



GOOD HOPE ELEMENTARY SCHOOL

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Good Hope Elementary School	33671996032502	December 12, 2024	January 23, 2025

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

In alignment with Perris Elementary School's Local Control Accountability Plan (LCAP), this plan was developed as a result of a comprehensive needs assessment inclusive of a root cause analysis in order to meet the needs of students most at risk of not meeting standards.

When deciding on the use of federal funds the principal meets with the School Site Council, English Language Learner Advisory Committee, and MTSS Academic Team members throughout the year to discuss and analyze data (student, assessment, and survey), district and site programs, site priorities, and budget. These meetings ensure planning for the following year and include alignment among school staff, parents, and the use of federal funds.



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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Good Hope Elementary School provides opportunities for educational partners to provide input and to evaluate the school program by providing surveys. Good Hope Elementary School surveys include but are not limited to the following:

- Annual Parent Title I Survey
- Panorama Surveys
- Student/Staff/Family Empathy Interviews

77 families completed the annual Perris Elementary Title 1 Parent Survey for Good Hope Elementary School. Survey results from those 77 families indicated positive experiences participating in our family involvement activities that occur throughout the school year. 71.8% of our families who completed the Title 1 Survey also attended our "Read with Me" events and noted a positive experience. Over 70% of our families who completed the Title 1 Survey also attended and participated in our Friday Flag Awards Recognition Ceremonies and ACE Awards Ceremonies.

According to the family/parent Empathy Interview results, 89% of our students in grades 3-5 feel supported in their relationships with family, friends and adults at school. 82% of our 6th grade students feel supported in their relationships with family, friends and adults at school. These results indicate that there are at least 11% of our 3rd-5th grade students who need more support at home and school and 18% of our sixth grade students need more support at home and at school.

Based on the surveys, we need to continue with actions, activities, and systems that are in place to provide a safe and welcoming environment for students. These surveys show an overall high rating of having a positive experience and feeling safe at school.

For Goals 1-2, parent involvement activities have been in place. These actions include the committees of School Site Council, ELAC, CHAMPS and Family Involvement Action Team (FIAT). From these committees, there are family math, reading, and science nights. There are parent trainings that include the topics of reading strategies, AVID strategies, and information to access student reports and school information.

The School Counselor and Student Support Provider (SSP) are two additional actions that have been put in place to contribute to the positive outcomes reflected in the surveys. The School Counselor provides education and outreach focused on attendance to families and incentives for students for their school attendance. The SSP provides guidance and support to our students who struggle in the school environment for a variety of reasons. The Art and PE teacher provide a well-rounded experience for our students. The surveys reflect positive experiences for both students and families.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the school year, the site Principal, Assistant Principal and Academic Coach conduct classroom walkthroughs daily and/or weekly as needed. Walkthroughs focus on the instructional focus areas of Direct Instruction, Student Engagement, and Rigor, Relevance and Relationships. Feedback is given to the teacher in a timely manner. The types of classroom observations are:

1. Informal - The site administrators informally walk through all classrooms (general education, special education) to observe instructional practices and the learning environments.
2. Formal - The site administrators conduct two formal observations for specified teachers, one in ELA and the other in Math (general and special education).

From these observations, areas of improvement are identified to determine professional development opportunities for the staff and targeted support for students. The areas of language arts, math, and ELD have been identified to provide continuous professional development during Tuesday staff meetings. The site relies on our academic coach to provide ongoing professional development in the identified areas. In addition to professional development, the academic coach will also work closely with our teachers to analyze data, plan lessons, conduct demo lessons, and engage co-teaching lessons to further support our teachers.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Assessment data will be used to determine academic targets. District assessments (IABs in 3rd-6th grade, and ICAs in 3rd grade) and common formative assessments will be used during the school year to monitor academic growth and to modify/plan instruction to ensure all student groups show continuous growth towards mastery of state standards.

Goal 1: ELA:

ALL students are scoring in the orange with 68.9 DFS (declined 8.9 points)

English Learners are scoring in the red with 78.5 DFS (12.1 point decline)

Socioeconomically Disadvantaged are scoring in the red with 70.4 (11 point decline)

Goal 2: Mathematics:

ALL students are scoring in the orange with 80.7 distance from standard (DFS) (maintained 1.4 points)

Hispanic students are scoring in the orange with 80 DFS (maintained 1.1 points)

Socioeconomically Disadvantaged students with 81.6 DFS (maintained -1.1 points)

Students with Disabilities are scoring in the orange with 136.7 DFS (increased 22.6 points).

Goal 3: English Learner Progress (246 students total)

ALL students are scoring in the orange with 47.2% making progress towards English Language Proficiency (declined 2.2%)

Goal 4: Suspension Rates:

Perris Elementary School District is eligible for Differentiated Assistance based on African American students in academics and suspensions and foster youth for academics and chronic absenteeism.

ALL students are scoring in the blue with 0.3% of students being suspended for at least 1 day (declined 0.3%)

There are currently 11 African American students at Good Hope.

There are currently 4 foster youth students at Good Hope.

Goal 4: Chronic Absenteeism:

All students are scoring in the yellow with 37.9% of students being reported as chronically absent.

Students with disabilities (70 students) are scoring in the yellow with 40% of students being reported as chronically absent (declined 17.6%)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Lesson Plans are written using district Units of Study and assessment data in order to provide strategies for best first instruction and to re-teach students the essential common core standards. Students are leveled during Targeted Intervention and are provided with modified instruction in order to meet these essential standards. Teachers are provided time to meet in grade level Professional Learning Communities and analyze assessment results and plan lessons based on those results. Teachers also create formative, as well as short cycle assessments to develop SMART goals and monitor student progress and achievement. Students are then assessed several times throughout the year to monitor progress towards meeting the California State Standards. In addition, teachers use ELPAC assessment results to place students into ELD instruction groups and to annually monitor student progress toward English proficiency.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Good Hope Elementary continue to meet the requirements for highly qualified teachers who are fully credentialed. The district has a staffing plan in place to ensure that we continue to provide students with teachers who meet the highly qualified status.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Good Hope Elementary School teachers have been trained in the California State Standards and the implementation of the district created units of study. All teachers have received training in Universal Design strategies, to support instruction for English Learners. Additionally, Good Hope Elementary teachers have SBE-adopted instructional materials in Language Arts, Mathematics, Social Studies, Science, and English Language Development. All teachers have received Language Arts and Mathematics training in the implementation and use the SBE-adopted materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

To support the alignment of staff development to content standards, assessed student performance and professional needs, all professional development for the 2024-2025 school year will be focused on the implementation of Professional Learning Communities, increasing student engagement, and support for English Learners, to support writing in language arts, math, social studies and science.

Additionally, staff development to support the professional needs of teachers and staff will be aligned to our Multi-Tiered System of Supports to ensure our students receive both academic and behavioral support. All staff will continue to receive training to support the continued implementation and use of PBIS strategies, AVID strategies and the Second Step curriculum to promote Social Emotional Learning.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The academic coach works collaboratively site administrators, the leadership team, and grade level teams to identify instructional focus areas, complete demonstration lessons, plan instruction, analyze data, and provide site based professional development opportunities for grade level teams, as well as the entire teaching team and support staff.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

At Good Hope, there is a commitment to teacher collaboration. Teachers have structured collaboration meeting times where they meet during the school day, and as scheduled during our modified minimum days. During these times, teachers discuss data, analyze assessment results, write SMART goals and plan instruction to ensure continuous progress for all student groups. During the 24-25 school year, greater emphasis will be placed on ensuring fidelity to the Professional Learning Community process as a means to ensure high levels of learning for ALL. As we work to implement the PLC process with fidelity, teachers may also be given the opportunity to participate in paid collaboration time that will take place after their contract hours for further collaboration and planning for at-risk students focused on math, language arts, English Language Development (ELD), social emotional learning and improving student behavior.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

At Good Hope, the instructional program is designed to ensure all students have access to grade level standards in core academic areas, with emphasis being placed on language arts and math. Our teachers meet regularly to discuss the units of study, analyze data, plan instruction, and review students' progress and growth towards proficiency and mastery of grade level content standards.

During the 2024-2025 school year, Good Hope will be starting a Dual Language Immersion Program. We will be starting with 4 DLI classes: 2 in TK and 2 in Kindergarten. Ongoing professional development and support will be provided to all participating staff members.

The progress of all student groups is regularly monitored, and instruction is adjusted to meet each student's individual learning needs. Intervention during the embedded universal access and targeted intervention times provide small group instruction for students at their specific instructional levels. Assistance to at risk students includes additional instructional time during our grade level targeted intervention times, support from our bilingual aides for English Learners, as well as additional tutoring & support through our after school intervention programs. Additionally, intensive instructional support is provided to students who are more than two years behind grade level in our Read 180 Intervention program.

All English Language learners receive Integrated and Designated ELD instruction. Integrated ELD is an instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

During the 2024-2025 school year, there is a need for additional professional development on common formative assessments, analyzing data to monitor progress towards mastery of grade level essential standards and planning for targeted intervention and small group instruction. There is additional need for support of our students with disabilities, as this is the student group that qualified our school for ATSI during the 2023-2024 school year. We will continue to focus on and closely monitor this student group to avoid qualifying for ATSI in the future.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Good Hope Elementary provides students with the required daily instructional minutes of core curriculum required by the state of California. School daily schedules and classroom schedules are developed to follow the required minutes of instruction. All grade levels (K-6) adhere to the recommended instructional minutes for reading/language arts and mathematics. Kindergarten (1 hour plus 30 minutes universal access in reading/language arts & 30 minutes plus 15 minutes intervention in mathematics). Grades 1st – 3rd (2 ½ hours including 30 minutes universal access in Reading/Language Arts & 1 hour plus 15 minutes of intervention in Mathematics). Grades 4th – 6th (2 hours including 30 minutes universal access in Reading/Language arts & 1 hour plus 15 minutes intervention in Mathematics). In addition, teachers will look for/create alignments in other curricular areas such as science & social studies to teach language arts & math California State Standards whenever possible.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Long-term and short-term plans are guided by the district's units of study. Units of Study in ELA and Math and the Units of Study are implemented by all teachers for instructional, as well as assessment purposes. These instructional guides are developed to allow for flexibility, and intervention as needed. Students who require additional support are pulled in small groups for re-teaching or pre-teaching of specific concepts tailored to the students' needs during Universal Access and Intervention throughout the day. Each grade level team follows an agreed upon daily schedule which allows for focused intervention blocks with additional staff support.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Each teacher and student has a full set of district adopted, standards based instructional materials in all core content areas as confirmed by our annual Williams visit. All students, including students served in the special education program and English learners, have full access to all core instructional program materials as adopted by the PESD School Board. Additionally, all English Learners are provided additional materials and daily instructional time for English Language Development through integrated and designated instruction using the Wonders curriculum.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Good Hope is committed to the use of standards-based, district adopted instructional materials. Wonders is used for Language Arts and Math in Focus is used for Mathematics instruction. All grade levels provide a minimum of thirty minutes of targeted intervention to assist students with acquiring the skills necessary to obtain proficiency in language arts & math. Teachers plan collaboratively with their grade level teams and use data to guide instruction for the student groups identified within their grade level. The Wonder Works Curriculum is used for students receiving special education services in our SDC classrooms and the Read 180 Intervention program is used with general education students in 3rd -6th grade who meet the criteria and are in need of intensive language arts support and intervention. Teachers are provided training and professional development opportunities on an ongoing basis throughout the year.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Good Hope is committed to providing research-based educational practices to raise student achievement progress through analyzing data in a timely manner and putting services and programs in place to provide additional support, and/or enrichment opportunities for all students. Our focus will be on planning rigorous instruction based on the student learning needs identified through this process. All teachers have attended professional development in strategies to meet the needs of all students, and are well trained to implement the use of Universal Design strategies and SDAIE Strategies to meet the needs of our English Language Learners.

Under-performing students are addressed with differentiated instruction during language arts and math, specifically during Universal Access and Targeted Intervention blocks that have been incorporated into the instructional schedule and daily lesson plans. There continues to be need for supplemental software programs as well as an intervention teacher, to support at promise students in grades 3rd -6th. In addition, all students performing at the benchmark or strategic level, to English Language Learners, and gifted students have the opportunity to receive additional support, and/or enrichment during the grade level intervention blocks. In addition, after-school programs will be offered to students working below grade level proficiency in reading, and/or math. The content of the instruction will be aligned with California State Standards and will support the core programs offered during the instructional day. Additional support will also be offered after school for our English Learner Newcomers and EL students on track to becoming long term English Learners.

Evidence-based educational practices to raise student achievement

Teachers, coaches, and administrators work together to ensure best first instruction happens in every classroom, each and every day. Training, collaboration, ongoing feedback, and teachers working collaboratively in professional learning communities all support research based practices proven to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources available for at-promise students are focused on academic achievement, social-emotional learning and improving student attendance rates. Programs and services include targeted intervention, embedded Universal Access, grade level intervention groups, extended learning opportunities and counselor support via in class lessons, small group social skills groups, goal setting conferences and one-on-one support as needed.

Family involvement opportunities such as family math, art, reading, and science nights are designed to support families with reinforcing learning at home. Additionally, the school's Student Support Team is designed to provide our teachers with additional strategies and resources to further assist them in meeting the needs of at-promise students, and the SART/SARB process is in place for students experiencing issues with attendance.

Family workshops are designed to help our families provide additional support at home. During the 24-25 school year, we will be providing "Parent University" workshops that will help support our students and families across a variety of areas (online safety, bullying, eating disorders, etc).

PBIS, AVID, FIAT, CHAMPS and events to promote STEAM and physical education are also held to provide the families the opportunity to get ideas and learn strategies to use when working with their students at home. Good Hope Elementary School also provides our parents a variety of opportunities to assist with the organization and planning of fundraising events, volunteer at school events and in the classrooms through our Good Hope CHAMPS (Committed to Honoring, Advocating for and Motivating Parents and Students) program.

Good Hope offers a variety of family events such as dances, student performances, Friday Flag Awards and Recognition, Read With Me events, College Pep Rallies and family spirit days throughout the year to encourage families to engage with the staff, Good Hope families and the community at large. Additionally, our week-long Coffee with the Principal program provides parents the opportunity to ask questions, give feedback and collaborate with site administrators, regrading school programs and services offered to students and their families. During this week-long event, families have the opportunity to be taught a learning strategy by their child's teacher that can be utilized both in the classroom and at home.

English Acquisition classes for parents provided through our district's CBET (Community Based English Tutoring) program; at the site level, Good Hope utilizes Rosetta Stone (an English Language Development computer program) to provide additional support for our newcomer students and their families with their acquisition of the English language.

The School Site Council (SSC) is charged with the formal role of planning, monitoring, and evaluating programs, and expenditures for categorical programs at Good Hope. The instructional goals outlined in the SPSA are also reviewed by the staff and the SSC to reaffirm, and/or revise the instructional goals of the school. Other parent advisory groups such as ELAC, AAPAC and the Title 1 parent groups provide input to the School Site Council.

Good Hope teachers evaluate student performance on a regular basis to determine which instructional practices are having the greatest impact on student achievement. CAASPP data, ELPAC data and ongoing district assessment data are shared with teachers, parents, and the SSC. This data is reviewed annually by all educational partners.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

There continues to be a need to increase parent involvement at Good Hope. Parents and community members are included in planning, implementing and evaluating our programs through our many parent groups. School Site Council, ELAC, AAPAC and Title 1 meetings, CHAMPS and FIAT (Family Involvement Action Team) meetings are held on a regular basis to collect and disseminate information and/or give and receive feedback from our parents/families. This information is utilized to more effectively plan the use of our funds to offer a variety of programs and services to optimize student achievement and increase parent involvement in our school.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The needs of all student groups including Title I, English Learners, GATE, and Special Education students are supported with categorical funds. The administrators, academic coach and school counselor provide training and instructional/behavioral support to all TK-6th grade teachers and support staff. Site administrators oversee the categorical programs with assistance from the Project Resource Clerk. There are three Bilingual Instructional Assistants who provide assistance to at-risk students under the direction of the Principal and Assistant Principal.

In addition, family involvement workshops and training opportunities are offered for parents, as well as academic/enrichment opportunities for students through after school tutoring support, and our Saturday ELOP Academy program. Categorical funds are also used to provide professional development opportunities for administrators, and staff.

Fiscal support (EPC)

A large portion of categorical funds is professional development on topics such as technology training, universal design, PLC training, and collaborative planning time. All categorical funds are reviewed by the School Site Council to ensure that expenditures support activities identified in the SPSA action plan. Expenditures include personnel, materials, supplies, copies, professional development and extra duty pay for certificated and classified staff.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Consultations with School Site Council (SSC) and district teams impacted the SPSA development and evaluation in the following ways:

SSC expressed a need for additional tutoring for our English Learners (EL). Goal 3 Action 2 was adapted and included after school tutoring for English Learners, focusing on newcomers and their parents/families.

ELAC expressed a need for additional support for our English Learners progressing towards proficiency. Goal 3 Action 3 was adapted and includes extended learning opportunities through an intervention program for English Language Learners as well as students struggling academically. This will include materials, supplies and extra duty staff (tutoring).

District office consultation revealed Students with Disabilities are absent at greater rates than all students. Goal 4, Action 12 was adapted and incorporates the use of a site level attendance team consisting of the Principal, Assistant Principal, Counselor, certificated and classified staff members. This team will closely monitor and build close relationships with our students and families of our habitually chronically absent students; with a focus on our students with disabilities.

There will be a minimum of seven SSC meetings, AAPAC meetings and ELAC meetings held during the 2024-2025 school year.

School Site Council Meeting Dates: 9/14/23, 10/19/23, 11/9/23, 12/7/23, 1/18/24, 2/15/24, 3/21/24, 4/25/24, 5/23/24

ELAC Meeting Dates: 9/14/23, 10/19/23, 11/9/23, 12/7/23, 1/18/24, 2/15/24, 3/21/24, 4/25/24 and 5/16/24.

During the 2024-2025 school year, the district will continue to meet with educational partners including parents, community members, staff members, and site administration through LCAP Educational Partner Engagement Meetings. Additionally, educational partner meetings are held with both unions, Principals, and parent committees. Input from these educational partner meetings help to inform and support the development of the LCAP, SPSA, and other ELOP plans.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

During the Title I meetings, parent involvement workshops, ELAC, SSC, AAPAC Coffee with the principal meetings CAASP/Dashboard data was reviewed. Staff, parents, and community members expressed concern regarding the overall performance levels in language arts and math for the various student groups. The need to reduce the Chronic Absenteeism rates at Good Hope across all student groups continues to cause great concern and a need for improvement.

We will continue to closely monitor our students with disabilities as this was the student group that has qualified Good Hope for ATSI in the past.

English Language Arts: DFS of 128 (maintained 0.7 points from '22-'23)

Math : DFS 136.7 (increased 22.6 points from /22-/23)

We continue to focus efforts in these areas. Due to the district's high unduplicated student count-low income, English Learners, and foster youth, the district's approach is to focus on ensuring Tier 1 instruction and supports are in place by securing time during Universal Access (UA) and Targeted Intervention (TI) for small group differentiated instruction. All grade levels will be utilizing global Ti/UA time with all classes within their grade level in order to provide our students the support they need. Students will be assessed every 4-6 weeks and re-grouped during TI/UA time as needed.

Optional after school professional development will be offered to all staff focusing on the areas of Language Arts ("Writing Unleashed") and Math ("Math Unleashed"). These professional development sessions will be organized and run by our Academic Coach and Special Education

Specialist. These sessions will focus on grade level standards/topic as well as best first instruction which will provide staff with strategies to help further support their students, especially their EL's and SWD in the classroom.

Additionally, Tier 2 intervention programs in ELA and Math were purchased and time was carved into the school day for these supports. Federal monies and grants are being used to provide professional development for teachers and provide after-school, Saturday, and Summer School programs focusing on academics, social-emotional, and enrichment activities.

Through using the Resource Equity Diagnostic, Analysis of Dimension 2 revealed that not all students with higher needs have access to effective teaching staff. Additionally, only some students have access to teaching practices that are engaging, culturally relevant and standards aligned. Professional development and leadership coaching is necessary in order to address these barriers and instructional inequities. This will be accomplished through classroom visits and timely feedback.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.37%	0.34%	0.71%	2	2	4
African American	1.86%	1.72%	1.60%	10	10	9
Asian	0.37%	0.34%	0.18%	2	2	1
Filipino	0.19%	0%	%	1	0	
Hispanic/Latino	94.25%	95.01%	95.73%	508	552	538
Pacific Islander	%	0%	%	0	0	
White	1.48%	1.2%	0.89%	8	7	5
Multiple/No Response	0.56%	0.34%	0.53%	3	2	3
Total Enrollment				539	581	562

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	100	114	86
Grade 1	69	84	90
Grade 2	74	81	84
Grade3	69	79	76
Grade 4	87	69	85
Grade 5	67	88	66
Grade 6	73	66	75
Total Enrollment	539	581	562

Conclusions based on this data:

1. Good Hope has seen a large increase in newcomer enrollment at the end of the school year.
2. The enrollment of African American students at Good Hope has increased slightly.
3. There is a slight increase in the # of students enrolled in 1st, 4th and 5th grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	317	340	314	47.0%	58.8%	55.9%
Fluent English Proficient (FEP)	53	49	60	9.0%	9.8%	10.7%
Reclassified Fluent English Proficient (RFEP)				7.1%		

Conclusions based on this data:

1. The number of English Language Learners at Good Hope has been consistent since the 21-22 school year.
2. We need to focus on increasing the percentage of FEP students being reclassified as there was a 1.4% decline during the '21-22 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	74	82	76	73	82	73	73	82	73	98.6	100.0	96.1
Grade 4	100	67	91	99	65	86	99	65	86	99.0	97.0	94.5
Grade 5	69	89	67	68	87	65	68	87	65	98.6	97.8	97
Grade 6	77	66	80	74	65	75	74	65	75	96.1	98.5	93.8
All Grades	320	304	314	314	299	299	314	299	299	98.1	98.4	95.2

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2354.	2341.	2382.	8.22	9.76	16.44	10.96	8.54	13.70	21.92	14.63	24.66	58.90	67.07	45.21
Grade 4	2386.	2399.	2397.	5.05	12.31	8.14	11.11	13.85	10.47	21.21	13.85	27.91	62.63	60.00	53.49
Grade 5	2483.	2425.	2442.	22.06	5.75	10.77	20.59	19.54	9.23	19.12	17.24	30.77	38.24	57.47	49.23
Grade 6	2492.	2508.	2463.	5.41	15.38	4.00	24.32	23.08	24.00	33.78	30.77	22.67	36.49	30.77	49.33
All Grades	N/A	N/A	N/A	9.55	10.37	9.70	16.24	16.05	14.38	23.89	18.73	26.42	50.32	54.85	49.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.11	4.88	10.96	56.16	54.88	57.53	39.73	40.24	31.51
Grade 4	6.06	9.23	5.81	51.52	46.15	56.98	42.42	44.62	37.21
Grade 5	17.65	2.30	9.23	55.88	59.77	55.38	26.47	37.93	35.38
Grade 6	5.41	16.92	9.33	60.81	60.00	45.33	33.78	23.08	45.33
All Grades	7.96	7.69	8.70	55.73	55.52	53.85	36.31	36.79	37.46

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.22	8.54	10.96	30.14	28.05	42.47	61.64	63.41	46.58
Grade 4	2.02	6.15	3.49	44.44	49.23	47.67	53.54	44.62	48.84
Grade 5	14.71	3.45	6.15	51.47	45.98	43.08	33.82	50.57	50.77
Grade 6	5.41	9.23	2.67	64.86	58.46	42.67	29.73	32.31	54.67
All Grades	7.01	6.69	5.69	47.45	44.48	44.15	45.54	48.83	50.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.11	3.66	5.48	63.01	60.98	78.08	32.88	35.37	16.44
Grade 4	4.04	7.69	1.16	67.68	66.15	72.09	28.28	26.15	26.74
Grade 5	14.71	4.60	9.23	70.59	77.01	72.31	14.71	18.39	18.46
Grade 6	13.51	12.31	10.67	72.97	78.46	69.33	13.51	9.23	20.00
All Grades	8.60	6.69	6.35	68.47	70.57	72.91	22.93	22.74	20.74

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.70	6.10	8.22	43.84	47.56	63.01	42.47	46.34	28.77
Grade 4	5.05	15.38	3.49	58.59	47.69	68.60	36.36	36.92	27.91
Grade 5	16.18	12.64	7.69	61.76	49.43	70.77	22.06	37.93	21.54
Grade 6	9.46	12.31	5.33	67.57	69.23	66.67	22.97	18.46	28.00
All Grades	10.51	11.37	6.02	57.96	52.84	67.22	31.53	35.79	26.76

Conclusions based on this data:

1. For the overall achievement of all students, over 50% of the students are performing at the Standards Not Met category, which means a relatively large number of students are performing at the lowest level. The grade levels showing the largest deficits are students in 3rd and 5th grade.
2. Grade 6 demonstrated the most growth in the area of reading- we will have this team share out to the lower grades best practices for setting students up for success.
3. In grade 3, we will be focusing on writing this year as this grade level had the highest percentage of students below standard at 67.7%, with the area of writing at 63.41%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	74	82	76	74	82	74	74	82	74	100.0	100.0	97.4
Grade 4	100	67	91	99	66	91	99	66	91	99.0	98.5	100
Grade 5	69	89	67	69	89	67	69	89	67	100.0	100.0	100
Grade 6	77	66	80	75	66	80	75	66	80	97.4	100.0	100
All Grades	320	304	314	317	303	312	317	303	312	99.1	99.7	99.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2367.	2356.	2387.	13.51	8.54	9.46	12.16	10.98	18.92	17.57	13.41	21.62	56.76	67.07	50.00
Grade 4	2386.	2421.	2399.	1.01	4.55	2.20	10.10	18.18	10.99	27.27	33.33	31.87	61.62	43.94	54.95
Grade 5	2457.	2423.	2432.	11.59	3.37	5.97	14.49	8.99	10.45	26.09	24.72	22.39	47.83	62.92	61.19
Grade 6	2463.	2474.	2435.	5.33	15.15	0.00	13.33	13.64	12.50	26.67	19.70	26.25	54.67	51.52	61.25
All Grades	N/A	N/A	N/A	7.26	7.59	4.17	12.30	12.54	13.14	24.61	22.44	25.96	55.84	57.43	56.73

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.51	6.10	8.11	29.73	24.39	44.59	56.76	69.51	47.30
Grade 4	2.02	6.06	6.59	35.35	46.97	38.46	62.63	46.97	54.95
Grade 5	7.25	2.25	7.46	53.62	40.45	38.81	39.13	57.30	53.73
Grade 6	2.67	3.03	1.25	45.33	45.45	38.75	52.00	51.52	60.00
All Grades	5.99	4.29	5.77	40.38	38.61	40.06	53.63	57.10	54.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.76	8.54	13.51	54.05	42.68	50.00	39.19	48.78	36.49
Grade 4	2.02	6.06	3.30	46.46	45.45	45.05	51.52	48.48	51.65
Grade 5	10.14	1.12	4.48	55.07	55.06	52.24	34.78	43.82	43.28
Grade 6	4.00	7.58	1.25	58.67	59.09	51.25	37.33	33.33	47.50
All Grades	5.36	5.61	5.45	53.00	50.50	49.36	41.64	43.89	45.19

Conclusions based on this data:

1. 3rd and 5th grade showed the largest deficits in math performance. We will focus on providing all staff PD to help support our students in this area.
2. Grade 5 had 12% of students meeting or exceeding standards, which is a decrease of 14%. PD will be provided to all staff to help support our students in this area.
3. Grade level teams will spend more time examining the domain specific Claims and Targets focused on Problem Solving & Modeling/Data Analysis and designing lessons around those specific claims and targets.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1409.2	1406.4	1416.2	1416.3	1410.6	1420.6	1392.4	1396.5	1405.9	69	67	56
1	1430.5	1402.8	1406.5	1461.3	1417.2	1412.0	1399.4	1388.0	1400.5	43	47	47
2	1438.6	1455.7	1430.9	1452.9	1467.1	1436.8	1423.6	1443.7	1424.6	48	43	49
3	1491.1	1475.4	1490.4	1493.8	1479.2	1497.5	1487.9	1471.3	1482.8	36	50	42
4	1484.9	1487.1	1492.6	1481.3	1490.2	1493.6	1487.8	1483.5	1491.0	56	30	53
5	1523.9	1501.1	1515.2	1525.9	1491.4	1512.0	1521.4	1510.4	1517.9	39	49	32
6	1539.6	1540.9	1509.9	1545.7	1532.8	1518.5	1533.1	1548.5	1500.7	38	36	43
All Grades										329	322	322

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.39	7.46	16.07	20.29	32.84	28.57	40.58	32.84	42.86	21.74	26.87	12.50	69	67	56
1	2.33	0.00	6.38	18.60	17.02	14.89	51.16	44.68	42.55	27.91	38.30	36.17	43	47	47
2	2.08	4.65	10.20	25.00	41.86	26.53	47.92	27.91	30.61	25.00	25.58	32.65	48	43	49
3	16.67	8.00	9.52	16.67	22.00	42.86	52.78	50.00	33.33	13.89	20.00	14.29	36	50	42
4	8.93	10.00	11.32	32.14	46.67	47.17	28.57	26.67	20.75	30.36	16.67	20.75	56	30	53
5	15.38	8.16	25.00	53.85	32.65	31.25	17.95	38.78	21.88	12.82	20.41	21.88	39	49	32
6	28.95	33.33	30.23	39.47	36.11	30.23	18.42	25.00	23.26	13.16	5.56	16.28	38	36	43
All Grades	12.77	9.32	14.91	28.57	31.68	31.68	37.08	36.02	31.37	21.58	22.98	22.05	329	322	322

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	21.74	5.97	14.29	28.99	26.87	30.36	28.99	37.31	41.07	20.29	29.85	14.29	69	67	56
1	18.60	4.26	8.51	32.56	27.66	25.53	39.53	42.55	44.68	9.30	25.53	21.28	43	47	47
2	18.75	13.95	18.37	31.25	37.21	26.53	37.50	41.86	28.57	12.50	6.98	26.53	48	43	49
3	25.00	24.00	38.10	50.00	40.00	40.48	19.44	22.00	16.67	5.56	14.00	4.76	36	50	42
4	21.43	33.33	33.96	35.71	43.33	41.51	28.57	16.67	11.32	14.29	6.67	13.21	56	30	53
5	43.59	16.33	34.38	46.15	55.10	43.75	5.13	12.24	6.25	5.13	16.33	15.63	39	49	32
6	57.89	55.56	55.81	13.16	25.00	20.93	23.68	13.89	6.98	5.26	5.56	16.28	38	36	43
All Grades	27.96	19.25	27.95	33.43	36.02	32.30	27.05	27.95	23.60	11.55	16.77	16.15	329	322	322

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.29	10.45	16.07	66.67	71.64	75.00	13.04	17.91	8.93	69	67	56
1	39.53	21.28	21.28	55.81	59.57	57.45	4.65	19.15	21.28	43	47	47
2	18.75	27.91	20.41	70.83	67.44	65.31	10.42	4.65	14.29	48	43	49
3	33.33	20.00	30.95	61.11	58.00	61.90	5.56	22.00	7.14	36	50	42
4	35.71	40.00	43.40	46.43	50.00	45.28	17.86	10.00	11.32	56	30	53
5	23.08	22.45	18.75	71.79	57.14	68.75	5.13	20.41	12.50	39	49	32
6	23.68	41.67	20.93	65.79	50.00	60.47	10.53	8.33	18.60	38	36	43
All Grades	27.36	23.91	24.84	62.31	60.56	61.80	10.33	15.53	13.35	329	322	322

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.39	7.46	12.50	52.17	56.72	66.07	30.43	35.82	21.43	69	67	56
1	13.95	4.26	4.26	65.12	53.19	53.19	20.93	42.55	42.55	43	47	47
2	16.67	18.60	16.33	68.75	65.12	51.02	14.58	16.28	32.65	48	43	49
3	25.00	28.00	42.86	58.33	52.00	45.24	16.67	20.00	11.90	36	50	42
4	14.29	30.00	35.85	64.29	60.00	47.17	21.43	10.00	16.98	56	30	53
5	64.10	42.86	59.38	28.21	34.69	28.13	7.69	22.45	12.50	39	49	32
6	65.79	44.44	67.44	28.95	47.22	16.28	5.26	8.33	16.28	38	36	43
All Grades	28.27	23.29	31.68	53.50	52.48	45.65	18.24	24.22	22.67	329	322	322

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.14	8.96	10.71	68.12	74.63	76.79	21.74	16.42	12.50	69	67	56
1	2.33	4.26	12.77	37.21	34.04	34.04	60.47	61.70	53.19	43	47	47
2	4.17	6.98	0.00	43.75	55.81	61.22	52.08	37.21	38.78	48	43	49
3	5.56	0.00	2.38	41.67	46.00	54.76	52.78	54.00	42.86	36	50	42
4	5.36	0.00	3.77	44.64	50.00	50.94	50.00	50.00	45.28	56	30	53
5	10.26	14.29	9.38	66.67	32.65	53.13	23.08	53.06	37.50	39	49	32
6	15.79	13.89	0.00	36.84	58.33	46.51	47.37	27.78	53.49	38	36	43
All Grades	7.60	7.14	5.59	49.85	51.24	54.66	42.55	41.61	39.75	329	322	322

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.19	35.82	35.71	39.13	26.87	48.21	37.68	37.31	16.07	69	67	56
1	0.00	0.00	2.13	62.79	65.96	68.09	37.21	34.04	29.79	43	47	47
2	4.26	18.60	6.12	65.96	55.81	61.22	29.79	25.58	32.65	47	43	49
3	13.89	10.00	7.14	77.78	64.00	78.57	8.33	26.00	14.29	36	50	42
4	16.07	20.00	13.21	46.43	53.33	66.04	37.50	26.67	20.75	56	30	53
5	17.95	16.33	18.75	64.10	53.06	62.50	17.95	30.61	18.75	39	49	32
6	21.05	36.11	11.63	68.42	55.56	74.42	10.53	8.33	13.95	38	36	43
All Grades	14.33	19.88	13.98	57.93	51.86	64.91	27.74	28.26	21.12	328	322	322

Conclusions based on this data:

1. Students need additional support in overall language development as only 9.32% of students are performing at Level 4 in overall language development.
2. The majority of students in each grade level are at Level 1 & Level 2, meaning a significant # of students are not increasing their level of English Language proficiency from year to year.
3. The domains with the largest deficits are Reading and Writing. Area of focus for all grade levels will be focused on all four domains; however, a greater emphasis will be placed on the Reading and Writing domains.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
581	89.5	58.5	0.5
Total Number of Students enrolled in Good Hope Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	340	58.5
Foster Youth	3	0.5
Homeless	25	4.3
Socioeconomically Disadvantaged	520	89.5
Students with Disabilities	52	9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.7
American Indian	2	0.3
Asian	2	0.3
Hispanic	552	95
Two or More Races	2	0.3
White	7	1.2

Conclusions based on this data:

1. The majority of the students at Good Hope (89.5%) are socioeconomically disadvantaged meaning they are eligible for free/reduced meals, and/or their parents did not receive high school diploma.

2. The largest enrollment by race/ethnicity is that of Hispanic students; 95% of the students enrolled at Good Hope are Hispanic. 58.5% of the students enrolled are said to be English Language Learners. GH has 3 foster youth and 25 students that are homeless.
3. Students with disabilities make up 8% of the student population at Good Hope. Our students with disabilities continue to perform significantly lower than the other student groups represented at Good Hope, therefore, greater emphasis needs to be placed on improving the performance levels of our SWD student group.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Blue
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. Parent workshops with a focus on educating families about the importance about regular school attendance are necessary.
2. Good Hope will continue to utilize restorative practices and other means of correction when addressing discipline issues.

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3. Professional development for all staff focused on writing and mathematics is needed.

School and Student Performance Data

Academic Performance English Language Arts

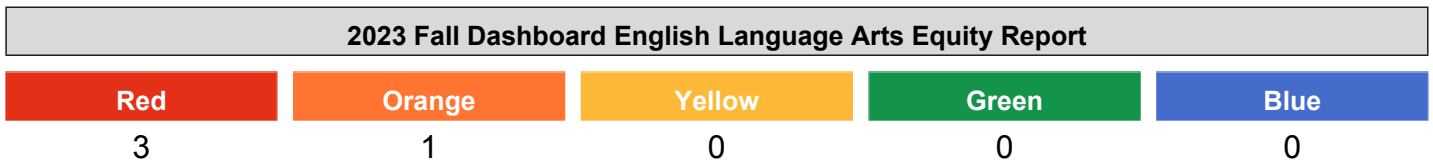
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>68.9 points below standard</p> <p>Decreased -8.9 points</p> <p>274 Students</p>	<p>English Learners</p> <p>Red</p> <p>78.5 points below standard</p> <p>Decreased -12.1 points</p> <p>174 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>127.3 points below standard</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>70.4 points below standard</p> <p>Decreased -11 points</p> <p>257 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>128 points below standard</p> <p>Maintained +0.7 points</p> <p>47 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 69.3 points below standard Decreased -8.7 points 264 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.6 points below standard Decreased Significantly -16.3 points 151 Students	73.3 points above standard Increased Significantly +41.2 points 23 Students	69.6 points below standard Decreased -10.2 points 85 Students

Conclusions based on this data:

- English Learners, Socioeconomically Disadvantaged and Students with Disabilities need to be a focus as they are our lowest performing student groups.
- Good Hope will implement professional development that focuses on language acquisition for our English Learners.
- English Learners students need language supports integrated more into their daily instruction.

School and Student Performance Data

Academic Performance Mathematics

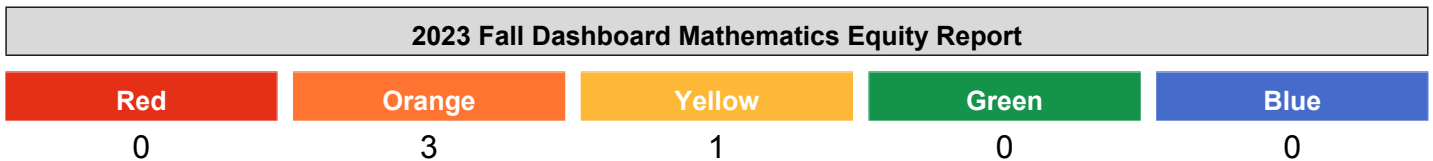
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 80.7 points below standard Maintained +1.4 points 274 Students	English Learners Yellow 78.5 points below standard Increased +9.3 points 174 Students	Foster Youth Less than 11 Students 1 Student
Homeless 106.5 points below standard 11 Students	Socioeconomically Disadvantaged Orange 81.6 points below standard Maintained -1.1 points 257 Students	Students with Disabilities Orange 136.7 points below standard Increased Significantly +22.6 points 47 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 80 points below standard Maintained +1.1 points 264 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
96.6 points below standard Increased +5.6 points 151 Students	40.7 points above standard Increased Significantly +53.3 points 23 Students	99.3 points below standard Decreased Significantly -18.1 points 85 Students

Conclusions based on this data:

1. Professional development for all staff focusing on mathematics practices and strategies needs to be a focus.
2. Greater emphasis needs to be placed on our SWD student group to ensure they are not missing core instruction and have access to grade level content standards.
3. English Learners and socioeconomically disadvantaged student groups both scored low in mathematics. Good Hope needs to ensure that these two student groups are not being pulled out of the classroom for language support during their math blocks.

School and Student Performance Data

Academic Performance English Learner Progress

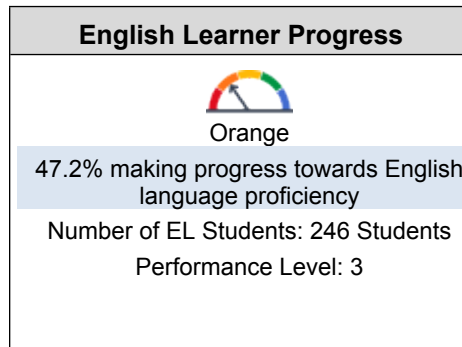
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
39	91	4	112

Conclusions based on this data:

1. English Learners need language supports integrated into their daily instruction.
2. Good Hope needs to ensure designated and integrated ELD is available to ALL English Learners.
3. Greater emphasis needs to be placed on monitoring the progress of our English Language Learners and plans need to be in place to ensure ALL EL students are progressing at least one ELPI level each year. Teachers need to be aware of the domains in which each student is struggling and supports need to be in place to ensure growth in the domain specific areas.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

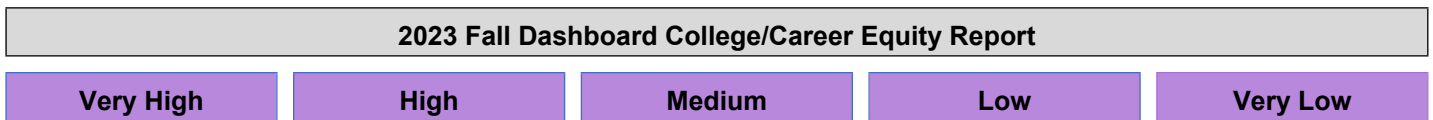
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

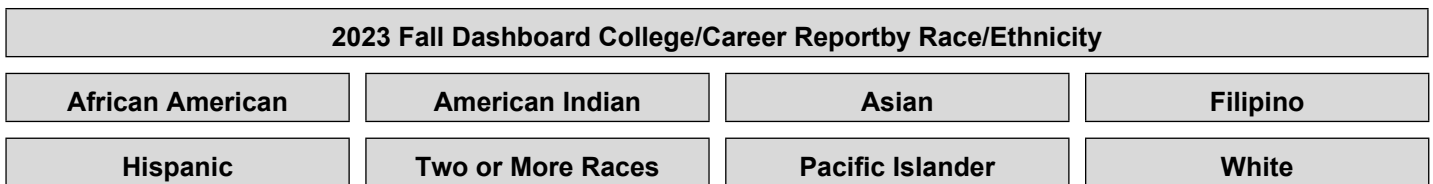
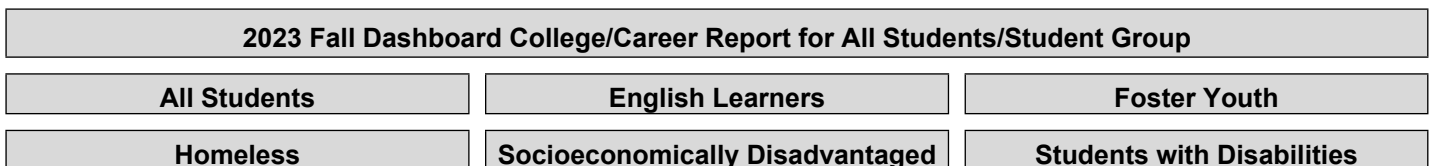
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

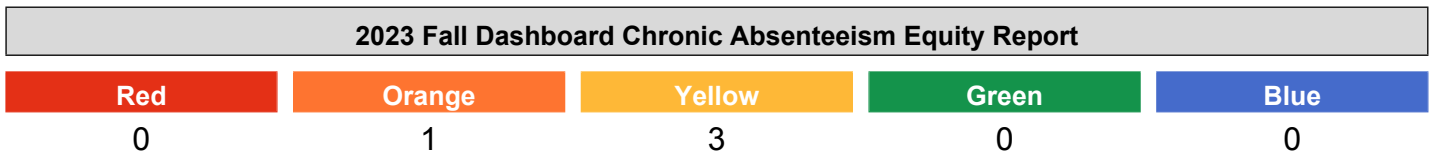
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>37.9% Chronically Absent</p> <p>Declined Significantly -4.8</p> <p>622 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>31.2% Chronically Absent</p> <p>Declined Significantly -7.2</p> <p>359 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>48.6% Chronically Absent</p> <p>Declined -1.4</p> <p>35 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>38.9% Chronically Absent</p> <p>Declined Significantly -3.4</p> <p>570 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>40% Chronically Absent</p> <p>Declined -17.6</p> <p>70 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.5% Chronically Absent Declined Significantly -3.7 589 Students	72.7% Chronically Absent 0 11 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students

Conclusions based on this data:

- 37.9%% of ALL students are Chronically Absent. Chronic absenteeism rates for all students decreased 4.9% from the 2022-2023 school year. Chronic absenteeism is an area we will continue to focus on the for the 24-25 school year.
- Students with disabilities is the highest at 40% of students within this group are chronically absent. A site attendance team will be put together to closely monitor all chronically absent students, with a focus and emphasis placed on our students with disabilities.
- Family workshops will be held with a focus on the importance of school attendance.

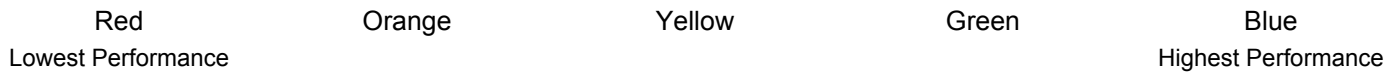
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

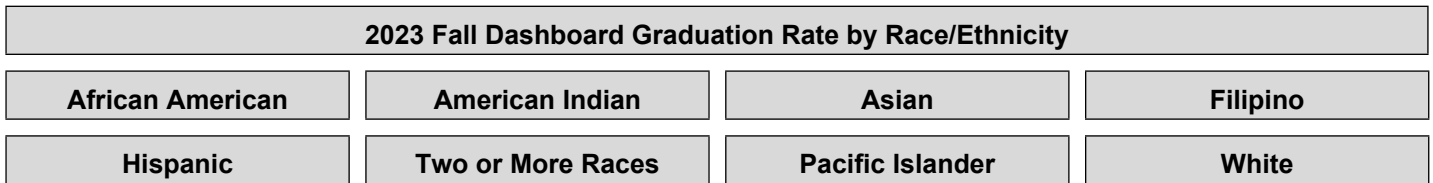
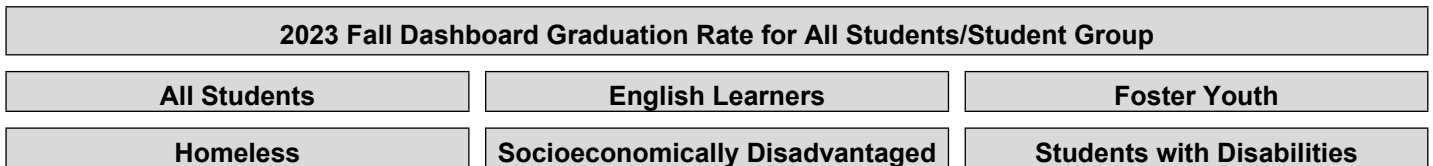
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

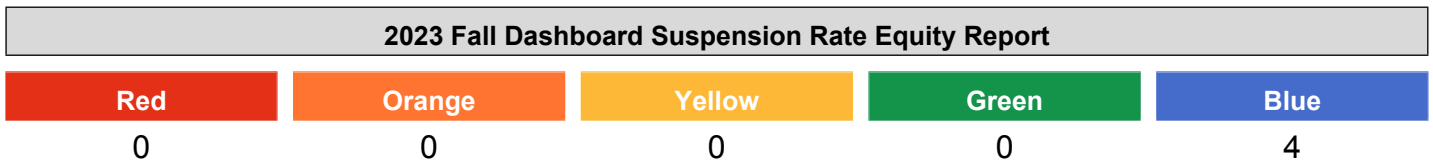
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0.3% suspended at least one day Declined -0.3 648 Students	English Learners Blue 0.5% suspended at least one day Maintained 0 371 Students	Foster Youth Less than 11 Students 4 Students
Homeless 0% suspended at least one day Maintained 0 39 Students	Socioeconomically Disadvantaged Blue 0.3% suspended at least one day Declined -0.3 594 Students	Students with Disabilities Blue 0% suspended at least one day Declined -1.4 74 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Declined -9.1</p> <p>11 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p align="center"></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p>Blue</p> <p>0.3% suspended at least one day</p> <p>Maintained -0.2</p> <p>611 Students</p>	<p>0% suspended at least one day</p> <p>12 Students</p>	<p align="center"></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>

Conclusions based on this data:

1. Good Hope will continue to use restorative practices to help support students.
2. English Learners group has the highest suspension rate among all student groups (.5% suspended at least 1 day).
3. Although we cannot see rates for most student groups, our Hispanic student group are suspended at a "very low" rate (0.3% of students within this group have been suspended at least 1 day).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

PESD will provide all students a high quality, rigorous core instructional program implementing the California Standards in English Language Arts and Mathematics as well as English Language Development Standards and the Next Generation Science Standards.

Goal 1

By June 2025, California Dashboard data will show a minimal increase of 15 points (average scores will be 10 points closer to standard) for all student groups in English Language Arts.

Identified Need

All student groups are identified as needing additional support in ELA as measured on the 22-23 CAASPP assessment. Our Students with Disabilities were performing lower than other student groups; additional intervention and supports are need to close the achievement gap for this specific student group. We will seek to close the achievement gap by ensuring our students are being taught by highly effective teachers, who use effective, researched-based instructional practices and strategies in the classrooms during the instructional day as well as during extended learning opportunities such as intervention and enrichment programs that occur during school as well as before, and/or after school. At the end of the school year, all teachers complete "pinks and blues" for their students. Administration will use these forms to match teaching to the students' styles of learning. This evidence-based intervention will help support our students individual needs. Additionally, we will provide all staff with professional development that will help support our students with disabilities and their unique learning needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Interim Assessments (IAB's & ICA's)	More than 50% of our students in grades 3-6 are not meeting standard during first assessment window.	All students will show progress on IAB's throughout the school year- improving during every assessment window.
CAASP Data	CAASPP 2023: English Language Arts: 26% meeting or exceeding standards English Learners: 8% meeting or exceeding standards Students with Disabilities: 4% meeting or exceeding standard Good Hope's Lexia Data showed that 83% (414	CAASPP ELA data will increase a minimum of 10 points overall from 68.6 points below standard to 58.6 points below standard and for each student group as measured by the CA School Dashboard. Students with Disabilities CAASPP data will increase a minimum of 10 points overall

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>students) started the year below grade level. Currently (May 2023) 39% of students TK-6 are below grade level (199 students).</p> <p>According to our baseline CAASPP data from 2021-2022, our students with disabilities scored "very low" across all areas of the CA Dashboard, thus being our qualifying student group for ATSI.</p>	<p>from 123 points below standard to 113 points below standard as measured by the 2024 CA Dashboard.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Good Hope Elementary School will provide all students with access to extended learning opportunities; we will provide priority enrollment in all tutoring/intervention programs to our foster and homeless students, as well as our students with disabilities as these are our lowest performing student groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Student groups

Strategy/Activity

Good Hope Elementary School will provide parent involvement activities to bridge a home to school connection including. These activities include CHAMPS, SSC, Title 1 Meetings, Family University parent workshops, reading/math/science/art night, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I Part A: Parent Involvement Extra Duty
5,000	Title I Part A: Collaboration Extra Duty

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will have well-trained, highly effective teachers and support staff. The demographics of the majority of the classrooms at Good Hope include English Language Learners and Students with Disabilities.

Strategy/Activity

Good Hope Elementary School will provide Professional Development to ensure best first instruction and best practices. Throughout the school year, before and after school professional development opportunities will be made available to classified, certificated and administrative staff to help support all student groups, especially our Students with Disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6239	Title I Part A: Collaboration
10,000	Title I Part A: Professional Development

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Good Hope Elementary School staff will be provided Professional Development opportunities surrounding the Science of Reading. All staff members will partake in a book study and a team of teachers will attend PD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I Part A: Supplemental Materials and Supplies
4000-4999: Books And Supplies
\$25/book for all staff members.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Academic Coach will provide professional development, demo lessons and support to school-wide academic programs and initiatives to support the overall academic achievement of English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Refer to SPSA Monitoring Tool.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Refer to SPSA Monitoring Tool.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Refer to SPSA Monitoring Tool.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP GOAL 3: PESD will provide all students a high quality, rigorous core instructional program implementing the California Standards in English Language Arts and Mathematics as well as English Language Development Standards and the Next Generation Science Standards.

Goal 2

By June 2025, California Dashboard data will increase by a minimum of 15 points for all student groups in Math.

Identified Need

All student groups are identified as needing additional support in Mathematics as measured on 21-22 CAASPP Assessment. Our Students with Disabilities are performing lower than other student groups. Additional intervention and supports are needed to close the achievement gap for this specific student group. We will seek to close the achievement gap by ensuring our students have are taught by highly effective teachers, who use effective, researched-based instructional practices and strategies in the classrooms during the instructional day as well as during extended learning opportunities such as intervention and enrichment programs that occur during school as well as before, and/or after school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Interim Assessments (IAB's & ICA's)	A majority of our students in grades 3-6 (over 50%) are not meeting standard during initial IAB assessment window.	All students will show improvement during each IAB assessment window throughout the year.
CA Dashboard Data	<p>CAASPP 2023: All students: 20% meeting or exceeding standards English Learners: 5% meeting or exceeding standards. Students with Disabilities: 8% meeting or exceeding standards.</p> <p>According to our baseline CAASPP data from 2021-2022, our students with disabilities scored "very low" across all areas of the CA Dashboard, thus being our qualifying student group for ATSI.</p>	<p>CAASPP Math data will increase a minimum of 10 points overall from 80.7 points below standard to 70.7 points below standard for each student group as measured by the 2024 CA Dashboard data.</p> <p>Students with Disabilities CAASPP Mathematics data will increase a minimum of 10 points overall from 136.7 points below standard to 126.7 points below standard as measured by the 2024 CA Dashboard data.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL students will benefit from having well trained, highly effective teachers and support staff. The demographics of the majority of classrooms at Good Hope include, English Language Learners, socioeconomically disadvantaged and Students with Disabilities, greater emphasis will be placed on meeting the needs of these identified student groups. All certificated staff will participate in a minimum of 50 minutes of scheduled collaboration time with the grade level team; additionally, team members will have the opportunity to work with the academic coach, to plan lessons, team teach, participate in learning walks, etc.

Strategy/Activity

Good Hope Elementary School will provide Professional Development will be offered to ensure best first instruction and best practices. Throughout the school year, professional math development opportunities will be made available to all classified, certificated, and administrative staff to help support all student groups, especially our students with disabilities. The academic coach will hold after school professional development sessions for staff focusing on math instruction (specifically building thinking classrooms).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5722	Title I Part A: Collaboration
5,000	Title I Part A: Professional Development Teachers and staff will attend CMC conference (\$600 per person)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students will have access to extended learning opportunities; however a greater emphasis will be placed on ensuring our Students with Disabilities will have an opportunity to participate in extended learning opportunities. We will provide priority enrollment in all tutoring/intervention programs to our foster and homeless students, as well as our students with disabilities as this the student group that qualified our site for ATSI in the past.

Strategy/Activity

Good Hope Elementary School will provide extended learning opportunities through an intervention program for at-promise students and students struggling academically, including materials and supplies, extra duty staff, (tutoring), etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups.

Strategy/Activity

Good Hope Elementary School will provide parent involvement activities to bridge a home to school connection, including all student populations (students with disabilities, English Language Learners, socioeconomically disadvantaged, and other student groups (CHAMPS, SSC, Title 1 Meetings, math/art/reading/science nights, Family University parent workshops, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Title I Part A: Parent Involvement

4,000

Title I Part A: Supplemental Materials and Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups.

Strategy/Activity

Good Hope Elementary School will provide Professional Development to ensure best first instruction and best practices. Throughout the school year, before and after school professional development opportunities will be made available to classified, certificated and administrative staff to help support all student groups, especially our Students with Disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3704

Source(s)

Title I Part A: Professional Development

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Academic Coach will provide professional development, demo lessons and support to school-wide academic programs and initiatives to support the overall academic achievement of English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Refer to SPSA Monitoring Tool.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Refer to SPSA Monitoring Tool.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Refer to SPSA Monitoring Tool.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Learners.

LEA/LCAP Goal

LCAP Goal 3: PESD will provide all students with a high quality, rigorous core instructional program implementing the CA Standards in English Language Arts and Mathematics as well as English Language Development Standards and the Next Generation Science Standards.

Goal 3

All English Learners will maintain OR increase by 1 ELPI level within each academic year.

Identified Need

English Language Learners performance is RED according to the 2023 CA Dashboard data, with scores 78.5 points below standard (this includes our EL and RFEP students). For Mathematics, our English Language Learners performance is also YELLOW with scores 78.5 points below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPI Dashboard	CA Dashboard from 2023 shows that 15.9% of English Learners decreased by 1 ELPI level.	CAASPP data will show that all students either maintained OR increased by 1 ELPI level.
CAASPP ELA Data for English Learners	CA Dashboard from 2023 shows that 47.2% of our EL students are making progress toward proficiency. ELA: 8% meeting or exceeding standards. Math: 5% meeting or exceeding standards. According to our baseline CAASPP data from 2021-2022, our students with disabilities scored "very low" across all areas of the CA Dashboard, thus being our qualifying student group for ATSI.	CAASPP ELA data will increase a minimum of 10 points overall from 78.5 points below standard to 68.5 points below standard and for each student group as measured by the CA School Dashboard. CAASPP Math data will increase a minimum of 10 points overall from 78.5 points below standard to 68.5 points below standard for each student group as measured by the 2022 CA Dashboard data.
Reclassification Data	Good Hope's reclassification data shows that 23 students qualified for reclassification	10% of English Learners will be reclassified as English Language Proficient (RFEP). ELPI will increase to 55%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	during the 2022-2023 school year.	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Academic Coach will provide professional development, demo lessons and support to school-wide academic programs and initiatives to support the overall academic achievement of English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized Services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Good Hope Elementary School will provide parent involvement activities to bridge a home to school connection through parent trainings for parents of English Learners. Good Hope Elementary School will provide learning opportunities for parents and families via CAFE’s Project to Inspire. Project to Inspire provides high-quality education, resources, and leadership development to ALL parents. P2I offers professional development for district and school administrators, parent involvement coordinators or liaisons, and other family engagement professionals on researched based strategies and effective practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

16000	LCFF 0707: Supplemental Concentration
5916	LCFF 0702: EL Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners. We will provide priority enrollment in all tutoring/intervention programs to our foster and homeless students, as well as our students with disabilities as this the student group that qualified our site for ATSI.

Strategy/Activity

Good Hope Elementary School will provide extended learning opportunities through an intervention program for English Language Learners as well as students struggling academically. This will include materials, supplies and extra duty staff (tutoring). Intervention Program, including materials, supplies and staff (tutoring). Good Hope will utilize bilingual aides from 2:30-3:30pm to provide after school tutoring and intervention for our newcomers as well as long-time EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Bilingual Aide support during the instructional day (and/or during afterschool intervention programs for English Language Learners).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

13000

Source(s)

LCFF 0702: EL Supplemental
2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Refer to SPSA Monitoring Tool.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Refer to SPSA Monitoring Tool.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Refer to SPSA Monitoring Tool.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate and Culture

LEA/LCAP Goal

PEUSD is committed to providing a comprehensive, engaging and relevant instructional program for students, thereby creating an educational environment and culture where students feel safe and are motivated to come to school. Parents will also feel welcomed and are encouraged to actively participate in their child's education.

Goal 4

Less than 25% of all Good Hope students will be chronically absent for the 2024-2025 school year. By June of 2025, Good Hope will maintain or reduce the suspension rate from 0.3%.

Identified Need

All student groups were identified as in need of additional support, as measured by school attendance rates. Although the need to improve attendance is consistent across all student groups, chronic absenteeism among our students with disabilities is extremely high.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Parent Survey	Title 1 parent survey results show that 47% of our families participate in schoolwide activities.	60% or more of our families will participate in schoolwide activities for families (curriculum nights, awards ceremonies,
Office Referral Data	Students are being referred to the office for low level referrals.	After adequate training during back to school orientation, office referrals will be reduced by a minimum of 20%.
Panorama Data	Good Hope's 2023 Panorama data shows that 90% of students feel supported through their relationships with friends, families and adults at school. 51% of students at Good Hope believe they can succeed in achieving academic outcomes and 50% of Good Hope students.	Suspension rates will remain below 2% for all students groups, as it has been according to the 2022 CA Dashboard data.
CA Dashboard Chronic Absenteeism Data	37.9% of all students were chronically absent according to 2023 CA Dashboard. Our students with disabilities were the most chronically absent	Chronic absenteeism data will decrease a minimum of 5% overall from the prior year of 37.9% to 35.9% for all students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	student group with 40% being chronically absent.	Our students with disabilities will show an minimum decrease in chronic absenteeism of 5% from 40% in 2022 to 35% during the 2023-2024 school year).
CA Dashboard Suspension Data		

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups.

Strategy/Activity

Good Hope Elementary School will provide parent involvement activities to bridge a home to school connection for all student groups, especially our students with disabilities. Good Hope will continue to provide incentives, student awards and assemblies to promote positive school culture and attendance. Good Hope will continue to build professional capacity by providing opportunities for staff to attend attendance conferences, workshops, and professional development opportunities focused on PBIS strategies, development of social skills and Social Emotional Learning, behavior management strategies and techniques and restorative practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,728

Source(s)

LCFF 0707: Supplemental Concentration

Equity Conference, RCOE Training, PBIS Conference, Sown to Grow, Panorama

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups.

Strategy/Activity

Create a positive school culture: Professional Learning Communities and Climate & Culture Activities for staff, students and families. Good Hope Elementary School will continue to build professional capacity by providing training to teachers and support staff to assist with building a positive school culture through PD opportunities focused on climate and culture, Professional Learning Communities and RTI.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF 0707: Supplemental Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups (referred by classroom teacher, Administration or parent referral).

Strategy/Activity

Good Hope Elementary School will provide behavioral and educational counseling to individuals and small groups of students (including classroom presentations), assist students in understanding and seeking solutions to social, emotional, or academic problems and issues, serve as a resource pertaining to student behavior and management strategies, and welfare and attendance problems and concerns. Counselor will target our students with disabilities to provide support with chronic absenteeism. This support includes salary, PD and resources. Good Hope will provide paid extra duty hours, materials and supplies to support after-school clubs and activities to promote improved attendance and increased student academic achievement through short/long-term goal setting conferences with school staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF 0707: Supplemental Concentration 1000-1999: Certificated Personnel Salaries
1,000	LCFF 0707: Supplemental Concentration 4000-4999: Books And Supplies
1,500	LCFF 0707: Supplemental Concentration 5800: Professional/Consulting Services And Operating Expenditures

1,000	LCFF 0707: Supplemental Concentration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups.

Strategy/Activity

Good Hope Elementary School will provide an art program for all students inclusive of an art teacher salary, PD, materials/supplies, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF 0707: Supplemental Concentration 1000-1999: Certificated Personnel Salaries
1000	LCFF 0707: Supplemental Concentration

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups.

Strategy/Activity

Good Hope Elementary School will provide a physical education program for all students, inclusive of a PE teacher salary, materials and supplies and PD. Good Hope will provide opportunities for building professional capacity by providing opportunities to attend additional conferences and PD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF 0707: Supplemental Concentration 1000-1999: Certificated Personnel Salaries

1,000

LCFF 0707: Supplemental Concentration
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups.

Strategy/Activity

Good Hope Elementary School will provide Administrative support via an Assistant Principal being assigned full-time. The Assistant Principal will support student academic and behavior success through the administration of supplemental programs to includes salary and resources.

Supplemental programs will encompass interventions for foster youth, at-risk students and students struggling academically. Administrator will collaborate with counselors and other staff to meet students achievement goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

LCFF 0707: Supplemental Concentration

2,000

LCFF 0707: Supplemental Concentration

Building professional capacity via conferences and PD, focused on attendance, discipline, behavior management, social emotional learning, professional learning communities, interventions, etc.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups

Strategy/Activity

AVID/College and Career Readiness Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

9,000	<p>LCFF 0707: Supplemental Concentration 5800: Professional/Consulting Services And Operating Expenditures Operating Expenditures Building professional Capacity: AVID Summer Institute Registration fees, mileage, lodging and meals.</p> <p>Alignment of instruction and content standards will be implemented through the integration of AVID-WICOR (writing, inquiry, collaboration, organization and reading) to support the development of students academic skills and competency. This includes professional development, collaboration, conferences, team meetings, materials and supplies.</p>
7,772.00	<p>LCFF 0707: Supplemental Concentration</p> <p>AVID materials and supplies to support the use of WICOR strategies in the classroom.</p>
1,000	<p>LCFF 0707: Supplemental Concentration</p> <p>Student incentives for students who consistently model and use AVID strategies in the classroom.</p>

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups.

Strategy/Activity

GATE/STEAM

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	<p>LCFF 0707: Supplemental Concentration</p> <p>Certificated teacher costs/Extra duty.</p>
2,000	<p>LCFF 0707: Supplemental Concentration</p> <p>Materials and supplies to create student folders/portfolios, bulletin boards, etc.</p>

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups.

Strategy/Activity

Building professional capacity: MTSS/SEL

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,500

Source(s)

LCFF 0707: Supplemental Concentration

Provide professional development opportunities to support SEL and improving school culture. Throughout the school year, professional development opportunities will be made available to all school personnel.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups.

Strategy/Activity

PBIS/MTSS: Student clubs, activities and projects focused on improving school climate and culture can have positive impact on student behavior, academic performance and attendance. Involving students in the process of improving the quality of their school environment promotes a sense of pride and ownership, fosters school spirit and develops leadership skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

LCFF 0707: Supplemental Concentration

Training, materials and school resources related to culture and school climate to include banners, incentives, etc.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase the number of parent involvement activities and parent participation in said activities by 20%. Additionally, we would like to increase the number of parents participating in Good Hope's Parent Volunteer Committee ("CHAMPS") as evidenced by and increased number of parents volunteering at school wide events, in the classroom, and/or working on projects at home to support classroom teachers.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Good Hope Elementary School will put together a site level attendance team consisting of the Principal, Assistant Principal, Counselor, certificated and classified staff members. This team will closely monitor and build close relationships with our students and families of our habitually chronically absent students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Refer to SPSA Monitoring Tool.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Refer to SPSA Monitoring Tool.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Refer to SPSA Monitoring Tool.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service

SUBJECT: Centralized Services for Planned Improvements in Student Performance in the subject areas of English Language Arts, Mathematics, and
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Instructional Coaching Support	July 1, 2024-June 30, 2025	Claudia Velez Marie Cancel	Professional Development for Coaches to provide site based co-teaching, demo lessons, data analysis and collaboration.		Centralized Services	125,450
Reading Intervention Teacher	July 1, 2024-June 30, 2025	Claudia Velez Jenni McHale	Reading intervention will be provided to those students meeting program criteria. Intervention will be provided at students instructional and independent reading level.		Centralized Services	151,572

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$54,665
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$54,665

Other Federal State and Local Funds

List the **additional Federal programs** that the school is including in the schoolwide program. Adjust the tables as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of **additional Federal Funds** included for this school: \$54665

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$81,416

Total of federal, state, and/or local funds for this school: \$136,081

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Parent Involvement	545	-14,455.00
LCFF 0707: Supplemental Concentration	62,500	0.00
LCFF 0702: EL Supplemental	18,916	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Centralized Services	0.00
LCFF 0702: EL Supplemental	18,916.00
LCFF 0707: Supplemental Concentration	62,500.00
Title I Part A: Collaboration	16,961.00
Title I Part A: Parent Involvement	15,000.00
Title I Part A: Professional Development	18,704.00
Title I Part A: Supplemental Materials and Supplies	4,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	94,581.00
1000-1999: Certificated Personnel Salaries	0.00
2000-2999: Classified Personnel Salaries	13,000.00
4000-4999: Books And Supplies	1,000.00
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	10,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Centralized Services	0.00
	LCFF 0702: EL Supplemental	5,916.00
2000-2999: Classified Personnel Salaries	LCFF 0702: EL Supplemental	13,000.00
	LCFF 0707: Supplemental Concentration	50,000.00
1000-1999: Certificated Personnel Salaries	LCFF 0707: Supplemental Concentration	0.00
4000-4999: Books And Supplies	LCFF 0707: Supplemental Concentration	1,000.00
5000-5999: Services And Other Operating Expenditures	LCFF 0707: Supplemental Concentration	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF 0707: Supplemental Concentration	10,500.00
	Title I Part A: Collaboration	16,961.00
	Title I Part A: Parent Involvement	15,000.00
	Title I Part A: Professional Development	18,704.00
	Title I Part A: Supplemental Materials and Supplies	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,239.00
Goal 2	23,426.00
Goal 3	34,916.00
Goal 4	46,500.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Total Title I Part A Allocation Amount Specified in Form C	54,665	0
Title I Part A: Parent Involvement	545	-14,455.00
LCFF 0707: Supplemental Concentration	62,500	0.00
LCFF 0702: EL Supplemental	18,916	0.00

Centralized Services: Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Centralized Services	0.00
LCFF 0702: EL Supplemental	18,916.00
LCFF 0707: Supplemental Concentration	62,500.00
Title I Part A: Collaboration	16,961.00
Title I Part A: Parent Involvement	15,000.00
Title I Part A: Professional Development	18,704.00
Title I Part A: Supplemental Materials and Supplies	4,000.00

Centralized Services: Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Centralized Services	277,022.00

Total Title I Part A Allocation	
Funding Source	Total Amount Expended
Title I Part A : Parent Involvement	15,000.00
Title I Part A : Professional Development	18,704.00
Title I Part A : Intervention	0
Title Part A : Collaboration	16,961.00
Title I Part A : Supplemental Technology	
Title I Part A: Supplemental Materials and Supplies	4,000.00
Total Title I Part A : Allocation (Expended)	54,665
Total Title I Part A Allocation Amount Specified in Form	54,665

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Rebecca Taua'i	Principal
Janet Thayer	Classroom Teacher
Michelle Cabanillas	Classroom Teacher
Miriam Porras	Other School Staff
April Esqueda	Parent or Community Member
Natalie Gallegos	Parent or Community Member
Ashley Zubia	Parent or Community Member
Edith Valente	Parent or Community Member
Eulalia Gaspar	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Lilian Samayoa
Cruz Hernandez

English Learner Advisory Committee

Other: Cruz Hernandez

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 23, 2024.

Attested:

Rebecca Taua'i

Principal, Rebecca Taua'i on May 23, 2024

Natalie Gallegos

SSC Chairperson, Natalie Gallegos on May 23, 2024

What is a School-Parent Compact?

A School-Parent Compact for Achievement is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards.

- Linked to goals of the school improvement plan.
- Focuses on student learning skills.
- Describes how teachers will help students develop those skills using high-quality instruction.
- Shares strategies parents can use at home.
- Explains how teachers and parents will communicate about student progress.
- Describes opportunities for parents to volunteer, observe, and participate in the classroom.

Jointly Developed

The parents, students and staff of Good Hope Elementary School developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the Compact and make changes based on student needs.

Building Partnerships

- Back to School Night: 8/29/24
- Open House: 4/10/25
- Title I Meetings: 8/29/24 & 4/10/25
- Parent Teacher Conferences
- Family Math Night
- Family Science Night
- Family Reading Night
- College & Career Day: 5/29/25
- CAFE Project 2 Inspire
- Rosetta Stone Language Club
- Annual Carnival
- Schoolwide dances
- Multicultural Day

Regularly Scheduled Events

- Friday Flag Ceremonies
- Read With Me Monthly Events
- FIAT/CHAMPS (Parent Volunteers)
- Family University workshops
- AVID Parent Meetings

- Coffee with the Principal meetings
- CAFE Project 2 Inspire

- English Language Advisory Committee (ELAC) meetings: 8/22/24, 9/26/24, 10/24/24, 12/12/24, 2/20/25, 3/20/25, 5/15/25

- African American Advisory Committee (APAC) meetings: 8/22/24, 9/26/24, 10/24/24, 12/12/24, 2/20/25, 3/20/25, 5/15/25

- School Site Council Meetings: 8/22/24, 9/26/24, 10/24/24, 12/12/24, 2/20/25, 3/20/25, 5/15/25

Communication Regarding Student Learning

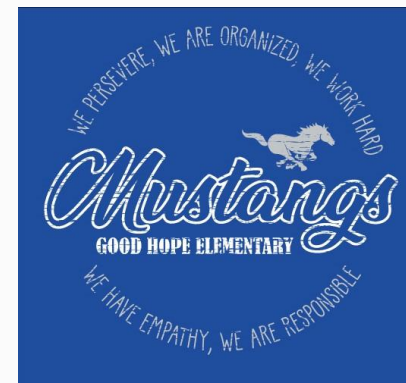
Good Hope Elementary School is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- Weekly Newsletter
- AVID Planner
- School Website
- Parent-Teacher Conferences in November

- Aeries Communication via Apptegy

Do you have questions about your child's progress? Contact your child's teacher by phone at:

(951) 657-5181



School-Parent Compact for Achievement

Rebecca Taua'i, Principal
(951) 657-5181

www.perrisesd.org/GoodHopeES

Good Hope
Elementary School

2024-2025

Our Goals for Student Achievement

Goal 1, English Language Arts:

- By June 2025, California Dashboard data will show an increase of 15 points for all student groups in English Language Arts (points from standard will decrease by a minimum of 10 points).

Goal 2, Mathematics:

- By June 2025, California Dashboard data will show an increase of 15 points for all student groups in Mathematics (points from standard will decrease by a minimum of 10 points).

Goal 3, English Learners:

- All English Learners will maintain or increase by a minimum of 1 English Learner Progress Indicator (ELPI) level each academic year.

Goal 4, Climate & Culture:

- By June 2025, less than 25% of all students will be chronically absent.
- By June of 2025, we will maintain or reduce the suspension rate by 0.3%

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life

Staff Pledge

I agree to carry out the following responsibilities:

- ★ Provide high-quality curriculum & instruction.
- ★ Endeavor to motivate my students to learn.
- ★ Have high expectations and help every child develop a love of learning.
- ★ Communicate regularly with families about student progress.
- ★ Provide meaningful, daily homework assignments to reinforce and extend learning.
- ★ Participate in professional development opportunities that improve teaching and learning and support forming partnerships with families and the community.
- ★ Actively participate in collaborative decision-making and consistently work with families and my school colleagues to make school accessible and welcoming places for families, which helps each student achieve the school's high academic standards.
- ★ Respect the school, students, staff, and families.

Family Parent Pledge

I agree to carry out the following responsibilities:

- ★ Provide a quiet time and place for homework and monitor screen time.
- ★ Read to my child or encourage my child to read to me every day.
- ★ Communicate with the teacher or the school when I have a concern.
- ★ Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- ★ Regularly monitor my child's progress in school.
- ★ Participate at school in activities such as school decision making, volunteering, and/or attending parent/teacher conferences, Back to School Night, Open House, and Family Nights.
- ★ Communicate the importance of education and learning to my child.
- ★ Respect the school staff, students, and families.

Student Pledge

I agree to carry out the following responsibilities:

- ★ Come to school ready to learn and work hard.
- ★ Bring necessary materials, completed assignments, and homework.
- ★ Know and follow school and classroom expectations.
- ★ Ask for help when I need it.
- ★ Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- ★ Limit my screen time and study or read every day after school instead.
- ★ Respect my school, fellow students, teachers, and other staff.



¿Qué es un pacto entre la escuela y los padres?

Un Pacto de Logros entre la Escuela y los Padres es un acuerdo que los padres, los estudiantes y los maestros desarrollan juntos. Explica cómo los padres y los maestros trabajarán juntos para asegurarse de que todos nuestros estudiantes alcancen o superen los estándares del nivel de grado.

- Vinculado a los objetivos del plan de mejora escolar.
Se enfoca en las habilidades de aprendizaje de los estudiantes.
Describe cómo los maestros ayudarán a los estudiantes a desarrollar esas habilidades utilizando una instrucción de alta calidad.
Comparte estrategias que los padres pueden usar en casa.
Explica cómo los maestros y los padres se comunicarán sobre el progreso de los estudiantes.
Describe las oportunidades para que los padres se ofrezcan como voluntarios, observen y participen en el salón de clases.

Desarrollado Conjuntamente

Los padres, estudiantes y personal de la Escuela Primaria Good Hope desarrollaron este Pacto Escuela-Padre para el Logro. Los maestros sugirieron estrategias de aprendizaje en casa, los padres agregaron ideas para hacerlas más específicas y los estudiantes nos dijeron qué les ayudaría a aprender. Cada año se llevan a cabo reuniones para revisar el Pacto y hacer cambios basados en las necesidades de los estudiantes.

Creación de Asociaciones

- Noche de Regreso a Clases: 8/29/24
Jornada de puertas abiertas: 4/10/25
Reuniones del Título I: 29/8/24 y 10/4/25
Conferencias de Padres y Maestros
Noche de matemáticas en familia
Noche de Ciencia en Familia
Noche de lectura en familia
Día de la Universidad y la Carrera: 5/29/25
Proyecto CUBE 2 Inspirar
Club de Idiomas Rosetta Stone
Carnaval anual
Bailes en toda la escuela
Día Multicultural

Eventos programados regularmente

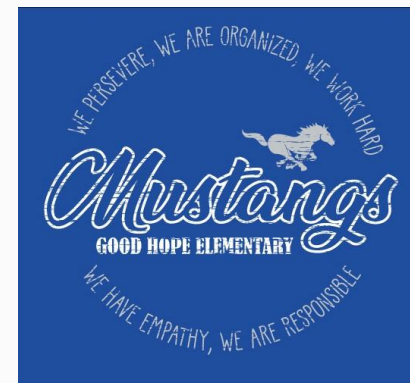
- Ceremonias de la bandera los viernes
Eventos mensuales de Read With Me
FIAT/CHAMPS (Padres Voluntarios)
Talleres de la Universidad de la Familia
Reuniones de padres de AVID
- Reuniones de Café con las Directoras
Proyecto CUBE 2 Inspirar
Reuniones del Comité Asesor del Idioma Inglés (ELAC): 8/22/24, 9/26/24, 10/24/24, 12/12/24, 2/20/25, 3/20/25, 5/15/25
- Reuniones del Comité Asesor Afroamericano (APAC): 8/22/24, 9/26/24, 10/24/24, 12/12/24, 2/20/25, 3/20/25, 5/15/25
- Reuniones del Consejo Estudiantil: 8/22/24, 9/26/24, 10/24/24, 12/12/24, 2/20/25, 3/20/25, 5/15/25

Comunicación sobre el aprendizaje de los estudiantes

La Escuela Primaria Good Hope está comprometida con la comunicación bidireccional frecuente con las familias sobre el aprendizaje de los niños. Algunas de las formas en que puede esperar que nos comuniquemos con usted son:

- Boletín Semanal
Planificador AVID
Sitio web de la escuela
Conferencias de Padres y Maestros en Noviembre
Comunicación de Aeries a través de AppTegy

¿Tiene preguntas sobre el progreso de su hijo? Comuníquese con el maestro de su hijo por teléfono al:
(951) 657-5181



Pacto entre la Escuela y los Padres para el Logro Estudiantil

Rebecca Taua'i, Directora
(951) 657-5181

www.perrisesd.org/GoodHopeES

Escuela Primaria
Good Hope

2024-2025

Nuestras Metas para el Logro Estudiantil

Meta 1, Artes del Lenguaje Inglés:

- Para junio de 2025, los datos del Tablero de California mostrarán un aumento de 15 puntos para todos los grupos de estudiantes en Artes del Lenguaje en Inglés (los puntos del estándar disminuirán en un mínimo de 10 puntos).

Objetivo 2, Matemáticas:

- Para junio de 2025, los datos del Tablero de California mostrarán un aumento de 15 puntos para todos los grupos de estudiantes en Matemáticas (los puntos del estándar disminuirán en un mínimo de 10 puntos).

Objetivo 3, Aprendices de inglés:

- Todos los Aprendices de Inglés mantendrán o aumentarán en un mínimo de 1 nivel de Indicador de Progreso del Aprendizaje de Inglés (ELPI) cada año académico.

Objetivo 4, Clima y Cultura:

- Para junio de 2025, menos del 25% de todos los estudiantes estarán ausentes crónicamente. Para junio de 2025, mantendremos o reduciremos la tasa de suspensión en un 0.3%.

Es importante que las familias y las escuelas trabajen juntas para ayudar a los estudiantes a alcanzar altos estándares académicos. A través de un proceso que incluye a maestros, familias, estudiantes y representantes de la comunidad, se acuerdan los siguientes roles y responsabilidades que nosotros, como socios, llevaremos a cabo para apoyar el éxito de los estudiantes en la escuela y en sus vidas.

Compromiso del Personal

Acepto llevar a cabo las siguientes responsabilidades:

- ★ Proporcionar un plan de estudios e instrucción de alta calidad.
Esforzarme por motivar a mis alumnos a aprender. Tener altas expectativas y ayudar a cada niño a desarrollar el amor por el aprendizaje. Comunicarme regularmente con las familias sobre el progreso de los estudiantes. Proporcionar tareas diarias significativas para reforzar y ampliar el aprendizaje. Participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje y apoyar la formación de asociaciones con las familias y la comunidad. Participar activamente en la toma de decisiones colaborativa y trabajar constantemente con las familias y mis colegas escolares para hacer que la escuela sea un lugar accesible y acogedor para las familias, lo que ayuda a cada estudiante a alcanzar altos estándares académicos de la escuela. Respetar a la escuela, a los estudiantes, al personal y a las familias.

Compromiso de los padres de familia

Acepto llevar a cabo las siguientes responsabilidades:

- ★ Proporcionar un momento y un lugar tranquilo para la tarea y controlar el tiempo frente a la pantalla.
Leer a mi hijo o animarlo a que me lea todos los días. Comunicarme con el maestro o la escuela cuando tenga una inquietud. Asegurarme de que mi hijo asista a la escuela todos los días, duerma lo suficiente, reciba atención médica regular y tenga una nutrición adecuada. Monitorear regularmente el progreso de mi hijo en la escuela. Participar en actividades tales como la toma de decisiones escolares, el voluntariado y/o la asistencia a conferencias de padres y maestros, la Noche de Regreso a la Escuela, la Casa Abierta y las Noches Familiares. Comunicarle a mi hijo la importancia de la educación y el aprendizaje. Respetar al personal de la escuela, a los estudiantes y a las familias.

Compromiso estudiantil

Acepto llevar a cabo las siguientes responsabilidades:

- ★ Venir a la escuela listo para aprender y trabajar duro.
Traer los materiales necesarios, las tareas y completadas. Conocer y seguir las expectativas de la escuela y del salón de clases. Pedir ayuda cuando la necesite. Comunicarme regularmente con mis padres y maestros sobre las experiencias escolares para que puedan ayudarme a tener éxito en la escuela. Limitar el tiempo que pase frente a la pantalla y estudiar o leer todos los días después de la escuela. Respetar a mi escuela, a mis compañeros, a los maestros y al resto del personal.





Good Hope Elementary School

2024-2025

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

- We will jointly develop with families, and distribute to them a school-family engagement Policy that the school and families agree on.
- We will notify parents about the school Family Engagement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents/guardians can understand.
- We will make the school Family Engagement Policy available to the community by posting on the school website.
- We will annually update the school Family Engagement Policy to meet the changing needs of parents and the school in accordance with Ed. Code 64001.
- We will adopt and incorporate our School- Parent Compact as a school Family Engagement Policy component.
- We will review the annual LCAP Family Engagement goals.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Coordinate scheduling of parent-teacher conferences.
- Conduct parent input meetings and/or surveys to collect input from parents with the required response rate.
- Conduct parent surveys or use other local methods to measure school climate.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1])

The school principal or designee will convene annual meetings to inform families of the:

- Site Family Engagement Policy
- Title I Family Engagement Policy Survey results
- Family engagement opportunities
- Provide strategies to support academic achievement

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]).

- The school principal will hold a flexible number of meetings at varying times and provide translations and childcare, paid for with Title I funding, as long as the services relate to family involvement.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]).



Invite input on the school plan from English Learner Advisory Committee and the School Site Council.

- Provide families the opportunity for input through the Title I Family Engagement Policy Survey, Annual Title I Meetings, and Family Involvement Action Team (FIAT) Meetings.
- Provide copies of working drafts of the school Family Engagement Plan to families in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
- Ensure that families have an opportunity to provide input on the school plan at a public meeting prior to its approval or revisions.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)(A)).

The school principal will provide information about Title I programs to families in a timely manner by:

- Posting workshops, meetings and/or activities on the school website, school office and/or school marquee.
- Sending home/email notices.
- Sending messages through the automated messaging system.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116(c)(4)(B)).

Methods of sharing this will include:

- Providing trainings and resources to families on content standards, Proficiency Levels, and Family Engagement requirements
- Back to School Nights
- Standards Brochures
- Standards-Based Progress Reports
- Standardized Testing and Reporting (CAASPP) Reports
- English Language Proficiency Assessment for California (ELPAC) Reports
- Family Involvement Action Team (FIAT) Meetings/Workshops

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116(e)(3)).

With assistance from the district, the school site will accomplish this by:

- Providing professional development opportunities addressing the role of families as participants in the school governance and decision-making process.



- Addressing parent concerns noted on the Title I Family Engagement Policy Survey.
- Providing training during staff meetings on ways to work with parents.
- Fostering welcoming and responsive environments for parents.
- Ensuring accountability of the staff in working with parents and families as partners.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

The school principal will form partnerships with community-based organizations and other public agencies to:

- Collaborate with other agencies to provide services to families to support family engagement.
- Disseminate resources and information on an ongoing basis.
- Provide training and workshops throughout the year for families.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

The school principal will ensure the development and dissemination of critical school and student information to families:

- In the home language when required
- In a timeframe that reasonably allows for family follow-up response, if needed.
 - Family Engagement Policy
 - Inform parents of English learners how they can be involved in their children's education.
 - All required parent/family notifications

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- To the extent practicable, provide adequate space for family involvement activities, equipment, and/or supplies.
- Encourage families to enhance the involvement of other families.
- Provide other reasonable support for family involvement activities.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).



- Back to School Night: 8/29/24
- Open House: 4/10/25
- Title I Meetings: 8/29/24 & 4/10/25
- Parent Teacher Conferences
- Family Math Night
- Family Science Night
- Family Reading Night
- College & Career Day: 5/29/25
- CAFE Project 2 Inspire
- Rosetta Stone Language Club
- Annual Carnival
- Schoolwide dances
- Multicultural Day

English Language Advisory Committee (ELAC) meetings:
8/22/24, 9/26/24, 10/24/24, 12/12/24, 2/20/25, 3/20/25, 5/15/25
African American Advisory Committee (APAC) meetings:
8/22/24, 9/26/24, 10/24/24, 12/12/24, 2/20/25, 3/20/25, 5/15/25
School Site Council Meetings:
8/22/24, 9/26/24, 10/24/24, 12/12/24, 2/20/25, 3/20/25, 5/15/25

This policy was adopted by the School Site Council of Good Hope Elementary School August 22, 2024 and will be in effect for the period of August 22, 2024 - June 30, 2025.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before September 1, 2024.

Rebecca Taua'i, Principal

August 22, 2024



Escuela Primaria Good Hope

2024-2025

Título I, Parte A - Póliza de Participación de Padres y Familias a Nivel Escolar

Esta póliza describe los medios para llevar a cabo los requisitos designados del Título I, Parte A para la participación de los padres y la familia de acuerdo con la Sección 1116(c) de ESSA.

- Desarrollaremos conjuntamente con las familias y les distribuiremos una póliza de participación escuela-familia que la escuela y las familias acuerden.
- Notificaremos a los padres sobre la Póliza de Participación Familiar de la escuela en un formato comprensible y uniforme y, en la medida posible, distribuiremos esta póliza a los padres en un idioma que los padres/tutores puedan entender.
- Pondremos a disposición de la comunidad la Póliza de Participación Familiar de la escuela publicándola en el sitio web de la escuela.
- Actualizaremos anualmente la Póliza de Participación Familiar de la escuela para satisfacer las necesidades cambiantes de los padres y la escuela de acuerdo con el Código de Educación 64001.
- Adoptaremos e incorporaremos nuestro Pacto entre la Escuela y los Padres como un componente de la Póliza de Participación Familiar de la escuela.
- Revisaremos las metas anuales de Participación Familiar de LCAP.

Para involucrar a los padres en los programas del Título I, Parte A, se han establecido las siguientes prácticas:

- Coordinar la programación de las conferencias de padres y maestros.
- Llevar a cabo reuniones y/o encuestas de opinión de los padres para recopilar la opinión de los padres con la tasa de respuesta requerida.
- Realizar encuestas a los padres o utilizar otros métodos locales para medir el clima escolar.

La escuela convoca una reunión anual para informar a los padres sobre los requisitos del Título I, Parte A y sobre el derecho de los padres a participar en el programa del Título I, Parte A (ESSA Sección 1116[c][1]).

El director de la escuela o la persona designada convocará reuniones anuales para informar a las familias de la:

- Política de participación familiar del sitio
- Resultados de la Encuesta de Políticas de Participación Familiar del Título I
- Oportunidades de participación familiar
- Proporcionar estrategias para apoyar el rendimiento académico.

La escuela ofrece un número flexible de reuniones para los padres de Título I, Parte A, como reuniones en la mañana o en el atardecer (ESSA Sección 1116[c][2]).



El director de la escuela llevará a cabo un número flexible de reuniones en diferentes momentos y proporcionará traducciones y cuidado de niños, pagados con fondos del Título I, siempre y cuando los servicios se relacionen con la participación de la familia.

La escuela involucra a los padres de los estudiantes del Título I, Parte A de una manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas del Título I, Parte A y la Póliza de participación de los padres del Título I, Parte A de la escuela (Sección 1116[c][3] de ESSA).

- Invitar al Comité Asesor de Aprendices de Inglés y al Consejo Estudiantil a que den su opinión sobre el plan escolar.
- Proporcionar a las familias la oportunidad de dar su opinión a través de la Encuesta de Póliza de Participación Familiar del Título I, las Reuniones Anuales del Título I y las Reuniones del Equipo de Acción de Participación Familiar (FIAT).
- Proporcionar copias de los borradores de trabajo del Plan de Participación Familiar de la escuela a las familias en un formato comprensible y uniforme y, en la medida posible, en un idioma que los padres/tutores puedan entender.
- Asegurarse de que las familias tengan la oportunidad de dar su opinión sobre el plan escolar en una reunión pública antes de su aprobación o revisión.

La escuela proporciona a los padres de los estudiantes de Título I, Parte A, información oportuna sobre los programas de Título I, Parte A (ESSA Sección 1116[c](4)[A]).

El director de la escuela proporcionará información sobre los programas del Título I a las familias de manera oportuna al:

- Publicar talleres, reuniones y/o actividades en el sitio web de la escuela, la oficina de la escuela y/o la marquesina de la escuela.
- Envío de avisos a domicilio/correo electrónico.
- Envío de mensajes a través del sistema de mensajería automatizado.

La escuela proporciona a los padres de los estudiantes de Título I, Parte A con una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso del estudiante, y los niveles de competencia que se espera que los estudiantes cumplan (ESSA Sección 1116[c][4][B]).

Los métodos para compartir esto incluirán:

- Proporcionar capacitaciones y recursos a las familias sobre los estándares de contenido, los niveles de competencia y los requisitos de participación familiar.
- Noches de regreso a clases
- Folletos de Normas
- Informes de progreso basados en estándares
- Informes de Pruebas e Informes Estandarizados (CAASPP)
- Informes de la Evaluación del Dominio del Idioma Inglés de California (ELPAC)
- Reuniones/Talleres del Equipo de Acción de Participación Familiar (FIAT)

Con la ayuda de los padres del Título I, Parte A, la escuela educa a los miembros del personal en el valor de las contribuciones de los padres, y en cómo trabajar con los padres como socios iguales (ESSA Sección 1116[e][3]).



Con la ayuda del distrito, el plantel escolar logrará esto de la siguiente manera:

- Proporcionar oportunidades de desarrollo profesional que aborden el papel de las familias como participantes en el proceso de gobernanza y toma de decisiones escolares.
- Abordar las preocupaciones de los padres señaladas en la Encuesta de Políticas de Participación Familiar del Título I.
- Proporcionar capacitación durante las reuniones del personal sobre las formas de trabajar con los padres.
- Fomentar entornos acogedores y receptivos para los padres.
- Garantizar la rendición de cuentas del personal en el trabajo con los padres y las familias como socios.

La escuela coordina e integra el Título I, Parte A del programa de participación de los padres con otros programas, y lleva a cabo otras actividades, tales como centros de recursos para padres, para animar y apoyar a los padres a participar más plenamente en la educación de sus hijos (ESSA Sección 1116[e][4]).

El director de la escuela formará asociaciones con organizaciones comunitarias y otras agencias públicas para:

- Colaborar con otras agencias para proporcionar servicios a las familias para apoyar la participación familiar.
- Difundir recursos e información de forma continua.
- Proporcionar capacitación y talleres durante todo el año para las familias.

La escuela distribuye información relacionada con la escuela y los programas de padres, reuniones y otras actividades a los padres del Título I, Parte A en un formato y lenguaje que los padres entiendan (ESSA Sección 1116[e][5]).

El director de la escuela se asegurará del desarrollo y la difusión de información crítica de la escuela y de los estudiantes a las familias:

- En la lengua materna cuando sea necesario
- En un plazo que permita razonablemente la respuesta de seguimiento de la familia, si es necesario.
 - Póliza de Participación Familiar
 - Informar a los padres de los estudiantes de inglés cómo pueden participar en la educación de sus hijos.
 - Todas las notificaciones requeridas a los padres/familiares

La escuela proporciona apoyo para las actividades de participación de los padres solicitadas por los padres del Título I, Parte A (ESSA Sección 1116[e][14]).

- En la medida de lo posible, proporcione un espacio adecuado para las actividades, el equipo y/o los suministros de participación familiar.



- Anime a las familias a aumentar la participación de otras familias.
- Proporcionar otro apoyo razonable para las actividades de participación familiar.

La escuela provee oportunidades para la participación de todos los padres del Título I, Parte A, incluyendo padres con dominio limitado del inglés, padres con discapacidades y padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y lenguaje que los padres entiendan (Sección 1116[f] de ESSA).

- Noche de Regreso a Clases: 8/29/24
- Jornada de puertas abiertas: 4/10/25
- Reuniones del Título I: 29/8/24 y 10/4/25
- Conferencias de Padres y Maestros
- Noche de matemáticas en familia
- Noche de Ciencia en Familia
- Noche de lectura en familia
- Día de la Universidad y la Carrera: 5/29/25
- Proyecto CABE 2 Inspirar
- Club de Idiomas Rosetta Stone
- Carnaval anual
- Bailes en toda la escuela
- Día Multicultural

Reuniones del Comité Asesor del Idioma Inglés (ELAC):
8/22/24, 9/26/24, 10/24/24, 12/12/24, 2/20/25, 3/20/25, 5/15/25

Reuniones del Comité Asesor Afroamericano (APAC):
8/22/24, 9/26/24, 10/24/24, 12/12/24, 2/20/25, 3/20/25, 5/15/25

Reuniones del Consejo Estudiantil:
8/22/24, 9/26/24, 10/24/24, 12/12/24, 2/20/25, 3/20/25, 5/15/25

Esta póliza fue adoptada por el Consejo Escolar de la Escuela Primaria Good Hope el 22 de agosto de 2024 y estará vigente durante el período del 22 de agosto de 2024 al 30 de junio de 2025.

La escuela distribuirá la póliza a todos los padres de los estudiantes que participen en el programa del Título I, Parte A a más tardar el 1 de septiembre de 2024.

Rebecca Taua'i, Directora

22 de agosto de 2024



Good Hope Elementary School Goal 1

By June 2025, California Dashboard data will show a minimal increase of 15 points (average scores will be 10 points closer to standard) for all student groups in English Language Arts.

SPSA Monitoring and Evaluation 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) *do not include district-funded actions, unless CSI*	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, and accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?
1	0	Academic Coach will provide professional development and demonstration lessons to support teachers in implementing school-wide academic programs. and initiatives.	0	This action will be funded as a centralized service from our district.	Services provided by the intervention teacher and academic coach will remain in place; this action will be supported as a Centralized Service.
1	0	Intervention Teacher READ 180 (salary and \$500 materials and supplies) The reading intervention teacher will provide support to at-risk students.	0	This action will be funded as a centralized service from our district.	Services provided by the intervention teacher and academic coach will remain in place; this action will be supported as a Centralized Service.
1	0	Intervention Program Including materials and supplies, staff (i.e. tutoring...).	0	This action will be funded as a centralized service from our district.	Services provided by the intervention teacher and academic coach will remain in place; this action will be supported as a Centralized Service.
1	\$10000	Supplemental technology.	0	We will purchase additional student devices/headphones in the Spring to help support students in and out of school. Additional devices will provide access to our curriculum, intervention programs, and homework assignments.	Continue. Waiting on a quote from tech. for additional student devices.



Good Hope Elementary School Goal 1

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SPSA Monitoring and Evaluation 2023-24					
Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district-funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, and accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?
1	\$10,000 \$5000	Parent Involvement Activities (Title 1) Collaboration	Approx \$5000	PETA filed a request for the impasse. We are waiting for the next steps regarding teachers working outside of their contractual hours (after-school collaboration/tutoring/PD/etc.) Once all contractual issues were worked out, we held 2 after school collaborative sessions and had good teacher turn out (10 participants).	Continue. We will look at the master schedule next year and work in more collaborative
1	Title I 15,000 10,000	Collaboration Professional Development	approx. \$1800 Collaboration Approx \$2000 PD	PETA filed a request for the impasse. We are waiting for the next steps regarding teachers working outside of their contractual hours (after-school collaboration/tutoring/PD/etc.) Once all contractual issues were worked out, we held 2 after school collaborative PD's for staff and had good turnout (15 participants). Per post-PD surveys, all participants were engaged and walked away with new knowledge/strategies to help improve their instructional practices.	Continue



Good Hope Elementary School Goal 1

By June 2025, California Dashboard data will show a minimal increase of 15 points (average scores will be 10 points closer to standard) for all student groups in English Language Arts.

SPSA Monitoring and Evaluation 2023-24					
Goal	Budgeted Amount	Actions funded with site budget(s) *do not include district-funded actions, unless CSI*	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, and accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?
1	\$0	Good Hope Elementary School will provide all students with access to extended learning opportunities; we will provide priority enrollment in all tutoring/intervention programs to our foster and homeless students, as well as our students with disabilities as these are our lowest performing student groups.		According to the Reading Inventory Growth Report, all of our students in the reading intervention program saw a significant increase in scores. There was an average increase of 108.8 lexile points in grades 3-6.	Continue. Intervention Teacher's salary was centralized.
1	\$0	Academic Coach will provide professional development, demo lessons and support to school-wide academic programs and initiatives to support the overall academic achievement of English Language Learners.	\$0		Continue. Academic Coach's salary was centralized.
1	Title 1 Parent Involvement Title 1 Collaboration	Good Hope Elementary School will provide parent involvement activities to bridge a home to school connection including. These activities include CHAMPS, SSC, Title 1 Meetings, Family University parent workshops, reading/math/science/art night, etc.	Approx \$15,000	The following parent involvement activities were provided: SSC, Title I meetings, Family Reading night, Family Math Night, Family Science Night, Trunk or Treat, Family Dances, Coffee with the Principal Week, CABE Project 2 Inspire, CHAMPS meetings (parent volunteers). We have a strong but small group of parent volunteers. We need to improve the number of parents	Continue. We will continue to look for engaging ways to draw in more students and families to our after school events.



Good Hope Elementary School Goal 1

By June 2025, California Dashboard data will show a minimal increase of 15 points (average scores will be 10 points closer to standard) for all student groups in English Language Arts.

SPSA Monitoring and Evaluation 2023-24					
Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district-funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, and accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?
				participating in Parent involvement activities. We changed the format of Reading Night and saw HUGE success (over 150 participants, where we typically have an average of 50 participants).	
1	\$2000	Good Hope Elementary School will provide Professional Development to ensure best first instruction and best practices. Throughout the school year, before and after school professional development opportunities will be made available to classified, certificated and administrative staff to help support all student groups, especially our Students with Disabilities.	Approx \$2000	Professional Development was provided on best instruction and best practices around teaching to the rigor of academic standards, universal access, integration of technology and differentiating for diverse learning populations. The following professional development took place: ELA Support Math Support (follow up from CMA conference) The DLI team attended the CABA conference in the fall and will continue to utilize their learning throughout the implementation of the DLI program (paid for by DO)	Continue.

(Repeat rows as necessary so that you have one row for every action in the SPSA)



Good Hope Elementary School Goal 2

By June 2025, California Dashboard data will show a minimal increase of 15 points (average scores will be 10 points closer to standard) for all student groups in Mathematics.

SPSA Monitoring and Evaluation 2022-23					
Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
2	\$134,270 Title 1 Part A Intervention	Academic Coach will provide professional development and demonstration lessons to support teachers in implementing school-wide academic programs and initiatives focused on mathematics. See Goal 1.	\$0	This service was centralized. Professional Development was provided on best instruction and best practices around teaching to the rigor of academic standards, universal access, integration of technology and differentiating for diverse learning populations. The following professional development took place: ELA Support Math Support (follow up from CMA conference) The DLI team attended the CAFE conference in the fall and will continue to utilize their learning throughout the implementation of the DLI program (paid for by DO)	Continue. Good Hope will have a new Academic Coach for the 2024-2025 school year. She will continue the process of supporting teachers in implementing school-wide academic programs. Professional development was provided and teachers were supported with the use of intervention materials and strategies for differentiation of instruction in ELA. Academic Coach conducted Individualized teacher classroom observations and coaching with next-step support and demonstration. Academic Coach planned with grade-level teams to assist in analyzing data from common formative assessments (Pre, Mid and post) and utilizing it to plan targeted instruction for students not meeting grade-level standards, especially English Learners and Students with Disabilities.
2	\$1,000 Title 1 Part A Pro. Dev \$2,500 Title 1 Part A Collab.	Professional Development will be offered to ensure best first instruction and best practices. Throughout the school year, professional development opportunities are made available to classified,	\$0	-5 GHES teachers attended the Southern California Kindergarten Conference in February 2023. Professional Development was provided on best instruction and best practices around teaching to the rigor of academic standards, universal access, integration of technology and	Due to the lack of substitute teachers, moving forward I will lower the amount we are budgeting for conferences. Our site qualified for ATSI due to our students with disabilities, so I will seek out PD specific to this student group. I will lower the amount budgeted for collaboration because additional collaboration is not occurring



Good Hope Elementary School Goal 2

By June 2025, California Dashboard data will show a minimal increase of 15 points (average scores will be 10 points closer to standard) for all student groups in Mathematics.

		certificated, and administrative staff.		<p>differentiating for diverse learning populations.</p> <p>-Additional conferences were not attended due to the lack of substitute availability.</p> <p>CA Dashboard Data: Grades 3-6: In 2019, 85.2 points below standard in Math. In 2022, 82.1 points below standard in Math.</p> <hr/> <p>-Due to the lack of substitute teachers, teachers were not able to collaborate during the course of the instructional day.</p>	regularly. I will offer additional collaboration to our leadership team and interested teachers.
2	\$0	Provide extended learning opportunities through an Intervention Program for at-promise students and students struggling academically including materials and supplies, extra duty staff (i.e. tutoring...)		-Extending learning opportunities were offered to students, however, they were paid with ELOP funds.	Continue We will review current assessment data for the student group who qualified our site for ATSI (students w/ disabilities) and plan extending learning opportunities to support the individual needs of each identified student.
2	\$2000 Title 1 Part A Parent Involv. \$3000 Title 1 Part A Collab	Provide parent involvement activities to bridge a home to school connection including student populations, such as Low Income, Foster Youth and other student groups. (i.e. FIAT, SSC, Title I meetings, math night, reading night, parent workshops, etc.)	Approx \$5000	<p>Quantitative Data</p> <p>The following parent involvement activities were provided: SSC, Title I meetings, Reading night, Science Night, Math Night, Read With Me Friday, Coffee with the Principal.</p> <p>Virtual options are still available for ELAC SSC.</p>	Continue as these workshops bridge a home to school connection across all student populations. Participation in all parent and student after school activities increased this school year. We will focus on engaging activities that draw our families in to ensure this progress continues.



Good Hope Elementary School Goal 2

By June 2025, California Dashboard data will show a minimal increase of 15 points (average scores will be 10 points closer to standard) for all student groups in Mathematics.

				<p>Participation in family curriculum nights increased this year (almost doubled! Reading night had over 150 participants versus the average of 50 participants)</p> <p><u>Qualitative Data</u> Parents enjoy coming to parent involvement events. A regular group of parents attend most or all events. Feedback is positive.</p> <p><u>Qualitative Data</u> *Average of 50 families attend our family activities and workshops. *Although the students and parents in attendance seem to appreciate and enjoy the events, these same opportunities have been provided for many years; we need to look for ways to enhance the current activities, increase participation and/or offer new events and activities.</p>	
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Good Hope Elementary School Goal 3

All English Learners will maintain OR increase by 1 ELPI level within each academic year.

SPSA Monitoring and Evaluation 2022-23

Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
3	\$0	Academic Coach will provide professional development, demo lessons and support to school-wide academic programs and initiatives to support the overall academic achievement of English Language Learners.	\$0	<p>PETA filed a request for the impasse. We are waiting for the next steps regarding teachers working outside of their contractual hours (after-school collaboration/tutoring/PD/etc.)</p> <p>Once all contractual issues were worked out, we held 2 after school collaborative PD's for staff and had good turnout (15 participants).</p> <p>Per post-PD surveys, all participants were engaged and walked away with new knowledge/strategies to help improve their instructional practices.</p>	Continue. We will look for opportunities to provide PD and collaboration time during the work day to ensure teacher and staff participation.
3	\$5000	Good Hope Elementary School will provide parent involvement activities to bridge a home to school connection through parent trainings for parents of English Learners. Good Hope Elementary School will provide learning opportunities for parents and families via CABE's Project to Inspire.	Approx \$5000	<p>The following parent involvement activities were provided: SSC, Title I meetings, Family Reading night, Family Math Night, Family Science Night, Trunk or Treat, Family Dances, Coffee with the Principal Week, CABE Project 2 Inspire, CHAMPS meetings (parent volunteers).</p> <p>We have a strong but small group of parent volunteers. We need to improve the number of parents participating in Parent involvement activities. We changed the format of Reading Night and saw HUGE success (over 150 participants, where we typically have an average of 50 participants).</p>	Continue. We will continue to look for engaging ways to draw in more students and families to our after school events.



Good Hope Elementary School Goal 3

All English Learners will maintain OR increase by 1 ELPI level within each academic year.

3	\$7000	Bilingual Aide support during the instructional day (and/or during afterschool intervention programs for English Language Learners).	\$5000	All students who attended the after school "language club" with the bilingual aides have been actively working through Rosetta Stone. Per the pre, mid and poast assessment, all students are making progress towards English language acquisition and fluency.	Continue. We will incorporate childcare for families during the after school "language club" to ensure all parents and families have the opportunity to participate We would like to have an additional Tier 3 after school program for all 5th and 6th grade students next year with the sole focus of reclassification.



Good Hope Elementary School Goal 4

Less than 25% of all Good Hope students will be chronically absent for the 2024-2025 school year.

By June of 2025, Good Hope will maintain or reduce the suspension rate from 0.3%.

SPSA Monitoring and Evaluation 2022-23					
Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
4	\$5000	Good Hope Elementary School will provide parent involvement activities to bridge a home to school connection for all student groups, especially our students with disabilities. Good Hope will continue to provide incentives, student awards and assemblies to promote positive school culture and attendance. Good Hope will continue to build professional capacity by providing opportunities for staff to attend attendance conferences, workshops, and professional development opportunities focused on PBIS strategies, development of social skills and Social Emotional Learning, behavior management strategies and techniques and restorative practices.	\$5000	<p>Quantitative Data The following parent involvement activities were provided: SSC, Title I meetings, Reading night, Science Night, Math Night, Read With Me Friday, Coffee with the Principal.</p> <p>Virtual options are still available for ELAC SSC.</p> <p>Participation in family curriculum nights increased this year (almost doubled! Reading night had over 150 participants versus the average of 50 participants)</p> <p>Qualitative Data Parents enjoy coming to parent involvement events. A regular group of parents attend most or all events. Feedback is positive.</p> <p>Qualitative Data *Average of 50 families attend our family activities and workshops. *Although the students and parents in attendance seem to appreciate and enjoy the events, these same opportunities have</p>	Continue, and look for the most engaging activities to draw our families in.



Good Hope Elementary School Goal 4

Less than 25% of all Good Hope students will be chronically absent for the 2024-2025 school year.

By June of 2025, Good Hope will maintain or reduce the suspension rate from 0.3%.

				been provided for many years; we need to look for ways to enhance the current activities, increase participation and/or offer new events and activities.	
4	\$30000	Create a positive school culture: Professional Learning Communities and Climate & Culture Activities for staff, students and families. Good Hope Elementary School will continue to build professional capacity by providing training to teachers and support staff to assist with building a positive school culture through PD opportunities focused on climate and culture, Professional Learning Communities and RTI.	\$25000	Professional Development was provided on best instruction and best practices around teaching to the rigor of academic standards, universal access, integration of technology and differentiating for diverse learning populations. The following professional development took place: Capturing Kids Hearts Recharge ELA support MATH support CABE (for DLI team) CMA conference AVID Summer Institute	We will continue to bridge out and look for additional PD opportunities for all staff.



Good Hope Elementary School Goal 4

Less than 25% of all Good Hope students will be chronically absent for the 2024-2025 school year.

By June of 2025, Good Hope will maintain or reduce the suspension rate from 0.3%.

4	Counselor's Salary	<p>Good Hope Elementary School will provide behavioral and educational counseling to individuals and small groups of students (including classroom presentations), assist students in understanding and seeking solutions to social, emotional, or academic problems and issues, serve as a resource pertaining to student behavior and management strategies, and welfare and attendance problems and concerns. Counselor will target our students with disabilities to provide support with chronic absenteeism. This support includes salary, PD and resources. Good Hope will provide paid extra duty hours, materials and supplies to support after-school clubs and activities to promote improved attendance and increased student academic achievement through short/long-term goal setting conferences with school staff.</p>	Counselor's Salary	<p>The school counselor helps children manage and express their emotions healthily, addressing issues such as anxiety, depression, and stress. The counselor provides a safe space for students to talk about their feelings and experiences, promoting emotional well-being.</p> <p>Early identification of mental health issues, learning disabilities, and behavioral problems can lead to timely intervention, preventing more serious problems in the future.</p> <p>Counselors can provide support and resources to address issues before they escalate, ensuring better long-term outcomes.</p>	<p>Continue- we will be incorporating "relaxation stations" into all classrooms to help students practice self-regulation AND keep students in the learning space. The counselor will work closely with staff and students to ensure these spaces are being utilized appropriately and regularly.</p>
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Good Hope Elementary School Goal 4

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By June of 2025, Good Hope will maintain or reduce the suspension rate from 0.3%.

4	\$170,525	Good Hope Elementary School will provide an art program for all students inclusive of an art teacher salary, PD, materials/supplies, etc.	\$170,525	Our art program provides a safe outlet for children to express their emotions, which is crucial for emotional development and mental health. It helps children to manage stress and anxiety by providing a means of self-expression and relaxation.	Continue. We will incorporate more STEM/STEAM into the art program and curriculum.
4	\$118,531	Good Hope Elementary School will provide a physical education program for all students, inclusive of a PE teacher salary, materials and supplies and PD. Good Hope will provide opportunities for building professional capacity by providing opportunities to attend additional conferences and PD.	\$118,531	Regular physical activity with our PE program has been shown to reduce symptoms of depression, anxiety, and stress in children, promoting better mental health. It helps children manage their emotions, build resilience, and improve their overall mood and self-esteem.	