



# Hoover Elementary

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

Sandra Mulvihill, Principal

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<http://hhes-susd-ca.schoolloop.com/>

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### District Governing Board

Gloria Allen  
Andrea Burrise  
Kathleen Garcia  
Colleen Keenan  
Maria Mendez  
Angela Phillips  
Steve Smith

#### District Administration

Ms. Julie Penn  
**Superintendent**  
Ms. Julie Penn  
**Interim Superintendent**  
Dr. Mark Hagemann  
**Interim Deputy Superintendent**

### School Description

Hoover K-8 staff and students work 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-3 classrooms for an average of eight hours a week. Hoover 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 given three times year. They provide 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 immediate and teachers utilize these results to re-teach and improve the learning for all students. Goal setting through MAP is implemented. ST Math is also used with a minimum of 90 required minutes a week for grades 2-8 and 60 minutes a week in grades K-1. This year teachers are working an extra 90 minutes every other week collaborating in Professional Learning Communities (PLC's).

Sandra Mulvihill, PRINCIPAL

## About the SARC

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 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/>.
- 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/guardians and community members should contact the school at (209) 933-7215 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	94
Grade 1	69
Grade 2	68
Grade 3	72
Grade 4	66
Grade 5	57
Grade 6	61
Grade 7	34
Grade 8	60
<b>Total Enrollment</b>	<b>581</b>

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.7
American Indian or Alaska Native	1.2
Asian	9
Filipino	3.4
Hispanic or Latino	52.3
Native Hawaiian or Pacific Islander	0.2
White	13.6
Two or More Races	7.6
Socioeconomically Disadvantaged	80.4
English Learners	15.7
Students with Disabilities	13.8
Foster Youth	1

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	13-14	14-15	15-16
With Full Credential	25	24	25
Without Full Credential	3	3	2
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1437
Without Full Credential	♦	♦	133
Teaching Outside Subject Area of Competence	♦	♦	12

SOURCE: This information is provided by the school district.

♦ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Hoover Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	3	1

\* "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

2014-15 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	91.9	8.1
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

\* 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 2015-16)

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 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	FOSS (Full Option Science System) Adopted in 2007  Earth Science Adopted in 2007  Life Science Adopted in 2007  Physical Science Adopted in 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	K-5 Scott Foresman Adopted in 2006  6-8 Glencoe: Discovering Our Past Adopted in 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### 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: 6/30/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	boys & girls restrooms: walls in boys & girls RR need to be painted. OH-3: floor tile cracked P-2: loose ceiling tile. P-23: carpet worn. rm 1: paint peeling by boys RR. rm 11: floor tile by door cracked, stained ceiling tile. rm 15: loose ceiling tile.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			OH-10: missing outlet cover.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	overall: asphalt by P-2 needs to be repaired trip hazard, ramps by P-22,25 has wood rot & skirt on ramps needed to be repaired.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	20	23	44
Math	16	17	33

\* 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

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	39	34	22	32	31	29	59	60	56

\* Results are for 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.50	29.60	22.20
7	24.20	18.20	21.20

\* 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

2014-15 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
All Student at the School	22
Male	28
Female	16
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	28
Native Hawaiian or Pacific	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	20
Foster Youth	--

\* 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

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	<b>3</b>	73	73	100.0	73	18	7	0
	<b>4</b>	67	66	98.5	68	18	11	3
	<b>5</b>	59	58	98.3	57	22	16	5
	<b>6</b>	62	62	100.0	42	31	23	3
	<b>7</b>	37	34	91.9	44	26	26	3
	<b>8</b>	64	62	96.9	35	35	27	2
<b>Male</b>	<b>3</b>	73	42	57.5	79	21	0	0
	<b>4</b>	67	39	58.2	69	18	8	5
	<b>5</b>	59	27	45.8	67	11	11	11
	<b>6</b>	62	33	53.2	45	30	21	0
	<b>7</b>	37	20	54.1	35	35	30	0
	<b>8</b>	64	34	53.1	41	35	21	3
<b>Female</b>	<b>3</b>	73	31	42.5	65	13	16	0
	<b>4</b>	67	27	40.3	67	19	15	0
	<b>5</b>	59	31	52.5	48	32	19	0
	<b>6</b>	62	29	46.8	38	31	24	7
	<b>7</b>	37	14	37.8	57	14	21	7
	<b>8</b>	64	28	43.8	29	36	36	0
<b>Black or African American</b>	<b>3</b>	73	6	8.2	--	--	--	--
	<b>4</b>	67	5	7.5	--	--	--	--
	<b>5</b>	59	8	13.6	--	--	--	--
	<b>6</b>	62	5	8.1	--	--	--	--
	<b>7</b>	37	4	10.8	--	--	--	--
	<b>8</b>	64	8	12.5	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>3</b>	73	1	1.4	--	--	--	--
	<b>5</b>	59	1	1.7	--	--	--	--
	<b>6</b>	62	3	4.8	--	--	--	--
	<b>8</b>	64	4	6.3	--	--	--	--
<b>Asian</b>	<b>3</b>	73	14	19.2	64	21	7	0
	<b>4</b>	67	8	11.9	--	--	--	--
	<b>5</b>	59	7	11.9	--	--	--	--
	<b>6</b>	62	2	3.2	--	--	--	--
	<b>7</b>	37	3	8.1	--	--	--	--
	<b>8</b>	64	1	1.6	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	3	73	2	2.7	--	--	--	--
	4	67	5	7.5	--	--	--	--
	5	59	2	3.4	--	--	--	--
	6	62	5	8.1	--	--	--	--
	7	37	2	5.4	--	--	--	--
	8	64	2	3.1	--	--	--	--
Hispanic or Latino	3	73	38	52.1	76	18	3	0
	4	67	31	46.3	68	16	13	3
	5	59	29	49.2	52	28	14	7
	6	62	36	58.1	44	31	19	3
	7	37	16	43.2	38	31	25	6
	8	64	35	54.7	26	37	34	3
Native Hawaiian or Pacific Islander	8	64	2	3.1	--	--	--	--
White	3	73	9	12.3	--	--	--	--
	4	67	11	16.4	82	9	9	0
	5	59	8	13.6	--	--	--	--
	6	62	9	14.5	--	--	--	--
	7	37	9	24.3	--	--	--	--
	8	64	8	12.5	--	--	--	--
Two or More Races	3	73	3	4.1	--	--	--	--
	4	67	6	9.0	--	--	--	--
	5	59	3	5.1	--	--	--	--
	6	62	2	3.2	--	--	--	--
	8	64	2	3.1	--	--	--	--
Socioeconomically Disadvantaged	3	73	60	82.2	73	20	3	0
	4	67	55	82.1	73	18	9	0
	5	59	52	88.1	63	25	10	2
	6	62	54	87.1	44	28	24	2
	7	37	30	81.1	50	23	27	0
	8	64	55	85.9	36	35	27	2
Students with Disabilities	3	73	16	21.9	81	13	0	0
	4	67	5	7.5	--	--	--	--
	5	59	8	13.6	--	--	--	--
	6	62	10	16.1	--	--	--	--
	7	37	11	29.7	73	27	0	0
	8	64	9	14.1	--	--	--	--
Students Receiving Migrant Education Services	4	67	2	3.0	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**SOURCE: California Department of Education**

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	73	73	100.0	60	29	11	0
	4	67	65	97.0	46	45	6	3
	5	59	58	98.3	53	29	12	5
	6	62	61	98.4	44	33	18	5
	7	37	34	91.9	47	41	12	0
	8	64	63	98.4	52	25	17	5
Male	3	73	42	57.5	57	31	12	0
	4	67	38	56.7	37	53	5	5
	5	59	27	45.8	59	11	19	11
	6	62	32	51.6	53	28	13	6
	7	37	20	54.1	40	55	5	0
	8	64	34	53.1	59	18	15	9
Female	3	73	31	42.5	65	26	10	0
	4	67	27	40.3	59	33	7	0
	5	59	31	52.5	48	45	6	0
	6	62	29	46.8	34	38	24	3
	7	37	14	37.8	57	21	21	0
	8	64	29	45.3	45	34	21	0
Black or African American	3	73	6	8.2	--	--	--	--
	4	67	5	7.5	--	--	--	--
	5	59	8	13.6	--	--	--	--
	6	62	5	8.1	--	--	--	--
	7	37	4	10.8	--	--	--	--
	8	64	8	12.5	--	--	--	--



**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	3	73	1	1.4	--	--	--	--
	5	59	1	1.7	--	--	--	--
	6	62	3	4.8	--	--	--	--
	8	64	4	6.3	--	--	--	--
Asian	3	73	14	19.2	50	36	14	0
	4	67	8	11.9	--	--	--	--
	5	59	7	11.9	--	--	--	--
	6	62	2	3.2	--	--	--	--
	7	37	3	8.1	--	--	--	--
	8	64	1	1.6	--	--	--	--
Filipino	3	73	2	2.7	--	--	--	--
	4	67	5	7.5	--	--	--	--
	5	59	2	3.4	--	--	--	--
	6	62	5	8.1	--	--	--	--
	7	37	2	5.4	--	--	--	--
	8	64	2	3.1	--	--	--	--
Hispanic or Latino	3	73	38	52.1	58	32	11	0
	4	67	30	44.8	53	37	7	3
	5	59	29	49.2	48	31	17	3
	6	62	35	56.5	46	34	14	6
	7	37	16	43.2	38	50	13	0
	8	64	36	56.3	50	28	14	8
Native Hawaiian or Pacific Islander	8	64	2	3.1	--	--	--	--
White	3	73	9	12.3	--	--	--	--
	4	67	11	16.4	27	73	0	0
	5	59	8	13.6	--	--	--	--
	6	62	9	14.5	--	--	--	--
	7	37	9	24.3	--	--	--	--
	8	64	8	12.5	--	--	--	--
Two or More Races	3	73	3	4.1	--	--	--	--
	4	67	6	9.0	--	--	--	--
	5	59	3	5.1	--	--	--	--
	6	62	2	3.2	--	--	--	--
	8	64	2	3.1	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	73	60	82.2	65	25	10	0
	<b>4</b>	67	54	80.6	50	44	6	0
	<b>5</b>	59	52	88.1	60	29	10	2
	<b>6</b>	62	53	85.5	47	34	17	2
	<b>7</b>	37	30	81.1	53	37	10	0
	<b>8</b>	64	56	87.5	55	23	16	5
<b>Students with Disabilities</b>	<b>3</b>	73	16	21.9	88	13	0	0
	<b>4</b>	67	5	7.5	--	--	--	--
	<b>5</b>	59	8	13.6	--	--	--	--
	<b>6</b>	62	10	16.1	--	--	--	--
	<b>7</b>	37	11	29.7	82	18	0	0
	<b>8</b>	64	9	14.1	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	<b>4</b>	67	2	3.0	--	--	--	--
<b>Foster Youth</b>	<b>3</b>	--	--	--	--	--	--	--
	<b>4</b>	--	--	--	--	--	--	--
	<b>5</b>	--	--	--	--	--	--	--
	<b>6</b>	--	--	--	--	--	--	--
	<b>7</b>	--	--	--	--	--	--	--
	<b>8</b>	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**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 (STEP UP)

English Language Advisory Committee (ELAC)

English Language Development (ELD)

Monthly Parent Meetings

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 secures or evacuates 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	2012-13	2013-14	2014-15
Suspensions Rate	9.80	4.20	5.29
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	10.96	10.09	9.39
Expulsions Rate	0.02	0.08	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

SOURCE: California Department of Education

2015-16 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	50	
Percent of Schools Currently in Program Improvement	86.2	

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	17	12	13	4	7	7		1	1			
1	26	18	22		2	1	2	2	2			
2	22	20	24	1	2	1	2	2	2			
3	30	25	20		1	2	2	2	2			
4	31	21	21		2	2	2	2	2			
5	31	17	22		2	1	1	2	2			
6	29	17	21		1	1	2	1	2			
Other	9	12	11	4	2	1						

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	27	26	28				7	1	1			
Math	28	30	28				5	2	2			
Science	28						4					
SS	28						4					

\* 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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0.08
Nurse	1
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1
Other	1.2
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.

#### Professional Development provided for Teachers

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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,802	\$43,165
Mid-Range Teacher Salary	\$60,551	\$68,574
Highest Teacher Salary	\$76,281	\$89,146
Average Principal Salary (ES)	\$105,299	\$111,129
Average Principal Salary (MS)		\$116,569
Average Principal Salary (HS)	\$111,870	\$127,448
Superintendent Salary	\$232,300	\$234,382
Percent of District Budget		
Teacher Salaries	35%	38%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**SOURCE: California Department of Education**

### Types of Services Funded

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)

### DataQuest

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

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6828.3	2765.7	4062.6	60706.67
District	◆	◆	4983.64	\$61,632
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			-18.5	-0.8
Percent Difference: School Site/ State			-13.4	-14.2

\* Cells with ◆ do not require data.

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

◆ no data required.