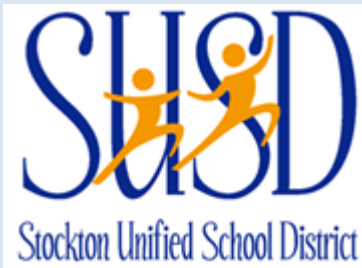


Hoover Elementary

2900 Kirk Ave. • Stockton, CA 95204 • (209) 933-7215 • Grades K-8

Sandra Mulvihill, Principal
smulvihill@stocktonusd.net

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Stockton Unified School District

701 North Madison St.
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District Governing Board

Gloria Allen

Andrea Burrise

Kathleen Garcia

Colleen Keenan

Maria Mendez

Angela Phillips

Steve Smith

District Administration

Ms. Julie Penn
Superintendent

School Description

Hoover K-8 staff and students work very hard to improve student achievement. Hoover School provides after school tutoring for students struggling in reading, writing and math. In the after school program students have a specific time to do their homework under supervision and guidance, a healthy snack is provided and physical fitness games are implemented to help students learn to be good team players and become physically fit. Through San Joaquin A+, Hoover is the beneficiary of UOP literacy tutors in all K-6 classrooms for an average of eight hours a week. Hoovers' teachers, parents and administrator continue to strive to find more ways to help students become proficient in all learning areas. The district implemented MAP (Measures of Academic Progress) assessments, which are to be given three times year. They give teachers and students an indication of student mastery of the standards that had been taught in the time period before the assessment. The results are immediately available and teachers utilize these results to re-teach and improve the learning of all students. Goal setting through MAP is also implemented. ST Math is also being implemented with a minimum of 90 required minutes a week for grades 2-8 and 60 minutes a week in grades K-1.

Sandra Mulvihill, PRINCIPAL

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (209) 933-7215.

2013-14 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|--------------|--------------------|
| Kinder. | 99 |
| Gr. 1 | 73 |
| Gr. 2 | 75 |
| Gr. 3 | 65 |
| Gr. 4 | 68 |
| Gr. 5 | 61 |
| Gr. 6 | 30 |
| Gr. 7 | 51 |
| Gr. 8 | 60 |
| Total | 582 |

SOURCE: California Department of Education

2013-14 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 9.3 |
| American Indian or Alaska Native | 1.2 |
| Asian | 10.1 |
| Filipino | 3.1 |
| Hispanic or Latino | 55.0 |
| Native Hawaiian/Pacific Islander | 0.2 |
| White | 15.1 |
| Two or More Races | 6.0 |
| Socioeconomically Disadvantaged | 89.9 |
| English Learners | 17.0 |
| Students with Disabilities | 16.8 |

SOURCE: California Department of Education

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

| Hoover Elementary | 12-13 | 13-14 | 14-15 |
|--|-------|-------|-------|
| Fully Credentialed | 26 | 25 | 24 |
| Without Full Credential | 1 | 3 | 3 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Stockton Unified School District | 12-13 | 13-14 | 14-15 |
| Fully Credentialed | ◆ | ◆ | 1472 |
| Without Full Credential | ◆ | ◆ | 65 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 7 |

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School

| Hoover Elementary | 12-13 | 13-14 | 14-15 |
|-------------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 2 | 2 | 3 |

* "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.

SOURCE: This information is provided by the school district.

Core Academic Classes Taught by Highly Qualified Teachers

| 2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 95.24 | 4.76 |
| Districtwide | | |
| All Schools | 96.03 | 3.97 |
| High-Poverty Schools | 95.92 | 4.08 |
| Low-Poverty Schools | 100.00 | 0.00 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

| Textbooks and Instructional Materials | |
|---|---|
| Year and month in which data were collected: September 23, 2014 | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| <p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p> | <p>ENGLISH LANGUAGE ARTS K-12</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p> |
| <p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p> | <p>K-8 Math, Algebra I & Geometry</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p> |
| <p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p> | <p>FOSS (Full Option Science System)</p> <p>Adopted in 2007</p> <p>Earth Science</p> <p>Adopted in 2007</p> <p>Life Science</p> <p>Adopted in 2007</p> <p>Physical Science</p> <p>Adopted in 2007</p> |
| <p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p> | <p>K-5 Scott Foresman</p> <p>Adopted in 2006</p> <p>6-8 Glencoe: Discovering Our Past</p> <p>Adopted in 2006</p> |

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/7/2014

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|---|
| | Good | Fair | Poor | | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [X] | [] | [] | | |
| Interior: Interior Surfaces | [] | [X] | [] | | p 22: rm17: interior needs painting. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [] | [] | | |
| Electrical: Electrical | [X] | [] | [] | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [X] | [] | [] | | |
| Safety: Fire Safety, Hazardous Materials | [X] | [] | [] | | |
| Structural: Structural Damage, Roofs | [X] | [] | [] | | p 32: ramp needs repair. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [X] | [] | [] | | |
| Overall Rating | Exemplary | Good | Fair | Poor | |
| | [] | [X] | [] | [] | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---------|--|-------|-------|----------|-------|-------|-------|-------|-------|
| | School | | | District | | | State | | |
| | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science | 36 | 39 | 34 | 35 | 34 | 34 | 60 | 59 | 60 |

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

SOURCE: California Department of Education

STAR Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---------|--|-------|-------|----------|-------|-------|-------|-------|-------|
| | School | | | District | | | State | | |
| | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| ELA | 40 | 41 | 36 | 36 | 38 | 37 | 54 | 56 | 55 |
| Math | 46 | 45 | 35 | 34 | 34 | 34 | 49 | 50 | 50 |
| HSS | 18 | 26 | 22 | 26 | 27 | 27 | 48 | 49 | 49 |

* STAR Program was last administered in 2012-13. 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.

SOURCE: California Department of Education

Academic Performance Index Ranks - Three-Year Comparison

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide | 2 | 1 | 1 |
| Similar Schools | 4 | 3 | 2 |

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

SOURCE: California Department of Education

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 24.2 | 29.0 | 16.1 |
| 7 | 23.1 | 19.2 | 26.9 |

* 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.

SOURCE: California Department of Education

2013-14 CAASPP Results by Student Group

| Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| | Science (grades 5, 8, and 10) |
| All Students in the LEA | 34 |
| All Student at the School | 34 |
| Male | 40 |
| Female | 27 |
| Black or African American | 17 |
| American Indian or Alaska Native | |
| Asian | |
| Filipino | |
| Hispanic or Latino | 30 |
| Native Hawaiian/Pacific Islander | |
| White | 63 |
| Two or More Races | |
| Socioeconomically Disadvantaged | 33 |
| English Learners | |
| Students with Disabilities | 31 |
| Students Receiving Migrant Education Services | |

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

SOURCE: California Department of Education

API Growth by Student Group – Three-Year Comparison

| Group | Actual API Change | | |
|----------------------------------|-------------------|-------|-------|
| | 10-11 | 11-12 | 12-13 |
| All Students at the School | 25 | -3 | -12 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 19 | -18 | -1 |
| Native Hawaiian/Pacific Islander | | | |
| White | 25 | -8 | -3 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 30 | -13 | 0 |
| English Learners | 18 | -15 | 16 |
| Students with Disabilities | | | 30 |

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

SOURCE: California Department of Education

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Hoover Elementary recognizes that parents and the community play an important role in the success and education of our students. We welcome parent participation and encourage parent and community volunteers. Hoover School offers opportunities and programs to encourage parent involvement.

- After School Programs
- English Language Advisory Committee (ELAC)
- English Language Learner instruction and support (ELD)
- Parent/Student conferences when possible
- Parent/Teacher organizations (PTA)
- School Site Council (SSC)
- Hoover teachers and staff believe that parents and guardians can support the learning environment of the school and their students by:
 - Monitoring student attendance and getting their students to school on time (8:55 am)
 - Monitoring completion of student homework
 - Monitoring and regulating television viewing
 - Participating in the decision making process in school organizations and committees
 - Planning and participating in activities at home that support classroom learning
 - Volunteering in the classroom
- Parents and community members who wish to become a part of the school community and participate should call the school's office and ask for Heather Peterson.

State Priority: School Climate

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

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

School Safety Plan

Hoover School places a strong emphasis on ensuring the safety of all students, staff members and visitors. The school's custodial team guarantees the schools' facilities are in compliance with all federal and state health and safety regulations. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually. A comprehensive School Safety Plan, yearly reviewed by the School Site Council, is committed to providing a secure, peaceful and clean environment for Hoover School. The school's Disaster Preparedness Plan is reviewed and identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted monthly and intense scenarios are created and practiced throughout the year with staff to ensure preparedness in the event of a disaster. Students are monitored thirty minutes before school, while on campus throughout the school day and after school. Yard supervisors, a campus security monitor, teachers, site administrators and school staff provide supervision for students before and during school. The playground is safe for all students. The campus is fenced and locked during school hours. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

Suspensions and Expulsions

| School | 11-12 | 12-13 | 13-14 |
|------------------|-------|-------|-------|
| Suspensions Rate | 3.4 | 9.8 | 4.2 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 5.2 | 11.0 | 10.1 |
| Expulsions Rate | 0.1 | 0.0 | 0.1 |
| State | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 5.7 | 5.1 | 4.4 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

SOURCE: California Department of Education

D. Other SARC Information

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

| 2013-14 Adequate Yearly Progress Overall and by Criteria | | |
|--|--------|----------|
| AYP Criteria | School | District |
| Made AYP Overall | | |
| Met Participation Rate: English-Language Arts | | |
| Met Participation Rate: Mathematics | | |
| Met Percent Proficient: English-Language Arts | | |
| Met Percent Proficient: Mathematics | | |
| Met API Criteria | | |

SOURCE: California Department of Education

| 2014-15 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2009-2010 | 2004-2005 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | | 51 |
| Percent of Schools Currently in Program Improvement | | 87.9 |

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

SOURCE: California Department of Education

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0.0 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | .04 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | .33 |
| Social Worker | 0.0 |
| Nurse | 1.0 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist | 1.0 |
| Other | 2.0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | |

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

SOURCE: This information is provided by the school district.

| Average Class Size and Class Size Distribution | | | | | | | | | | | | |
|--|------|----|----|-----------------------|----|----|-------|----|----|-----|----|----|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| Grade | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 |
| Kinder. | 19.3 | 10 | 10 | 1 | 7 | 9 | 2 | | 1 | 0 | | |
| Gr. 1 | 31 | 12 | 10 | 0 | 4 | 6 | 2 | 2 | 2 | 0 | | |
| Gr. 2 | 20.8 | 10 | 11 | 2 | 5 | 6 | 2 | 2 | 2 | 0 | | |
| Gr. 3 | 29 | 22 | 20 | 0 | 1 | 2 | 2 | 2 | 2 | 0 | | |
| Gr. 4 | 31 | 21 | 19 | 0 | 1 | 2 | 1 | 2 | 2 | 0 | | |
| Gr. 5 | 27.5 | 31 | 17 | 0 | | 2 | 2 | 1 | 2 | 0 | | |
| Gr. 6 | 26 | 29 | 17 | 0 | | 1 | 2 | 2 | 1 | 0 | | |
| Other | 0 | | | 1 | | | 0 | | | 0 | | |
| English | 27.8 | 27 | 26 | 1 | | | 4 | 7 | 1 | 1 | | |
| Math | 24 | 28 | 30 | 2 | | | 1 | 5 | 2 | 0 | | |
| Science | 24.3 | 28 | | 1 | | | 2 | 4 | | 0 | | |
| SS | 24.3 | 28 | | 1 | | | 2 | 4 | | 0 | | |

* 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.

SOURCE: California Department of Education

| FY 2012-13 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$39,408 | \$41,761 |
| Mid-Range Teacher Salary | \$59,951 | \$66,895 |
| Highest Teacher Salary | \$75,526 | \$86,565 |
| Average Principal Salary (ES) | \$104,770 | \$108,011 |
| Average Principal Salary (MS) | \$0 | \$113,058 |
| Average Principal Salary (HS) | \$111,283 | \$123,217 |
| Superintendent Salary | \$225,000 | \$227,183 |
| Percent of District Budget | | |
| Teacher Salaries | 36 | 38 |
| Administrative Salaries | 5 | 5 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

SOURCE: California Department of Education

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|------------|--------------|------------------------|
| | Total | Restricted | Unrestricted | |
| School Site | \$7,373 | \$3,446 | \$3,926 | \$62,949 |
| District | ◆ | ◆ | \$4,980 | \$61,189 |
| State | ◆ | ◆ | \$4,690 | \$70,720 |
| Percent Difference: School Site/District | | | -21.2 | 2.9 |
| Percent Difference: School Site/ State | | | -16.3 | -11.0 |

SOURCE: Information is provided by the school district and California Department of Education.

◆ no data required.

Types of Services Funded at Hoover Elementary

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Professional Development provided for Teachers at Hoover Elementary

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.