioeconomically Disadvantaged	66.8%
Students with Disabilities	4.4%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.00	81.82	9.00	81.82	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	9.09	1.00	9.09	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	9.09	1.00	9.09	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	11.00	100.00	11.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.00	92.31	12.00	92.31	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	1.00	7.69	1.00	7.69	15831.90	5.67
Total Teaching Positions	13.00	100.00	13.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.1	7.6

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at
https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 and each student has a chromebook to use and also check out if they are needing to quarantine or be out for an extended period of time.

Year and month in which the data were collected	August 2021

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

The Facilities Inspection Tool was administered during the August 2023 by district administration and the Tulare County Office of Education. 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 in August 2023 was 100% with a school rating of exemplary.

Year and month of the most recent FIT report	August 2023

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

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	48	53	48	53	47	46
Mathematics (grades 3-8 and 11)	48	49	48	49	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	146	146	100.00	0.00	53.42
Female	67	67	100.00	0.00	59.70
Male	79	79	100.00	0.00	48.10
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	95	95	100.00	0.00	50.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	46	46	100.00	0.00	56.52
English Learners	32	32	100.00	0.00	21.88

Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	101	100.00	0.00	49.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	146	146	100.00	0.00	49.32
Female	67	67	100.00	0.00	41.79
Male	79	79	100.00	0.00	55.70
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	95	95	100.00	0.00	43.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	46	46	100.00	0.00	58.70
English Learners	32	32	100.00	0.00	12.50
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	101	100.00	0.00	46.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	32.73	30.61	32.73	30.61	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	49	100.00	0.00	30.61
Female	29	29	100.00	0.00	24.14
Male	20	20	100.00	0.00	40.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	37	37	100.00	0.00	29.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	36	100.00	0.00	30.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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 learned through Covid that we can engage our parents in a more convenient way and have been having meetings online in which we have seen better involvement. 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 and ParentSquare where parents are kept abreast of school activities and can see what is happening in their child's classroom on a regular basis. Each teacher also has the capability to message parents and keep them updated with classroom happenings. Parents have the opportunity to interact and respond through the ParentSquare communication tool. Messages consist of assignments that might be due, reminders about school activities, and pictures of what's been happening in the classroom.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	236	233	27	11.6
Female	114	112	13	11.6
Male	122	121	14	11.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	2	2	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	149	149	18	12.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	79	76	8	10.5
English Learners	47	47	4	8.5
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	161	159	20	12.6
Students Receiving Migrant Education Services	7	7	0	0.0
Students with Disabilities	12	12	2	16.7

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.40	2.13	2.12	0.40	2.13	2.12	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.12	0
Female	1.75	0
Male	2.46	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.68	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.27	0
English Learners	2.13	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.86	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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 January 31, 2022 as well as approved by the Board of Education at it's regularly scheduled meeting on February 9, 2022.

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. We continue to review ALICE procedures at the beginning of each school year.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2		
1	19	1		
2	24		1	
3	15	2		
4	30		1	
5	22		1	
6	25		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2		
1	24		1	
2	19	1		
3	13	2		
4	15	2		
5	30		1	
6	23		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2	0	0
1	13	2	0	0
2	24	0	1	0
3	22	0	1	0
4	27	0	1	0
5	27	0	1	0
6	26	0	1	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

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	$64,182
Percent Difference - School Site and District	N/A	N/A	0.0	-5.7
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	34.6	-27.9

Fiscal Year 2022-23 Types of Services Funded

Hope ESD contracts with Tulare County Office of Education for special education, pyschologist, speech services, and a school social worker. The 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,374	$48,481
Mid-Range Teacher Salary	$72,153	$73,129
Highest Teacher Salary	$94,829	$99,406
Average Principal Salary (Elementary)	$0	$117,381
Average Principal Salary (Middle)	$0	$128,158
Average Principal Salary (High)	$0	
Superintendent Salary	$122,545	$138,991
Percent of Budget for Teacher Salaries	29.59%	29.34%
Percent of Budget for Administrative Salaries	8.69%	5.99%

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	