



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>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Stockton Unified School District

701 North Madison St.
Stockton, CA 95202
(209) 933-7000
www.stocktonusd.net

District Governing Board

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Area 2

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**Interim Assistant Superintendent
of Human Resources**

MaryJo Cowan

**Assistant Superintendent of
Educational Support Services**

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). Teachers also utilize one staff meeting per month where they participate in a Shared Leadership Team. There are four main component areas in Hoover's Shared Leadership Team: Curriculum & Instruction, Resources & Technology, School Culture & Parent Involvement, and Multi-Tiered Systems of Support. All of these components help to support Hoover School's Mission which states: The Hoover School community will create a rigorous, standards-based, challenging curriculum that provides all students with the academic tools and technological skills to become productive, critical thinking, cooperative citizens.

Dr. Charlene Mah, PRINCIPAL

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, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

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.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	134
Grade 1	78
Grade 2	79
Grade 3	76
Grade 4	64
Grade 5	66
Grade 6	68
Grade 7	60
Grade 8	60
Total Enrollment	685

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	10.7
American Indian or Alaska Native	0.4
Asian	9.8
Filipino	1.9
Hispanic or Latino	58.7
Native Hawaiian or Pacific Islander	1.2
White	9.2
Two or More Races	7.9
Socioeconomically Disadvantaged	73.3
English Learners	18.8
Students with Disabilities	16.6
Homeless	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 for Hoover Elementary	17-18	18-19	19-20
With Full Credential	24	31	28
Without Full Credential	3	4	8
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	◆	◆	1475
Without Full Credential	◆	◆	309
Teaching Outside Subject Area of Competence	◆	◆	15

Teacher Misassignments and Vacant Teacher Positions at Hoover Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	1

* 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 2019-20)

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: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 ELA/ELD, Benchmark Advance 7-8 ELA/ELD, Pearson myPerspectives & ELD Companion The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) K-5 Science, Adopted in 2007 6-8 Science, CK-12 Earth, Life and 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 California Studies Weekly 6-8 California McGraw Hill Impact 6 - World History and Geography: Ancient Civilizations 7 - World History and Geography: Ancient Civilizations: Medieval and Early Modern Times 8 - United States History and Geography: Growth and Conflict Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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: 6/24/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Multipurpose: chipped baseboards. P 30: stained ceiling tiles. P 5: stained ceiling tiles. rm 10: paint cabinets,cracks on walls, chipped counter top. rm 17: paint cabinets,cracks on walls, chipped counter top. rm 4: paint walls. Westside boys/girls restrooms: cracks & missing wall tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	overall: cracks on hallways & playground, asphalt behind kitchen in bad condition.,
Overall Rating	Good	

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	21	22	28	31	50	50
Math	17	19	21	21	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	28.1	28.1	18.8
7	15.6	17.2	20.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	395	394	99.75	21.83
Male	214	214	100.00	14.49
Female	181	180	99.45	30.56
Black or African American	40	40	100.00	22.50
American Indian or Alaska Native	--	--	--	--
Asian	41	40	97.56	25.00
Filipino	--	--	--	--
Hispanic or Latino	235	235	100.00	20.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	37	100.00	21.62
Two or More Races	27	27	100.00	29.63
Socioeconomically Disadvantaged	303	302	99.67	21.52
English Learners	102	101	99.02	16.83
Students with Disabilities	52	52	100.00	3.85
Homeless	14	14	100.00	0.00

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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	396	395	99.75	19.49
Male	215	215	100.00	16.28
Female	181	180	99.45	23.33
Black or African American	40	40	100.00	12.50
American Indian or Alaska Native	--	--	--	--
Asian	41	40	97.56	25.00
Filipino	--	--	--	--
Hispanic or Latino	236	236	100.00	18.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	37	100.00	18.92
Two or More Races	27	27	100.00	22.22
Socioeconomically Disadvantaged	304	303	99.67	18.48
English Learners	103	102	99.03	13.73
Students with Disabilities	53	53	100.00	5.66
Homeless	14	14	100.00	0.00

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 2019-20)

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. These include but are not limited to:

- 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)
- Continuous School Improvement (CSI)

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 real 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 of students before, during, and after 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. A new safety entrance and departure gate has been installed for busses to drop off and pick up students with special needs. This system allows only those vehicles and departments with specialized badges to utilize the electronic entrance system.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.2	2.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1370.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.7
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.5
Other	1.0

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	5	6		23		10		17	8	6	
1	26	1	6		20	3	4		17	3	6	
2	22	2	4		23	1	6		17	3	6	
3	24	1	4		20	2	4		17	3	6	
4	24	2	2	2	23	1	4		23	2	4	
5	26	1	4		27	1	4		22	2	4	
6	26	1	4		26	1	4		21	3		4
Other**	6	1			7	1			9	1		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Stockton Unified School District is dedicated to providing high quality professional development. A minimum of 3 full days are provided from the district to all sites. Supplemental days are provided by the school sites as opportunities are available.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,710	\$48,612
Mid-Range Teacher Salary	\$75,625	\$74,676
Highest Teacher Salary	\$95,270	\$99,791
Average Principal Salary (ES)	\$127,877	\$125,830
Average Principal Salary (MS)	\$0	\$131,167
Average Principal Salary (HS)	\$136,722	\$144,822
Superintendent Salary	\$285,461	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,223	\$1,904	\$6,319	\$77,206
District	N/A	N/A	\$6,928	\$75,370.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-9.2	5.7
School Site/ State	-24.2	-4.5

Note: Cells with N/A values 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.