

Lou Henry Hoover Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

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	koborn@whittiercity.net
Web Site	www.whittiercity.net
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 2013-14)

Grade Level	Number of Students
Kindergarten	89
Grade 1	83
Grade 2	93
Grade 3	75
Grade 4	78
Grade 5	83
Total Enrollment	501

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.2
Asian	0.8
Filipino	0.2
Hispanic or Latino	88.6
Native Hawaiian or Pacific Islander	0.0
White	7.8
Two or More Races	0.2
Socioeconomically Disadvantaged	72.9
English Learners	16.0
Students with Disabilities	6.0

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	17	17	18	264
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.80	0.20
High-Poverty Schools in District	99.80	0.20
Low-Poverty Schools in District	0.00	0.00

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 2014-15)

Year and month in which data were collected: September 2014

Whittier City School District's policy and practices are designed to ensure that each student has access to standards based instructional materials. The state wide adoption of the Common Core Standards has prompted our district to update our materials to ensure students have access to Common Core standards based curriculum. Our last adopted curriculum and materials for Language Arts, Math, Social Science and Science are aligned with the 1997 standards and approved by the State Board of Education. However, the approval of new Common Core State standards led to our decision to purchase "bridge" instructional material that align with the Common Core State Standards. Currently, all teachers in grades K-8 have math curriculum that supports the teaching of the new 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 grade teachers and Middle School English Language Arts, Science and Social Studies teachers have received Units of Study writing curriculum designed to support the teaching of the new writing types outlined in the Common Core State Standards. All teachers have received funds to purchase additional materials to align to the Common Core English Language Arts.

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 and thorough process for examining new adoption materials as they become available. As the District moves towards the implementation of the Common Core State Standards (CCSS), 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading, A Language of Literacy, (2002) Adoption Year 2003	Yes	0
Mathematics	Harcourt Math, Harcourt School Publishers, (2002) Adoption Year 2002	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: October 2014				
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)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	53	54	53	58	53	53	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	53
All Student at the School	53
Male	59
Female	47
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	53
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	47
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	49	60	58	49	55	52	54	56	55
Mathematics	55	56	63	49	56	55	49	50	50
History-Social Science				41	44	45	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	4	5	6
Similar Schools	1	5	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	37	26	0
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	36	30	5
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	33	29	18
English Learners	89	-14	15
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.7	36.1	19.3

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 Lou Henry Hoover School, 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 3 Family Nights at Hoover where parents can join their children and learn fun ways to incorporate math, science and reading 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.6	1.9	1.9	5.3	3.2	2.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	8
Percent of Schools Currently in Program Improvement	---	80.0

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	26.7	0	3	0	24		3		30		3	
1	25.3	0	3	0	30		3		21	2	2	
2	31.3	0	2	1	27	1	2		23	2	1	1
3	33	0	0	2	26	1		2	25	1	2	
4	31.7	0	2	1	27	1		2	26	1	1	1
5	32	0	1	1	27	1	2		28	1		2
Other												

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	0.5	---
Psychologist	0.3	---
Social Worker		---
Nurse	0.5	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist	1.0	---
Other		---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3657.59	\$253.35	\$3404.24	\$69,544.14
District	---	---	\$3489.59	\$71,092.55
Percent Difference: School Site and District	---	---	-2.4	0.7
State	---	---	\$4,690	\$70,788
Percent Difference: School Site and State	---	---	-38.5	-0.9

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Whittier City School District receives ADA for students for all educational services including salaries, instructional materials, maintenance, transportation and capital expenses. In addition schools receive Categorical funds from Title I, EIA-LEP, ELAP, and Special Education.

Title 1 and EIA funding provide supplemental support for reading and math programs during and after school. In addition, these funds are used to provide teachers with release time so they can collaborate on their instructional program. Support materials for math and reading intervention are purchased with categorical funds. Other services provided through categorical funds include an office clerk for intervention and attendance monitoring, parent liaison and library clerk for three hours per day; our EIA funds are also used to fund an additional hour each day of health clerk support, our EIA/LEP funds provide our teachers with instructional materials during English Language Development and are used to support our English Language Learners throughout the school day. These funds are also used for collaboration opportunities, the after school intervention program targeted for English Learners, and for professional development.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,336	\$41,507
Mid-Range Teacher Salary	\$65,548	\$67,890
Highest Teacher Salary	\$82,725	\$86,174
Average Principal Salary (Elementary)	\$103,309	\$109,131
Average Principal Salary (Middle)	\$107,772	\$111,937
Average Principal Salary (High)	\$0	\$109,837
Superintendent Salary	\$193,387	\$185,462
Percent of Budget for Teacher Salaries	38	42
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

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 will be 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 new Common Core 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 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. The focus for 2014-2015 is to introduce all elementary teachers to the Common Core Mathematics Standards and Standards for Mathematical Practices and develop an understanding of how to implement new practices for teaching mathematics. In addition, all elementary and middle school teachers will receive an in depth review of the Common Core standards for Writing as well as an introduction to the new Common Core aligned ELD Standards. Professional development will be provided to sustain and follow-up on the previous years' initiatives, which include a review of the Common Core English Language Arts Standards for teachers in grade K-8 and a review of the Common Core Math Standards for teachers in grades 6-8. Science and Social Studies teachers in grades 6-8 will learn how to develop cognitive demanding tasks that support the expectations of the Common Core Standards for Literacy and Writing. Professional Development is provided during the summer, teacher release time, after school and on Tuesday early release days

In addition to presenting on the Common Core Standards, District Instructional Coaches provide training and coaching support to enhance teachers' expertise in technology integration, lesson design, instructional planning 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. This year, teams of teachers and principals from each school participated in an English Learner Shadowing to research 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 to begin explore the Next Generation Science Standards.

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. CIT 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. Additional training is offered on how to effectively use the data gathered to implement researched based intervention materials designed to meet specific needs of struggling students.

Finally, all coaches, principals and lead teachers will receive training on leading a team of teachers using the Lesson Study cycle protocol used to deepen our knowledge of effective instructional practices as well as strengthen facilitation and observational skills to lead discussions on evidence based student learning.