



# Hoover Elementary

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

Dr. Charlene Mah, Principal

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

## 2017-18 School Accountability Report Card Published During the 2018-19 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

Cecilia Mendez  
AngelAnn Flores  
Kathleen Garcia  
Lange Luntao  
Maria Mendez  
Scot McBrian  
Candelaria Vargas

#### District Administration

John E. Deasy, Ph.D.  
**Superintendent**

Dr. Reyes Gauna

#### **Assistant Superintendent of Educational Support Services**

Craig Wells

#### **Assistant Superintendent of Human Resources**

Sonjhia Lowery

#### **Assistant Superintendent of Educational Services**

### School Description

Hoover Pre-K, TK, and 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 administrators 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 and Imagine Learning 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. Students have the option to utilize other district adopted on-line software that can also be accessed from the district's web page under Parent & Student Resources. This year teachers are working an extra 90 minutes every other week collaborating in Professional Learning Communities (PLC's).

Dr. Charlene Mah, 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	119
Grade 1	67
Grade 2	79
Grade 3	55
Grade 4	58
Grade 5	66
Grade 6	63
Grade 7	62
Grade 8	61
<b>Total Enrollment</b>	<b>630</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13.8
American Indian or Alaska Native	0.5
Asian	10.2
Filipino	2.1
Hispanic or Latino	56.8
Native Hawaiian or Pacific Islander	0.8
White	8.7
Socioeconomically Disadvantaged	82.2
English Learners	16.7
Students with Disabilities	12.4
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Hoover Elementary	16-17	17-18	18-19
With Full Credential	24	24	31
Without Full Credential	4	3	4
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Hoover Elementary	16-17	17-18	18-19
Teachers of English Learners	1	0	1
Total Teacher Misassignments	1	0	1
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
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  CK-12 Earth Science Adopted in 2016  CK-12 Life Science Adopted in 2016  CK-12 Physical Science Adopted in 2016  <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 California Studies Weekly Adopted in 2017  6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/6/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Multipurpose / Kitchen: interior doors and frames-paint, interior walls-paint, panels under stage-paint, stage stairs-sand and re-varnish, stage handrail-paint P-23: south wall dumtar-repair RM-3: entrance door and frame-paint, interior walls-paint, west cabinets and bookshelves-paint, west counter top-repair RM-7: entrance door and frame-paint, interior walls-paint, west cabinets and bookshelves-paint, west counter top-repair RM-9: entrance door and frame-paint, interior walls-paint, west cabinets and bookshelves-paint, west counter top-repair South Girls R/R: handicap stall non-slip-replace, sanitay dispensers rusted-replace 3,
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	P-25: entranace door and Frame-paint, north wall socket cover plate crack-replace,
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	East Girls R/R: hand towel dispenser crack-replace South Boys R/R: entrance door and frame-paint, toilet paper dispensers rusted-replace South Girls R/R: handicap stall non-slip-replace, sanitay dispensers rusted-replace 3,
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/6/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Multipurpose / Kitchen: interior doors and frames-paint, interior walls-paint, panels under stage-paint, stage stairs-sand and re-varnish, stage handrail-paint RM-3: entrance door and frame-paint, interior walls-paint, west cabinets and bookshelves-paint, west counter top-repair RM-7: entrance door and frame-paint, interior walls-paint, west cabinets and bookshelves-paint, west counter top-repair RM-9: entrance door and frame-paint, interior walls-paint, west cabinets and bookshelves-paint, west counter top-repair South Boys R/R: entrance door and frame-paint, toilet paper dispensers rusted-replace
<b>Overall Rating</b>	Fair	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	20.0	21.0	26.0	28.0	48.0	50.0
Math	21.0	17.0	20.0	21.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.5	30.8	26.2
7	16.1	4.8	17.7

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	364	360	98.90	21.11
<b>Male</b>	204	201	98.53	19.90
<b>Female</b>	160	159	99.38	22.64
<b>Black or African American</b>	38	38	100.00	13.16
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	43	43	100.00	18.60
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	206	203	98.54	21.67
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	31	31	100.00	22.58
<b>Two or More Races</b>	31	30	96.77	20.00
<b>Socioeconomically Disadvantaged</b>	303	302	99.67	20.86
<b>English Learners</b>	91	88	96.70	15.91
<b>Students with Disabilities</b>	50	50	100.00	18.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	364	362	99.45	17.45
Male	204	202	99.02	21.89
Female	160	160	100	11.88
Black or African American	38	38	100	10.53
American Indian or Alaska Native	--	--	--	--
Asian	43	43	100	23.26
Filipino	--	--	--	--
Hispanic or Latino	206	205	99.51	16.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100	13.33
Two or More Races	31	30	96.77	16.67
Socioeconomically Disadvantaged	303	301	99.34	16.33
English Learners	91	91	100	14.29
Students with Disabilities	50	50	100	18.37
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

#### **Opportunities for Parental Involvement (School Year 2018-19)**

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 Educational Meetings

Parent/Student conferences

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 and on Educational Field Trips

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 State priority: School Climate (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. Staff also receive updated training for use of the Share911 emergency response system. 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	2015-16	2016-17	2017-18
Suspensions Rate	4.8	3.1	3.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	.02
Library Media Services Staff (Paraprofessional)	0
Psychologist	.25
Social Worker	.12
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1.2
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	19	21	23	3	5		10	6	10			
1	22	26	20	2	1	3	4	6	4			
2	21	22	23	2	2	1	4	4	6			
3	27	24	20	1	1	2	4	4	4			
4	23	24	23	2	2	1	4	2	4		2	
5	26	26	27	1	1	1	4	4	4			
6	24	26	26	1	1	1	4	4	4			
Other		6	7		1	1						

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

\* 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/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7513.84	1925.12	5588.72	78013.10
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-10.4	12.5
Percent Difference: School Site/ State			-16.2	-1.5

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**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

Teacher Induction Program

Extended Day Programs

English Language Acquisition Program (ELAP)

**DataQuest**

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

**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.