

Good Hope Elementary

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Good Hope Elementary
Street	24050 Theda Street
City, State, Zip	Perris, California 92570
Phone Number	(951) 657-5181
Principal	Kathleen Rittikaidachar
Email Address	krittikaidachar@perrisesd.org
School Website	https://www.perrisesd.org/Domain/9
County-District-School (CDS) Code	33671996032502

2021-22 District Contact Information

District Name	Perris Elementary School District
Phone Number	(951) 657-3118
Superintendent	Jean Marie Frey
Email Address	ksolorzano@perrisesd.org
District Website Address	www.perrisesd.org

2021-22 School Overview

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 2021 – 2022 school year is approximately 550 students, comprised of 4% African American, 2% white, and 93% Hispanic. Our school serves 56% 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 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, Palms 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 (GHV), 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 family

2021-22 School Overview

reading, math, and art nights, as well as a variety of other events and activities that can be hosted virtually.

School Motto: Building Learners for Life.

Kathleen Rittikaidachar,
PRINCIPAL

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	73
Grade 2	78
Grade 3	97
Grade 4	80
Grade 5	68
Grade 6	79
Total Enrollment	568

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	0.4
Black or African American	2.6
Hispanic or Latino	93.7
Two or More Races	0.2
White	2.3
English Learners	47
Homeless	4.2
Socioeconomically Disadvantaged	89.6
Students with Disabilities	10.2

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.0	100.0	252.6	95.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	2.0	0.8	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	1.0	0.4	12115.8	4.4
Unknown	0.0	0.0	7.7	2.9	18854.3	6.9
Total Teaching Positions	30.0	100.0	263.3	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 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 9, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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

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.

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

09/13/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Classroom K1: Ceiling tile pushed up, small stains on ceiling tile Classroom 59: Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Classroom 33: 1 light fixture out (low impact) MPR: Light fixture missing cover Classroom 3: Loose light panel Classroom 9: Floor outlet missing color Classroom 27: 2 Light fixtures out (low impact)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girls RR: Loose toilet seat
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playgrounds: Rubber surface has large gaps around perimeter

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	326	NT	NT	NT	NT
Female	157	NT	NT	NT	NT
Male	169	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	299	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	179	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	26	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	266	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	326	NT	NT	NT	NT
Female	157	NT	NT	NT	NT
Male	169	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	299	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	179	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	26	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	266	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Smarter Balanced: Interim Comprehensive Assessment (ICA) Student Groups	Smarter Balanced: Interim Comprehensive Assessment (ICA) Total Enrollment	Smarter Balanced: Interim Comprehensive Assessment (ICA) Number Tested	Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent Tested	Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent Not Tested	Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent At or Above Grade Level
All Students	327	315	97%	4%	18%

Female	152	152	100%	0%	19%
Male	163	163	100%	0%	17%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	2	2	100%	0%	50%
Black or African American	11	11	100%	0%	9%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	293	293	100%	0%	17%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	1	1	100%	0%	0%
White	7	7	100%	0%	43%
English Learners	174	174	100%	0%	7%
Foster Youth	1	1	100%	0%	100%
Homeless	14	14	100%	0%	21%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	280	280	100%	0%	18%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	44	44	100%	0%	7%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Smarter Balanced: Interim Comprehensive Assessment (ICA) Student Groups	Smarter Balanced: Interim Comprehensive Assessment (ICA) Total Enrollment	Smarter Balanced: Interim Comprehensive Assessment (ICA) Number Tested	Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent Tested	Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent Not Tested	Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent At or Above Grade Level
All Students	327	312	97%	5%	9%
Female	152	150	99%	1%	7%
Male	163	162	99%	1%	10%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	2	2	100%	0%	100%
Black or African American	11	11	100%	0%	9%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	293	290	99%	1%	8%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%

Two or More Races	1	1	100%	0%	100%
White	7	7	100%	0%	29%
English Learners	174	174	100%	0%	5%
Foster Youth	1	1	100%	0%	0%
Homeless	14	13	99%	1%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	280	277	99%	1%	9%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	44	44	100%	0%	7%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	NT	NT	NT	NT
Female	29	NT	NT		
Male	42	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	68	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	41	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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 providing opportunities for parent engagement. Parents 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, our Family Involvement Action Team (FIAT), English Language Advisory Committee (ELAC), 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 give feedback and suggestions regarding programs and services for students.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	597	586	120	20.5
Female	290	285	60	21.1
Male	307	301	60	19.9
American Indian or Alaska Native	2	2	2	100.0
Asian	2	2	0	0.0
Black or African American	16	16	7	43.8
Filipino	0	0	0	0.0
Hispanic or Latino	556	549	108	19.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	1	0	0.0
White	15	13	2	15.4
English Learners	334	331	62	18.7
Foster Youth	2	2	0	0.0
Homeless	24	24	14	58.3
Socioeconomically Disadvantaged	529	524	107	20.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	72	71	14	19.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.31	0.00	2.07	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.31	0.96	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 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. We welcome parents and guardians on campus and require all visitors to sign in at the office 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 twice 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 Parent Link communication system to notify parents.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	6		
1	17	2	3	
2	24		3	
3	19	4		
4	30		3	
5	23	1	3	
6	20	1	3	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	5		
1	20	3	1	
2	22		4	
3	18	4		
4	27		3	
5	27		3	
6	25		3	
Other	9	2		

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	24		3	
2	16	5		
3	16	2	4	
4	20	1	3	
5	23		3	
6	26		3	

2020-21 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	568

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.3
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8776	1528	7249	90196
District	N/A	N/A	8800	\$89,404
Percent Difference - School Site and District	N/A	N/A	-19.3	0.9
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-15.2	9.0

2020-21 Types of Services Funded

Good Hope utilizes a variety of resources, programs, and extended learning opportunities to meet the needs of our at-risk 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, demonstration lessons. Our Projects Clerk helps with all categorical programs. We also have bilingual Instructional aides who provide assistance to English Learners. We also have both a School Counselor and a Social Worker Intern who works 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 at-risk students with a focus on reading and math instruction. Additional academic support is also available for our English Language Learners through our Newcomers program and Long-Term EL tutoring programs. In addition, our students also have the opportunity to participate in our Think Together after-school program, as well as the TIP (Targeted Intervention Program) and the Alternative Support Services tutoring program offered by the district. AVID Elementary was implemented in the 2016-2017 school year and AVID strategies focused on WICOR (writing, inquiry, collaboration, organization, and reading) in place in all classrooms TK-6th grade. Additionally, our students have the opportunity to participate in a variety of virtual "Family Nights" hosted by site teachers.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,189	\$51,450
Mid-Range Teacher Salary	\$88,290	\$80,263
Highest Teacher Salary	\$114,027	\$101,012
Average Principal Salary (Elementary)	\$132,393	\$128,082
Average Principal Salary (Middle)	\$0	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$235,036	\$197,968
Percent of Budget for Teacher Salaries	41%	34%
Percent of Budget for Administrative Salaries	6%	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 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. Consistent individual support from our academic coach is available to all teachers through a collaborative process. Expectations are modeled throughout 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), restorative practices, and the PLC model will be provided. New teachers are supported through the District's New Teacher Induction Program and meet throughout the year. The district also offers professional development throughout the year after school and on Saturdays related to school climate and culture.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	15-20	10-15	15

Perris Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Perris Elementary School District
Phone Number	(951) 657-3118
Superintendent	Jean Marie Frey
Email Address	ksolorzano@perrisesd.org
District Website Address	www.perrisesd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2586	NT	NT	NT	NT
Female	1249	NT	NT	NT	NT
Male	1337	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	17	NT	NT	NT	NT
Black or African American	189	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	2272	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	19	NT	NT	NT	NT
White	73	NT	NT	NT	NT
English Learners	1141	NT	NT	NT	NT
Foster Youth	18	NT	NT	NT	NT
Homeless	160	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1980	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	334	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2586	NT	NT	NT	NT
Female	1249	NT	NT	NT	NT
Male	1337	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	17	NT	NT	NT	NT
Black or African American	189	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	2272	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	19	NT	NT	NT	NT
White	73	NT	NT		NT
English Learners	1141	NT	NT	NT	NT
Foster Youth	18	NT	NT	NT	NT
Homeless	160	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1980	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	334	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.