

Lou Henry Hoover School of Fine Arts

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

| School Contact Information | |
|-----------------------------------|--------------------------------------|
| School Name | Lou Henry Hoover School of Fine Arts |
| Street | 6302 Alta Ave. |
| City, State, Zip | Whittier, CA, 90601 |
| Phone Number | 562.789.3150 x3151 |
| Principal | Kathy S. Anderson |
| E-mail Address | ksanderson@whittiercity.net |
| Web Site | hoover.whittiercity.net |
| CDS Code | 19651106023675 |

| District Contact Information | |
|-------------------------------------|---|
| District Name | Whittier City Elementary School District |
| Phone Number | 562.789.3000 |
| Superintendent | Dr. Maria Martinez-Poulin |
| E-mail Address | mmartinez-poulin@whittiercity.net |
| Web Site | http://www.whittiercity.net |

School Description and Mission Statement (School Year 2018-19)

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 California State Standards and 21st Century Learning. Hoover educators receive ongoing professional development to put best practices for classroom instruction into action. All Hoover School teachers are highly qualified, and the staff is committed to meeting in Professional Learning Communities, where grade levels collaborate to provide systematic lessons and interventions to ensure student learning.

The mission of Hoover School of Fine Arts is to empower life long learners in the global community by supporting the whole child in a 21st century learning environment that develops critical thinking, collaboration, creativity, and communication skills. All Hoover students receive high quality instruction to meet California State Standards in English Language Arts, Writing, and Mathematics and have access to standards aligned instructional materials. Teachers receive professional development in strategies to use for reading, writing, and math that help students to collaborate, create, communicate and use more critical thinking skills. Teachers have been increasing their knowledge base every year in regards to Balanced Literacy, especially in Writer's Workshop. This year, the staff will move forward with the components of Balanced Literacy in Reading, i.e., Reader's Workshop, Word Work, Shared Reading, Interactive Reading, etc. These teaching methods allow teachers to access the California State Standards in ELA, while meeting the needs of 21st Century Learning. We will continue to work with Momentum in Teaching, a consulting group who provides professional development for the staff in Balanced Literacy. All teachers are using the Eureka Math Curriculum which provides access to the Math State Standards, including perseverance in problem solving, solving math problems with real world applications, learning to use the appropriate tools to solve problems, and learning to share and defend their decision on how to solve problems. Teachers also receive professional development with California State Math Standards, and coaching from the district coach in learning how to create and present lessons which help students to meet the standards. We have a Curriculum Lead Teacher who works with teachers to learn strategies and methods that will help all students access the California State Standards. In addition, the Lead teacher helps to provide information to parents about the California State Standards.

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 45 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. A local Whittier Dance Instructor provides each room with 4 dance lessons per year. Our Kindergarten students take part in Violin Lessons during the year. 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. Nearly 25% of our students participate in the school musical, and practice once a week for the performance in January. 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. Mrs Sharon Carter, our music/drama teacher, works with staff to help ensure students are receiving the art standards, coordinating art shows and participation in art activities, and is the chair of our arts committee.

Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 56 |
| Grade 1 | 55 |
| Grade 2 | 82 |
| Grade 3 | 62 |
| Grade 4 | 92 |
| Grade 5 | 84 |
| Total Enrollment | 431 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.0 |
| American Indian or Alaska Native | 0.5 |
| Asian | 0.0 |
| Filipino | 0.5 |
| Hispanic or Latino | 91.0 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 6.3 |
| Socioeconomically Disadvantaged | 74.0 |
| English Learners | 10.7 |
| Students with Disabilities | 7.9 |
| Foster Youth | 0.7 |

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 19 | 19 | | 17 |
| Without Full Credential | 0 | 0 | | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|----------|----------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | |
| Total Teacher Misassignments * | 0 | 0 | |
| Vacant Teacher Positions | 0 | 0 | |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: November 2018

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. The District has purchased the Reading and Writing Units of Study to support reading and writing instruction for all teachers in grades K-8. The Reading and Writing Units of Study were designed to match the rigor of the new CA Reading Standards. In addition, the Phonics, Spelling, & Word Study System by Fountas & Pinnell was purchased for grades K-3 to help students attend to, learn about, and efficiently use sounds, letters, and words. Classroom Shared Reading materials by Fountas & Pinnell were purchased for grades K-2 to help build a strong early reading foundation.

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.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------------|---|
| Reading/Language Arts | K-8: Reading Units of Study K-8: Writing Units of Study Kinder-Grade 3: Phonics, Spelling, & Word Study System, Fountas & Pinnell, 2018 Kinder- Grade 2: Shared Reading Collection, Fountas & Pinnell, 2018 | Yes | 0 |
| Mathematics | Kinder - Grade 5: Eureka Math Grades 6 - 8: College Preparatory Mathematics | Yes | 0 |
| Science | K-6: Delta Education Foss Science - 2008 Adoption Year 2008 Grades 7-8: Amplify Science Curriculum | 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 two full-time custodians, one for the day, and one for the evening.

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) | | |
|---|---------------|---|
| Year and month of the most recent FIT report: December 18, 2018 | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: December 18, 2018 | |
|---|-------------|
| Overall Rating | Good |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 37.0 | 49.0 | 43.0 | 47.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 26.0 | 33.0 | 32.0 | 38.0 | 37.0 | 38.0 |

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.

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 236 | 231 | 97.88 | 48.92 |
| Male | 113 | 109 | 96.46 | 52.29 |
| Female | 123 | 122 | 99.19 | 45.90 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 214 | 209 | 97.66 | 47.85 |
| White | 13 | 13 | 100.00 | 69.23 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 178 | 173 | 97.19 | 47.40 |
| English Learners | 39 | 37 | 94.87 | 45.95 |
| Students with Disabilities | 33 | 33 | 100.00 | 21.21 |
| Foster Youth | -- | -- | -- | -- |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 236 | 233 | 98.73 | 33.05 |
| Male | 113 | 111 | 98.23 | 40.54 |
| Female | 123 | 122 | 99.19 | 26.23 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 214 | 211 | 98.6 | 30.81 |
| White | 13 | 13 | 100 | 69.23 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 178 | 175 | 98.31 | 30.29 |
| English Learners | 39 | 39 | 100 | 25.64 |
| Students with Disabilities | 33 | 33 | 100 | 12.12 |
| Foster Youth | -- | -- | -- | -- |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 18.5 | 31.5 | 31.5 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

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 fundraisers and social functions that benefit our entire school community. The money raised by the PFO funds field trips for every grade level, assemblies, reading applications for 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 who helps build our sets for our yearly school musical along with other various projects. We have grandparents, mothers, aunts, 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. We are proud of our group and the difference that they make for our school and our community.

Parents can become involved in School Site Council (SSC). This group is made up of five parents and five staff members who are voted in by the school community. 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 provide input and advisement to the SSC on matters pertaining specifically to English Learners. Overall, our parent groups are of vital importance to the ongoing progress and success of our school.

We also have Family Nights at Hoover where parents can join their children and learn fun ways to incorporate math, science, reading, and art at home. This year we will have three Family Nights this year: Math Night & Science Night, Literacy Night, and Art Night. 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. The meetings are part of our Parent Coffee Club, which is coordinated by our Parent Liaison. We also have Reading Days with Family four times throughout the year with the purpose of building students' identity as Readers.

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 2.0 | 0.4 | 1.8 | 2.2 | 1.1 | 2.4 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

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 visitor's sticker. 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.

Hoover School has a well-organized disaster preparedness plan that includes updated emergency equipment and supplies which was reviewed, updated, and discussed on August 13, 2018. In accordance with SB187 and EC 35294.6, all schools have adopted a Safe School Action Plan. These plans are reviewed annually are available for public view in the school office. Disaster drills, lockdown, and fire drills are conducted monthly. 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 Peacebuilders, a Character Education Program. The 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. 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 teach the behaviors we want and utilize 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 best 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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2015-16 | | | 2016-17 | | | 2017-18 | | | | | |
|-------------|-----------------|-------------------|-------|---------|-----------------|-------------------|---------|-----|-----------------|-------------------|-------|-----|
| | 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 | 32 | | 2 | | 25 | | 2 | | 28 | | 2 | |
| 1 | 29 | | 2 | | 26 | | 3 | | 28 | | 2 | |
| 2 | 31 | | 3 | | 31 | | 2 | | 27 | | 3 | |
| 3 | 25 | | 3 | | 30 | | 3 | | 31 | | 2 | |
| 4 | 30 | | 3 | | 27 | | 3 | | 31 | | 3 | |
| 5 | 26 | | 3 | | 30 | | 6 | | 28 | | 3 | |

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | 0.375 | N/A |
| Psychologist | 0.2 | N/A |
| Social Worker | 0.5 | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | 0.3 | N/A |
| Resource Specialist (non-teaching) | 1.0 | N/A |
| Other | .20 | 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 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$5,055.80 | \$242.43 | \$4,813.37 | \$73,689.41 |
| District | N/A | N/A | \$8,763.03 | \$79,081 |
| Percent Difference: School Site and District | N/A | N/A | -58.2 | -7.1 |
| State | N/A | N/A | \$7,125 | \$80,910 |
| Percent Difference: School Site and State | N/A | N/A | -38.7 | -9.3 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$40,511 | \$50,084 |
| Mid-Range Teacher Salary | \$75,148 | \$80,256 |
| Highest Teacher Salary | \$95,743 | \$100,154 |
| Average Principal Salary (Elementary) | \$123,042 | \$125,899 |
| Average Principal Salary (Middle) | \$122,642 | \$130,255 |
| Average Principal Salary (High) | \$0 | \$128,660 |
| Superintendent Salary | \$253,332 | \$222,447 |
| Percent of Budget for Teacher Salaries | 32.0 | 37.0 |
| Percent of Budget for Administrative Salaries | 4.0 | 5.0 |

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 California Common Core State Standards;
- 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 and resources 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 2016-2018 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 by providing in depth professional development on Balanced Literacy. Furthermore, the Mathematics Standards and Standards for Mathematical Practices continue to be an area of focus; through the implementation of Eureka math and CPM teachers receive ongoing training and opportunities to collaborate and study best practices for teaching. In addition, 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, the new ELD Standards as well as examining the CA Framework for English language Arts and English Language Development 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 in Elementary and Middle School to explore the Next Generation Science Standards. In addition, Middle School teachers have received professional development and training on using Amplify a Next Generation Science curriculum.

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 two-year, \$1.5 million grant. That grant allowed us to pay stipends for 54 teachers in grades K-2 to engage in an intense, two-year study of the new Mathematics Standards. Teachers attended 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 was 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 were 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. Content experts and consultants have provided on-going training to teachers and administrators on the instructional shifts for Reading, Writing and Mathematics aligned to the CCSS. Site based training has ensured that teachers receive expert support on how to address the various needs of students and ensure rigorous and effective instruction is cultivated and practiced.

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 and implementation of an MTSS model 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.