

Hope School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|-----------------------------------|---|
| School Name | Hope School |
| Street | 7901 Knott Avenue |
| City, State, Zip | Anaheim, CA 90620-2422 |
| Phone Number | (714) 220-4199 |
| Principal | Louie LeMonnier |
| Email Address | lemonnier_l@auhsd.us |
| Website | http://hope.auhsd.us/ |
| County-District-School (CDS) Code | 30664316066815 |

District Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|----------------|------------------------------------|
| District Name | Anaheim Union High School District |
| Phone Number | (714) 999-3511 |
| Superintendent | Michael B. Matsuda |
| Email Address | webmaster@auhsd.us |
| Website | www.auhsd.us |

School Description and Mission Statement (School Year 2020-2021)

Vision Statement:

Hope is the premier special education school where EVERY student is empowered to live the life THEY choose.

Mission Statement:

Hope School is dedicated to preparing students with special needs for lives of purpose, quality, contribution, and independence.

Description:

Hope School is a public school in the Anaheim Union High School District, which serves students with moderate to severe exceptional needs and specialized medical needs. The program serves students, ages twelve to twenty-two years of age, who reside in the Anaheim Union High School District attendance area. Hope School is located near Knott's Berry Farm on Knott Avenue in Buena Park and is centrally located within the school district to better serve and provide access to all Anaheim Union High School District students. The school offers a specialized program with departmentalized options for junior and senior high students to enroll in classes, such as functional academics, communication, social skills, independent living, music, art, and drama. There is also an emphasis on Career Technical Education courses to prepare students for adult transition. Adult transition students participate in a variety of program options, depending on their needs. There are program options such as special day class, departmentalized classes, community-based instruction, and support work opportunities with job coaches.

Demographic Information:

Hope School is located in Buena Park, California, and enrollment is 230 students with moderate to severe disabilities. Hope School provides a junior high school, senior high school, and adult transition program. Enrollment is as follows: 38% junior high school, 24% senior high school, and 38% adult transition. Approximately 26% of the students use wheelchairs as their primary form of mobility, and approximately 20% live in licensed care facilities. Forty percent of Hope School students are also English Learners, and 54% participate in the free and reduced meal program. The demographic profile indicates 49% Hispanic/Latino, 26% White, 12% Asian, 4% African American, 3% Filipino, 3% Native American/Pacific Islander, 3% other.

Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 27 |
| Grade 8 | 25 |
| Grade 9 | 28 |
| Grade 10 | 27 |
| Grade 11 | 24 |
| Grade 12 | 101 |
| Total Enrollment | 232 |

Student Enrollment by Student Group (School Year 2019-2020)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.4 |
| Asian | 12.1 |
| Filipino | 6 |
| Hispanic or Latino | 56 |
| Native Hawaiian or Pacific Islander | 1.7 |
| White | 19 |
| Two or More Races | 1.3 |
| Socioeconomically Disadvantaged | 65.9 |
| English Learners | 42.7 |
| Students with Disabilities | 68.1 |
| Foster Youth | 1.3 |
| Homeless | 3.9 |

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 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 24 | 26 | 26 | 1216 |
| Without Full Credential | 0 | 0 | 0 | 3 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| 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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in September 2018.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|--|
| Reading/Language Arts | English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student. | Yes | 0 |
| Mathematics | Mathematics textbooks, by Carnegie Learning, were adopted in 2018-19. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student. | Yes | 0 |
| Science | Science textbooks, Pearson-Essentials of Anatomy and Physiology, and Pearson-Biology were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2018-19, Pearson-Campbell Biology in Focus, AP Edition. There is one textbook available per student. | Yes | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|--|----------------------------|--|
| History-Social Science | History/Social science textbooks were adopted in 2018-19 and 2019-20. 7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition 8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict 10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition 11th grade- McGraw-Hill- United States History and Geography- Conflict and Change 12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action There is one textbook available per student. | Yes | 0 |
| Foreign Language | Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student. | Yes | 0 |
| Health | Health textbooks, McGraw Hill-Teen Health and Goodheart Wilcox-Comprehensive Health, were adopted in 2016-17. There is one textbook available per student. | Yes | 0 |
| Visual and Performing Arts | Visual and performing arts students have access to course appropriate textbooks and instructional materials. | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | Hope has limited science laboratory equipment that is used in grades 7-10 in order to address the adaptive Common Core State standards for moderate-severe students. All students have access to these materials. | | NA |

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

School Facility Conditions and Planned Improvements

Hope School opened in 1969. The facility originally housed La Palma Junior High School, which closed in 1980. Currently, Hope School sits on 25 acres of land and has 25 classrooms. Hope School continues to remain on the District schedule for modernization.

Hope School has a School Comprehensive Safety Plan and Committee, which helps to address the facility safety needs of the students and staff. Classrooms and restrooms are cleaned on a daily basis.

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. A site modification system is in place district-wide to request site upgrades and necessary improvements.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on November 3, 2020.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | | N/A | 46 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | | N/A | 28 | N/A | 39 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 0 | N/A | 27 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Hope School serves students 9th grade to adult transition to prepare them for post-secondary options. The adult transition program offers a variety of courses designed to prepare students to work in adult day or supported work environments when they transition at the age of 22. There are also a variety of simulated work environments on campus, such as a retail center, vocational library, apartment, and computer lab. Students are given an opportunity to work in the community through WorkAbility with supervision from a job coach.

Career Technical Education (CTE) Participation (School Year 2019-2020)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission | 0 |
| 2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission | |

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 2019-2020)

| 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 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parent Involvement is highly encouraged at Hope School. Hope School staff partner with parents to educate each student, and every student has an individualized education plan. A team of educators, in collaboration with parents, develops each student's plan. The School Site Council is the governing body that guides the development of Hope School's School Plan for Student Achievement and approves school-wide expenditures. The School Site Council meets five times annually as a leadership team and is comprised of teachers, school staff, community members, parents, and students. As a school dedicated entirely to serving students with special needs, Hope School has encouraged parents to be involved in the Greater Anaheim Special Education District Advisory Parent Council. Parents also serve on the District-level English Learner Advisory Committee (DELAC), which meets regularly. The Hope School English Learner Advisory Committee (ELAC) meets at least four times annually and provides input regarding students who are English Learners. All parents and community members are invited to attend school events and activities. Open House/Family Fun Night is a school-wide annual event designed for family participation. Parents and families of students are also encouraged to attend the Hope School Homecoming and Hope School Prom each year. Parent Learning Walks are also offered to all parents, and learning walks are a way for families to find learn how to reinforce learning at home. Parents may contact the main office to find out about opportunities, workshops, and events. Also, Hope School has a Family and Community Engagement Specialist (FACES) whose purpose is to connect and build bridges with families and the greater community with Hope School.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | 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 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 7.1 | 15 | 4.3 | 6.8 | 6.2 | 5.1 | 9.1 | 9.6 | 9 |
| Graduation Rate | 0 | 0 | 0 | 86.2 | 85.5 | 87.8 | 82.7 | 83 | 84.5 |

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

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.0 | 0.0 | 4.8 | 3.1 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|-------------------|---------------------|------------------|
| Suspensions | 0 | 1.83 | |
| Expulsions | 0 | .003 | |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

School Safety Plans are reviewed, discussed, and updated on an annual basis. Input is gathered from staff, students, and community resource groups along with the School Site Council in order to determine any needed changes. The Hope School Safety Plan is implemented by staff members. No less than two safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|----------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|
| | 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+ |
| English Language Arts | 9 | 15 | | | | | | | 9 | 15 | | |
| Mathematics | 10 | 14 | | | 10 | 14 | | | 9 | 14 | | |
| Science | | | | | | | | | | | | |
| Social Science | | | | | | | | | | | | |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|-----------------------------|-------|
| Academic Counselors* | 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 2019-2020)

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

| Title | Number of FTE* Assigned to School |
|------------------------------------|-----------------------------------|
| Resource Specialist (non-teaching) | |
| 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 2018-2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$60,611 | \$55,554 | \$5,057 | \$90,720 |
| District | N/A | N/A | \$9840 | \$97,259 |
| Percent Difference - School Site and District | N/A | N/A | -64.2 | -7.0 |
| State | N/A | N/A | \$7,750 | \$90,287 |
| Percent Difference - School Site and State | N/A | N/A | -42.1 | 0.5 |

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

Types of Services Funded (Fiscal Year 2019-2020)

As a special education school, Hope School is a federal and state categorically funded school. Though Hope School is not a Title 1 school, Hope School receives Title II Professional Development, Local Control Funding Formula (LCFF), Title IV STEAM, and special education funding. These programs provide additional support for site-specific learning needs and ongoing professional development for Hope School staff members. Also, Hope School was identified by the California Department of Education Comprehensive Support and Improvement office as meeting the criteria for support & improvement and targeted interventions. The assistance type is CSI-Low Graduation Rate.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$52,748 | \$52,670 |
| Mid-Range Teacher Salary | \$95,987 | \$89,660 |
| Highest Teacher Salary | \$113,485 | \$112,761 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | \$142,091 | \$142,638 |
| Average Principal Salary (High) | \$153,497 | \$158,074 |
| Superintendent Salary | \$267,196 | \$250,285 |
| Percent of Budget for Teacher Salaries | 34.0 | 32.0 |
| Percent of Budget for Administrative Salaries | 4.0 | 5.0 |

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

Advanced Placement (AP) Courses (School Year 2019-2020)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | | N/A |

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | | N/A |
| Science | | N/A |
| Social Science | | N/A |
| All courses | | |

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | 4 |

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. This is in addition to four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly effective lessons. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Hope School has weekly professional development opportunities on Tuesday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.