

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms Anna Scharfeld
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hope Elementary School
(As it should appear in the official records)

School Mailing Address 3970 A La Colina Road
(If address is P.O. Box, also include street address.)

City Santa Barbara State CA Zip Code+4 (9 digits total) 93110-2597

County Santa Barbara County

Telephone (805) 563-0035 Fax _____

Web site/URL

https://www.hopeelementaryschool.org/ E-mail ascharfeld@hopeschooldistrict.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Anne Hubbard E-mail ahubbard@hopeschooldistrict.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hope Elementary Tel. (805) 682-2564

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Erik Vasquez
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
0 Middle/Junior high schools
0 High schools
0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☐ Suburban
☒ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	23
1	43
2	36
3	43
4	41
5	41
6	39
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	266

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 2 % American Indian or Alaska Native
 - 2 % Asian
 - 2 % Black or African American
 - 43 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 40 % White
 - 9 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2021	271
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Arabic, Russian, Japanese, German, Ukrainian, Mandarin, Thai, Tagalog, French

English Language Learners (ELL) in the school: 13 %
35 Total number ELL

7. Students eligible for free/reduced-priced meals: 45 %

Total number students who qualify: 121

8. Students receiving special education services with an IEP: 17 %
Total number of students served 45

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>10</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>7</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>11</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %
Total number of students served: 4

10. Number of years the principal has been in the position at this school: 1

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	91%	96%	96%	96%	98%
High school graduation rate	18%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

The mission for Hope School students is to develop in children the knowledge, skills and attitudes to instill a lifelong love of learning and to become productive and contributing individuals in a changing society.

17. Provide a URL link to the school's nondiscrimination policy.

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030654&revid=jXgu3jpuCCYOBDUK8fBiMQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMF6zKpJz3Q==&PG=6&IRP=0>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

N/A

PART III – SCHOOL OVERVIEW

The moment you enter Hope Elementary School, the feeling of belonging is evident. Before the school day begins, the principal greets children by their first names, chatting with family members in English or Spanish. Teachers are in classrooms or on the playground, available to meet with families and colleagues to answer questions, check in about the day ahead, or to engage in informal conversation. The Special Day Class Team of teachers and paraprofessionals greet the families and guide their students with moderate to severe disabilities to class. The diversity of the Hope School community is heard through the many different languages spoken freely by families and students; from Arabic to Japanese to Spanish, many ethnicities are represented, celebrated, and supported. Simply put, Hope School is often described by parents, staff and students as "a family."

When the school day starts, there is a hum of excitement as students are greeted by their teachers at the door. Excitement is audible in the classrooms, with a mix of animated conversation, the bustle of morning routines, and teacher-led call and response techniques to focus the classroom on the first lesson of the day. Walking through the classrooms, visitors will see students productively engaging in tasks and discussions. There is a steady hum of academic conversation between students and the teacher. The classroom environment is warm and demanding, with students having internalized the routines expertly reinforced by the teacher, paraprofessionals, and family volunteers. It is evident that students, staff and families are happy to be here at Hope School.

Teachers use collaborative learning as a key strategy. During class, teachers employ collaborative learning techniques to increase achievement and student engagement. Evident in the emphasis on collaborative learning are the peer and small group discussions, projects, and tasks that can be observed in every classroom. Behind the scenes, teachers meet during team time to co-create teaching and learning experiences that encourage collaboration and teamwork among students, focusing on academic discussions and problem-based learning, building problem-solving and effective expression. Hope School has chosen this approach to accelerate achievement as well as foster interdependence, positive peer interactions, and student ownership of learning. This approach also fosters school spirit.

School spirit and collective responsibility are themes at Hope School. During recess, many teachers and paraprofessionals are on the playground facilitating games with students, or fostering interactions between students with moderate to severe disabilities in our Special Day Class program. School spirit and responsibility are reinforced through the Character Counts pillars, and other programs promoting kindness and compassion. Student created posters appear in the halls and walls, displaying the pillar of the month, inspirational messages (e.g., Kindness quotes), school spirit activities, as well as displays of class art projects.

Hope School prides itself in fostering positive relationships with families and providing personalized, responsive support for each student. We feel that this has helped to create a positive learning environment that promotes student success. Over the last three years, the school has seen a marked increase in academic achievement. Overall, Hope Elementary School is a successful and inclusive learning community that is committed to providing high-quality education to all of its students, regardless of their background or abilities. Its focus on meeting the needs of its diverse student population has led to significant improvements in academic achievement, particularly among Latinx and Emerging Multilingual Learners.

Hope Elementary School is laser focused on the specific needs of each student. A variety of programs and services are in place, designed to meet the unique needs of its diverse student population, including intervention and enrichment programs, as well as a robust special education program. In addition to its strong academic programs, Hope Elementary School provides a range of extracurricular activities to enrich students' learning experiences, including music, art, technology, and physical education. To support working families, after school, learning continue; students participate in after-school enrichment programs including cooking, theater, and Spanish. Planned, individualized academic tutoring is also provided by classroom teachers and University volunteers.

The school proudly houses the district's Special Day Class inclusion program that serves students with moderate to severe disabilities. Inclusion of the students in Special Day Class is integral to the fabric of Hope School, and are included in the general education classrooms, participating in Science, Art, Music, PE and all special events and assemblies.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The Hope school English Language Arts program puts effective expression at the center of teaching and learning. Using the Common Core Standards-based Wonders English Language Arts curriculum as the foundation of our program, teachers collaboratively create, design, and deliver a variety of activities and instructional methods that simultaneously develop strong readers, build writers, while building effective academic English language speakers. To measure learning and guide instruction, grade level teachers meet weekly in Professional Learning Communities to analyze student assessment data, including but not limited to, exit tickets on daily instruction, formative writing pieces, and weekly unit assessments. All first through sixth grades have a one-to-one Chromebook program in the classrooms. Teachers utilize a variety of online programs to provide intervention and acceleration during the English Language Arts block. In addition, technology is used for writing, research, and administering formative and summative assessments.

Hope School students are taught to read and understand a range of texts, including stories, poems, and nonfiction. Teachers use culturally diverse texts to complement the learning units, highlighting texts that feature Latinx, Black, and Indigenous protagonists, to simultaneously provide students with opportunities to learn strategies for making meaning from text, and provide a mirror through which students view themselves, or a window into the world of people with other life experiences.

Students learn new words and phrases through direct instruction, reading, and peer-to-peer discussions. They also learn strategies for figuring out the meanings of unfamiliar words, such as using context clues and looking up words in a dictionary. Differentiated Instruction is incorporated in many ways. For example, in first through third grades, teachers provide targeted small group instruction using a research-based phonemic awareness curriculum to reinforce fundamental reading skills.

Writing plays a central role in effective expression at Hope School and is incorporated across curricular areas. Along with learning to write in a variety of genres, including narratives, informative essays, and persuasive pieces, students engage in a Writer's Workshop model, working with peers to plan, revise, and edit their writing. Teachers conference with each student to provide feedback on their writing pieces.

Reading and Writing also figure prominently in effective expression at Hope School, are incorporated across curricular areas, and incorporate culturally responsive learning. For example, in a sixth grade class students read *Indian No More*, a book that follows Regina Petite, an Umpqua girl whose family and tribe were torn apart during the "Indian Relocation Act" in the 1950's. Teachers paired this novel with learning about our local Santa Barbara Chumash Tribe and explored our local reservation on Google Earth to provide a real-world context closer to home. Connecting the book with something that was part of students' lives is engaging and meaningful to students; students research and write personal Culture reports about their own Cultural Heritage. Many students were unaware and excited to find out that they were part Native American. During the presentation portion of the Culture reports, one student shared family pictures and family stories and traditions, which included pictures of her grandmother who was Native American.

1b. Mathematics curriculum content, instruction, and assessment:

Mathematics (CCSSM) guides instruction, with Hope School teachers pu

Math plays an important role in the daily teaching and learning at Hope School. The California tting emphasis on the eight mathematical practices (outlined in the CCSSM) in order to build students' critical thinking, problem-solving, and communication skills while mastering the foundational concepts of mathematics. In the classroom, a visitor would see anchor charts throughout with the Mathematical Practices prominently posted and frequent academic conversations with sentence frames and stems in place to support English Learners and students with disabilities.

Grade level alignment in curriculum and planning is key to the success of our students. Instruction is designed to meet students' conceptual understanding of mathematics, and includes a variety of learning activities, including hands-on investigations, problem-based tasks, and real-world applications, to engage students in meaningful mathematical experiences. Teachers use real-world problems, manipulatives, and visual tools to help students develop an understanding of mathematics. Students learn multiple ways to solve problems and discover algorithms based on activities and games. For example, when teaching double digit addition and subtraction in second grade, students are first given practice with number sequencing, place value, and what each digit represents in multi digit numbers. They show conceptual understanding with number lines and open numbers lines, then progress to lining numbers up in the standard algorithm. Hope School also uses Math talks to encourage a risk-taking, mistake-valuing environment and give students the opportunity to share their thinking with peers.

A variety of formative and summative assessments are used to measure students' understanding of mathematical concepts and their ability to apply the mathematical practices. Teachers use assessment data to inform their instruction and provide targeted support for students who need additional help. Students are assessed through classwork, discussions, exit tickets, and teacher and textbook tests. Technology, in the form of digital games and apps (e.g., Freckle, Happy Numbers), is incorporated as a tool for learning and problem-solving.

Teachers collaborate in grade-level professional learning communities to plan and design math lessons, units, and scope and sequences. They use this time of collaboration and reflection to improve instructional practices and support student learning. There is also staff time dedicated to cross grade-level articulation to provide consistency and alignment throughout the grade levels. Teachers are highly involved in decision-making involving teaching and learning, and work in concert with the principal, using student formative and performance data to inform their decisions. The main goal of the Hope School math program is to provide students with a strong foundation in mathematics, while developing the critical thinking and problem-solving skills necessary for success in higher-level mathematics and in life.

The curriculum provides resources and activities to support mathematics learning at home. Parent letters in Spanish and English accompany homework to facilitate successful family participation in the math their children are learning.

1c. Science curriculum content, instruction, and assessment:

Hope Elementary is a science-centered school. The Next Generation Science Standards are applied to all lessons, and the importance of discovery and exploration is highlighted. Grade level teams of teachers work together to determine the performance expectations and to plan inquiry-based learning events. Teachers use the adopted curriculum to shape their units to emphasize asking questions, investigating phenomena, collecting and analyzing data, and constructing explanations. Student learning focuses on observing, predicting, experimenting, and communicating their findings.

Science is integrated within other subjects. A brief example of integration includes third grade students reading a non-fiction article about the water cycle, creating a diagram, engaging in a volume and measurement lesson in math, and creating an abstract watercolor representation of water in its different forms during their weekly Art class.

Hands-on activities take place in every classroom. Students work in teams to conduct experiments, build models, and design solutions to real world problems. They use technology for research, writing and design. For instance, fifth graders hypothesize about how the sun heats the surface of our planet differently on water versus soil. Teachers set up and run an experiment in which students discover that water doesn't heat up as quickly nor does it cool down as quickly as soil. Students create tables and graphs of this data. After this, they are able to extrapolate that water is a heat sink that helps influence our weather. This is but one example of uneven heating around our globe that creates regional and local weather patterns. Students work in groups to formulate questions, make predictions, analyze the outcomes and present their findings.

In STEAM lab, students integrate science lessons through designing models, researching related topics, writing code, and exploring different multi-media platforms during Maker Space time. For example, students use Minecraft to create models of the double helix!

Being close to the University of California at Santa Barbara (UCSB) makes it easy to participate in field trips to the science-based programs such as the chemistry lab and the UCSB Marine Institute. Hoper School invites many scientists speakers, and hosts an annual STEAM night at which scientists and University science students bring exhibits in physics, biology, astronomy, and neuroscience to our school. One impactful in-class weekly program from the university is SciTrek, which is composed of an ethnic- and gender-diverse team of science majors and professors who create hands-on NGSS lessons designed to foster not only an understanding of science, but to help students see how science is applied in the real world and to open students' minds regarding opportunities in the varied field of science.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Hope School implements a Social Studies curriculum that is committed to promoting equity and access for all students. To support our work on creating mirrors for students with which to see themselves, and windows through which students can see and understand others, our social studies program focuses on providing multiple perspectives. Teachers work together to identify primary sources, articles, and other media that are culturally responsive toward our diverse population.

For instance, to better represent American Indian tribes, students read and research how the indigenous peoples of California represent themselves through multiple reviews, publications, and collections of materials. To more responsively study and discuss African Americans, teachers choose materials that expand historical and present day awareness beyond the traditional biographical overview of three or four influential African Americans. The Latinx community comprises a large percentage of our student population, and we are expanding our studies to include native Spanish speakers from multiple heritages, and through infusing the content with the perspectives of Californians with heritage from Mexico and other Spanish-speaking countries. To study Asian Heritage, we provide an individually-centered approach to representing the contributions and influence of Californians of Asian heritage, including, in fourth grade, a study of the Japanese internment during the Second World War. We seek to widen the context of each narrative and contextualize individual stories that give an understanding of cultural identity without incurring stereotypes or conglomerate representations, all with an eye to removing barriers to access and equity for all students.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Hope School students engage in Art throughout their week, in their general education classroom and with the school's dedicated Art teacher. The Art teacher works with teachers to coordinate art experiences that complement the content students are currently learning. For instance, in kindergarten class, students learn about classification through creating collections of leaves found around campus. During Art, the Art teacher guides students through different media, giving students the choice between different styles to create pencil and coal drawings, collages, or watercolor representations.

our students through which to see themselves, and windows through which students can see and understand better those from different ethnic and cultural backgrounds. The art teacher chooses culturally diverse art to reflect the cultural and ethnic diversity of Hope School and the United States as a whole. The Art teacher uses a broad range of art styles, mediums, and traditions associated with various cultural and ethnic groups in order to foster a deeper understanding and appreciation of different cultures.

Students engage in creating and viewing a variety of art forms from different cultures including representations of textiles, painting, sculpture, drawing, and etchings. They are also given historical context for the pieces, creating a sense of what came before as well as what is living now. For instance, students in fourth grade are introduced to Native American art forms from the past and present to emphasize the thriving culture of the Native Americans that exists today.

Various local artists work with the art teacher to provide lessons around their specific form of art, providing students with an authentic and personal perspective. The art teacher also uses culturally diverse picture books to inspire students to include social consciousness in the art they produce, creating collages with personal messages of hope and inclusion to display throughout the school. One specific art piece comes to mind, created by a fifth grade student: the colored drawing shows a person from the back, wearing a cape made of a pride flag.

Art is integrated with social studies in many ways. One example is through the Cultural Fair hosted and created by the sixth grade class every year, in which students create multi-media presentations that represent their ethnicity. This includes a demonstration of textiles, pottery, architecture, music, and food to name a few. Students create and present their works to the entire school by rotating classes through the multipurpose room. Students dress in traditional wear and present their projects. This creates a climate of acceptance, of wonder, and of appreciation for the various cultures that our student body represent.

Hope School believes that incorporating culturally diverse art helps our students develop compassion and appreciation for different cultures, while also fostering their creativity and critical thinking skills.

2b. Physical education/health/nutrition

Students participate in the Hope School Physical Education (PE) program two days per week. Our program emphasizes skill building and teamwork, and focuses on developing fundamental movement skills, such as running, jumping, throwing, and catching. The coach and assistant coach lead students in a variety of activities and games practice and improve these skills in a fun and engaging way.

Teamwork is the bedrock of the Hope School PE program, with particular emphasis placed on the importance of working as a team to achieve common goals. The coaches design weekly units that emphasize teamwork and interdependence. Activities such as relay races and group sports take place every week.

Sportsmanship and fair play are promoted, and students are encouraged to demonstrate their understanding of the importance of playing by the rules, respecting opponents, and showing good sportsmanship whether they win or lose. Good sportsmanship is rewarded in the moment and reported to the teachers, highlighting both individuals and teams.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

The Hope school STEAM (Science, Technology Engineering, Art, and Math) lab is a place to explore and build. With a combination of guided activities and free exploration, students have an opportunity to learn and practice coding with code.org and with apps for video game creation, engineering and construction with cardboard and cardboard tools, legos, and Keva planks. The teacher's background in crafts and art lends itself to assisting students to bring their creative ideas to life, and students also have the opportunity to help

each other via collaborative projects. Other projects in the STEAM lab focus on environmentalism and creating sustainable habits by addressing travel choices and food waste.

The Hope School Library is a place where students foster their joy of reading and learning about the world around us. The school Library Media Specialist reads aloud to the students on a topic of interest. For instance in spring, lower grade classes are read a nonfiction book about ladybugs with beautiful illustrations and fun interesting facts. The outside patio allows for reading in nature while reading about nature. After the reading, students release live butterflies and observe their flight. Students participate in California State and local programs designed to encourage reading. One such program is the California Young Reader medal program. Students, along with the Library Media Specialist, read the five books presented by the program committee, and vote on their favorites. This program supports our school goal of focusing on books that are culturally diverse and represent all children. Another program is the Santa Barbara County battle of the Books. In this program, fourth through sixth grade students read the list of books provided, then join other county schools to participate in the Battle of the Books quiz, where students answer questions based on the list of books. The books chosen are geared toward cultural inclusion and rising up through adversity, which supports our vision of providing a mirror for students to see themselves represented.

2e. Any other interesting or innovative curriculum programs you would like to share

Within our language arts program at each grade level, Hope School has a list of books that students read with the guidance of the classroom teacher. These books, referred to as "Core Literature," are grade-level appropriate, are used to enrich and enhance reading comprehension, include different genres, and focus on topics that are either cross curricular or of student interest. Over the last two years (including this year), we began an audit of our core literature lists, scrutinizing them through the lens of cultural diversity and responsiveness. It became apparent that many of the protagonists in our lists did not represent diversity. While some of our students were represented, the majority of our kids were invisible or secondary to the plots of our current lists. What started then and continues now is a conscientious research and purchase of available children's literature that better represents the cultural diversity of the children and families we serve. Each grade level was given a list of culturally diverse children's literature from which to choose. The Hope School District generously provided each grade level funds to support this effort. After looking over what was available already, one grade level chose a book that represented some students in their class that were not evident in any other novels found in the library. This year, the principal is working closely with teachers to continue to grow their libraries to more closely reflect the identities of students, including diversity in gender, LGBTQ experiences, mixed race identities, and the lives of the differently abled.

Hope School strongly believes in cultural diversity and in learning to connect each student's personal life experiences to the classroom. Teachers, students, and parents have expressed appreciation for seeing a wide array of cultures represented in our core literature that represent our greater community. We feel that through inclusive literature students feel seen, celebrated, and a part of our classroom community.

3. Academic Supports

3a. Students performing below grade level:

Hope Elementary School is laser focused on the specific needs of each student. A variety of programs and services are in place, designed to meet the unique needs of its diverse student population, including a robust intervention program. In addition to its strong academic programs, Hope School Reading Intervention Workshop addresses the academic needs of students who are performing below grade level, by providing systematic reading support in identified areas of need. Essential elements of this program include small-group, intensive academic instruction using research-based methodologies designed to meet individual learning needs. Students meet with the intervention teacher either daily or every other day depending on their level of need. The intervention teacher holds a teaching degree, and uses direct, explicit, multi-sensory, structured, and sequential instructional techniques for effectively supporting students in developing fluency, phonemic awareness, vocabulary, and comprehension. Weekly meetings between intervention teachers and grade level classroom teachers ensure that student progress is communicated and monitored to provide a high level of coordination and academic support for each child. Students are involved in their own learning

as their progress is discussed with them as well. To empower our learners, students chart their reading progress and create weekly reading goals in specific areas, such as fluency or word attack skills. The teacher and student then discuss and preview this goal on a weekly basis, and revise the goal as growth continues. Classroom teachers review this goal with students, highlighting that each student's learning matters. This practice also reinforces to students that their learning in Reading Workshop is connected to learning in the homeroom class.

3b. Students performing above grade level:

Hope Elementary School is focused on the specific needs of our students performing above grade level. Differentiated Instruction is key to meeting the needs of our students performing above grade level. Grade level teachers, along with an Advanced Academics Aide, work together to design opportunities for students to engage in Advanced Academic projects that enrich and enhance current topics and studies, as well as provide students the opportunity to dive deeper into specific topics of interest. Some examples of opportunities for above grade level students include differentiated reading groups, menu of activities and tasks, self-paced online math apps, and writing projects (novels, picture books, poetry). Research plays a central role in the projects students complete. A recent project engaged students in researching a local environmental or community service organization. Students then gave presentations to their classes. Passion Projects and Genius Hour provide advanced students an opportunity to deepen their learning on a topic of interest. Students may participate in the weekly student-created news broadcasts, a video aired schoolwide and posted to parents on the school social media platform Parent Square. Fourth, fifth, and sixth grade students can attend a grade-level before-school Morning Math Club, led by classroom teacher and parent volunteers. The Math Club provides students an exploratory space for advanced mathematics. Math Club participants also compete to gain a spot on the Math Superbowl Team, which is a county-wide, all-school district yearly event hosted by the Santa Barbara County of Education. Another yearly activity for 4th through 6th grade students is the America's Battle of the Books. Students read the books on the list, and then engage in a friendly team competition with other schools at the county level to answer questions and engage in discussions about the books.

3c. Students with disabilities:

Hope School's special education services aim to meet the diverse needs of students with disabilities by providing comprehensive support and implementing evidence-based practices. The inclusive and supportive learning environment encourages individualized attention and academic success. The program comprises the Extensive Support Needs Program, the Learning Center Program, and a focus on inclusion, positive behavior support, and social-emotional development.

The Extensive Support Needs Program offers a range of tailored services for students with significant educational needs, including individualized curriculums based on research-backed practices, inclusive classrooms that integrate students with disabilities into regular education settings, collaboratively developed Individualized Education Programs (IEPs), assistive technology for learning and communication, a multi-disciplinary team approach involving special education teachers, general education teachers, therapists, and support staff, and ongoing assessment and progress monitoring to ensure continuous growth and achievement.

The Learning Center Program provides specialized instruction and support for students with various disabilities, such as dyslexia, autism spectrum disorder, attentional difficulties, and other learning challenges. Essential elements of this program include small-group, intensive academic instruction using research-based methodologies, utilizing direct, explicit, multisensory, structured, and sequential instructional techniques (i.e. Orton-Gillingham approach) for effectively supporting students with reading and writing difficulties, co-teaching and collaborative models for academic support within regular classroom settings, differentiated instruction, Universal Design for Learning (UDL) principles, and Multi-Tiered Systems of Support (MTSS) to accommodate diverse learning needs and ensure accessibility and engagement for all students.

development. The school employs a District Behaviorist and Behavior Tech, implementing Positive Behavior Support strategies to enhance students' social, emotional, and behavioral skills, fostering a proactive and inclusive approach to developing appropriate student behavior. Counselors and school psychologists also offer social-emotional support through social skills training, mindfulness activities, and trauma-informed approaches.

Supplemental special education services, such as speech-language therapy, occupational therapy, and adapted physical education, contribute to a well-rounded support system for students with disabilities. The school prioritizes collaboration with families and community agencies, as well as ongoing professional development for staff members to ensure that students are empowered to reach their full potential in a nurturing and inclusive environment.

3d. English Language Learners:

Targeted support for success guides our instructional decisions for Hope School Emerging Multilingual Students (English Learners). With an emphasis on building language skills through academic conversations and peer interaction, our efforts are designed to develop the language skills needed to participate fully in classroom discussions and other academic activities.

Teachers provide Emerging Multilingual Learners (EMLs) with multiple opportunities for structured academic conversations with peers. Along with frequent structured partner talk, students engage in heterogeneous small-group discussions, debates, and collaborative projects. Teachers employ sentence frames and appropriate discourse markers to support participation in academic discussions. The primary goal is to create a supportive environment where ELLs feel comfortable practicing their English language skills and can receive feedback from their peers.

In addition, EMLs receive daily language instruction at their proficiency level. Teachers use explicit instruction in the language structures and conventions needed for academic conversations. It is designed to build language through reading and writing assignments, class discussions, and group projects. In this way, EMLs build vocabulary and language proficiency within an academic context. This instruction is provided by the classroom teacher, and incorporates the materials and lessons used during whole class instruction, in order to provide students with more ways to be successful during whole class time. In order to achieve this, teachers work together at each grade level to appropriately place students by proficiency level into language groups. Classroom teachers deliver Designated English Language Development to the students during differentiated class time. Because teachers are delivering Designated ELD, they can make explicit connections during regular class instruction and develop a more consistent and relevant learning experience throughout the day for Emergent Multilingual Learners.

At Hope School we work to create a supportive and inclusive classroom environment that values diverse perspectives and provides opportunities for our Emerging Multilingual students to participate fully in the learning process.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Hope School, we believe that our mission is to guide students to become thoughtful, productive, happy members of society. Hope School strives to engage students in meaningful ways that focus on social-emotional growth, academic growth, and personal responsibility and citizenship. One successful program students engage in is the weekly social emotional lessons from the Second Step program. This provides students class time to develop and practice the language they need to discuss and express their emotions, and a deeper understanding of the the feelings and needs of others.

Students are recognized for positive behavior. Students participate in a schoolwide positive behavior program called "Wave Points," consisting of paper slips that students receive from staff members for exhibiting respect, responsibility, caring, sportsmanship, citizenship, or kindness. Each staff member has slips at the ready to catch a student in the act of exhibiting positive behavior.

A true highlight of Hope School is the monthly Character Counts Assembly, in which Student Council members, in conjunction with teacher leads, create and perform assemblies emphasizing a specific Character Counts pillar. During the assembly students are chosen each month from every class to be recognized during the assembly, and parents are invited to applaud their children's successes.

For the last four years including the current year, students and staff watch "The Friday Telecast," a video created and edited by students, a teacher lead, the principal and the STEAM Lab teacher. The video features a student newscast, guest speaker interviews, a slide show of the week's photos of students and staff, and is filled with segments recognizing specific and general student academic and social emotional growth. A growth mindset is discussed in every telecast, emphasizing the importance of one's own personal growth wherever we may be in this moment. (Note: student scores are not revealed, only that students have made growth. This protects and honors student privacy). Wave Points are chosen randomly from a basket, student names are shared, with a description of their reason for receiving a Wave Point. The principal posts the telecast to Parent Square, ensuring that the telecast, sharing its positive message of growth mindset and student character, is relayed to families and the Hope School community as a whole.

2. Engaging Families and Community:

Hope school views the parent and family relationship and involvement as a necessary and valuable component to ensuring that our community is strong, grows together, and is open to everyone on and off campus that calls Hope a home for children in their lives. Ensuring a strong connection between family and schools is a foundation for student success and community growth. At Hope we extend opportunities for families with different ethnic, social, sexual, and personal diversities. At Hope school we ensure that every room has a dedicated room parent to build communication and enrollment on a classroom level. We ensure there is a class parent coordinator to address any elements of frustration or common sticking points for any family across any grade. At Hope school we ensure that the PTA is inclusive of all voices, needs, frustrations and wishes that families have for the community, the campus and the classrooms. Hope school has made an effort to build community connections with local organizations to support our after school programs. These programs include theatre, cooking, athletics, zoo education and chess. All programs are inclusive of any student on campus and part of our dedication to inclusivity is ensuring that any child who dreams or participating has a chance to do so.

3. Creating Professional Culture:

Hope School has implemented several key strategies to create an environment where teachers feel valued and supported. One of the key strategies is providing professional development opportunities that are not only meaningful, but also impactful for teachers and support staff. Staff take a yearly survey on desired professional growth opportunities to prioritize our PD plan. Some of the recent topics included Opening Doors - Being Culturally Responsive, English Language Development best practices, NGSS-aligned hands-

on science instruction, using literature to support gifted students, and creating student centered approaches to learning

In addition to the group approach to professional development, each teacher also creates their own Personal Professional Growth (PPG) plan. The PPGs focus on enhancing teachers' instructional practices, building their leadership skills, and supporting their growth in a manner which is individualized. Some examples of this year's PPG topics include developing SEL and mindfulness practices for the classroom, increasing understanding of the science of reading, and identifying ways to support students with IEPs. PPG groups meet 3 times a year to share their progress with other teachers so all can learn from each other.

Another approach Hope School uses is creating other team structures. This includes opportunities for grade level groups to collaborate, Team Leads to work with site and district administrators on all curriculum and instructional programs, PLCs, and data teams within our MTSS structure.

The impact of these professional development opportunities and team structure has been significant. Teachers report feeling more confident in their ability to deliver high-quality instruction, and they have also been able to take on leadership roles within their schools and the district.

In addition to professional development and teaming, Hope School also provides other forms of support for teachers. This includes mentoring programs for new teachers, ongoing coaching and feedback from administrators, and access to resources and materials that can help them be successful in the classroom.

Overall, the combination of meaningful professional development opportunities and additional learning opportunities has created an environment where teachers feel valued and supported. This has helped to improve teacher morale, keep exceptionally high retention rates, and see the results of continual improvement in student achievement.

4. School Leadership:

At Hope School, there has been a change of leadership between last year and this year. Fortunately, both of the people who filled the principal role continue to play a critical role in ensuring that school policies, practices, relationships, and resources are focused on student achievement. The principal leading Hope in 2021-22 established a strong shared vision for student achievement and worked with the school community to create a clear vision for what student achievement looks like in Hope School. She did this by providing information about research and effective strategies in staff meetings, ensuring there was time for developing improved practices, and monitoring student data on a regular basis. She particularly focused on emerging bilingual students. Even though she retired from the principal position, she continued to support Hope School as the Responsive Schools Coordinator. In this role, she develops programs and policies to ensure that all students and their families feel welcome at school. She led an effort to explore bringing a dual immersion program to the school as well.

The principal who took over in 2022-23 has continued building on the programs brought by the previous principal. She continually monitors progress with teaching teams using grade-level data on academic, behavioral, and social emotional benchmarks. One outcome of her monitoring was creating a new systematic instructional schedule to ensure that students do not miss core academics if they need intervention or English language development support. She aligned enrichment opportunities to protect key learning times in the morning after reading research on optimal learning times of the day.

The principals created and sustained positive school culture with expanded communication. The first principal created a weekly video series which highlighted student achievement, the development of a desired character trait, and showcased staff accomplishments. The second principal, with the help of an upper grade teacher, took the video series and transformed it to a weekly student-created news show.

Another key approach they use is working with families and community partners to create a supportive learning environment that extends beyond the walls of the school. There is an active English Language Advisory Committee parent group, PTA, and Hope School representation in the Hope School District

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Educational Foundation and on the Parent Advisory Committee. The principals have both shown incredible dedication and strong abilities to connect to families. Resources are made available to families in need of housing, clothing, mental health support, attendance support, food, technology, or any other need which might negatively impact a student's ability to succeed.

5. Culturally Responsive Teaching and Learning:

Two years ago Hope School focused efforts on developing a Culturally Responsive Schools Plan, which included providing teacher and staff professional development in cultural proficiency. A major ongoing focus of the team is continuing to grow the quantity of culturally diverse core literature teachers use in instruction and have on their shelves, as well as growing the quantity and quality of culturally diverse literature we have in our school library. Hope School conducted an audit of classroom and school libraries to work toward updating culturally sensitive and historically accurate. The Hope School District generously provided culturally responsive and the Hope School District Responsive Schools Team. The 2019-2022 Hope School principal continues the work as the Responsive Schools Coordinator, leading the Responsive Schools team.

The Responsive Schools Team is composed of parents, teachers, classified staff and administrators of different ethnicities, races, nationalities, and socioeconomic status, as well as gender identities. Their goal is to identify policies and practices perpetuating bias or institutionalizing cultural norms antithetical to a diverse and equitable school organization. As stated in our Local Control Accountability Plan (LCAP), the Responsive Schools Team works to, "Ensure that the Hope School District and individual school policies and practices are equitable and inclusive for all students, regardless of their economic circumstance, culture, race, ethnicity, gender, learning differences, or language." They engage in discussions on culture, and provide professional development to the team and staff featuring Trudy Arriaga (Opening Doors, Arriaga & Lindsey 2016) who informed our work. While gathering information from stakeholders regarding the policies and practices that were not "opening doors" for all students and families, they worked to address these and change our practices.

PART VI - STRATEGY FOR EXCELLENCE

Learning is a complicated process, and it is difficult to attribute success to any single program. However, one practice that has been instrumental to Hope School's success is our practice around Multi-Tiered Systems of Support (MTSS). This system has had the most significant impact on student learning.

In the Fall of 2022, when we reviewed our CAASPP data as a staff, we used the 4 Rs protocol (Research, Recall, Reflect, and Respond). We found that there had been a systemic shift in our practices over the last three years. This included having robust data chats, implementing an intervention system that was systematic and targeted to student needs, and teachers being more focused on building upon the assets and strengths of our Emergent Multilingual Learners.

The most critical component of our MTSS system was engaging in robust discussions around data. During our data chats, the collaboration between teachers and the principal, provide valuable insights into individual students, enabling teachers to develop individualized plans to support student growth. Classroom and intervention teachers then use this information to identify areas of growth and develop individualized plans for students performing below grade level to support their students.

Another integral part of the system is a well-developed Master Schedule to provide effective and purposeful intervention. Over the last three years, we have focused on how and when interventions can be provided to students so that they do not miss core grade level learning. The master schedule has been refined and revised, paying special attention to when students learn best.

Focusing on Emergent Multilingual Students has been another critical aspect of our successful MTSS system. We no longer pull Emergent Multilingual Learners (English Learners) out of the classroom to receive English Language Development. Instead, each grade level groups students by proficiency level and classroom teachers deliver Designated English Language Development (ELD) to students. Because teachers are delivering Designated ELD, they can make explicit connections during regular class instruction and develop a more consistent and relevant learning experience throughout the day for Emergent Multilingual Learners.

Although we've made significant growth during an unsettling time, we are still looking for ways to continue to grow and make sure that each and every student is learning and growing. Continuous learning and refining are necessary for the success of an MTSS system. The teachers at Hope are open to learning and adapting their teaching strategies to meet the evolving needs of our students. As we continue to engage in data chats, reflect, and refine our systems, we are confident that we will continue to grow and provide effective learning opportunities for all students.