Herbert Hoover Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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.

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Herbert Hoover Elementary School
Street	445 E. Charleston Road
City, State, Zip	Palo Alto, CA 94306
Phone Number	(650) 320-8106
Principal	Kathryn Bimpson
E-mail Address	kbimpson@pausd.org
Web Site	http://hoover.pausd.org/
CDS Code	43-69641-6048201

District Contact Information	
District Name	Palo Alto Unified School District
Phone Number	(650) 329-3700
Superintendent	Karen Hendricks
E-mail Address	khendricks@pausd.org
Web Site	www.pausd.org

School Description and Mission Statement (School Year 2017-18)

Herbert Hoover Elementary School is a K-5 choice program. It is funded in the same manner as other elementary schools in PAUSD and enjoys the same resources as other elementary schools, e.g.: P.E., music instruction, special education services, and enrichment opportunities. The school has three self-contained classrooms at each grade level, K-5.

The school program includes the full range of curriculum for elementary schools in PAUSD with special emphasis on uninterrupted instructional time where students receive a balance of explicit direct instruction delivered through mini-lessons coupled with structured, student-centered learning activities including the workshop model for reading, writing, and math that increase the depth of student learning and the complexity of their thinking. A block schedule allows grade levels to teach the same academic subject at the same time in order to accommodate student needs through a system of flexible grouping. Student success is fostered through the clear communication of high academic and behavioral expectations combined with differentiated support, the routine practice of effective communication skills and study habits, and the provision of varied social and emotional learning experiences in a safe, orderly environment.

The regular classroom/PAUSD program is supplemented with support from primary and intermediate Instructional Assistants who hold a degree or better in the areas of language arts, math, and/or science. Hoover also hosts a resident art teacher who provides a minimum of 45 minutes of art per class on a weekly basis. SEL supports include Project Resilience through Acknowledge Alliance for grades 3-5, Social Thinking curriculum lessons for students in grades K-2, weekly yoga with SEL elements in all classrooms, The ABC reading program through Project Cornerstone, and the school-wide implementation of Responsive Classroom strategies. Hoover staff and parents support a "structured" philosophy of education. Teachers facilitate data-guided instruction in a structured classroom environment. Homework is assigned at grade levels 1-5 in accordance with district homework policies. Academic and social behavior expectations for children are high, with a tiered system of support conducive to student learning, growth, and the development of personal responsibility consistent with these high standards.

Kindergarten is a parent participation program at Hoover. In first through fifth grade, parents participate in a wide variety of volunteer opportunities outside of the classroom during the academic day in order to promote student independence and deeper connection with peers, teachers, and Instructional Assistants.

Hoover serves families from the communities of Palo Alto, Los Altos Hills, Stanford, and East Palo Alto. Attendance rates are high.

In first through fifth grades, student progress is reported via bi-monthly reports/ updates, and trimester report cards. These comprehensive reports summarize academic and social-emotional learning progress, including completed homework and areas requiring attention. Parent communications are strongly emphasized to assure students' optimum learning and development.

Admission to the school is open to all Palo Alto residents. Applications for inclusion in an annual lottery are available in the school office. Parents and other members of the community may visit classrooms during open house sessions held three times annually.

Guiding Principles:
We expect staff and parent commitment to and support of Hoover's Guiding Principles.

Academics:
We provide a structured, teacher-facilitated, student-centered instructional program, based on Common Core, state and district-mandated standards. We emphasize the importance of the social and emotional growth of each child. We emphasize the importance of uninterrupted instructional time, which enables students to build a solid foundation for academic success, while providing regular opportunities for students to increase the depth of their learning and the complexity of their thinking.
We promote curiosity, questioning, critical thinking, and problem solving skills.

We maintain high expectations and utilize proven best practices in order to maximize each student's potential and facilitate the achievement of academic excellence.

We emphasize individual accountability as a key ingredient of a student's academic achievement.

We promote the development of autonomous learners, i.e. students who have good communication skills and study habits, are organized, and work independently.

School Environment:

We provide a safe, welcoming environment with clear academic and behavioral expectations coupled with differentiated support.

We adhere to a school-wide language based on making safe, respectful, responsible choices.

We are a Project Cornerstone school and have fully implemented the ABC Reading Program.

We have adopted the Responsive Classroom approach to learning on a school-wide basis and continue to utilize conflict resolution strategies.

We have yoga in every classroom with social skills embedded in each lesson (empathy, mindfulness, problem solving, stamina, growth mindset, etc...)

We utilize the Social Thinking curriculum by Michelle Garcia-Winner in primary grades.

We provide resilience-building support through the Acknowledge Alliance program, Project Resilience.

We expect every staff member to be responsible for the safety and learning of every child in the school.

We expect parental involvement in each child's personal and academic growth.

We expect cooperation, communication, and respect among all members of our community.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	58
Grade 1	65
Grade 2	66
Grade 3	69
Grade 4	62
Grade 5	72
Total Enrollment	392

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0
Asian	66.6
Filipino	0.5
Hispanic or Latino	7.4
Native Hawaiian or Pacific Islander	1.3
White	9.2
Two or More Races	13
Socioeconomically Disadvantaged	8.2
English Learners	19.4
Students with Disabilities	3.1
Foster Youth	0

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	23	24	751
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
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 2017-18)

Year and month in which data were collected: September 26, 2017

Description of school's program towards meeting William's Settlement Requirements
The Board of Education has made a determination that each pupil in each school in the District has, or will have prior to the end of the fiscal year, sufficient textbooks or instructional materials, or both, in each subject, and these materials, in each subject, are consistent with the content and cycles of the curriculum framework adopted by the State Board. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District this 26TH day of September, 2017.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study for Teaching Reading, Heinemann – 2015 Units of Study for Teaching Writing, Heinemann – 2014 PAUSD transitioned to common core literacy materials with a comprehensive approach to aligning writing and reading curriculum to Common Core State Standards (CCSS). With AB1246 teachers provided insights into curricular materials that were aligned to CCSS. The district followed the legislative opening to transition to instructional materials from Columbia University Teacher's College Reading and Writing Project (TCRWP), Lucy Calkin's Reading and Writing Units of Study. The TCRWP developed units of study in response to CCSS, and piloted them for 18	No	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	months to ensure alignment, and all curricular materials including lessons, rubrics and student checklists are aligned to CCSS. PAUSD provided materials and instructional resources for each student (leveled classroom readers and student writing materials) to give students appropriate reading and writing learning opportunities.		
Mathematics	Bridges Mathematics - 2017	Yes	0
Science	Full Option Science System (FOSS), Delta Education, Inc. – 2008	Yes	0
History-Social Science	Kdg: History Social Science for California, Pearson - 2007 Grades 1 – 5: Reflections for California, Harcourt School Publishers – 2007	Yes	0
Science Laboratory Equipment (grades 9-12)	n/a		

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety, cleanliness, and adequacy of school facilities. EC Sec. 33126 (b)(9) Safe, orderly schools are the highest priority of the Palo Alto Unified School District. Schools maintain and enforce a policy of required registration and identification at the main office. All visitors must register and receive approval before visiting any classroom or activity during the school day. District personnel, contractors and maintenance crews are required to wear identification badges while working on any campus throughout the district. The District has established a Preventive Maintenance Team that visits each campus on an assigned schedule repairing and maintaining facilities in readiness conducive to teaching and learning. In addition, the District provides a work order system for ongoing maintenance that tracks requests, supplies and assigned time spent on any routine repair. A Custodial Supervisor who monitors the cleaning of all sites visits both during the day as well as the evening, providing custodians with support and emphasizing the importance of providing and maintaining a clean facility for learning. Each school has a Safety Plan and clearly stated expectations for student behavior. Safety Plans are updated and reviewed annually. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion or sexual orientation. The School Board maintains a zero tolerance policy for violent or threatening behaviors, and is committed to prevention of harmful behaviors. Students are provided with opportunities to build positive relationships to help create a more supportive school community. The Hoover Elementary School main campus was originally constructed in 1953. The buildings on campus have been renovated and added to over the years with additional rooms added in 1954 and 1958. Modernization occurred in 1998 when this school site was re-opened as Hoover. Modernization has continued as part of the Building for Excellence Program. This modernization program included seismic and ADA accessibility improvements, as well as updating the classroom environment. New technology upgrades included computer workstations and increased electrical capacity within the classrooms were added in 1998. Energy upgrades included new heating systems and lighting in the classrooms were completed in the summer of 2005. In 2009 carpet was replaced in 7 classrooms. The campus now has a refurbished library facility as part of the Building for Excellence Program. The library facility has reading and resource areas for students, as well as new computer workstations. The library has a credentialed librarian assigned, with equipment, which provides for on line services, Internet and Intranet connections and a multimedia presentation station. The Multipurpose room is forty-nine years old, and is slated for reconstruction in the future. The District staff has worked with site personnel to identify additional needs at all of the campuses as input to the District's Capital Improvement Plan. This plan detailed proposed repair/replace projects over the next twenty years with a priority for health and safety issues and begin to identify funding sources. Modernization on the campus in 2005 includes new playground equipment structures and the resurfacing of hardcourt and play surfaces. The buildings were also re-roofed and painted in 1998 as part of the renovation. As of Dec. 2017 none of the emergency facility needs specified in Education Code Section 17592.72 (1. Gas leaks; 2. Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3. Electrical power failure; 4. Major sewer stoppage; 5. Major pest or vermin infestation; 6. Broken windows or exterior doors or gates that will not lock and pose a security risk; 7. Abatement of hazardous materials previously undiscovered that poses an immediate threat to pupil or staff; and 8. Structural damage creating a hazardous or uninhabitable condition) are required at this school site. A copy of the Interim Evaluation Instrument used to verify Education Code Section 17592.72 deficiencies is on file in the Maintenance Office for review. The Hoover Elementary School campus is safe, well maintained and clean, with a custodial staff assigned for 16 hours daily.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: Dec-17				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: Dec-17				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: Dec-17				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2015-16	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts/Literacy (grades 3-8 and 11)	91	92	83	81	48	48
Mathematics (grades 3-8 and 11)	93	93	84	81	36	37

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	205	204	99.51	92.16
Male	104	104	100	91.35
Female	101	100	99.01	93
Black or African American	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	152	151	99.34	96.69
Filipino	--	--	--	--
Hispanic or Latino	15	15	100	53.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100	100
Two or More Races	20	20	100	95
Socioeconomically Disadvantaged	16	15	93.75	40
English Learners	59	58	98.31	82.76
Students with Disabilities	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	205	205	100	92.68
Male	104	104	100	94.23
Female	101	101	100	91.09
Black or African American	--	--	--	--
Asian	152	152	100	96.05
Filipino	--	--	--	--
Hispanic or Latino	15	15	100	53.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100	91.67
Two or More Races	20	20	100	95
Socioeconomically Disadvantaged	16	16	100	56.25
English Learners	59	59	100	88.14
Students with Disabilities	--	--	--	--

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	95	93	89	88	56	54

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.9	38.9	41.7

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The home-school connection is vital to student success, especially as students transition into the school environment. Parents are encouraged to participate in the classroom and around campus to this end in Kindergarten. In grades 1-5, parents are necessary partners in supporting the school in roles outside of the classroom that include traffic duty, noon supervision, teacher support with materials, homework support, field trip chaperoning, event organization, library support, etc..., while credentialed teachers and Instructional Assistants provide academic instruction. Within a warm, caring environment, we hold ourselves responsible for the opportunity for each child to reach his/her full potential. Hoover takes enormous pride in parent involvement. It enjoys the active, caring involvement of PTA and a School Site Council, with both staff and parents serving as members. Both groups serve in an advisory role to the principal. PTA has coordinated over 11,000 volunteer hours by parents in service areas, such as the kindergarten classroom, noon supervision, traffic volunteers, the ABC program, Children's Theater, the library, school newsletter, school receptions and events, open houses, after-school classroom help, coordination of after-school programming, yearbook, summer reading lists, talent show, and traffic safety. The PTA and Site Council make efforts to coordinate their activities and school support. A Fundraising Committee is organized and run by parent representatives, coordinating their goals with PTA, Site Council, and the school staff.

Hoover is a Project Cornerstone School. We implement the ABC (Asset Building Champions) reading program in every classroom. Parent volunteers participate in monthly training sessions coordinated by a lead parent who receives training at the county level on how to deliver instruction around 10 Project Cornerstone books. One book is read in every classroom each month, accompanied by lessons and common language for students to use to solve problems and engage in social and emotional learning opportunities. Parents are assigned to the same room for the entire year in order to build "other trusted adult" relationships with students, and deliver 30-45 minute lessons once a month. This program has strengthened the student and parent communities at Hoover and students are using the tools they learn from the lessons to resolve conflicts and act as "upstanders" when they see another student making unsafe or disrespectful choices. Hoover also hosts school-wide play date events, parent/student picnic lunches, grade level potlucks, and a host of parent participation activities and events such as parent learning opportunities, ice skating parties, the Hoover Carnival, International Festival, cultural dinner, cultural luncheons, Unity Day and Inclusive Schools Week events, and Kindergarten play dates for incoming students.

All activities and volunteer opportunities are accessible through the PTA web platform, Konstella. Families can also contact the office, or Charu Gupta, our PTA President, for information regarding volunteering opportunities.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.0	0.6	0.5	0.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

With high expectations, clear school rules, and consistent enforcement, Hoover is proud of its safe, orderly environment. An experienced noon supervision staff comprised of teachers, aides, parents, and the principal assists in creating a positive and safe school climate. Our community members believe Hoover provides a safe learning environment for children.

Parents and staff representatives work with the principal to develop safety measures appropriate to the Hoover site. For example, parent and staff volunteers assist in the drop-off and pick-up of students in the morning and afternoon with parking lot procedures. Additionally, fifth grade students are trained and participate in a AAA traffic safety program assisting students from their cars during the morning drop-off period. All visitors to the school must register in the office and staff has been trained to report any strangers to the office immediately. Hoover has adopted the Responsive Classroom approach to learning on a school-wide basis. As a result the student community has helped to create school-wide expectations: Be safe. Be respectful. Be responsible. Have fun! All staff have read the Responsive Classroom book, "The Power of Our Words", and are receiving training in order to implement reminding, redirecting, and reinforcing language with fidelity. "Second Step"; is taught in Kindergarten by the school psychologist in conjunction with curricula/activities utilized in various classrooms including: Responsive Classroom, mindfulness strategies, social thinking skills, conflict resolution strategies, and communication skills. A comprehensive set of logical consequences has been co-created by staff to handle discipline issues equitably and cohesively with student learning and growth as the goal of the strategies. To support the Developmental Assets at Hoover, Project Cornerstone's Asset Building Champions, or ABC reading program has been fully implemented. Parents participate in regular, formal trainings (1-2 per classroom) then read one book and conduct an activity per month in each class. The books and activities focus on different assets such as sharing, supporting friends, and being "up-standers" instead bystanders. The same parents read and do activities in the same classroom all year, thus creating "other trusted adults" in the lives of our students.

The 2017-18 Hoover Emergency Preparedness Plan is currently being reviewed and approved by a team of parents and staff members through the School Site Council in conjunction with the PAUSD. Full-time staff members are First Aid/CPR certified and have completed disaster and Code Red training. Hoover's Comprehensive School Safety Plan is available in the school office and at the district office.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	6			21	2	4		90	2	1	2
1	22		3		22		3		22		3	
2	23		3		23		3		22		3	
3	66		3	1	66	1	2	1	67		3	1
4	22	2	4		23	1	6		31	1	2	1
5	56	3	5	1	53	3	5	1	21	4	3	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.20	N/A
Library Media Teacher (Librarian)	0.80	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.50	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.50	N/A
Resource Specialist	0.80	N/A
Other	1.00	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$10,240.83	$977.40	$9,263.43	$128,134.16
District	N/A	N/A	$8,293	$101,408
Percent Difference: School Site and District	N/A	N/A	-11.6	-4.7
State	N/A	N/A	$6,574	$77,824
Percent Difference: School Site and State	N/A	N/A	56.4	21.0

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

Types of Services Funded (Fiscal Year 2016-17)

Each year each school develops a Single Plan for Student Achievement (SPSA). This plan is available at the school site. The SPSA is developed by the School Site Council and is presented to the Board of Education for approval during a fall Board Work Session. This plan provides the budget detail on the uses of the site's categorical funds. The SPSA also describes the overall categorical funding received by the District in dollar amounts and the types of services funded. Most categorical programs are centrally funded and not within an individual school's budget. The notable exception is the federally-funded Title I Assistance Program, which is provided for identified students in PAUSD's elementary schools with the highest concentrations of low income families. The District also publishes an annual Budget Book, typically running over 400 pages, which details all District expenditures, General and Categorical, by school and by department. The 2016-17 Budget was adopted by the Board of Education on June 21, 2016. The Budget Book is available through Business Services at the District Office and on the PAUSD Website https://www.pausd.org/sites/default/files/pdf-faqs/attachments/BudgetBook2016-17.pdf .

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$60,441	$48,522
Mid-Range Teacher Salary	$96,217	$75,065
Highest Teacher Salary	$122,046	$94,688
Average Principal Salary (Elementary)	$155,249	$119,876
Average Principal Salary (Middle)	$172,861	$126,749
Average Principal Salary (High)	$181,469	$135,830
Superintendent Salary	$300,900	$232,390
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Professional Learning in the Palo Alto Unified School District is guided by our vision:

Vision for Professional Learning for PAUSD

Professional Learning is a comprehensive, sustained and intensive approach to improving teachers', principals' and support staffs' effectiveness in raising student achievement. In order to provide all students the highest-quality learning environment in every Palo Alto school, all certificated and classified staff must be continuously engaged in Professional Learning.

PAUSD's Professional Learning will:

be focused on student learning goals and outcomes based on evidence (data)
strengthen content knowledge and instructional strategies to meet the needs of all students
be collaborative and foster a sense of collective responsibility focused on improved student performance, PK-12
be ongoing, embedded in our daily work, with an emphasis on inquiry and reflection to improve practice
be regularly evaluated to ensure experiences are high-quality, research-based, and effective in meeting intended goals
be in alignment with site and district goals

Each year teacher and special education aides attend three dedicated professional learning days. The content for these sessions is informed by our focus goals which include high quality teaching and learning; equity and access; and wellness and safety. These goals represent priorities in our strategic plan, WASC and SPSA plans. Additional workshops on these topics, multimedia and technology are offered throughout the year, at the District and school sites. Reading specialists, special education teachers, school psychologists, speech therapists, EL teachers, and other non-classroom personnel are included and also receive additional training in their areas of expertise. Our district employees instructional coaches that work with individual teachers, teams and entire departments or staffs to support continuous growth and implementation of new strategies or curriculum. New teachers to PAUSD, including those who qualify for our Induction Program, attend workshops focused on curriculum, instruction, assessment, and meeting the needs of all students. In addition, Induction participants receive one-to-one coaching in support of their long-term goals and immediate needs. Teachers in need of additional support can access our Peer Assistance and Review program for targeted coaching support. Our non-instructional support staff also have opportunities to attend workshops related to district goals that pertain to their roles.

Professional learning is delivered in a variety of ways. We hold after school workshops, conduct blended workshops that combine online and in-person time, offer instructional coaching and in-depth summer institutes. In addition to coaching support, we ensure our administrators develop expertise in our focus areas so they are able to provide leadership and support at their sites.