

# Hoover Community School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



EST. 1946

# HOOVER

## COMMUNITY SCHOOL

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Hoover Community School
<b>Street</b>	701 Charter Street
<b>City, State, Zip</b>	Redwood City, CA 94063
<b>Phone Number</b>	650-482-2408
<b>Principal</b>	Lupe Guzmán
<b>Email Address</b>	lguzman@rcsdk8.net
<b>School Website</b>	<a href="https://hoover.rcsdk8.net">https://hoover.rcsdk8.net</a>
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	41-69005-6044531

## 2024-25 District Contact Information

<b>District Name</b>	Redwood City School District
<b>Phone Number</b>	(650) 482-2200
<b>Superintendent</b>	Dr. John Baker, Ed.D.
<b>Email Address</b>	jbaker@rcsdk8.net
<b>District Website</b>	www.rcsdk8.net

## 2024-25 School Description and Mission Statement

### School Mission Statement

Our mission is to prepare our students for future educational opportunities and careers. We teach rigorously, advance technological proficiency, foster critical thinking, build confidence, and promote collaboration. As a community school, we are dedicated to student success through family and community partnerships. Hoover provides a joyful, safe, and caring learning environment based on mutual respect.

### School Profile

## 2024-25 School Description and Mission Statement

Hoover Community School offers bilingual and English-only education, rooted in a tradition of excellence and delivering a 21st-century education based on critical thinking, problem-solving, using technology, and working together. We bring together both Spanish and English-speaking students in a community school and challenging academic environment that supports families before, during, and after school through its on-site Family Center where students and their families can engage in educational and enrichment activities. Students in both our Bilingual Education Strand and English Strand learn rich and advanced vocabulary development while learning science, social studies, and technology in our integrated thematic units.

Hoover Community School provides innovative, award-winning bilingual and English academic programs centered on science, social studies, mathematics, and technology to help students achieve their highest success. Parents are engaged in and out of the classroom and at school events, to ensure that they are a partner in their child's academic journey and success. Hoover students learning English in all third-grade classrooms are outperforming students in the state of California on academic English examinations. Hoover Community School and our students flourish due to incredible community partnerships that support bilingual education, after-school programs, and family learning opportunities.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	75
Grade 2	67
Grade 3	66
Grade 4	69
Grade 5	82
Grade 6	74
Grade 7	64
Grade 8	58
<b>Total Enrollment</b>	<b>638</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
Asian	0.2
Black or African American	0.2
Filipino	0.5
Hispanic or Latino	95.6
Native Hawaiian or Pacific Islander	1.3
Two or More Races	0.8
White	1.6
English Learners	66.9
Homeless	10.3
Migrant	6.3
Socioeconomically Disadvantaged	96.6
Students with Disabilities	15.5

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.40	76.56	264.40	71.82	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.50	1.25	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.13	33.90	9.22	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	1.88	30.20	8.20	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	5.80	18.41	35.00	9.51	18854.30	6.86
<b>Total Teaching Positions</b>	31.90	100.00	368.20	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.50	68.73	267.90	71.82	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.80	5.25	10.40	2.80	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	6.00	17.49	39.00	10.45	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	1.75	20.70	5.56	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	2.30	6.79	34.90	9.36	15831.90	5.67
<b>Total Teaching Positions</b>	34.30	100.00	373.10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.80	52.00	217.60	63.75	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.51	6.20	1.83	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	10.40	36.74	67.70	19.84	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	14.70	4.31	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	2.20	7.72	35.00	10.27	14303.80	5.15
<b>Total Teaching Positions</b>	28.50	100.00	341.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	1.00	1.00	1
<b>Misassignments</b>	0.00	5.00	9.4
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.00	6.00	10.4

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.40	0
<b>Local Assignment Options</b>	0.60	0.20	0
<b>Total Out-of-Field Teachers</b>	0.60	0.60	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	14.8	35.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.00	0	1.8

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2024-2025 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by Executive Directors of Educational Services. The final textbook selections for grades TK-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

The chart below displays data collected during the August 2024 District Textbook Audit, in regards to student editions in use at Hoover School during the current school year (2024-2025).

<b>Year and month in which the data were collected</b>	August 2024
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance/ Adelante California Edition - Benchmark Education Company ©2015, Kindergarten through 5th Grade – State Approved, Board Adopted in 2017  Amplify Education Inc. ©2015, 6th grade through 8th grade – State Approved, Board Adopted 2015  Inside Language, Literacy and Content ©2006, (4th grade through 8th grade Intervention / English Language Development) – State Approved 2008	Yes	0%
<b>Mathematics</b>	Imagine Learning Illustrative Mathematics, ©2021 Kindergarten through 5th grade – State Approved, Board Adopted 2023	Yes	0%

	CPM Educational Program, Core Connections, Courses 1-3 ©2013, 6th through 8th grade. – State Approved, Board Adopted in 2016		
<b>Science</b>	Full Option Science System NGSS (FOSS) Delta Education, Inc. ©2013, Kindergarten through 5th grade – State Approved, Board Adopted 2008  Amplify Science ©2018, 6th grade through 8th grade – State Approved, Board Adopted 2021	Yes	0%
<b>History-Social Science</b>	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006  Teachers' Curriculum Institute, History Alive! ©2017/2018, 6th grade through 8th grade – State Approved, Board Adopted 2021	Yes	0%

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

## School Facility Conditions and Planned Improvements

Hoover Community School was originally constructed in the 1950s and is currently comprised of 47 classrooms, one computer lab, one library, one science laboratory, one multi-purpose room, one staff lounge, a playground, and a play field.

The school was completely modernized in 1998 and also passed two separate bond projects (Measures A & B). Measure A renovations included technology and electrical upgrades. Measure B projects have been completed at variable times over the past three years and have included/will include: installation of energy efficient lighting; remodeling of all restrooms; resurfacing of the parking lot, and playground/wings; replacing of window coverings and sidewalks along Charter Street; the addition of a new parking area; improvements to the multipurpose room and kitchen area; and campus-wide American Disabilities Act (ADA) improvements, and fencing repairs. Community partners have donated resources and materials to recently renovate our staff room, computer lab and Family Center.

**Year and month of the most recent FIT report**

12/12/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			WO#110018 DOOR DAMPER NEEDS ADJUSTMENT WO#110019 TOILET PAPER DISPENSER LOCK IS LOOSE WO#109963 BATHROOM LOCK WO#110078 PE ROOM BROKEN THERMOSTAT COVER
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			WO#110073 LIGHTS OUT WO#110107 REPAIR TRACK PLUG WO#110026 LIGHTS OUT
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			WO#110101 DRINKING FOUNTAIN LOW PRESSURE

## School Facility Conditions and Planned Improvements

			WO#110080 TIMING ON THE FOUNTAIN - ADJUST FOR LONGER DURATION;
<b>Safety:</b> Fire Safety, Hazardous Materials	X		WO#110075 HIGH STORAGE WO#110105 BLOCK VENT WO#110079 BLOCKED VENT WO#110106 REMOVE FIRE HOOK THAT IS AT CHILDRENS HEAD HEIGHT NEAR DOOR WO#110109 HIGH STORAGE
<b>Structural:</b> Structural Damage, Roofs	X		WO#110108 REPAIR BROKEN TILE IN CEILING
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

## Overall Facility Rate

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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	22	17	44	42	46	47
<b>Mathematics</b> (grades 3-8 and 11)	16	13	35	35	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	432	410	94.91	5.09	17.07
<b>Female</b>	213	203	95.31	4.69	24.14
<b>Male</b>	219	207	94.52	5.48	10.14
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	416	394	94.71	5.29	17.26
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	--	--	--	--	--
<b>English Learners</b>	251	230	91.63	8.37	4.78
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	417	395	94.72	5.28	16.96
<b>Students Receiving Migrant Education Services</b>	30	30	100.00	0.00	16.67
<b>Students with Disabilities</b>	66	65	98.48	1.52	0.00

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	432	427	98.84	1.16	12.88
<b>Female</b>	213	210	98.59	1.41	14.29
<b>Male</b>	219	217	99.09	0.91	11.52
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	416	411	98.80	1.20	13.14
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	251	247	98.41	1.59	5.67
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	417	412	98.80	1.20	12.38
<b>Students Receiving Migrant Education Services</b>	30	30	100.00	0.00	16.67
<b>Students with Disabilities</b>	66	64	96.97	3.03	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	10.87	12.86	34.22	31.17	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	144	142	98.61	1.39	12.68
<b>Female</b>	72	71	98.61	1.39	16.90
<b>Male</b>	72	71	98.61	1.39	8.45
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	139	137	98.56	1.44	13.14
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	63	61	96.83	3.17	1.64
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	139	137	98.56	1.44	11.68
<b>Students Receiving Migrant Education Services</b>	13	12	92.31	7.69	25.00
<b>Students with Disabilities</b>	17	17	100.00	0.00	0.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	99%	99%	98%	98%
Grade 7	94%	92%	93%	87%	74%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Parents play a vital role at Hoover Community School through active participation in various activities, including the School Site Council, the Principal's Monthly Cafecito/Coffee, and the English Language Advisory Committee (ELAC). We encourage parents and community members to volunteer in classrooms and lead projects, such as our monthly produce distribution. Many parents also participate in our parent education and adult education classes. We work closely with our parents to plan holistic services such as food support, mental health resources, and extended day programs for students.

Hoover Community School is proud of its strong partnerships with several foundations and organizations, including the Boys and Girls Club, the Police Activities League, the Bay Area Women's Sports Initiative, and the Redwood City Education Foundation (RCEF).

Parents interested in participating in Hoover's leadership teams, school committees, and activities, or who would like to become volunteers, can contact the school at (650) 482-2408. The school's website, <https://hoover.rcsdk8.net>, provides a variety of helpful resources and information about events and activities, which are also communicated through our monthly newsletter, Husky News/Noticias Husky, including the monthly calendar. Additionally, school and community activities are promoted on our Facebook page (<https://www.facebook.com/HooverCommunitySchool/>).

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	710	695	198	28.5
Female	348	340	101	29.7
Male	362	355	97	27.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	681	666	189	28.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	494	483	157	32.5
Foster Youth	--	--	--	--
Homeless	97	90	44	48.9
Socioeconomically Disadvantaged	687	672	192	28.6
Students Receiving Migrant Education Services	41	40	5	12.5
Students with Disabilities	119	119	49	41.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Suspensions</b>	7.48	3.64	4.79	3.02	3.39	2.52	3.17	3.6	3.28
<b>Expulsions</b>	0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	4.79	0.00
<b>Female</b>	4.02	0.00
<b>Male</b>	5.52	0.00
<b>Non-Binary</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	4.85	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	4.05	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	6.19	0.00
<b>Socioeconomically Disadvantaged</b>	4.95	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	5.04	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

The School Site Safety Plan is evaluated and revised annually in the spring by members of the School Site Council. Revisions to the Safety Plan are communicated to all staff members each year. Key elements of the Safety Plan include the locations of emergency supplies in each wing and the assigned duties of staff members during a disaster. The school complies with the laws, rules, and regulations regarding hazardous materials and state earthquake standards. The school's disaster preparedness plan outlines steps to ensure the safety of students and staff during emergencies. Fire drills are conducted monthly, earthquake drills are conducted at least once a year, and lockdown drills are held a minimum of twice a year.

## 2024-25 School Safety Plan

The safety of students and staff is a top priority at Hoover Community School. To ensure student safety, supervision is provided on campus at all times. Teachers and administrators monitor students before and after school, as well as during breaks. All visitors to the school must sign in and out at the office and obtain prior authorization for classroom visits.

Hoover has a proactive administration that monitors behavior data collection, which is shared with the rest of the staff through the Leadership Team, School Site Council, ELAC, and during all site staff meetings. Additionally, there is a PBIS committee composed of teachers, administrators, and after-school staff. This committee meets at the end of each trimester to review data and plan strategies to continue fostering our respectful learning environment.

At the heart of our plan is the belief that all students are entitled to learn in a safe and caring environment that not only promotes high expectations for academic growth but also empowers students to engage confidently as learners. Through our collaboration as a learning community, all of our students will acquire the skills necessary to reach their greatest potential as learners and citizens.

### D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	7	5	
1	12	6	4	
2	16	5	4	
3	18	5	4	
4	13	7	4	
5	17	5	4	
6	10	34	7	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	8	4	
1	13	6	4	
2	15	5	4	
3	18	4	4	
4	20	4	4	
5	16	6	4	
6	23	7	7	4

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	10		
1	19	2	6	
2	13	6	4	
3	12	7	4	
4	15	5	4	
5	18	5	4	
6	16	22	19	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	4

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$19,530	\$8,790	\$10,740	\$97,762
<b>District</b>	N/A	N/A	\$11,482	\$95,778
<b>Percent Difference - School Site and District</b>	N/A	N/A	-6.7	2.1
<b>State</b>	N/A	N/A	\$10,771	\$96,325
<b>Percent Difference - School Site and State</b>	N/A	N/A	-0.3	1.5

## Fiscal Year 2023-24 Types of Services Funded

### Federal Funding:

Title I: Basic Grants Low Income  
 Title I: Migrant Education  
 Special Education  
 Title II: Part A Teacher Quality  
 Title III: Limited English Proficiency  
 Medi-Cal Billing Option

### State Funding:

After School Education and Safety ("ASES")  
 Lottery: Instructional Materials  
 Special Education

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$60,926	\$58,553
<b>Mid-Range Teacher Salary</b>	\$93,211	\$93,924
<b>Highest Teacher Salary</b>	\$118,571	\$119,489
<b>Average Principal Salary (Elementary)</b>	\$169,852	\$149,898
<b>Average Principal Salary (Middle)</b>	\$162,335	\$157,111
<b>Average Principal Salary (High)</b>	\$0	\$151,698
<b>Superintendent Salary</b>	\$259,190	\$270,432
<b>Percent of Budget for Teacher Salaries</b>	27%	32%
<b>Percent of Budget for Administrative Salaries</b>	9%	6%

## Professional Development

### 2024-2025

The focus for our districtwide Professional Development for this year continues to be training staff on adopted K-5 mathematics curriculum of Illustrative Math as well as the new Supplemental English Learning Development Curriculum from Language Power for K-8. In addition, professional development for grades 3-8 is focused on Integrated English Learner Development strategies. All TK-8 teachers participated in professional development in Student Goal-Setting Conferences. Administrators, Reading Intervention Teachers, and Multi-Tiered Systems of Support (MTSS) Teachers on Special Assignment (TOSA) have received training through the California Reading and Literacy Project to implement Professional Learning Cycles at the school sites.

District staff and administrators continue to have monthly meetings to align the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. The MTSS focus is to create alignment for Tier 1 practices as well as Tier 2 interventions. District Teachers on Special Assignment (TOSAs) collaborate with administrators and district instructional coaches to support the MTSS work. MTSS TOSAs continue to work at the site level with administration and staff to strengthen lesson planning to address Tier 1 practices.

The district continues to focus on RCSD Student Learner Profile which began in 2021-22. We continue to focus on developing the teaches lens of Universal Design for Learning (UDL) for all teachers.

### 2023-2024

The focus for our districtwide Professional Development for this year is training staff on adopted new Math curriculum of Illustrative Math for K-5, new reading initiative based on Science of Reading and working with California Reading and Literacy Project and assessments for all TK-5th as well as the new Supplemental English Learning Development Curriculum from Language Power for K-8. In addition, the middle school professional development is focused on Universal Design for Learning (UDL). All TK-8 teachers participated in professional development in Student Goal-Setting Conferences, which took place in October.

We continue to build our RCSD Student Learner profile, with the addition of "creative communicators" to the profile, which began in 2021-22. This school year's focus for Empowered Learner is Universal Design for Learning (UDL). STEAM professional development continues to build a focus on creating next generation innovators through our STEAM initiative and collaboration with Stanford.

District staff and administrators continue to have monthly meetings to align the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. MTSS focus is create alignment for Tier 1 practices as

## Professional Development

well as Tier 2 interventions. District Teachers on Special Assignment (TOSAs) collaborate with administrators and district instructional coaches to support the MTSS work. MTSS TOSAs continue to work at the site level with administration and staff to strengthen lesson planning to address Tier 1 practices.

In addition to this MTSS and Student Learner profile work, District TOSAs work 1-1 and with grade level teacher teams to strengthen lesson planning in each subject area that is inclusive of all students, including those with special needs and those who are multilingual learners. Encouraging students to make their thinking visible and construct knowledge together in small groups is a focus of many of these coaching sessions.

### 2022-23

The focus for our districtwide Professional Development continues to be the RCSD "Student Learner" profile, with the addition of "creative communicators" to the profile begun in 2021-22. District staff had the opportunity for trainings in August that aligned the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. The alignment of the Learner Profile with engaging, inclusive instructional practices was the focus of the January Professional Development Day, and is supported by the districts' Teachers on Special Assignment (TOSAs) in their 1-1 and small group work with district teachers.

In addition to this MTSS and Student Learner profile work, District TOSAs work 1-1 and with grade level teacher teams to strengthen lesson planning in each subject area that is inclusive of all students, including those with special needs and those who are multilingual learners. Encouraging students to make their thinking visible and construct knowledge together in small groups is a focus of many of these coaching sessions.

### 2021-22

The focus for districtwide Professional Development (PD) has been the connection of teaching strategies to our evolving "Student Learner" profile: Students as knowledge constructors, effective communicators, and empowered learners. Three days of PD were offered to all teachers prior to the beginning of the school year, and each topic was explicitly linked to one of these attributes.

In addition, with close to 95% of our students returning to in-person instruction, the social emotional health and wellbeing of our students, staff and community have been a focus in engaging outside resources for training and workshops.

The development of teacher leadership is highlighted this year through "Lead Learner" structures, bringing together teachers from across the district to delve deeply into subject areas with an equity lens.

Underlying and fortifying all of this work continues to be our commitment to equitable practices and our systemic approach to analyzing our current system for biases and inequities. This work is currently being undertaken by the Multi Tiered Systems of Support (MTSS) District Leadership Team (DLT).

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5