

# Herbert Hoover Middle

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/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](#) 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.



### Mr. Don McCloskey, Principal

Principal, Herbert Hoover Middle

#### About Our School

Hoover Middle School is an exciting place to learn 21st century skills and to get ready for high school. We believe that every student deserves a rich curriculum, the ability to explore electives and grow as a human beings. Additionally, we believe that the work we do is important, that all students can do the work and do it well, and that we won't give up on anyone even if they give up on themselves. We are a Performing and Technical Arts schools offering Orchestra, Band, Dance, Art, Mariachi, Choir, Digital Arts, Video Production, Multimedia, and Drama. We also offer a Two-Way Bilingual Immersion Program so that students can be biliterate and bilingual in Spanish and high school credits can be earned in Algebra and Geometry. We teach behavior and community expectations through our RISE program. R-Respect and Responsibility, I-Impact Community, S-Strive for Excellence, E-Embrace Diversity, When I RISE, we all RISE expectations are explicitly taught to students to ensure a positive school culture. Additionally, we believe that extracurricular activities (clubs, sports, afterschool reward events) are important to our student's school experience and we plan accordingly. Parents/guardians and families are welcome and supported here at Hoover because we recognize the need for creating productive partnerships with our families and the important role parents play in the success of our school.

The path to college continues here at Hoover and that is why I am proud to be the Principal of Hoover Middle School and would love for you to visit us so our staff can show you how dedicated we are to providing a wonderful experience for your student.

#### Contact

Herbert Hoover Middle  
1635 Park Ave.  
San Jose, CA 95126-2123

Phone: 408-535-6274  
E-mail: [dmccloskey@sjusd.org](mailto:dmccloskey@sjusd.org)



## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	San Jose Unified
<b>Phone Number</b>	(408) 535-6090
<b>Superintendent</b>	Nancy Albarrán
<b>E-mail Address</b>	<a href="mailto:nalbarran@sjusd.org">nalbarran@sjusd.org</a>
<b>Web Site</b>	<a href="http://www.sjusd.org">http://www.sjusd.org</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Herbert Hoover Middle
<b>Street</b>	1635 Park Ave.
<b>City, State, Zip</b>	San Jose, Ca, 95126-2123
<b>Phone Number</b>	408-535-6274
<b>Principal</b>	Mr. Don McCloskey, Principal
<b>E-mail Address</b>	<a href="mailto:dmccloskey@sjusd.org">dmccloskey@sjusd.org</a>
<b>Web Site</b>	<a href="http://www.sjusd.org/hoover/">http://www.sjusd.org/hoover/</a>
<b>County-District-School (CDS) Code</b>	43696666062111

*Last updated: 1/3/2018*

### School Description and Mission Statement (School Year 2017-18)

#### Principal's Comments

I am proud to be the Principal of Hoover Middle School where a diverse and well trained staff offers a well-rounded curriculum and choice of electives, which includes a full Drama, Band, Orchestra, Dance and Choir programs. We have high school classes (Algebra and Geometry and a Two Way Bilingual Program which is designed to have students become biliterate and bilingual in Spanish and English. At Hoover we believe the work we do is important, that every student can do the work and do it well, and that we will not give up on anyone even when they give up on themselves. I welcome parent participation at Hoover and encourage you to join us in building the best middle school in the State.

#### Mission Statement

All Hoover students are united as one community, elevating opportunities for all. When we rise, we all rise at Hoover.

#### Vision

All Hoover students we are preparing today's students to be the thinkers, leaders, and creators of tomorrow using rich curriculum, opportunities for exploration and enrichment activities.

#### Principal's Experience

Don McCloskey is the Principal at Hoover for the 17/18 school year. This is his 5th year at Hoover after spending 6 years as the Director of Student Services for San Jose Unified School District. Before attaining District level experience, Don was the Principal of Bret Harte Middle School, which is also located in the San Jose Unified School District. Serving his entire career in San Jose Unified he has also been a teacher, coach, and an Assistant Principal.

#### Major Achievements

Hoover Middle School is committed to improving the academic achievement of their students by having the best teaching staff. We sent teachers to Math conferences, classroom management training, the National Social Studies conference, the National Science conference, participated in numerous collaboration days and Common Core, Explicit Direct Instruction, Achieve3000, DreamBox, MindsetWorks and Responsibility Centered Discipline training.

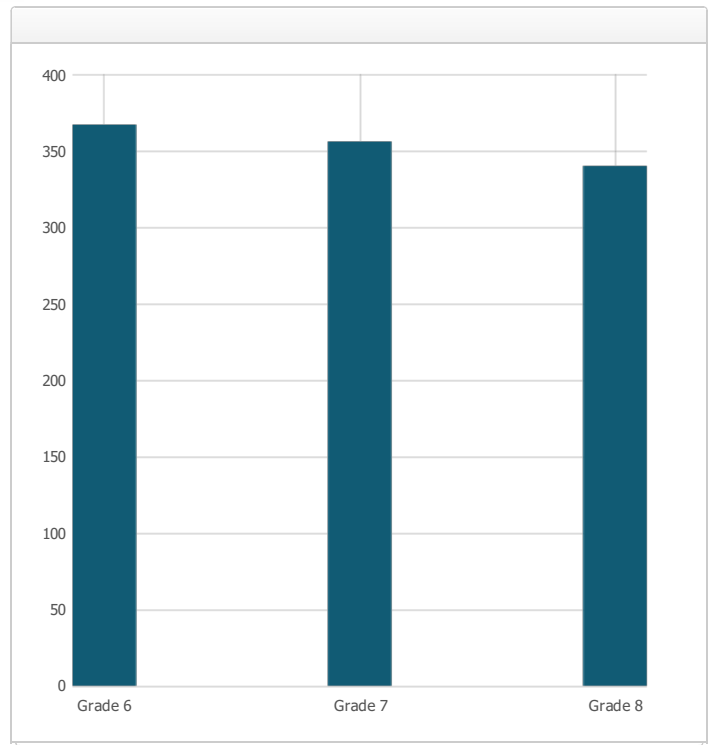
Herbert Hoover Middle Hoover Middle School's implementation of Positive Behavior Intervention Support was given a high mark for success and will move to the next phase of implementation by creating Tier II and Tier III behavioral interventions. The data shows a marked decrease in problem behaviors, an increase in positive school climate, and a steady rise in student achievement. Increased student participation in before and after school activities with open gym and open computer lab in the mornings and at lunch, all which contributes to an increase in student involvement. Hoover provides additional academic and social/emotional support through the Breakthrough Program, a grade boost program (After School Fitness Center) and an after school homework center.

Hoover continues to make progress on State and District testing, improving their student scores and moving more students toward proficiency.

*Last updated: 1/11/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 6	367
Grade 7	356
Grade 8	340
<b>Total Enrollment</b>	<b>1063</b>



Last updated: 1/5/2018

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	2.5 %
American Indian or Alaska Native	0.7 %
Asian	3.3 %
Filipino	1.1 %
Hispanic or Latino	78.4 %
Native Hawaiian or Pacific Islander	0.4 %
White	10.6 %
Two or More Races	2.4 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	70.8 %
English Learners	28.3 %
Students with Disabilities	11.5 %
Foster Youth	0.2 %

Last updated: 1/5/2018

## A. Conditions of Learning

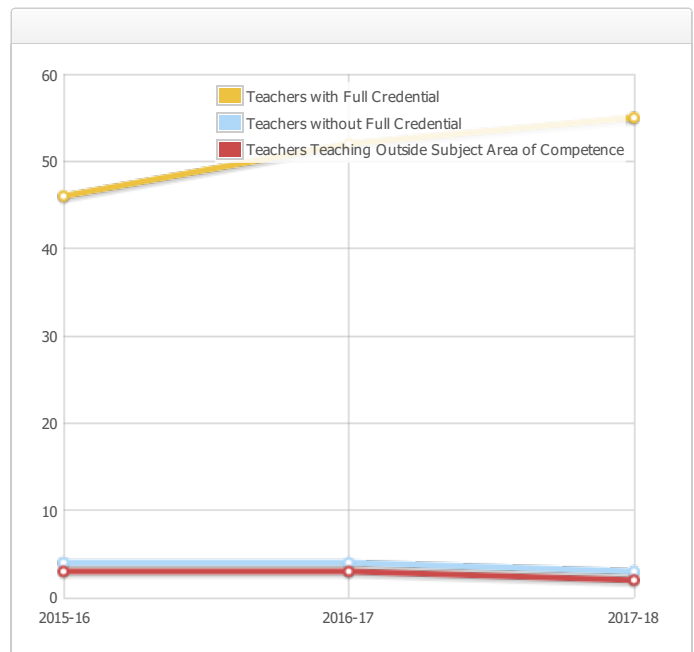
### State Priority: Basic

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

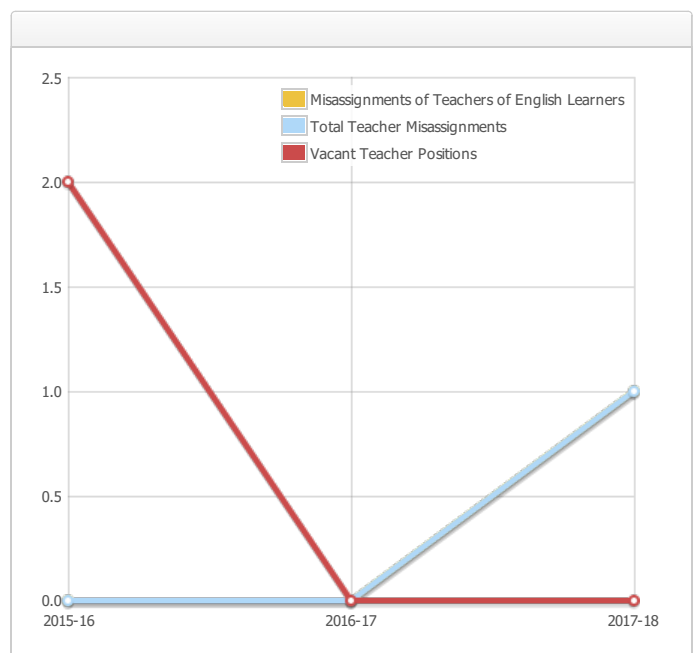
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	46	52	55	1427
Without Full Credential	4	4	3	34
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	3	2	11



Last updated: 1/24/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	2	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.

Last updated: 1/24/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: January 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Materials List: <a href="https://sjusd.box.com/s/o0g6hno3vsgegmyorsjhucf3c52mvy3">https://sjusd.box.com/s/o0g6hno3vsgegmyorsjhucf3c52mvy3</a>	Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2018

## School Facility Conditions and Planned Improvements

Hoover is a large campus with two main buildings. The original building, referred to as Historic Hoover, opened in 1931 and served students until 1971. This building was retrofitted for earthquake safety and was reopened for classroom use in 1999. The other main building is 30+ years old. A crew of four custodians cleans the buildings daily. A grounds employee working two days per week maintains the landscaping.

Hoover Middle School prides itself on the cleanliness of its campus. Maintenance of the grounds and campus buildings is always a high priority. Beginning in January 1997, Hoover Middle School started a major modernization program with the final improvements complete in the summer of 2006. This project, funded by a bond initiative (Measure C), included new air-conditioning, heaters, roofing, flooring, paint, new staff room, and upgraded electrical systems. Replacement of the roof on Historic Hoover took place in the summer of 2009.

Hoover continues to work and beautify their campus by adding additional benches, lunch tables, and murals. Additional safety work has happened during our summers to include repaving our tennis courts, painting the exterior, rekeying the school, adding gates, and adding camera's in 6 different areas.

*Last updated: 1/11/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	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 Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Exemplary
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*Last updated: 1/5/2018*



## 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 ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	33%	36%	54%	53%	48%	48%
Mathematics (grades 3-8 and 11)	23%	25%	42%	42%	36%	37%

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.

*Last updated: 1/8/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1071	1046	97.67%	35.66%
Male	512	500	97.66%	28.60%
Female	559	546	97.67%	42.12%
Black or African American	30	30	100.00%	30.00%
American Indian or Alaska Native	--	--	--	
Asian	37	36	97.30%	69.44%
Filipino	13	13	100.00%	38.46%
Hispanic or Latino	828	811	97.95%	29.22%
Native Hawaiian or Pacific Islander	--	--	--	
White	111	108	97.30%	66.67%
Two or More Races	28	27	96.43%	62.96%
Socioeconomically Disadvantaged	779	761	97.69%	25.76%
English Learners	529	511	96.60%	22.70%
Students with Disabilities	125	124	99.20%	--
Students Receiving Migrant Education Services	0	0		
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.

*Last updated: 1/8/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1071	1059	98.88%	25.31%
Male	512	506	98.83%	23.12%
Female	559	553	98.93%	27.31%
Black or African American	30	30	100.00%	26.67%
American Indian or Alaska Native	--	--	--	
Asian	37	37	100.00%	62.16%
Filipino	13	13	100.00%	53.85%
Hispanic or Latino	828	819	98.91%	18.07%
Native Hawaiian or Pacific Islander	--	--	--	
White	111	109	98.20%	57.80%
Two or More Races	28	27	96.43%	51.85%
Socioeconomically Disadvantaged	779	773	99.23%	16.56%
English Learners	530	524	98.87%	15.08%
Students with Disabilities	125	124	99.20%	--
Students Receiving Migrant Education Services	0	0		
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.

*Last updated: 1/8/2018*

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

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	46.0%	49.0%	57.0%	55.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/8/2018*

**Career Technical Education Programs (School Year 2016-17)**

N/A
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*Last updated: 12/18/2017*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 12/18/2017*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	3.2%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# 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

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	26.4%	21.2%	12.8%

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.

Last updated: 1/8/2018

## 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 schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

#### Opportunities for Parent Involvement

Hoover has a number of parent groups which give opportunities for parents to be on campus or providing support in partnership with Hoover's staff, these include:

Hoover's PTSA which sponsors a variety of activities involving parents and students throughout the school year, including: emergency supplies, field trips, individual teacher requests and classroom materials. They also provide additional funding for special needs in all of our elective classes. PTSA brings in additional funds per year to the school. Monthly open meetings for parents are held in our Media Center with translation available in Spanish.

Hoover also has a Performing Arts Booster club which directly supports our Drama, Orchestra, Band, Choir and Dance programs. They meet monthly to plan fund raising opportunities, organize and support performances. They support the annual performance based field trips and ensure success for our programs.

Hoover has a Site English Language Advisory Council (SELAC) that holds open, monthly meetings, to discuss school improvement programs, funding, as well as parent and student opportunities. Hoover parents represent the school at the District level meetings (DELAC) on a monthly basis.

Hoover's School Site Council holds regular meetings to discuss student data and need, approve spending, and make decisions about improving efforts at our school. For further information on our parent volunteer program, please contact our Parent/Community Liaison at 408-535-6274 Ext. 53619

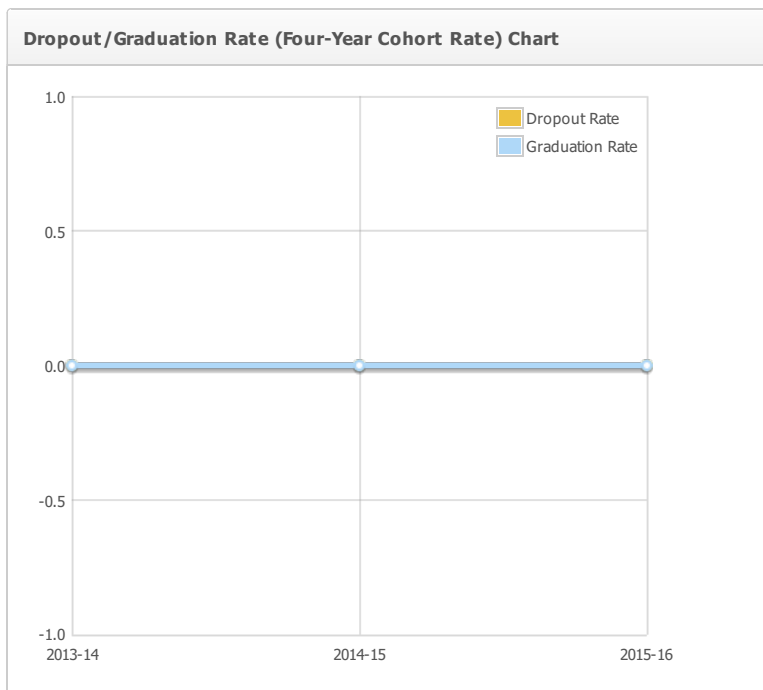
# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	85.9%	85.4%	87.7%	81.0%	82.3%	83.8%



Last updated: 1/8/2018

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	88.4%	87.1%
Black or African American	--	85.0%	79.2%
American Indian or Alaska Native	--	100.0%	80.2%
Asian	--	97.9%	94.4%
Filipino	--	90.6%	93.8%
Hispanic or Latino	--	83.4%	84.6%
Native Hawaiian or Pacific Islander	--	92.3%	86.6%
White	--	93.8%	91.0%
Two or More Races	--	91.3%	90.6%
Socioeconomically Disadvantaged	--	90.5%	85.5%
English Learners	--	52.6%	55.4%
Students with Disabilities	--	57.1%	63.9%
Foster Youth	--	--	--



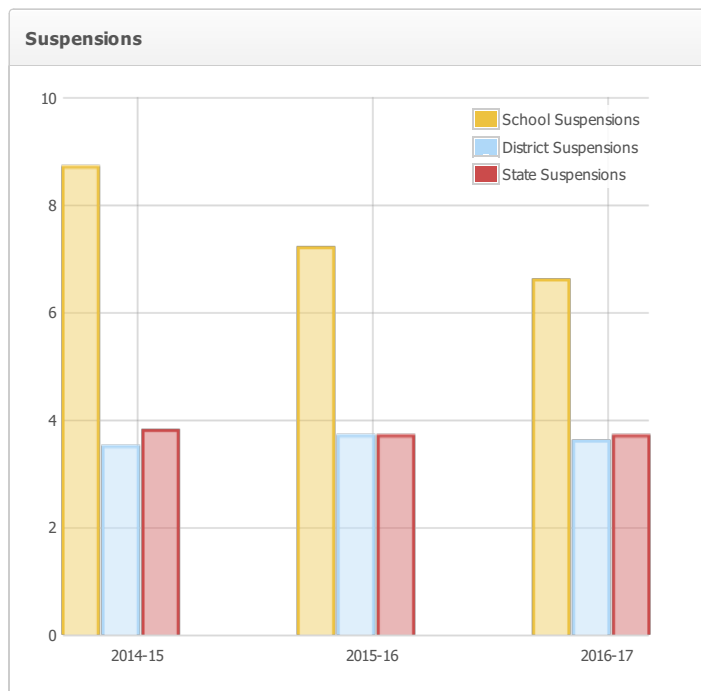
# State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	8.7%	7.2%	6.6%	3.5%	3.7%	3.6%	3.8%	3.7%	3.7%
Expulsions	0.2%	0.2%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/8/2018

## School Safety Plan (School Year 2017-18)

School Safety Plan – Most Recent Year Safety Date safety plan updated: August 2017 Date safety plan Last reviewed with staff: August 2017

Hoover's Safe School Plan is reviewed and updated annually by a school safety committee and approved by the entire staff. The key elements of the plan are: actions of school personnel during various emergency situations such as earthquakes or fire and is built on the personal characteristics of students and staff, the school's physical environment, leadership and school culture. We have changed the actions of teachers and staff during any emergency by having students report to their 1st period teacher. This change was to stabilize and standardize the actions of students and each staff member. We also updated the plan to include new run, hide and defend procedures. These procedures are evidenced based actions that change the way teachers and staff react to various incidents on campus.

At Hoover Middle School, our mission is to help all students discover, develop, and enjoy their unique talents; to encourage them to reach their goals; to create an intellectual curiosity and a love for learning; and most of all, to teach them to be kind, considerate human beings. Through a proactive administration and staff that provides a quick response to all students' needs, Hoover Middle School offers a safe and caring environment that enriches students' education through the consistent application of rules, consequences, and positive recognition.

Herbert Hoover Middle Hoover implements Positive Behavior Intervention and Support (PBIS) to teach common language around expectations for student behavior. These behavior expectations are referred to as R.I.S.E.). R-Respect, I-Impact Community, S-Strive for Excellence, E-Embrace Diversity. Students receive recognition for respectful and responsible behavior in classrooms, the hallways, the quad, at performances, etc. Four administrators, two full time campus supervisors provide physical supervision of the campus, before, during and after the school day. School uniforms allow supervising adults to identify non-student body visitors at a glance. All visitors to the campus are required to sign-in at the office and wear a visitor's sticker as evidence of having a legitimate purpose to be on campus. In accordance with District guidelines, the Hoover staff has developed a Disaster/Emergency Preparedness plan. Students and staff participate in monthly emergency evacuation drills. Students receive safety instruction as needed. Two-way communication in all classrooms and hand-held walkie-talkies for our administrators, campus assistants, and office support help keep our school safe.

*Last updated: 1/10/2018*

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	16
Percent of Schools Currently in Program Improvement	N/A	61.5%

*Last updated: 1/26/2018*

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	26.0	15	43	18	26.0	17	47	15	25.0	14	62	9
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

*Last updated: 1/26/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	10	13	11	24.0	14	21	3	19.0	21	18	3
Mathematics	24.0	14	13	8	24.0	12	19	3	21.0	17	21	1
Science	27.0	4	12	7	25.0	4	18	0	22.0	6	18	0
Social Science	24.0	7	17	5	25.0	5	22	0	25.0	6	19	1

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/26/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.4	443.0
Counselor (Social/Behavioral or Career Development)	2.2	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	5.6	N/A
Other	0.2	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.

Last updated: 1/26/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11506.0	\$2998.0	\$8508.0	\$70870.2
District	N/A	N/A	\$8016.2	\$72711.6
Percent Difference – School Site and District	N/A	N/A	6.0%	-2.6%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	25.7%	-11.1%

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

Last updated: 1/10/2018

## Types of Services Funded (Fiscal Year 2016-17)

### Gate

Per San Jose Unified School District guidelines for middle schools, all students are assigned to heterogeneous classes. GATE students' academic achievement is part of the responsibility of all classroom teachers in the core subjects. Rigor and high expectations for reaching academic standards at high levels are the basis for all teaching endeavors. Projects and project-based learning offer vehicles that promote differentiated instruction for all students. Hoover prefers to approach the gifted learner in a whole-school manner, by offering a variety of elective classes. Ongoing teacher training on research-based practices and differentiated instruction help prepare our teachers to meet a wide range of student needs.

### SPECIAL ED

Needs of Special Education students are met, based on IEP goals, by credentialed special education teachers, instructional associates and regular education teachers as appropriate. Hoover uses a co teach model where two teachers combine both Special Ed students with Regular Ed students. This model allows students to be integrated, attend with classmates and enhances student learning.

### AT RISK STUDENTS

At-risk students are identified through grade level meetings, the COST process, SSTs and by District measures. Academic supports are available through the Academic Fitness Center, 7th period grade boost classes, intervention classes in Math and ELA, and individual teacher tutorials. Grade level advisers, administrators, academic counselors and teachers monitor these students and design plans for their individual success.

### ENGLISH LANGUAGE LEARNERS

Hoover Middle School provides ELD classes for grade level and core subject areas. All students who have a home language other than English are assessed and those identified as Limited English Proficient are placed in the appropriate educational setting with highly qualified teachers.

### STUDENTS WITH DISABILITIES

Students with disabilities are served through the special education program. Special Education students attend regular education classes or in specific small group settings. Each student has a case manager that oversees the student's progress and communicates with parents and other staff members about the student.

### AFTER-SCHOOL PROGRAMS

After-school programs are numerous at Hoover. Hoover and Think Together (an acclaimed after school program) offer a 3 hour/day, 5 days a week comprehensive after school academic and enrichment program. This program offers over an hour of academic tutoring, which ties into a two-hour enrichment program. Our academic fitness center and individual teacher tutorials take place almost daily. Sports programs and VPA classes regularly schedule practices and performances.

### TUTORING

The Breakthrough Program offers tutoring to students enrolled in its program. Classroom teachers are available before and after school as needed.

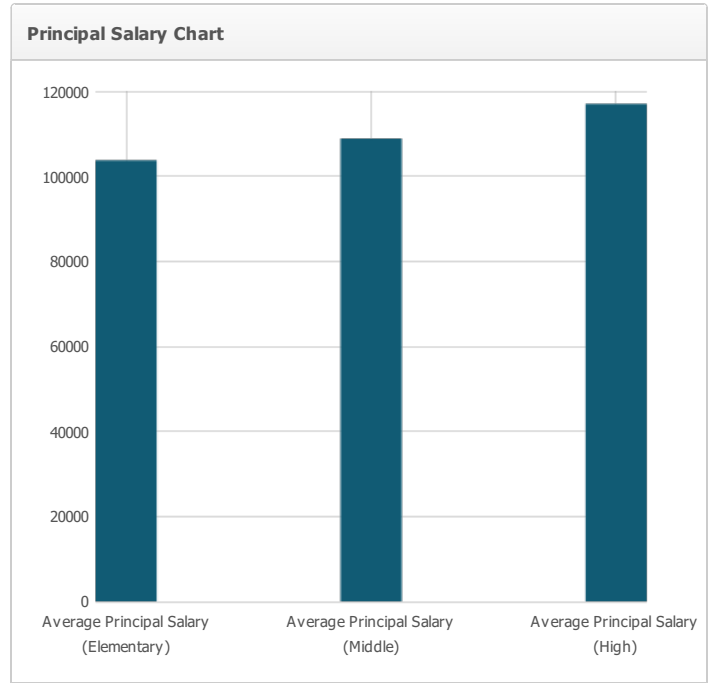
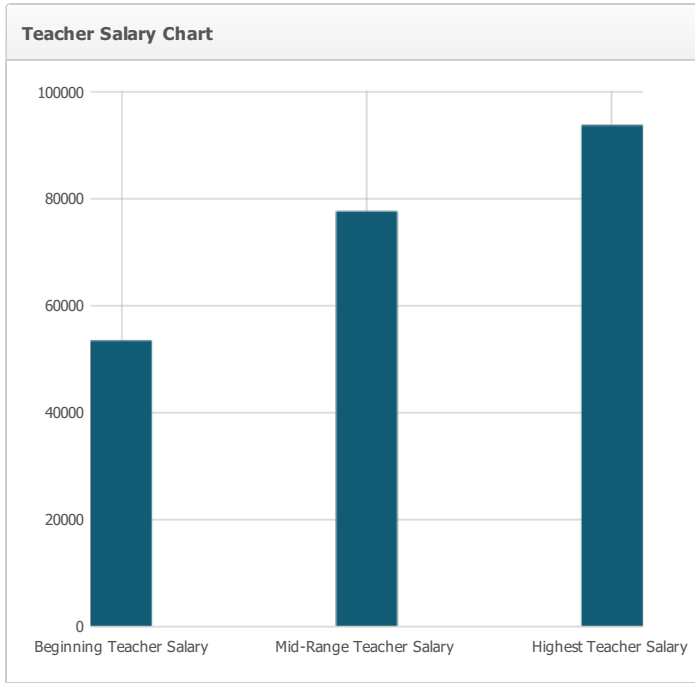
*Last updated: 1/11/2018*

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,358	\$47,808
Mid-Range Teacher Salary	\$77,532	\$73,555
Highest Teacher Salary	\$93,642	\$95,850
Average Principal Salary (Elementary)	\$103,741	\$120,448

Average Principal Salary (Middle)	\$108,855	\$125,592
Average Principal Salary (High)	\$117,012	\$138,175
Superintendent Salary	\$263,799	\$264,457
Percent of Budget for Teacher Salaries	33.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/8/2018

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/8/2018*

**Professional Development**

## Professional Development

Herbert Hoover Middle Hoover Middle School staff members participate in ongoing staff development both on and off campus. Teachers receive staff development in diversity, differentiated instruction, site-specific data analysis, strategies for reading in the content areas, Explicit Direct Instruction, Common Core, Positive Behavior Intervention and Support and Responsibility Centered Discipline. All staff development incorporates school wide issues and specific classroom strategies, which can be implemented to support student achievement. The staff is recognized for embracing curricular innovations and research-based strategies and programs that address students' diverse learning styles and special talents. New teachers have regular meetings with mentor teachers, BTSA and administrators who provide information and training as needed.

Hoover has a full time instructional coach who assists all staff especially beginning teachers.. New teachers are provided with release time to pursue ongoing professional development support and to observe the classrooms of more experienced teachers. Additionally all teachers are provided with release time as needed/requested. Professional development is provided through a variety of means.

Three professional development days are built into the school calendar and have been used to facilitate team building and training in classroom management, the instructional framework, growth mindset and student engagement. Regular after school sessions are scheduled, release days for curricular areas teams are provided, and on-site coaching is available to all staff. Teachers can also attend off site conferences and workshops.

Opportunities for professional development are also offered by the SJUSD, during the day, after school and on weekends in Fred Jones training and for example. Teachers are supported through on site resource teachers in LA, Math, science, and ELD/SDAIE coaches using an in-class coaching model. Administrators support teachers through the evaluation process. Support for student performance data analysis and reporting is conducted in curricular area meetings, during school wide staff development days and at staff meetings.

*Last updated: 1/11/2018*