# Hope Elementary
## 2023–24 School Accountability Report Card
## Reported Using Data from the 2023–24 School Year
### California Department of Education

| | | | |
|---|---|---|---|
| **Address:** | 613 West Teapot Dome Ave. Porterville, CA , 93257-9465 | **Principal:** | Mrs. Melanie R. Matta, Superintendent/Principal |
| **Phone:** | (559) 784-1064 | **Grade Span:** | K-8 |

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.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

# About This School

## Mrs. Melanie R. Matta, Superintendent/Principal

📍 Principal, Hope Elementary

## Contact

Hope Elementary
613 West Teapot Dome Ave.
Porterville, CA 93257-9465

Phone: (559) 784-1064
Email: mmatta@hope-esd.org

# Contact Information (School Year 2024–25)

## District Contact Information (School Year 2024–25)

| | |
|---|---|
| **District Name** | Hope Elementary |
| **Phone Number** | (559) 784-1064 |
| **Superintendent** | Matta, Melanie |
| **Email Address** | mmatta@hope-esd.org |
| **Website** | www.hope-esd.org |

## School Contact Information (School Year 2024–25)

| | |
|---|---|
| **School Name** | Hope Elementary |
| **Street** | 613 West Teapot Dome Ave. |
| **City, State, Zip** | Porterville, CA , 93257-9465 |
| **Phone Number** | (559) 784-1064 |
| **Principal** | Mrs. Melanie R. Matta, Superintendent/Principal |
| **Email Address** | mmatta@hope-esd.org |
| **Website** | www.hope-esd.org |
| **Grade Span** | K-8 |
| **County-District-School (CDS) Code** | 54719446054092 |

# School Description and Mission Statement (School Year 2024–25)

Hope Elementary School District is a rural, single-site school district located just southeast of the city of Porterville, with approximately 235 Transitional Kindergarten through eighth grade students served. Originated in 1892, the school district is one of the few single-school districts in the county serving a TK – 8 student population in self-contained classrooms. Parents, students, and family members report a shared feeling of comfort, safety, and appreciation for the small school, family-oriented approach of Hope Elementary School District. Our school community has made it a priority to provide Hope Elementary School students with the very best 21st century education possible. Our staff is committed to making this school year another exciting and successful experience for each of our students. However, with the growing changes in education and the many obstacles faced by school districts statewide, Hope Elementary School realizes the ever-present need to foster and build upon our valued partnerships to be equipped to face those challenges with the tools needed to achieve our goals and make our vision a continued reality. Hope Elementary School is dedicated to serving each student's individual needs, as well as reaching our overall academic goals. We realize that every student matters and thus we created our mission statement, "Every Child, Every Opportunity, Every day". At Hope Elementary School, we provide the essential components of a quality school program, a rigorous academic curriculum to challenge and meet the academic needs of all our students, but we also help each student discover the talents and gifts that exist inside of them and how sharing those attributes builds a better world around us. Board

members, staff, parents, students, and community members are committed to continued improvement and working together to make this school an extraordinary place to be.

# Student Enrollment by Grade Level (School Year 2023–24)

| Grade Level | Number of Students |
| --- | --- |
| Kindergarten | 29 |
| Grade 1 | 22 |
| Grade 2 | 24 |
| Grade 3 | 22 |
| Grade 4 | 22 |
| Grade 5 | 28 |
| Grade 6 | 24 |
| Grade 7 | 26 |
| Grade 8 | 22 |
| Total Enrollment | 219 |
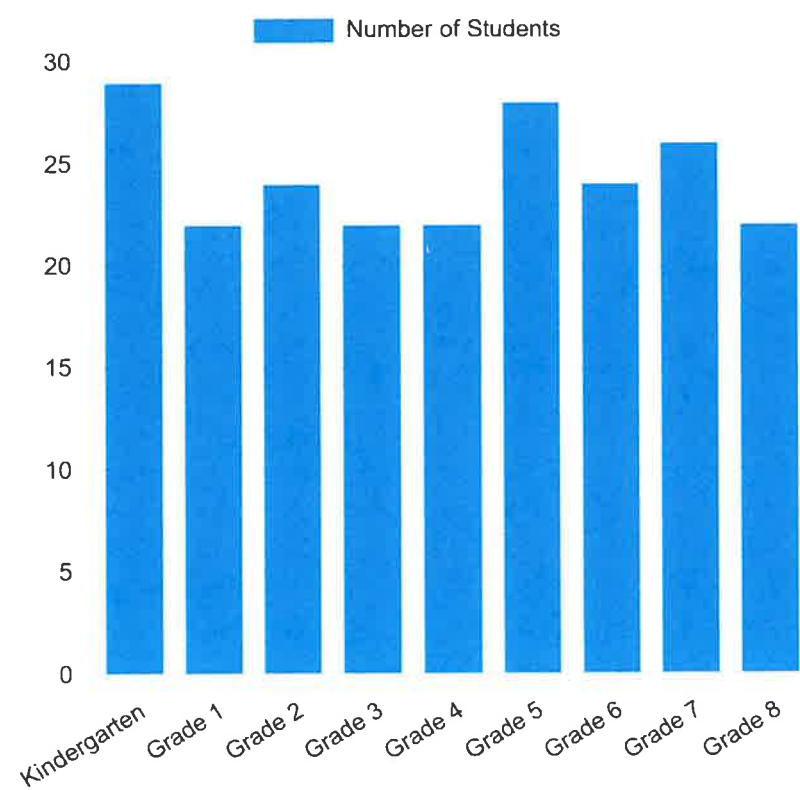
## Student Enrollment by Student Group (School Year 2023–24)

| Student Group | Percent of Total Enrollment | Student Group (Other) | Percent of Total Enrollment |
|---|---|---|---|
| Female | 47.00% | English Learners | 16.90% |
| Male | 53.00% | Foster Youth | 0.50% |
| Non-Binary | 0.00% | Homeless | 0.00% |
| American Indian or Alaska Native | 0.90% | Migrant | 2.30% |
| Asian | 0.90% | Socioeconomically Disavantaged | 65.80% |
| Black or African American | 0.00% | Students with Disabilities | 5.50% |
| Filipino | 0.50% | | |
| Hispanic or Latino | 64.80% | | |
| Native Hawaiian or Pacific Islander | 0.00% | | |
| Two or More Races | 1.80% | | |
| White | 31.10% | | |

# 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 Preparation and Placement (School Year 2020–21)

| 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/Incomplete/NA | 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.

## Teacher Preparation and Placement (School Year 2021–22)

| 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/Incomplete/NA | 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% |

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.

# Teacher Preparation and Placement (School Year 2022–23)

| 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) | 11.00 | 91.67% | 11.00 | 91.67% | 231142.40 | 83.24% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 0.00 | 0.00% | 5566.40 | 2.00% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 0.00 | 0.00% | 14938.30 | 5.38% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00% | 0.00 | 0.00% | 11746.90 | 4.23% |
| Unknown/Incomplete/NA | 1.00 | 8.33% | 1.00 | 8.33% | 14303.80 | 5.15% |
| Total Teaching Positions | 12.00 | 100.00% | 12.00 | 100.00% | 277698.00 | 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.

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

| Authorization/Assignment | 2020–21 Number | 2021–22 Number | 2022–23 Number |
|---|---|---|---|
| Permits and Waivers | 1.00 | 0.00 | 0 |
| Misassignments | 0.00 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 1.00 | 0.00 | 0 |

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

| Indicator | 2020–21 Number | 2021–22 Number | 2022–23 Number |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 0 |

## Class Assignments

| Indicator | 2020–21 Percent | 2021–22 Percent | 2022–23 Percent |
|---|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00% | 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) | 18.10% | 7.6% | 0% |

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: August 2024

| Subject | List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| Reading/Language Arts | Reading/Language Arts Houghton Mifflin Journeys K-5 and Collections 6-8 / 2017 | 0 |
| Mathematics | Mathematics Houghton Mifflin Go Math / 2017 | 0 |
| Science | Science Stemscopes / 2019 | 0 |
| History-Social Science | History-Social Science Harcourt K-6 and McGraw Hill 7-8 / 2005 | 0 |
| Foreign Language | | 0 |
| Health | | 0 |
| Visual and Performing Arts | | 0 |
| Science Lab Eqpmt (Grades 9-12) | N/A | 0 |

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

## School Facility Conditions and Planned Improvements

The Facilities Inspection Tool was administered during the August 2024 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 2024 was 100% with a school rating of exemplary.

# School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2025

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:** Interior Surfaces | Good | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | Good | |
| **Electrical:** Electrical | Good | |
| **Restrooms/Fountains:** Restrooms, Sinks/Fountains | Good | |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Good | |
| **External**: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

# Overall Facility Rate

Year and month of the most recent FIT report: August 2025

| Overall Rating | Exemplary |
|---|---|

# B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2022–23 | School 2023–24 | District 2022–23 | District 2023–24 | State 2022–23 | State 2023–24 |
|---|---|---|---|---|---|---|
| English Language Arts / Literacy (grades 3-8 and 11) | 53% | 56% | 53% | 56% | 46% | 47% |
| Mathematics (grades 3-8 and 11) | 49% | 50% | 49% | 50% | 34% | 35% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 148 | 148 | 100.00% | 0.00% | 56.08% |
| Female | 67 | 67 | 100.00% | 0.00% | 67.16% |
| Male | 81 | 81 | 100.00% | 0.00% | 46.91% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0% | 0% | 0% |
| Filipino | 0 | 0 | 0% | 0% | 0% |
| Hispanic or Latino | 100 | 100 | 100.00% | 0.00% | 53.00% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 42 | 42 | 100.00% | 0.00% | 61.90% |
| English Learners | 25 | 25 | 100.00% | 0.00% | 28.00% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 102 | 102 | 100.00% | 0.00% | 50.98% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 12 | 12 | 100.00% | 0.00% | 16.67% |

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 148 | 148 | 100.00% | 0.00% | 50.00% |
| Female | 67 | 67 | 100.00% | 0.00% | 53.73% |
| Male | 81 | 81 | 100.00% | 0.00% | 46.91% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0% | 0% | 0% |
| Filipino | 0 | 0 | 0% | 0% | 0% |
| Hispanic or Latino | 100 | 100 | 100.00% | 0.00% | 46.00% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 42 | 42 | 100.00% | 0.00% | 57.14% |
| English Learners | 25 | 25 | 100.00% | 0.00% | 12.00% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 102 | 102 | 100.00% | 0.00% | 46.08% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 12 | 12 | 100.00% | 0.00% | 8.33% |

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 High School**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2022–23 | School 2023–24 | District 2022–23 | District 2023–24 | State 2022–23 | State 2023–24 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8, and high school) | 30.61% | 23.08% | 30.61% | 23.08% | 30.29% | 30.73% |

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group**
**Grades Five, Eight and High School (School Year 2023–24)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 52 | 52 | 100.00% | 0.00% | 23.08% |
| Female | 20 | 20 | 100.00% | 0.00% | 25.00% |
| Male | 32 | 32 | 100.00% | 0.00% | 21.88% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0% | 0% | 0% |
| Filipino | 0 | 0 | 0% | 0% | 0% |
| Hispanic or Latino | 36 | 36 | 100.00% | 0.00% | 22.22% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 0 | 0 | 0% | 0% | 0% |
| White | 15 | 15 | 100.00% | 0.00% | 20.00% |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 39 | 39 | 100.00% | 0.00% | 23.08% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Career Technical Education (CTE) Programs (School Year 2023–24)**

**Career Technical Education (CTE) Participation (School Year 2023–24)**

| Measure | CTE Program Participation |
|---|---|
| Number of Pupils Participating in CTE | -- |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | -- |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | -- |

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

| UC/CSU Course Measure | Percent |
|---|---|
| 2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission | 0.00% |
| 2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00% |

# 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

**California Physical Fitness Test Results (School Year 2023–24)**
**Percentage of Students Participating in each of the five Fitness Components**

| Grade | 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 |
|---|---|---|---|---|---|
| 5 | 100% | 100% | 100% | 100% | 100% |
| 7 | 100% | 100% | 100% | 100% | 100% |

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

# 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

### Opportunities for Parental Involvement (School Year 2024–25)

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 such as Family Bingo Night, Father/Daughter Dance, Donuts with Loved Ones and other such events. 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.

## State Priority: Pupil Engagement

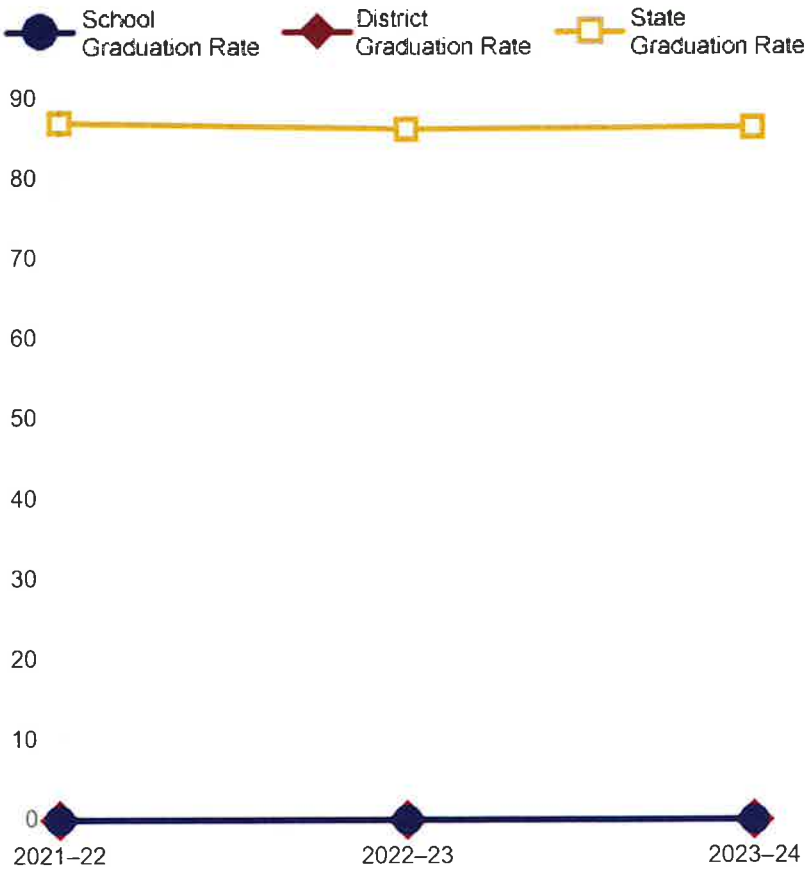The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

**Graduation Rate and Dropout Rate (Four-Year Cohort Rate)**

| Indicator | School 2021–22 | School 2022–23 | School 2023–24 | District 2021–22 | District 2022–23 | District 2023–24 | State 2021–22 | State 2022–23 | State 2023–24 |
|---|---|---|---|---|---|---|---|---|---|
| Graduation Rate | | | | | | | 87.0% | 86.2% | 86.4% |
| Dropout Rate | | | | | | | 7.8% | 8.2% | 8.9% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates

# Dropout Rates



Legend:
- School Dropout Rate
- District Dropout Rate
- State Dropout Rate

| Year | State Dropout Rate |
|------|-------------------|
| 2021–22 | ~7.8 |
| 2022–23 | ~8.2 |
| 2023–24 | ~8.9 |
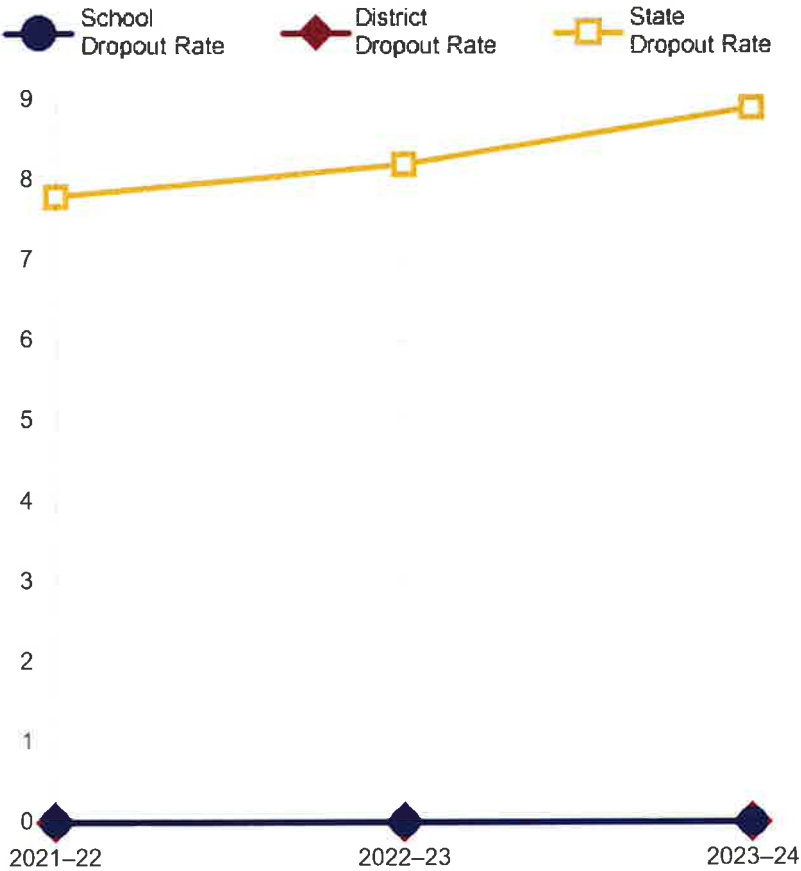
## Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| All Students | 0.0 | 0.0 | 0.0% |
| Female | 0.0 | 0.0 | 0.0% |
| Male | 0.0 | 0.0 | 0.0% |
| Non-Binary | 0.0 | 0.0 | 0.0% |
| American Indian or Alaska Native | 0.0 | 0.0 | 0.0% |
| Asian | 0.0 | 0.0 | 0.0% |
| Black or African American | 0.0 | 0.0 | 0.0% |
| Filipino | 0.0 | 0.0 | 0.0% |
| Hispanic or Latino | 0.0 | 0.0 | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0 | 0.0 | 0.0% |
| Two or More Races | 0.0 | 0.0 | 0.0% |
| White | 0.0 | 0.0 | 0.0% |
| English Learners | 0.0 | 0.0 | 0.0% |
| Foster Youth | 0.0 | 0.0 | 0.0% |
| Homeless | 0.0 | 0.0 | 0.0% |
| Socioeconomically Disadvantaged | 0.0 | 0.0 | 0.0% |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0% |
| Students with Disabilities | 0.0 | 0.0 | 0.0% |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

## Chronic Absenteeism by Student Group (School Year 2023–24)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 244 | 222 | 17 | 7.7% |
| Female | 114 | 101 | 7 | 6.9% |
| Male | 130 | 121 | 10 | 8.3% |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 156 | 141 | 9 | 6.4% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 73 | 66 | 5 | 7.6% |
| English Learners | 44 | 38 | 3 | 7.9% |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 136 | 124 | 12 | 9.7% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 17 | 16 | 2 | 12.5% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

# 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 2021–22 | School 2022–23 | School 2023–24 | District 2021–22 | District 2022–23 | District 2023–24 | State 2021–22 | State 2022–23 | State 2023–24 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 2.13% | 2.12% | 0.00% | 2.13% | 2.12% | 0.00% | 3.17% | 3.60% | 3.28% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.07% | 0.08% | 0.07% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## Suspensions and Expulsions by Student Group (School Year 2023–24)

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## School Safety Plan (School Year 2024–25)

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 Feb 6, 2024 as well as approved by the Board of Education at it's regularly scheduled meeting on February 14, 2024. 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 also utilize RUN, HIDE, FIGHT, and have been trained each year.

# 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) (School Year 2021–22)**

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| K | 15.00 | 2 | | |
| 1 | 24.00 | | 1 | |
| 2 | 19.00 | 1 | | |
| 3 | 13.00 | 2 | | |
| 4 | 15.00 | 2 | | |
| 5 | 30.00 | | 1 | |
| 6 | 23.00 | | 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.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| K | 16.00 | 2 | 0 | 0 |
| 1 | 13.00 | 2 | 0 | 0 |
| 2 | 24.00 | 0 | 1 | 0 |
| 3 | 22.00 | 0 | 1 | 0 |
| 4 | 27.00 | 0 | 1 | 0 |
| 5 | 27.00 | 0 | 1 | 0 |
| 6 | 26.00 | 0 | 1 | 0 |
| Other** | 0.00 | 0 | 0 | 0 |

* 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.

## Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| K | 20.00 | 1 | | |
| 1 | 22.00 | | 1 | |
| 2 | 24.00 | | 1 | |
| 3 | | | | |
| 4 | 21.00 | | 1 | |
| 5 | 28.00 | | 1 | |
| 6 | 24.00 | | 1 | |
| Other** | 23.00 | | 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| English Language Arts | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| English Language Arts | 0.00 | 0 | 0 | 0 |
| Mathematics | 0.00 | 0 | 0 | 0 |
| Science | 0.00 | 0 | 0 | 0 |
| Social Science | 0.00 | 0 | 0 | 0 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| English Language Arts | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Ratio of Pupils to Academic Counselor (School Year 2023–24)**

| Title | Ratio |
|---|---|
| Pupils to 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 2023–24)

| Title | Number of FTE* Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.20 |
| Social Worker | 0.20 |
| Nurse | 0.10 |
| Speech/Language/Hearing Specialist | 0.20 |
| Resource Specialist (non-teaching) | |
| Other** | 0.00 |

* 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.

** "Other" category is for all other student support services staff positions not listed.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $18513.18 | $5601.67 | $12911.51 | $70764.00 |
| District | N/A | N/A | $12911.51 | $70764.00 |
| Percent Difference – School Site and District | N/A | N/A | 12911.51% | 70764.00% |
| State | N/A | N/A | $10770.62 | $79413.00 |
| Percent Difference – School Site and State | N/A | N/A | 12911.51% | 70764.00% |

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

### Types of Services Funded (Fiscal Year 2023–24)

Hope ESD contracts with Tulare County Office of Education for special education, psychologist, 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.

## Teacher and Administrative Salaries (Fiscal Year 2022–23)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $55484.00 | $51351.73 |
| Mid-Range Teacher Salary | $77925.00 | $80424.47 |
| Highest Teacher Salary | $102415.00 | $103442.06 |
| Average Principal Salary (Elementary) | $0.00 | $124851.67 |
| Average Principal Salary (Middle) | $0.00 | $135030.13 |
| Average Principal Salary (High) | $0.00 | -- |
| Superintendent Salary | $148875.00 | $145236.53 |
| Percent of Budget for Teacher Salaries | 27.32% | 26.17% |
| Percent of Budget for Administrative Salaries | 8.55% | 6.29% |

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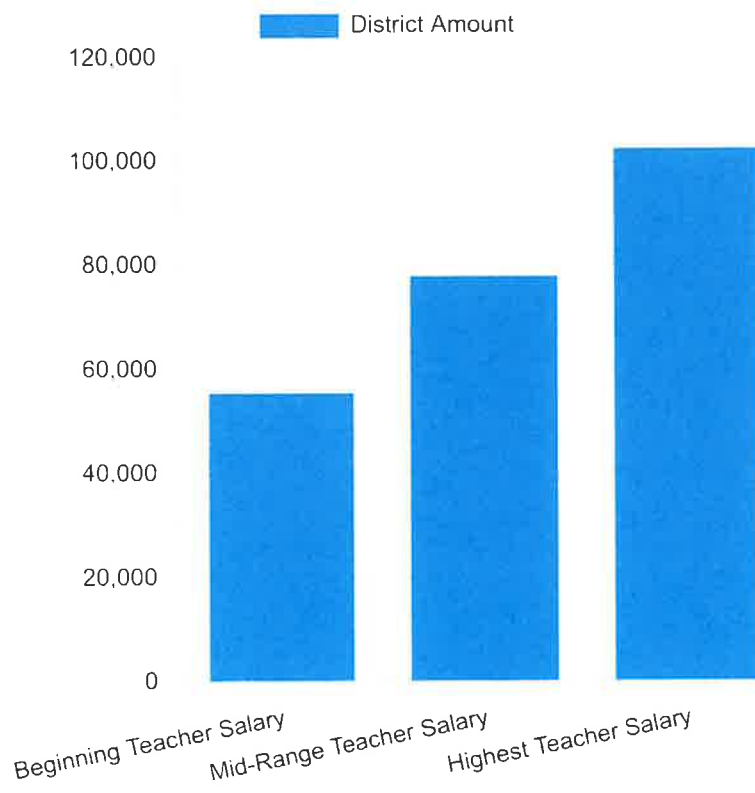
District Amount

1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0

Average Principal Salary (Elementary)    Average Principal Salary (Middle)    Average Principal Salary (High)

**Advanced Placement (AP) Courses (School Year 2023–24)**

**Percent of Students in AP Courses %**

| Subject | Number of AP Courses Offered* |
|---|:---:|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered* | 0 |

* Where there are student course enrollments of at least one student.

**Professional Development**

| Measure | 2022–23 | 2023–24 | 2024–25 |
|---|:---:|:---:|:---:|
| Number of school days dedicated to Staff Development and Continuous Improvement | 7 | 7 | 7 |