

# Good Hope Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



# GOOD HOPE ELEMENTARY SCHOOL

## General Information about the School Accountability Report Card (SARC)

### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Good Hope Elementary School
<b>Street</b>	24050 Theda Street
<b>City, State, Zip</b>	Perris, California 92570
<b>Phone Number</b>	(951) 657-5181
<b>Principal</b>	Rebecca Taua'i
<b>Email Address</b>	rebecca.tauai@perrisesd.org
<b>School Website</b>	<a href="https://www.perrisesd.org/o/goodhope">https://www.perrisesd.org/o/goodhope</a>
<b>Grade Span</b>	P-6
<b>County-District-School (CDS) Code</b>	33671996032502

### 2024-25 District Contact Information

<b>District Name</b>	Perris Elementary School District
<b>Phone Number</b>	(951) 657-3118
<b>Superintendent</b>	Bruce Bivins
<b>Email Address</b>	ksolorzano@perrisesd.org
<b>District Website</b>	www.perrisesd.org

### 2024-25 School Description and Mission Statement

Good Hope Elementary School is one of eight elementary schools in the Perris Elementary School District. The school is located just outside the city of Perris and was built in 1962. The school Good Hope is on a modified-traditional schedule and serves Pre-School-6th-grade students from diverse cultural and socio-economic backgrounds in a suburban/rural area. The current enrollment for the 2024-2025 school year is approximately 653 students, comprised of 2.3% African American, 2.7% white, and 95% Hispanic. Our school serves 75% English Learners and 79% socioeconomically disadvantaged families.

At Good Hope Elementary we believe all students can learn. Therefore, we continue to have high expectations for student

## 2024-25 School Description and Mission Statement

learning. Our instructional program is based on the Common Core State Standards, which outline what students need to know and learn at each specific grade level. We emphasize high-quality instruction and employ a wide variety of instructional tools, strategies, and formative assessments to monitor instruction, improve teaching and ultimately achieve high levels of learning for all students.

We continue to use our resources to carry out the School Plan for Student Achievement. The purpose of this plan is to improve student performance and to ensure that all students succeed in reaching academic standards set by the State Board of Education. Teachers, the assistant principal, and the principal continue to enhance their skills and knowledge through professional development in the core content areas of English Language Arts, Mathematics, and English Language Development. Additionally, Social Emotional Learning is also a focus, as we believe it is important that our students develop the skills necessary to manage emotions, establish and maintain positive relationships, set goals, monitor their progress towards achieving their goals, and ultimately experience increased academic success. To ensure we are meeting the diverse needs of all students, Good Hope has embraced the Professional Learning Communities (PLC) model where we encourage and promote collaboration among teachers, coaches, resource personnel, and classified staff, as a means to establish and maintain a high performing team that is committed to ensuring high levels of learning for all students.

Parents and community members have an informed partnership with the school. We welcome participation in our school and encourage our stakeholders to join and participate in the many parent involvement opportunities offered throughout the year. If interested in a more long-term commitment, the Good Hope Volunteers (CHAMPS), the Family Involvement Action Team (FIAT), School Site Council (SSC), or our English Language Advisory Committee (ELAC) may be of interest. For those looking to simply relax and enjoy time with their family and friends, we offer a host of fun activities throughout the year such as "Read With Me" Friday, Friday Flag recognition ceremonies, family math night, family reading night, family science night, the spring carnival as well as a variety of other events and activities.

School Motto: Everyone belongs. Everyone leads. Everyone succeeds.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	90
Grade 2	84
Grade 3	76
Grade 4	85
Grade 5	66
Grade 6	75
<b>Total Enrollment</b>	<b>562</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
American Indian or Alaska Native	0.7
Asian	0.2
Black or African American	1.6
Hispanic or Latino	95.7
Two or More Races	0.5
White	0.9
English Learners	55.9
Foster Youth	0.4
Homeless	2.3
Socioeconomically Disadvantaged	89.1
Students with Disabilities	10.5

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.00	100.00	252.60	95.94	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.00	0.76	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.00	0.38	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	7.70	2.92	18854.30	6.86
<b>Total Teaching Positions</b>	30.00	100.00	263.30	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.50	93.22	252.70	94.51	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.75	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.10	0.81	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.00	1.12	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	2.00	6.78	7.50	2.80	15831.90	5.67
<b>Total Teaching Positions</b>	29.50	100.00	267.40	100.00	279044.80	100.00

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28	93.06	244.60	92.87	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.47	3.00	1.14	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.50	2.47	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	4.20	1.62	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.00	3.47	5.00	1.90	14303.80	5.15
<b>Total Teaching Positions</b>	29	100.00	263.40	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Williams Act legislation requires that there be sufficient textbooks and instructional materials for each student, including English learners, to use in class and to take home. Below is information detailing the names of the textbooks used in our core classes, their dates of publication and the names of the firms that published them, and textbook sufficiency information.

Year and month in which the data were collected

September 12, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill California Wonders (Adopted in 2016) Kinder-6th Savvas: Uno, Dos, Tres (Adopted in 2024) DLI Transitional Kinder McGraw Hill Maravillas (Adopted in 2018) DLI Kinder	Yes	0
<b>Mathematics</b>	Houghton Mifflin Harcourt: Math in Focus (Adopted in 2015) Kinder-6th Savvas: Uno, Dos, Tres (Adopted in 2024) DLI Transitional Kinder	Yes	0
<b>Science</b>	Twig Education: Twig Science (Adopted in 2022) Transitional Kinder-6th	Yes	0
<b>History-Social Science</b>	Harcourt Social Studies: California Reflections (Adopted in 2006) Kinder-6th Savvas: Uno, Dos, Tres (Adopted in 2024) DLI Transitional Kinder McGraw Hill Maravillas (Adopted in 2018) DLI Kinder	Yes	0

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

## School Facility Conditions and Planned Improvements

Good Hope was built in 1962. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

**Year and month of the most recent FIT report**

10/30/2024 - 11/20/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Room 14: 4: (D) Carpet is torn (D) Walls appear to have hazards from tears and holes Room 15: 4: (D) Carpet is torn room 19 : 4: (D) Walls appear to have hazards from tears and holes Room 35: 4: (D) Walls appear to have hazards from tears and holes Room 36: 4: (D) Carpet is torn Room 37: 4: (D) Ceiling tiles are missing Room 59: 4: (D) Holes appear in the flooring
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Restroom Boys by 28 : 5: (D) Some light fixtures are dirty
<b>Electrical</b>	X			MPR: 7: 1 missing light diffuser Room 08: 7: 1 ballast out Room 56: 7: 2 ballasts out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Restroom Boys by 40: 9: loose faucet
<b>Safety:</b> Fire Safety, Hazardous Materials	X			



## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 24: 15: window film peeling Room 25: 15: window film is peeling

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	26	24	31	29	46	47
<b>Mathematics</b> (grades 3-8 and 11)	20	17	19	19	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	314	299	95.22	4.78	24.08
<b>Female</b>	152	146	96.05	3.95	26.03
<b>Male</b>	162	153	94.44	5.56	22.22
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	302	288	95.36	4.64	23.96
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	--	--	--	--	--
<b>English Learners</b>	157	144	91.72	8.28	4.86
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	290	278	95.86	4.14	22.30
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	52	52	100.00	0.00	7.69

## 2023-24 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	314	312	99.36	0.64	17.31
<b>Female</b>	152	150	98.68	1.32	15.33
<b>Male</b>	162	162	100.00	0.00	19.14
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	302	300	99.34	0.66	16.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	157	157	100.00	0.00	5.10
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	290	288	99.31	0.69	16.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	52	52	100.00	0.00	5.77

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	11.36	17.91	13.62	13.99	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	67	67	100.00	0.00	17.91
<b>Female</b>	28	28	100.00	0.00	17.86
<b>Male</b>	39	39	100.00	0.00	17.95
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	65	65	100.00	0.00	18.46
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	26	26	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	63	63	100.00	0.00	15.87
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	12	100.00	0.00	16.67

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	99%	99%	99%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

At Good Hope, we believe there is a direct correlation between student achievement and parent involvement. The staff at Good Hope Elementary School is committed to partnering with parents and families and providing opportunities for parent and family engagement. Parents and families are welcome at school, and the school staff truly appreciates their support and participation. Parents are invited to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. Good Hope Elementary School encourages parental and community involvement and provides a wide variety of participation activities. Parent and community involvement is encouraged through our Good Hope Volunteers group (CHAMPS), our Family Involvement Action Team (FIAT), English Language Advisory Committee (ELAC), African American Advisory Committee (AAPAC) and the School Site Council (SSC). In addition to serving on one of our many committees, our parents also have the opportunity to participate in a variety of parent training opportunities and workshops. Additionally, parents are always welcome to volunteer in classrooms, and/or assist with the planning and implementation of many of the extracurricular events and activities offered throughout the year.

In addition to the site-based committees, there are several regularly scheduled parent-focused groups and committees offered through the district such as the District English Advisory Committee (DELAC), the District Parent Advisory Committee (DPAC) as well as the District African American Advisory Committee (DAAPAC). These committee groups are structured to allow for collaborative conversations and interactions between district staff, parents, and other stakeholder groups to offer suggestions and give feedback regarding programs and services provided to students. To get involved, please contact the Front Office at (951) 657-5181.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	654	634	192	30.3
Female	325	316	89	28.2
Male	329	318	103	32.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	11	11	4	36.4
Filipino	--	--	--	--
Hispanic or Latino	617	597	180	30.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	366	352	88	25.0
Foster Youth	--	--	--	--
Homeless	23	19	5	26.3
Socioeconomically Disadvantaged	587	570	179	31.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	92	91	31	34.1

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

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.63	0.46	1.53	2.27	2.1	1.68	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.15	0	0	0.03	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.53	0.00
Female	0.31	0.00
Male	2.74	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.37	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.70	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.09	0.00

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

## 2024-25 School Safety Plan

Safety is an important focus at Good Hope Elementary School. Our policies ensure a safe and secure campus. Playground supervisors monitor student activities and enforce school expectations. We maintain a closed campus with the only point of entry being the front office. We welcome parents and guardians on campus and require all visitors to sign in at the office.



## 2024-25 School Safety Plan

through the Raptor process to obtain a visitor's badge before gaining access to the campus.

Good Hope Elementary has a safety plan that is updated annually by the site emergency preparedness committee. Staff members are instructed on the essential components. All students and staff practice monthly fire, earthquake, and/or lockdown drills. This includes duck and cover and evacuation drills, along with lockdown procedures. We practice our complete school-wide disaster plan annually. We maintain an accessible storage unit on campus with the supplies necessary for an emergency. In the event of a true emergency, our site utilizes the Perris Elementary School District communication application (via Thrillshare) to notify parents.

The Comprehensive School Site Safety Plan was developed for Good Hope Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Good Hope Elementary's most recent school safety plan was reviewed, updated, and approved by the school safety committee and discussed with school staff.

Good Hope Elementary has video surveillance cameras across our campus as a deterrent for trespassers, vandalism, and other illegal activities. They also help administrators and local law enforcement with the investigation of any crimes that occur on campus after school hours, making our school safer and more secure.

## D. Other SARC Information Information Required in the SARC

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

## 2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4	1	
1	23		3	
2	19	2	2	
3	14	5		
4	22	1	3	
5	17	1	3	
6	24		3	

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		5	
1	21		4	
2	27		3	
3	20	1	3	
4	23	1	1	1
5	22	1	3	
6	22		3	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	18	1	4	
2	17	4	1	
3	25		3	
4	21	1	3	
5	22	1	1	
6	25		3	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	524

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	.111
<b>Library Media Services Staff (Paraprofessional)</b>	.75
<b>Psychologist</b>	.5
<b>Social Worker</b>	.111
<b>Nurse</b>	.20
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	17323	5460	11862	94351
<b>District</b>	N/A	N/A	11483	\$107,828
<b>Percent Difference - School Site and District</b>	N/A	N/A	3.2	-13.3
<b>State</b>	N/A	N/A	\$10,771	\$94,129
<b>Percent Difference - School Site and State</b>	N/A	N/A	9.6	0.2

## Fiscal Year 2023-24 Types of Services Funded

Good Hope utilizes a variety of resources, programs, and extended learning opportunities to meet the needs of our students. Resources that are considered include personnel, materials, professional development, and additional planning time for staff. An academic coach provides assistance to teachers through workshops, training sessions, collaboration and demonstration lessons. Our Projects Clerk assists with all categorical programs. We also have bilingual Instructional aides who provide assistance to English Learners. We also have both a School Counselor, Student Support Provider (SSP), Wellbeing Teacher on Special Assignment (TOSA) and 2 Wellbeing Staff members on Special Assignment (SOSA) who work with students in small groups and on an individual basis to teach social skills or provide support for other areas of need. In addition to working with students in small groups, our school counselor also teaches SEL (social-emotional learning) lessons in the classrooms, as well as providing parenting classes and a variety of workshops for both parents and staff.

After-school tutoring is available to students with a focus on reading and math instruction. Additional academic support is also available for our English Language Learners through our Newcomers program (who utilize Rosetta Stone) and Long-Term EL tutoring programs. In addition, our students also have the opportunity to participate in our ELEVO after-school program, as well as the TIP (Targeted Intervention Program) and the Alternative Support Services tutoring program offered by the district. AVID

## Fiscal Year 2023-24 Types of Services Funded

Elementary is implemented with fidelity and intention in all grade levels. AVID strategies focus on WICOR (writing, inquiry, collaboration, organization, and reading) are utilized in all K-6th grade classrooms. Additionally, our students have the opportunity to participate in a variety of "Family Nights" hosted by site teachers and parent volunteers.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$58,329	\$57,839
<b>Mid-Range Teacher Salary</b>	\$104,696	\$90,040
<b>Highest Teacher Salary</b>	\$135,215	\$118,647
<b>Average Principal Salary (Elementary)</b>	\$155,244	\$144,639
<b>Average Principal Salary (Middle)</b>	\$0	\$148,270
<b>Average Principal Salary (High)</b>	\$0	\$161,275
<b>Superintendent Salary</b>	\$300,575	\$229,986
<b>Percent of Budget for Teacher Salaries</b>	36%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

Student data is reviewed regularly to monitor student achievement, set goals, and identify focus areas for professional development opportunities for teachers and support staff. Once the areas of need have been identified, our teachers and staff have the opportunity to participate in a variety of workshops, conferences, and other professional development opportunities through both district training, and site-based training that is offered during weekly staff meetings, after school, weekends, and during breaks. In addition to district and site-based training, our teachers also have the opportunity to receive grade-level support, and/or individual support from our academic coach. Our staff also has the opportunity to participate in a variety of workshops and conferences offered through the Riverside County Office of Education and many other professional organizations.

Each year our teachers attend AVID trainings & workshops to review best practices for implementing AVID Elementary school-wide. Our PE and Art teachers also have the opportunity to attend workshops and conferences specific to their subject area. Teachers are supported through individual feedback from the principal and/or assistant principal. Individualized support from our academic coach is available to all teachers through the coaching cycle. Expectations are modeled through staff meetings and during professional development. Teachers are given opportunities to calibrate and collaborate using data. Follow-up support is provided by the academic coach to discuss and model best teaching practices and strategies for our students. Professional development focusing on climate and culture (PBIS/MTSS and Capturing Kids Hearts), restorative practices, and the PLC model will be provided. New teachers are supported through the District's New Teacher Induction Program and regular collaboration with our academic coaches. The district also offers professional development throughout the year related to MTSS, Professional Learning Communities, Social Emotional Wellbeing, Restorative Practices and school climate and culture.

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

Subject	2022-23	2023-24	2024-25
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**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	15	15
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