

Lou Henry 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	Lou Henry Hoover Elementary School
Street	6302 South Alta Ave.
City, State, Zip	Whittier, CA, 90601
Phone Number	562.789.3151
Principal	Kay Oborn
E-mail Address	pcortes@whittiercity.net
Web Site	www.whittiercity.k12.ca.us
Grades Served	K-5
CDS Code	19651106023675

District Contact Information	
District Name	Whittier City Elementary School District
Phone Number	562.789.3000
Superintendent	Dr. Ron Carruth
E-mail Address	rcarruth@whittiercity.net
Web Site	http://www.whittiercity.net

School Description and Mission Statement (Most Recent Year)

The Vision of Hoover School of Fine Arts is to be a school where staff, students, parents and the community work together to ensure that all students reach their individual potential. Students will engage in lessons and learning, in a state of the art technology center and/or within their own classrooms on a daily basis, and will have access to different forms of technology. Teachers will be committed to working in Professional Learning Communities to collaborate about what students need to learn, and how to intervene if they are not learning. Teachers will share best practices and current research in regards to high quality instruction through discussions and peer coaching. In addition, teachers will be provided with Professional Development by administration or district personnel, to assist them with their teaching practices. School administration will support and monitor the implementation of any new learning for teachers. Hoover Elementary School of Fine Arts, will continue to be a school which places emphasis on Visual and Performing Arts, as we know that the time students spend enriching their lives with the arts, will make them better students with their academic work.

Hoover Elementary School of Fine Arts is located on a quiet, residential street in the Whittier Hills. The school was designed in 1938 by the architect William Harrison. The school is full of rich history and has much aesthetic integrity. At the front of the school, all who enter can read the quote, "What you would have in the life of a nation you must first put forth in its schools." The entire school community of Hoover teachers, parents, paraprofessionals, and administration is dedicated to providing students with a challenging, age-appropriate curriculum based on Common Core State Standards.

All Hoover students are receiving instruction to meet Common Core State Standards in English Language Arts, Writing, and Mathematics. Teachers are receiving professional development in strategies to use for reading and writing that help students to collaborate, create, communicate and use more critical thinking skills. The Hoover staff is implementing Writer's Workshop school wide this year, and some teachers are also moving forward with Reader's Workshop. Both of these teaching methods allow teachers to access the Common Core State Standards in ELA. All teachers are using the Eureka Math Curriculum which provides access to the Math Common Core State Standards, including perseverance in problem solving, solving math problems with real world applications, learning to use the appropriate tool to solve the problem, and learning to share and defend their decision on how to solve the problem. Teachers are also receiving professional development with Common Core Math, and coaching from the district coach in learning how to create and present lessons which help students to meet the standards. We have a Common Core Lead Teacher who works with teachers to learn strategies and methods that will help all students access the Common Core State Standards. In addition, this lead helps to provide information to parents about Common Core State Standards.

Reading is a high priority at Hoover, and we put a great amount of emphasis on reading, as each teacher helps their students make personal reading goals for the Reading Counts Program, and they provide incentives for students to improve their reading skills, and the amount of reading students do each year. We have three Reading Counts Celebrations during the year, with the final celebration culminating in a trip to the Rainforest Cafe for the top readers in grades 2 through 5, and a pizza party for all Kinder and first grade students who read 100 books during the year.

Hoover educators receive ongoing professional development to put best practices for classroom instruction into action. Hoover staff is committed to meeting in Professional Learning Communities, where grade levels collaborate to provide systematic lessons and interventions to ensure student learning. Teachers create Common Formative Assessments for students, and then analyze the data to inform their instruction. Hoover teachers have committed to analyzing student writing on a regular basis during PLC time. In addition, teachers share strategies and ideas about lessons and interventions. Teachers are taking time to learn about, and become familiar with the new Common Core State Standards in their PLC time.

Whittier is a diverse city, and Hoover is no exception to this diversity. We have 67% of our students on free or reduced lunch. 90% of the student population is Hispanic. 12% of our students are English Language Learners. We have an ELD Lead Teacher that works with staff to implement the EL Achieve Program that is used to teach English Language Development. This lead also helps to coordinate CELDT Testing, and reclassification of ELD students. Through our great Academic and Visual and Performing Arts Programs, we work hard to mitigate the effects of economic and language barriers any of our students may have. Through the implementation of Professional Learning Communities, teachers collaborate to monitor student progress and design instruction, based on Common Core State Standards, to provide high quality instructional program for all students. We are accountable to make sure each and every student learns at Hoover, and when they do not learn, we provide a myriad of intervention strategies with our Response to Intervention programs to help them learn the Common Core State Standards and basic foundational skills.

Each day, students participate in Tier 1 classroom instruction that is standards based. Some students receive Tier 2 intervention in small groups, which allows teachers time to provide very guided intervention or enrichment, depending on the needs of the students. Research based programs are utilized for Tier 2, which include instruction in phonics, vocabulary, and comprehension. A few select students receive Tier 3 intervention from RSP and support teachers, to close the gaps in foundational skills in ELA and Math. These groups are kept very small so that intensive instruction can take place. We have an Assessment and Intervention Lead Teacher who attends all Student Learning Committee Meetings, and keeps teachers informed about assessments. Students who are in the Gifted and Talented Program receive differentiated instruction during intervention block, and work on project based assignments, and in addition they all complete a GATE project that is displayed at the GATE Open House in the Spring.

On a daily basis, students are provided strategies and tools to empower them to be responsible, life-long learners through our Peace Builders, PALS, and Caring School Communities Programs. The staff at Hoover teach the students to build peace, and to be part of a peaceful student body each and every day while at Hoover. We have a leadership program called PALS for 3rd through 5th graders. This program allows students to use their leadership skills to create peaceful and safe playgrounds. The principal meets with all students every 3 to 4 weeks to review behavior expectations, playground rules, and strategies to deal with bullying and other issues. Hoover has implemented PBIS (Positive Behavior Intervention Systems), in order to reinforce positive and expected behaviors, and to lessen the amount of poor behaviors and serious discipline problems. A PBIS site team developed a mantra that all students and staff recite on a daily basis. A behavior matrix was created to visually show the expected behaviors and this matrix is visible in every room, office, and other areas of the school. Hoover Hoorays are handed out often to students who are demonstrating that they are following the expectations, and these are turned in for prizes and other incentives. All poor behavior choices are recorded in the SWIS program, then the data is analyzed, and decisions are made about how to address problem areas. All staff are trained in regards to PBIS, including classified personnel. Students who are demonstrating serious behavior issues are discussed in an SLC (Student Learning Committee) and are given Tier 2 or 3 interventions for behavior.

Hoover Elementary School of Fine Arts believes in developing the whole child through academic knowledge, building strong character, and having exposure to Visual and Performing Arts. Students receive instruction in all four art standards, including a 60 minute weekly class for music and drama. All classes present a dance number at the annual Hoover Program, and all students receive instruction in visual arts with Meet the Masters curriculum and other visual arts projects. Students in 3rd through 5th grade can be part of the Hoover Chorus which performs often at school functions, and at a variety of places in the Whittier Community. The staff is aware that 21st century learning must provide opportunities to create things, communicate and express ideas and thoughts, collaborate with others, and be a critical thinker. All of these things can be achieved through the arts, as the students learn to create projects through visual arts, express themselves in drama and dance, collaborate with peers in music and drama presentations, and think critically about information they receive about famous art, and/or artists.

We are moving forward with Technology and 21st learning, by having class sets of i-pads in all second grade classrooms this year. In addition, all Kindergarten and first grade classrooms have a set of 15 i-pads for students to use throughout the year. All teachers have an i-pad that they use for lessons, communicating with students via Edmodo, and providing applications that students can use to enhance instruction or provide intervention. All classrooms have a large screen Apple TV that allows teachers to connect with their i-pad or computer, which will allow them to project a variety of things on the screen from visuals to enhance learning, to demonstrating how to use an application on the i-pads, or to showing how to solve a math problem, etc. We have a Technology Lead Teacher that is able to provide support for staff with technology issues, and provide information and training for parents as well about technology. In addition, we also have a Tech Cadre person who works to keep the school website up to date.

At Hoover, every effort is made to make learning enjoyable and productive. We provide students with several activities throughout the year, i.e. dress-up days, assemblies, field trips, field days, awards assemblies, etc. Students take walking trips into the community to places such as the Shannon Center, Farmer's Market, Whittier Public Library, The Bailey House, and the Fire and Police stations. In addition, many events are held each year to include families and other community members including the annual Hamburger Fry and Cinco de Mayo Celebrations.

We welcome parent and community participation and collaboration, as we continuously plan and implement curricular and developmental programs to meet the needs of every child.

This year we are expecting each parent to accumulate between 10-20 hours of volunteer/participation time at Hoover. This can include working in the classroom, working at a school event, attending parent education meetings, attending "Family Nights", helping in the office, etc. We have a five hour a week parent volunteer coordinator, who is working to contact parents for volunteer opportunities and parent meetings.

Hoover is fortunate to have the after school program Reach For The Stars on our campus every day after school for over a 100 of our students. This federally funded grant program, provides our students with homework assistance, physical activity, and enrichment activities for 3 hours after school. The RFTS staff works together on PBIS to maintain the behavior expectations that students have whenever and wherever they on campus. The RFTS Program Leader meets with the Hoover teachers 4 times throughout the year to keep them updated on any issues that may impact the school as a whole. In addition, we have the WYN Club (Whittier Youth Network), as another after school program, that provides services to students grades 2-5.

The Hoover School Site Council has ensured coordination and integration of federal, state, and local service programs. All staff at Hoover are highly qualified according to NCLB requirements. All students have access to standards aligned instructional materials and there is a process in place for teachers to order materials when needed.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	62
Grade 1	90
Grade 2	82
Grade 3	92
Grade 4	79
Grade 5	80
Total Enrollment	485

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	1
Hispanic or Latino	88
White	8
Two or More Races	0.6
Socioeconomically Disadvantaged	75.5
English Learners	12
Students with Disabilities	5.8
Foster Youth	1.6

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	17	18	19	18
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

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: January 2016

Whittier City School District's policy and practices are designed to ensure that each student has access to standards based instructional materials. California's approval of Common Core State standards led to our decision to purchase "bridge" instructional materials that align with the State Standards. Currently, all teachers in grades K-8 have math curriculum that supports the teaching of the new California Math Standards; Elementary grades are currently using Eureka Math curriculum, which includes student workbooks for all students and Teacher's Editions, while Middle School is using College Preparatory Math (CPM). The CPM curriculum includes student workbooks and Teacher's Edition. In addition to math curriculum, all Elementary teachers and Middle School English Language Arts teachers have received the Writing Units of Study to support the teaching of the new writing types outlined in the Common Core State Standards. Teachers also received \$14 per student to purchase additional materials to align to the Common Core English Language Arts. This year, the District purchased the Reading Units of Study to support reading instruction for interested teachers in grades K-5. The Reading Units of Study were designed to match the rigor of the new CA Reading Standards.

A process is in place for schools to order materials at the beginning of each school year for all students. In addition, there is a process to order additional materials throughout the year to address the changing needs of their student population, and on an “as needed” basis. Each school site is responsible for notifying district staff when new students register for classes so appropriate materials can be ordered.

Our school complies with the Williams Law; every child has an appropriate textbook for all academic subjects requiring textbooks. Students are allowed to take their textbooks home for study after school when needed. The school uses district and categorical funds to provide supplemental materials for the classrooms including classroom library books, as well as materials for intervention and ELD.

Finally, WCSD has an established a thorough process for examining new instructional materials as they become available. With the full implementation of the California State Standards, the District will use that process to examine, explore, pilot and adopt new curriculum materials aligned with the CCSS, with input and feedback from teachers, administrators and parents. Based on the recommendation from the Department of Education, WCSD plans to carefully examine “Open Source” materials as well to ensure that the most appropriate materials are identified for our students.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Units of Study Writing Units of Study Grades 6 - 8: Holt Reinhart, Literature and Language Arts (2003)	Yes	0
Mathematics	Kinder - Grade 5: Eureka Math Grades 6 - 8: College Preparatory Mathematics	Yes	0
Science	Delta Education FOSS Program, (2008) Adoption Year 2008	Yes	0
History-Social Science	Houghton Mifflin Harcourt Reflections (2007) Adoption Year 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Hoover School was built in 1938. It has seventeen classrooms and one small room used for our Resource Specialist and Speech programs. Hoover has a large school library, a Multipurpose Room and three play areas -- one for our kindergarten students, one for students in grades 1-2 and a larger area for students in grades 3-5. Hoover School was originally built as a Works Progress Administration (WPA) Project in the 1930s, as a part of our nation's recovery after the Great Depression. Two wings were added to the original structure in the 1950s and 1960s to meet the needs of our growing community. Throughout the 1980s and 1990s, nine portable classrooms were added. Hoover School has received good maintenance and renovation (painting inside and outside, new carpet, central air and heat, internet access, etc.) through the years. A new roof was added in 2013, the kindergarten playground was recently renovated. In the spring of 2014, the front of the school received new fencing to establish a single point of entry and the office was modernized to improve service to families and visitors. In the fall of 2014, a new electronic marquee was installed.

Hoover School is cleaned on a regular basis through the services of our custodial team, which is made up of one full-time custodian and one half-time custodian. The full time custodian works during the school day and the half-time custodian works in the evening. The classrooms are cleaned on an A-B schedule.

Our campus is very safe. It is surrounded on two sides by private family homes. The back boundary of the school is a steep hillside that has no access. The only way that the school can be accessed is through the front of the campus, which is fenced/gated and monitored by our staff. No one is allowed past the front office without a visitor badge. Students are kept safe before, during and after school by our exceptionally vigilant staff. Our Safety Aide watches students in front of the school daily, beginning at 7:50 as she runs our Valet Drop Off Program and again after school for our Valet pick-up service. After school, students can participate in either the Reach for the Stars After School Program or the Whittier Youth Network Program. Those who do not participate in either of these programs are watched by our staff until they are picked up or walk home.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
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: December 2015				
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	25	30	44
Mathematics	18	21	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	91	90	98.9	39	34	19	8
	4	82	82	100.0	52	26	15	7
	5	80	76	95.0	53	20	18	9
Male	3		53	58.2	38	38	15	9
	4		46	56.1	50	33	13	4
	5		34	42.5	56	21	18	6
Female	3		37	40.7	41	30	24	5
	4		36	43.9	56	17	17	11
	5		42	52.5	50	19	19	12
Asian	3		2	2.2	--	--	--	--
	5		2	2.5	--	--	--	--
Hispanic or Latino	3		76	83.5	38	38	16	8
	4		76	92.7	51	28	16	5
	5		64	80.0	58	16	20	6
White	3		5	5.5	--	--	--	--
	4		4	4.9	--	--	--	--
	5		9	11.3	--	--	--	--
Two or More Races	3		1	1.1	--	--	--	--
	4		1	1.2	--	--	--	--
Socioeconomically Disadvantaged	3		68	74.7	46	34	18	3
	4		58	70.7	57	31	12	0
	5		54	67.5	57	22	19	2
English Learners	3		9	9.9	--	--	--	--
	4		8	9.8	--	--	--	--
	5		8	10.0	--	--	--	--
Students with Disabilities	3		3	3.3	--	--	--	--
	4		3	3.7	--	--	--	--
	5		10	12.5	--	--	--	--

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	91	89	97.8	42	35	22	0
	4	82	82	100.0	50	32	15	4
	5	80	77	96.3	56	29	10	3
Male	3		53	58.2	38	34	26	0
	4		46	56.1	46	35	15	4
	5		34	42.5	59	18	12	6
Female	3		36	39.6	47	36	17	0
	4		36	43.9	56	28	14	3
	5		43	53.8	53	37	9	0
Asian	3		2	2.2	--	--	--	--
	5		2	2.5	--	--	--	--
Hispanic or Latino	3		75	82.4	40	36	23	0
	4		76	92.7	50	32	14	4
	5		65	81.3	60	31	6	2
White	3		5	5.5	--	--	--	--
	4		4	4.9	--	--	--	--
	5		9	11.3	--	--	--	--
Two or More Races	3		1	1.1	--	--	--	--
	4		1	1.2	--	--	--	--
Socioeconomically Disadvantaged	3		67	73.6	49	33	16	0
	4		58	70.7	53	36	10	0
	5		55	68.8	64	25	9	0
English Learners	3		9	9.9	--	--	--	--
	4		8	9.8	--	--	--	--
	5		8	10.0	--	--	--	--
Students with Disabilities	3		3	3.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		3	3.7	--	--	--	--
	5		10	12.5	--	--	--	--
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)	54	53	42	52	52	45	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	45
All Students at the School	42
Male	51
Female	34
Asian	--
Hispanic or Latino	35
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	38
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	21.30	36.00	28.00

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)

At Hoover School of Fine Arts, parents have a variety of opportunities to be involved with their child and the school community. The expectation is for every parent to volunteer 10-20 hours each year at the school. This can include volunteering in the classroom, helping out in the office, attending parent meetings, participating in parent clubs, etc.

Our Parent Faculty Organization (PFO) conducts fund-raisers and social functions that benefit our entire school community. The money raised by the PFO, funds field trips, assemblies, new technology, and educational materials for our students. Their social activities provide opportunities for parents, students and staff to meet together for recreation and learning. They work to be of service to the students and families of Hoover.

Parents can also get involved in our Hoover Dad's Club. Though the club is primarily attended by fathers of Hoover students, the group is open to everyone. We have grandparents, mothers, uncles, and friends who all enjoy supporting our children through their involvement with this group. The Dad's Club hosts many fun events, such as kickball games and car washes. Their goal is to raise money to support and improve the facilities of the school. Our Dad's Club has participated in the Whittier Christmas Parade for several years. Their leadership has now spread throughout the district, where we now have Dad's Clubs at virtually every school. We are proud of our group and the difference that they make for our school and our community.

We have Family Nights at Hoover where parents can join their children and learn fun ways to incorporate math, science, reading, and art at home. In addition, we have 6-8 parent education meetings each year, with topics ranging from helping children with homework, to cyberbullying, to helping children become leaders.

Parents can become involved in School Site Council (SSC). This group is made up of five parents and five staff members. It is the responsibility of the SSC to manage all site categorical programs and funds. Parents enjoy this committee because it provides them with up-to-the minute information on some of our most important school programs and initiatives. Parents can also be part of our English Learner Advisory Committee (ELAC) which provides an opportunity to lead and to serve. Their responsibility is to advise the SSC on matters pertaining specifically to English Learners.

This year we have a Parent Liason/volunteer coordinator. Her responsibilities are to reach out to parents to alert them about parent meetings and upcoming events. In addition, she contacts parents about opportunities to volunteer and get involved in school activities.

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	1.93	1.85	2.12	3.17	2.59	1.59	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.01	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

In accordance with SB187 and EC 35294.6, all schools have adopted a Safe School Action Plan. These plans are reviewed annually and are available for public view in the school office. Disaster drills are conducted monthly, as are fire drills.

Hoover School provides a safe and clean facility for our students. In order to ensure the safety of students, we ask that all volunteers and visitors sign-in in the office and obtain a brightly colored visitor's badge. Students and staff members know to look for such a badge on any unknown adult on campus as well as to report adults without badges to the office. Substitute teachers are also assigned a brightly colored badge to wear that shows students and staff that they too belong on campus.

Students are released only to persons whose names are listed on the school emergency cards and who provide picture identification attesting to identity. If a student is ill or has a medical appointment, we maintain a special release and sign-out process. Careful precautions are taken to abide by particular custody arrangements that parents make us aware of.

Each year precautionary measures are taken to notify parents new to Hoover School that after the first few days of school, they need to make arrangements to say good-bye to their children at the front door or front steps of the school, rather than walking on campus to the classrooms. The Hoover staff is responsible for supervising students from 7:50 a.m. to 3:10 p.m.

Hoover School has a well-organized disaster preparedness plan that includes updated emergency equipment and supplies. Our Health Aide is trained in First Aid and CPR, as are most of the teachers and the principal. The Health Aide assists students in the event of minor injury as well as in routine health issues. Additionally, a positive relationship exists between Hoover School and the Whittier Police Department. They support us with law and traffic enforcement when needed, as well as providing annual safety assemblies for the students.

Hoover school has implemented two Character Education Programs; Peacebuilders and Caring School Communities. Each program helps support the entire staff to teach the children the importance of building strong character traits, including, but not limited to: respect, kindness, fairness, and honesty. On Fridays we have Peace Picnic for the students who have exemplified peaceful characteristics throughout the week. In addition, teachers teach monthly lessons from the Caring Schools Community curriculum , which includes combining a class from the lower and upper grades to meet once a month to establish friendships. Hoover also has the PAL (Peacebuilder-Ambassador-Leader) program, where students are taught to be leaders and Peacebuilders on the playground.

Finally, teachers and administration work together on PBIS (Positive Behavior Intervention Supports) to recognize the positive behaviors students demonstrate, and to decrease the amount of negative behaviors displayed. This plan allows for teachers to try non-punative interventions to reshape behaviors, before moving to consequences with the child. There are many incentives built into PBIS to reward the positive behaviors and to recognize the work the students are doing to be good citizens at their school. The school records all negative behaviors into the SWIS program, and then the site PBIS team analyzes the data to determine how to address the behavior needs of the students.

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	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	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	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	77.8

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	24		3		30		3		31		2	
1	30		3		32		2		30		3	
2	31		2		32		2	1	27		3	
3	32		1	2	31		3		23	1	3	
4	34			2	33		1	1	33		1	1
5	32		3		32		1	2	31		5	

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)	.20	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	1.0	N/A
Other		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	\$3571	\$108	\$3462	\$70,238
District	N/A	N/A	\$3611	\$73,453
Percent Difference: School Site and District	N/A	N/A	-4.1	-4.4
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-35.3	-3.8

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

Types of Services Funded (Fiscal Year 2014-15)

Whittier City School District receives Local Control Funding Formula (LCFF) based on ADA for students, as well as Concentration and Supplement Grant funding based on the percentage of “unduplicated student counts”. These funds are used for all educational services including salaries, instructional materials, maintenance, transportation and capital expenses. The District also receives Title II, Title III and Special Education funds. Federal funds from Title I are used at both the District level and also distributed to school sites. Schools receive LCFF funds, under the title of “Impact Aid”, to assist students who are struggling academically.

Title 1 and Impact Aid funding provides supplemental support to help us improve the instructional program for all students. These funds are used to provide teachers with release time so they can monitor student learning, collaborate on their instructional program, and plan for the use of curriculum and materials. Funds are also allocated to purchase material for math and reading interventions. Other services provided through supplemental funds include parent engagement activities, a library clerk, extra math manipulatives, materials to support English Learners and other collaboration opportunities.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,778	\$43,091
Mid-Range Teacher Salary	\$66,367	\$70,247
Highest Teacher Salary	\$83,759	\$89,152
Average Principal Salary (Elementary)	\$104,183	\$112,492
Average Principal Salary (Middle)	\$109,119	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$205,595	\$192,072
Percent of Budget for Teacher Salaries	38%	41%
Percent of Budget for Administrative Salaries	5%	6%

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 fundamental goal of the Whittier City School District is to continually examine and improve our practices to ensure that all students have the best opportunities to achieve high academic standards. In order to effectively prepare our students for 21st Century college and career, classroom experiences are designed to encourage student creativity, increase meaningful discourse and communication, and develop critical thinking skills, while providing opportunities for problem solving and collaboration. To reach these goals and close the achievement gap between high achievers and struggling students, the District’s instructional priorities are to:

- Provide professional development to teachers on the California Standards and the instructional practices that support the implementation of the Instructional Shifts outlined in the CCSS;
- Enhance teachers’ skill and knowledge in the integration of technology across the curriculum;
- Support teachers by providing access to timely and appropriate data on student performance;
- Provide training to develop teachers’ knowledge and skill to analyze data;
- Provide training on how to create, administer and score formative assessments;
- Provide opportunities for teachers to collaboratively work in grade level and/or department level teams to examine data, monitor student learning and plan instructional practices;
- Develop a comprehensive and effective “Response to Intervention” model that will support those students who are struggling academically and behaviorally;
- Provide professional development to teachers and schools leaders on how to develop, nurture and sustain effective “Professional Learning Communities”

Whittier City School District leaders understand the importance of ongoing, in-depth professional development directly connected to district and school learning goals. Professional Development is provided during the summer, teacher release time, after school and on Tuesday early release days and is designed to sustain and follow-up on the previous years' initiatives. The focus for 2015-2016 is to explore the Reading and Writing Standards in greater depth as well as strategies to assist students in meeting the Reading and Writing Standards. Furthermore, the Mathematics Standards and Standards for Mathematical Practices continue to be an area of focus. Teachers are learning about the new ELD Standards to support students who have yet to be reclassified. Science and Social Studies teachers in grades 6-8 are learning how to develop cognitive demanding tasks that support the expectations of the Common Core Standards for Literacy and Writing. Finally, technology integration is a component of many of our PD sessions.

District Instructional Coaches provide training and coaching support to enhance teachers' expertise in core instructional practices, lesson design, instructional planning, technology integration, and the tenets and practices of a PLC. To address the needs of our English Learners, teachers from each site have attended professional development in Systematic ELD to strengthen the implementation of a comprehensive approach to teaching English Language Development. Teams of teachers and principals from each school have participated in English Learner Shadowing to understand how to effectively provide opportunities for English Learners to engage in academic discourse and content discussions throughout the school day. The District Science Coach works with teachers to implement the FOSS Science Units and explore the Next Generation Science Standards.

Grant funding has been acquired for additional professional development. The Whittier City District was fortunate to be selected to receive the California Math and Science Partnership Grant, a 3 year, \$1.5 million grant. That grant allows us to pay stipends for 54 teachers in grades K-2 to engage in an intense, 3 year study of the new Mathematics Standards. Teachers attend a 2 week summer institute, as well as lesson study and coaching cycles during the school year to strengthen their instructional practices. The goal of the grant is to support students' conceptual understanding of mathematics and engage in the practices associated with high levels of student learning. To further support the implementation of the new standards in Middle School, ELA and Content Area teachers are part of the Reading Apprenticeship/Writing Connections Grant and receive professional development, materials and resources to assist with planning lessons to meet the new CA Reading Standards specific to content area teachers.

Developing teacher leadership is a critical component of our approach to Professional Learning. Opportunities for teachers to assume leadership roles include serving as a Lead Teachers at the site and on the District Curriculum Improvement Teams (CITs) at the District level. CITs meet to analyze and revise the District's Essential Agreements, Benchmark Assessments and Pacing Guides as well as make recommendations for improvements. Our focus on ensuring academic success for all students is supported by on-going training for all teachers and support staff on how and when to administer universal screening assessments designed to identify at risk students in a timely manner. Additional training is offered throughout the year on how to effectively use the data gathered to implement researched based intervention materials designed to meet specific needs of struggling students.