



Hoover Elementary

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

Sandra Mulvihill, Principal

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<http://www.stocktonusd.net/Hoover>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Stockton Unified School District

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District Governing Board

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

District Administration

Eliseo Dávalos, Ph.D.
Superintendent
Mr. Thomas Anderson
**Assistant Superintendent,
Educational Services**

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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	123
Grade 1	61
Grade 2	64
Grade 3	65
Grade 4	65
Grade 5	60
Grade 6	57
Grade 7	60
Grade 8	37
Total Enrollment	592

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13.2
American Indian or Alaska Native	0.8
Asian	9.5
Filipino	3.7
Hispanic or Latino	51.7
Native Hawaiian or Pacific Islander	0.5
White	13.2
Two or More Races	7.4
Socioeconomically Disadvantaged	74
English Learners	16
Students with Disabilities	13.5
Foster Youth	0.8

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	14-15	15-16	16-17
With Full Credential	24	25	24
Without Full Credential	3	2	4
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Hoover Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	3	1	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 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	100.0	0.0
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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 16, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) Adopted in 2007 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 Scott Foresman Adopted in 2006 6-8 Glencoe: Discovering Our Past Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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: 6/10/2016

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: rips on walls. p 28: carpet torn p 3: gap on flooring p 33: carpet torn,internet outlet hanging needs to be secured. rm 11: broken floor tile by door,hole on ceiling on west wall, walls, door and cabinets need painting. rm 15: broken floor tile,chipped counter top, walls and door need painting. rm 6: walls and cabinets need painting.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			p 33: carpet torn,internet outlet hanging needs to be secured.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			rm 1: paint peeling on ceiling in restroom.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			overall: portables ramps skirting missing panel and rotted. Asphalt on playground around trees lifting and behind kitchen broken up.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	overall: portables ramps skirting missing panel and rotted. Asphalt on playground around trees lifting and behind kitchen broken up.
Overall Rating	Exemplary	Good	Fair	Poor
			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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	20	19	24	25	44	48
Math	16	21	18	21	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	34	22	23	31	29	30	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.3	29.5	14.8
7	31.2	25	9.4

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	100	100	100.0	23.0
Male	65	65	100.0	24.6
Female	35	35	100.0	20.0
Black or African American	12	12	100.0	16.7
Asian	11	11	100.0	18.2
Hispanic or Latino	45	45	100.0	13.3
White	18	18	100.0	33.3
Socioeconomically Disadvantaged	65	65	100.0	24.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 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 Met or Exceeded
All Students	3	65	63	96.9	17.5
	4	65	65	100.0	7.7
	5	62	62	100.0	11.3
	6	56	56	100.0	16.1
	7	65	63	96.9	31.8
	8	38	38	100.0	34.2
Male	3	32	31	96.9	16.1
	4	38	38	100.0	10.5
	5	42	42	100.0	11.9
	6	29	29	100.0	20.7
	7	34	33	97.1	21.2
	8	23	23	100.0	43.5
Female	3	33	32	97.0	18.8
	4	27	27	100.0	3.7
	5	20	20	100.0	10.0
	6	27	27	100.0	11.1
	7	31	30	96.8	43.3
	8	15	15	100.0	20.0
Asian	4	12	12	100.0	
Hispanic or Latino	3	35	35	100.0	20.0
	4	32	32	100.0	9.4
	5	27	27	100.0	7.4
	6	26	26	100.0	11.5
	7	37	35	94.6	25.7
	8	18	18	100.0	38.9
Socioeconomically Disadvantaged	3	40	39	97.5	15.4
	4	42	42	100.0	9.5
	5	42	42	100.0	11.9
	6	37	37	100.0	5.4
	7	37	36	97.3	25.0
	8	23	23	100.0	34.8
English Learners	3	11	11	100.0	9.1

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 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 Met or Exceeded
All Students	3	65	64	98.5	28.6
	4	65	65	100.0	12.3
	5	62	62	100.0	12.9
	6	56	56	100.0	17.9
	7	64	63	98.4	33.3
	8	64	63	98.4	33.3
Male	3	32	32	100.0	35.5
	4	38	38	100.0	15.8
	5	42	42	100.0	16.7
	6	29	29	100.0	27.6
	7	34	33	97.1	21.2
	8	34	33	97.1	21.2
Female	3	33	32	97.0	21.9
	4	27	27	100.0	7.4
	5	20	20	100.0	5.0
	6	27	27	100.0	7.4
	7	30	30	100.0	46.7
	8	30	30	100.0	46.7
Asian	4	12	12	100.0	8.3
Hispanic or Latino	3	35	35	100.0	31.4
	4	32	32	100.0	9.4
	5	27	27	100.0	11.1
	6	26	26	100.0	23.1
	7	36	35	97.2	28.6
	8	36	35	97.2	28.6
Socioeconomically Disadvantaged	3	40	40	100.0	25.6
	4	42	42	100.0	7.1
	5	42	42	100.0	9.5
	6	37	37	100.0	10.8
	7	36	36	100.0	22.2
	8	36	36	100.0	22.2
English Learners	3	11	11	100.0	9.1

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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	2013-14	2014-15	2015-16
Suspensions Rate	4.2	5.3	4.8
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	10.1	9.4	9.4
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.25
Social Worker	0.06
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	1.5
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	12	13	24	7	7	0	1	1	3			0
1	18	22	31	2	1	0	2	2	2			0
2	20	24	29	2	1	0	2	2	2			0
3	25	20	32	1	2	0	2	2	2			0
4	21	21	30	2	2	0	2	2	2			0
5	17	22	30	2	1	0	2	2	2			0
6	17	21	28	1	1	0	1	2	2			0
Other	12	11		2	1							

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	26	28	28				1	1	1			
Mathematics	30	28	28				2	2	2			
Science												
Social Science												

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

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 CAASPP 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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,226	\$45,092
Mid-Range Teacher Salary	\$64,239	\$71,627
Highest Teacher Salary	\$80,927	\$93,288
Average Principal Salary (ES)	\$107,767	\$115,631
Average Principal Salary (MS)		\$120,915
Average Principal Salary (HS)	\$115,639	\$132,029
Superintendent Salary	\$230,000	\$249,537
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	5%	5%

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

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6874.43	2349.28	4525.15	67589.17
District	◆	◆	6920.96	\$65,674
State	◆	◆	\$5,677	\$75,837
Percent Difference: School Site/District			-34.6	-12.6
Percent Difference: School Site/ State			-24.0	-16.8

* Cells with ◆ do not require data.