

Herbert Hoover Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (Most Recent Year)

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/
Grades Served	K-5
CDS Code	43-69641-6048201

District Contact Information	
District Name	Palo Alto Unified School District
Phone Number	(650) 329-3700
Superintendent	Dr. Glenn 'Max' McGee
E-mail Address	mmcgee@pausd.org
Web Site	www.pausd.org

School Description and Mission Statement (Most Recent Year)

Herbert Hoover Elementary School is a K-5 alternative school. 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. In kindergarten and grades 1, 2, 3, 4, and 5 class sizes have been reduced, resulting in three self-contained classrooms at each level.

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 coupled with structured, student-centered learning activities 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. 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 their 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; non-excused absences average less than one percent.

In first through fifth grades, student progress is reported via bi-monthly reports/ updates, and trimester report cards. These comprehensive reports summarize student 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 a part-time Social and Emotional Learning Coach on site to deliver mindfulness lessons in classrooms and support teachers in creating a safe and welcoming classroom environment for all students.

We utilize conflict resolution and Responsive Classroom strategies.

We utilize the Social Thinking curriculum by Michelle Garcia-Winner in primary grades. This curriculum is offered through the district to all sites.

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 2014-15)

Grade Level	Number of Students
Kindergarten	64
Grade 1	65
Grade 2	69
Grade 3	67
Grade 4	72
Grade 5	72
Total Enrollment	406

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2
Asian	68.2
Filipino	0.2
Hispanic or Latino	7.4
Native Hawaiian or Pacific Islander	1.5
White	9.9
Two or More Races	10.8
Socioeconomically Disadvantaged	7.4
English Learners	23.2
Students with Disabilities	5.9

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	22	23	22	736
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.4	1.6
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	98.4	1.6

Note: 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 2015-16)

Year and month in which data were collected: September 29, 2015

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 29th day of September, 2015.

Additional information is available from the PAUSD Educational Services Department at (650) 329-3709.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Teacher's College Units of Study in Writing Various reading curricula/books/strategies	Yes	0
Mathematics	Everyday Math	Yes	0
Science	FOSS	Yes	0
History-Social Science	Various materials at grade levels K-5	Yes	0
Foreign Language	n/a		
Health	The Great Body Shop	Yes	0
Visual and Performing Arts	Spectra Art	Yes	0

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-eight 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 Feb. 2016 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)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: Feb-15				
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			
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 in which data were collected: Feb-15				
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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	89	82	44
Mathematics	91	83	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	69	69	100.0	3	12	20	65
	4	72	72	100.0	4	4	15	76
	5	72	72	100.0	3	7	22	68
Male	3		35	50.7	3	9	23	66
	4		37	51.4	3	5	22	70
	5		38	52.8	5	11	21	63
Female	3		34	49.3	3	15	18	65
	4		35	48.6	6	3	9	83
	5		34	47.2	0	3	24	74
Black or African American	4		1	1.4	--	--	--	--
	5		2	2.8	--	--	--	--
Asian	3		51	73.9	0	4	18	78
	4		52	72.2	0	2	10	88
	5		51	70.8	2	6	20	73
Filipino	4		1	1.4	--	--	--	--
Hispanic or Latino	3		7	10.1	--	--	--	--
	4		5	6.9	--	--	--	--
	5		3	4.2	--	--	--	--
Native Hawaiian or Pacific Islander	3		1	1.4	--	--	--	--
	5		1	1.4	--	--	--	--
White	3		3	4.3	--	--	--	--
	4		10	13.9	--	--	--	--
	5		8	11.1	--	--	--	--
Two or More Races	3		7	10.1	--	--	--	--
	4		3	4.2	--	--	--	--
	5		7	9.7	--	--	--	--
Socioeconomically Disadvantaged	3		5	7.2	--	--	--	--
	4		5	6.9	--	--	--	--
	5		6	8.3	--	--	--	--
English Learners	3		4	5.8	--	--	--	--
	4		3	4.2	--	--	--	--
	5		10	13.9	--	--	--	--
Students with Disabilities	3		3	4.3	--	--	--	--
	4		7	9.7	--	--	--	--
	5		5	6.9	--	--	--	--

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

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 students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	69	69	100.0	3	10	23	64
	4	72	72	100.0	1	4	11	83
	5	72	72	100.0	1	8	13	78
Male	3		35	50.7	0	6	23	71
	4		37	51.4	0	5	8	86
	5		38	52.8	3	8	8	82
Female	3		34	49.3	6	15	24	56
	4		35	48.6	3	3	14	80
	5		34	47.2	0	9	18	74
Black or African American	4		1	1.4	--	--	--	--
	5		2	2.8	--	--	--	--
Asian	3		51	73.9	0	2	20	78
	4		52	72.2	0	0	8	92
	5		51	70.8	2	4	12	82
Filipino	4		1	1.4	--	--	--	--
Hispanic or Latino	3		7	10.1	--	--	--	--
	4		5	6.9	--	--	--	--
	5		3	4.2	--	--	--	--
Native Hawaiian or Pacific Islander	3		1	1.4	--	--	--	--
	5		1	1.4	--	--	--	--
White	3		3	4.3	--	--	--	--
	4		10	13.9	--	--	--	--
	5		8	11.1	--	--	--	--
Two or More Races	3		7	10.1	--	--	--	--
	4		3	4.2	--	--	--	--
	5		7	9.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		5	7.2	--	--	--	--
	4		5	6.9	--	--	--	--
	5		6	8.3	--	--	--	--
English Learners	3		4	5.8	--	--	--	--
	4		3	4.2	--	--	--	--
	5		10	13.9	--	--	--	--
Students with Disabilities	3		3	4.3	--	--	--	--
	4		7	9.7	--	--	--	--
	5		5	6.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	97	100	95	90	91	89	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89
All Students at the School	95
Male	97
Female	94
Black or African American	--
Asian	100
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.30	22.20	65.30

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 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 (Most Recent Year)

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, the ABC program, Children's Theater, the library, earthquake preparedness, school newsletter, school receptions and events, open houses, after-school classroom help, 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 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.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.00	0.56	0.52	0.60	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.06	0.01	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

With high expectations, clear school rules, and consistent enforcement, Hoover is proud of its safe, orderly environment. An experienced yard duty 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, and 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. "Steps to Respect" and "Peaceful Playground" programs are among the many strategies used in classrooms and on campus to help ensure a safe and supportive play and learning environment. Other curricula/activities utilized in various classrooms include: Responsive Classroom, mindfulness strategies, social thinking skills, conflict resolution strategies, and communication skills. In addition, the Hoover staff has developed a school-wide language focused on making safe, respectful responsible choices both in and out of class. 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.

A current emergency preparedness plan reviewed by a team of parents and staff members in conjunction with the PAUSD is in effect. Many 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 as well.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	33.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	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	22		3		22	1	2		22	1	2	
1	22		3		22		3		22		3	
2	22		3		23		3		23		3	
3	22		3		23		3		23		3	
4	23		3		24		3		24		3	
5	23		3		24		3		24		3	

Note: 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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (Librarian)	0.8	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0.8	N/A
Other	1.0	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,377	\$43	\$7,334	\$83,895.06
District	N/A	N/A	\$8,293	\$91,841
Percent Difference: School Site and District	N/A	N/A	-11.6	-4.7
State	N/A	N/A	\$5,348	\$71,529
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 2014-15)

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 exceptions are the state-funded School and Library Improvement Block Grant, which is allocated to each school on a per pupil basis, and 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 2014-15 Budget was adopted by the Board of Education on June 23, 2015. The Budget Book is available through Business Services at the District Office and on the PAUSD Website (www.pausd.org/community/about_pausd).

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,084	\$43,062
Mid-Range Teacher Salary	\$87,689	\$67,927
Highest Teacher Salary	\$111,229	\$87,811
Average Principal Salary (Elementary)	\$142,064	\$110,136
Average Principal Salary (Middle)	\$144,772	\$115,946
Average Principal Salary (High)	\$161,310	\$124,865
Superintendent Salary	\$287,163	\$211,869
Percent of Budget for Teacher Salaries	40%	39%
Percent of Budget for Administrative Salaries	5%	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)

The PAUSD provides ongoing professional development and professional growth opportunities to all staff. All teachers and classified staff participate in three district-wide staff development days each year. The content for these sessions is informed by the PAUSD Strategic Goals that encompass our commitment to academic excellence and learning; our need to attract, retain, and enhance the skills of the most talented people we can find; facing challenges in the District's infrastructure and its finance; and the collective realization that the trust and confidence of our community is vital for the District's success. 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. Study groups, Lesson Study teams, and peer coaching involve small teams of teachers at specific grade levels or within content areas who work together on a cycle of inquiry and preparation for National Board Certification. New teachers to PAUSD, including those who qualify for the BTSA Induction Program, receive monthly professional development that includes curriculum, instruction, assessment, and special workshops on specific students' needs. In addition, BTSA participants receive formative assessment and one-to-one coaching.

During the summer, professional development is offered in curriculum, instruction, technology, and leadership. Reading, writing, art and math professional development laboratory schools provide two and four-week opportunities for intensive training combined with coaching and reflective practice. Summer curriculum-development teams produce curriculum to later be used by the entire teacher community.