

Good Hope Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	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
Website	www.perrisesd.org/Domain/9
County-District-School (CDS) Code	33671996032502

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

School Description and Mission Statement (School Year 2019-20)

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 2019 – 2020 school year is approximately 600 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 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) might 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 reading, math, and art nights, as well as a variety of dances, performances, etc..

School Motto: Building Learners for Life.

Kathleen Rittikaidachar,
PRINCIPAL

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	95
Grade 1	89
Grade 2	73
Grade 3	75
Grade 4	96
Grade 5	86
Grade 6	78
Total Enrollment	592

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	0.2
Asian	0.3
Hispanic or Latino	92.6
White	2.4
Two or More Races	0.3
Socioeconomically Disadvantaged	96.1
English Learners	56.1
Students with Disabilities	11.8
Foster Youth	0.3
Homeless	6.6

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	30	34	316
Without Full Credential	0	1	2	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: September 12, 2019

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; the names of the firms that published them; and textbook sufficiency information.

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 (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

Year and month of the most recent FIT report: November 14, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Room 37: 1 missing ceiling tile, 1 stained ceiling tiles, dirty return vents Boys RR: paint peeling off of ceiling Room 41: dirty window will (light)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Room 58: 1 light fixture out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Girls RR: stall door missing, dirty exhaust vent
Safety: Fire Safety, Hazardous Materials	Good	Library: loose wall covering, expired extinguisher, ceiling tile pushed up
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground: rubber surface has gaps around perimeter, damage under swings, perimeter of rubber surface has gaps
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	23	27	33	34	50	50
Mathematics (grades 3-8 and 11)	13	13	23	24	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	335	324	96.72	3.28	27.47
Male	176	171	97.16	2.84	22.22
Female	159	153	96.23	3.77	33.33
Black or African American	11	11	100.00	0.00	36.36
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	315	304	96.51	3.49	26.64
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	322	314	97.52	2.48	28.03
English Learners	228	218	95.61	4.39	26.61
Students with Disabilities	59	58	98.31	1.69	3.45
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	23	21	91.30	8.70	19.05

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	335	333	99.40	0.60	12.91
Male	176	174	98.86	1.14	10.92
Female	159	159	100.00	0.00	15.09
Black or African American	11	11	100.00	0.00	0.00
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	315	313	99.37	0.63	13.10
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	322	321	99.69	0.31	13.08
English Learners	228	227	99.56	0.44	12.78
Students with Disabilities	59	58	98.31	1.69	5.17
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	4.35

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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
5	19.0	15.2	27.8

Note: 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.

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 2019-20)

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) and 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.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.6	4.7	1.3	2.6	3.6	2.1	3.6	3.5	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 2019-20)

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 10-17-19. 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	3		22	1	4		17	6		
1	21	1	3		23		3		17	2	3	
2	20	1	4		22		4		24		3	
3	22	1	3		22	1	3		19	4		
4	28		3		26		3		30		3	
5	24		4		23		3		23	1	3	
6	23	1	3		22	1	4		20	1	3	
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	592.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0
Other	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,865	\$2,215	\$7,650	\$87,042
District	N/A	N/A	\$8,657	\$85,627
Percent Difference - School Site and District	N/A	N/A	-12.4	1.6
State	N/A	N/A	\$7,506.64	\$82,663.00
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 2018-19)

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 classroom TK-6th grade.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,989	\$45,741
Mid-Range Teacher Salary	\$86,137	\$81,840
Highest Teacher Salary	\$111,246	\$102,065
Average Principal Salary (Elementary)	\$118,647	\$129,221
Average Principal Salary (Middle)	\$0	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,670	\$224,581
Percent of Budget for Teacher Salaries	42%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	15-20	15-20	15-20

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.

Our teachers have attended AVID Summer Institute to implement AVID Elementary school-wide. Our PE and Art teachers also attended a conference specific to their subject. 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 culture.