

Good Hope Elementary

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Good Hope Elementary
Street	24050 Theda Street
City, State, Zip	Perris, California 92570
Phone Number	(951) 657-5181
Principal	Jennifer Lujano-Romo
E-mail Address	jlujano@perrisesd.org
Web Site	www.perrisesd.org/Domain/9
CDS Code	3 3 6 7 1 9 9 6 0 3 2 5 0 2

District Contact Information	
District Name	Perris Elementary School District
Phone Number	(951) 657-3118
Superintendent	Jean Marie Frey
E-mail Address	ksolorzano@perrisesd.org
Web Site	www.perrisesd.org

School Description and Mission Statement (School Year 2018-19)

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 serves Pre-School-6th-grade students from diverse cultural and socio-economic backgrounds in a suburban/rural area. The current enrollment for the 2018 – 2019 school year is approximately 600 students, comprised of 4% African American, 2% white, and 93% Hispanic population. Our school educates 56% English Learners and 79% Low socio-economic families. Good Hope is on a modified-traditional schedule.

The 2018-2019 school year continues to provide students with 1:1 iPads for grades TK – 6th. Funding has been allocated over the recent years for technology. Good Hope Elementary School is a third-year AVID Elementary School, implementing AVID strategies in the area of math and language arts. The 2018-2019 school year is the third year with a school-wide implementation of Project Lead the Way (PLTW). Students work on STEM-based modules guiding them through the design and engineering process. We provide a rigorous curriculum, guided by the California Standards, in the areas of language arts, math, PE, Art, and English Language Development.

Good Hope Elementary works together with the School Site Council and ELAC to develop the School Plan for Student Achievement. Data, both CAASPP and district assessments, are used to drive the decisions made to develop goals. Goals have been created in the areas of English Language Arts, math, and increasing achievement of our English Learners. Another goal is to create a safe and welcoming environment for staff, students, and parents. Progress is monitored each year through parent surveys, district assessments, and state assessments.

Good Hope Elementary School's mission statement is "Building Learners for Life."

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	113
Grade 1	71
Grade 2	90
Grade 3	90
Grade 4	82
Grade 5	73
Grade 6	101
Total Enrollment	620

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.0
Asian	0.6
Filipino	0.0
Hispanic or Latino	93.2
Native Hawaiian or Pacific Islander	0.0
White	2.4
Socioeconomically Disadvantaged	95.6
English Learners	58.4
Students with Disabilities	8.2
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	34	34	30	266
Without Full Credential	0	0	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 13, 2018

The Williams Act legislation requires that there should 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; the names of the firms that published them; and textbook sufficiency information.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill California Wonders (Adopted in 2016) McGraw Hill World of Wonders Pre-K (Adopted in 2016)	Yes	0
Mathematics	Houghton Mifflin Harcourt Math In Focus (Adopted in 2015)	Yes	0
Science	Harcourt California Science (Adopted in 2007)	Yes	0
History-Social Science	Harcourt Social Studies: California Reflections (Adopted in 2006)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our campus is more than 40 years old. Overall, Good Hope Elementary School is in good condition, and we provide regular maintenance and improve such things as roofs and rest room facilities and fixtures. We have replaced exterior wooden siding and many classroom carpets. We recently finished painting the campus. We receive excellent support from the district maintenance department for larger projects. A district team and assigned staff at the school monitor the facilities on an ongoing basis.

In 2008–2009 six new classrooms were added to our campus. Eight-foot fencing and an electric gate were added to enhance campus safety and security. New air-conditioning, new roofing, re-asphalting, and new cement work enhanced our campus. We have already completed the renovation of our cafeteria/multipurpose room, which included new flooring and a sound system.

During the summer of 2009, we remodeled our school's restrooms. During the summer of 2012, our school received some improvements to the existing plaster and paint throughout the school.

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: October 11, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Rm 28: AC repair underway.
Interior: Interior Surfaces	Good	Rm 59: two stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Office: Fresh gopher hole in lawn area across from office. Rm 7: Cobwebs on ceiling.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Boys RR: Peeling paint from ceiling. Rm 38: Entry door peeling paint.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	K Playground: Rubber surface gar at curb edge.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 11, 2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	28.0	23.0	34.0	33.0	48.0	50.0
Mathematics (grades 3-8 and 11)	15.0	13.0	23.0	23.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	364	358	98.35	23.46
Male	194	191	98.45	17.80
Female	170	167	98.24	29.94
Black or African American	11	11	100.00	18.18
Asian	--	--	--	--
Hispanic or Latino	340	335	98.53	22.69
White	12	11	91.67	45.45
Socioeconomically Disadvantaged	338	332	98.22	24.10
English Learners	250	246	98.40	21.54
Students with Disabilities	49	48	97.96	2.08
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	362	359	99.17	12.53
Male	193	191	98.96	10.99
Female	169	168	99.41	14.29
Black or African American	11	11	100	0
Asian	--	--	--	--
Hispanic or Latino	339	337	99.41	12.46
White	11	10	90.91	20
Socioeconomically Disadvantaged	336	333	99.11	12.91
English Learners	250	249	99.6	11.65
Students with Disabilities	49	48	97.96	2.08
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	29.5	20.5	15.4

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Opportunities for Parental Involvement:

Family Nights: an opportunity for parents to learn strategies to reinforce skills at home

Math Night-Grade level games and skills are shared with parents to take home and practice with students.

Science Night- Parents are taken through the Scientific method to support students with their Science projects.

Reading Night- Grade level games and skills are shared with parents to take home and practice with students.

Additional Opportunities:

Back to School Night- At the beginning of the year to get to know the grade level expectations.

Open House- A time for parents to visit and see student work.

Read With Me Wednesday-Parents come in to read with students.

Walk to School Days- Parents and students meet at designated areas to start their day off in a healthy way.

PLTW Expo- Parents and the community are invited to learn about the STEM-based modules of the Project Lead the Way program, presented by TK-6th-grade students

Committees:

SSC- Parent group who makes decisions about the School Plan for Student Achievement.

ELAC- Parent group that works to be informed about ELs and advise the SSC.

FIAT- Parent group working to develop ideas to increase student achievement.

GHV (Good Hope Volunteers)- Parent group to raise funds for student recognition and opportunities.

Parent Trainings:

Phonics & Fluency- Training for TK-2nd grade parents to provide strategies to help students at home in the area of Phonics.

AVID Elementary- Training to share the AVID philosophy and expectations for AVID Elementary at Good Hope.

School Website Introduction- Training to support parents on how to access the school website and be up to date with parent involvement opportunities.

PBIS for Parents- Training to make the home- school connection on PBIS expectations.

Tips to Communicate with your Child- Training to provide parents with ways to have open communication with their children.

UCR Nutrition Education- Training to share the importance of a healthy, active lifestyle.

Latino Family Literacy Project- Parents are provided with reading strategies and stories that are relevant to their life, they can use these with their children at home.

Other:

Coffee With Principal-Parents are invited to hear the current information of the school.

Illuminate Parent Portal- Training to share the new Parent Portal opportunities.

Read Across America Week- Community is invited to read to students.

College and Career Day- Community members are invited to share information about colleges and careers to students.
 English classes for parents- English classes are provided to parent volunteers.
 Mother/Son -Father/Daughter Activity- An opportunity for parents and students to share special time with one another.
 Running Club-Parents organize an opportunity for students to create a healthy, active lifestyle.
 Fall/Spring Carnivals- Parents volunteer to provide a fun-filled afternoon of games and community involvement.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.2	1.6	4.7	2.9	2.6	3.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 rules. We maintain a closed campus. We welcome parents and guardians on campus and require all visitors to sign in at the office through the Raptor process and wear 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, or lockdown drills. This includes duck and cover and evacuation drills, along with lockdown procedures. We practice our complete school-wide disaster plan twice-annually, the last being on 10-18-18. 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 Blackboard Connect-Ed system to notify parents.

Good Hope Elementary has video surveillance cameras across our campus as a deterrent to 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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	3	3		22	1	3		22	1	4	
1	17	1	4		21	1	3		23		3	
2	23		4		20	1	4		22		4	
3	20	4			22	1	3		22	1	3	
4	33		1	2	28		3		26		3	
5	23	1	2		24		4		23		3	
6	23	1	3		23	1	3		22	1	4	
Other									6	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	633
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	1	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,581	\$2,092	\$7,488	\$84,378
District	N/A	N/A	\$8,904	\$84,626
Percent Difference: School Site and District	N/A	N/A	-17.3	-0.3
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	5.0	4.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

- Our students receive a block of PE time and Art time once a week. During this time the classroom teacher releases her students to the Art or PE teacher and collaborates with their grade-level team to plan for first best instruction in the area of ELA or math. The teachers plan, making decisions on Universal Design and AVID strategies to implement into their daily instruction..
- Bilingual instructional aides support students in their primary language. The aides work with teachers and students in the classrooms that have ELs with the highest need. The goal is to provide support to our ELs throughout the day across content areas. Our aides have received training on Step Up to Writing, phonics, Close Reading, High Leverage Instructional Strategies, and the Universal Design Strategies. The classroom teachers identify the lowest domain of students and plan lessons for the aides to work on with students to support the lessons that teachers have taught to the whole group.
- The Academic coach is a certificated teacher who plans lessons and trainings to support our teachers. She works with teachers to plan lessons and does demonstration and co-teaching lessons. After the lesson she debriefs with teachers to discuss strategies that were effective and how they can be used throughout the teacher's lessons. She follows-up on district trainings and provides additional trainings for teachers.
- Students who are at the Nearly Met band on the CAASPP will be invited to attend a six -week tutoring session focused on the areas of need. The CAASPP results and the district assessments will be used to identify the area of need and teachers will provide instruction on particular standards to support the students in that area. EL students will also be a part of the tutoring session and our Intermediate EL students will be a target group to focus on the standards and the domain that they need additional support in.
- Project Lead the Way(PLTW) is a program that consists of Stem based modules. These modules are project based and allow students to learn the CA standards through these STEM projects. The 2015-2016 year was a pilot year and full implementation of PLTW has occurred school-wide starting the 2016-2017 school year. This is an avenue we want to continue to help our students meet the standards.

* School Counselor and Social Worker Interns work with students on social skills in small groups. The Counselor and Intern may meet with students on an individual basis, with parent consent, to learn social skills, work through grief, or other important situations. The Counselor is on campus daily and the Intern is on site twice a week. They meet with students regularly to help students learn skills necessary to be successful in school.

* AVID Elementary was implemented the 2016-2017 school year. AVID strategies are in place in all classroom TK-6th grade. The area of focus is math and language arts, the use of note-taking and WICOR strategies are in place so students are college and career ready.

* THINK Together is a free expanded learning program provided on site. THINK Together services students from Kindergarten through 6th grade. It is offered from after school until 6:00pm each day that school is in session.

* Students who are at the beginning EL level have an opportunity to practice their English with the Rosetta Stone program. The 2016-2017 school year is the first year of implementation of Rosetta Stone to target these students to increase their English proficiency.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,261	\$50,084
Mid-Range Teacher Salary	\$84,831	\$80,256
Highest Teacher Salary	\$109,559	\$100,154
Average Principal Salary (Elementary)	\$118,647	\$125,899
Average Principal Salary (Middle)	\$0	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$244,845	\$222,447
Percent of Budget for Teacher Salaries	41.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

The following are various Professional Development opportunities at Good Hope Elementary.

1) Instructional Focus Area: Direct Instruction, Student Engagement and Rigor x3 (school-wide training)

Training/Meeting/Feedback Date: 1. 8.11.16, 8.12.16, 8.10.17, 8.8.18

Description of Training/Evidence: 1. The 4 Cs, Performance-Based Tasks & Relationships; 2. A Focus on our Instructional Focus Areas through Technology 3. Units of Studying Collaboration: ELA and Math 4. Step Up to Writing

2) Instructional Focus Area: Direct Instruction, Student Engagement and Rigor x3

Training/Meeting/Feedback Date: Daily

Description of Training/Evidence: District Feedback Forms: The administrators will analyze patterns of implementation of district priorities and Good Hope focus areas through the core and leveled instruction, and ELD during daily walkthroughs.

3) Instructional Focus Area: Direct Instruction, Student Engagement & Rigor x3

Training/Meeting/Feedback Date: Ongoing Meetings

Description of Training/Evidence: Grade Levels Meetings with Administration to discuss/plan for District assessments, Short Cycle Assessment data focused on the percent of students Meeting Standards and next steps taken using our instructional focus areas through daily instruction.

4) Instructional Focus Area: Direct Instruction, Student Engagement, and Rigor x3

Training/Meeting/Feedback Date: Weekly

Description of Training/Evidence: The Weekly Newsletter to Staff highlights the instructional focus areas, 21st-century learning skills, AVID, PBIS, and PLTW.

5) Instructional Focus Area: Direct Instruction, Student Engagement, and Rigor x3

Training/Meeting/Feedback Date: 8.11.16 and 1x per week as a grade level team

Description of Training/Evidence: Training will focus on the CA Standards with the implementation of PLTW and integration of Science with ELA standards.