

# Herbert Hoover Middle

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 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).

### 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.



### Stephanie Palmeri Farias, Principal

Principal, Herbert Hoover Middle

#### About Our School

At Hoover Middle School we provide all our students with 21st century skills as they prepare for high school. We believe that every student deserves a rich curriculum, the ability to explore electives, and many opportunities to grow and thrive in a supportive and caring environment. We offer a wide variety of electives, advanced courses in mathematics and Spanish, lunchtime clubs, and an extensive sports program. We also provide supports for struggling students, such as Reading Intervention and Math Lab classes, as well as a free Academic Fitness Center after school. We recognize the need for creating productive partnerships with our families and the important role parents play in the success of our school. We also believe in building community partnerships to offer unique opportunities for our students. Our current partners include the Tech Museum of Innovation, San José State University, Santa Clara University, Think Together, Breakthrough, and the San José Police Department.

In order to create a positive schoolwide climate, we follow research-based Positive Behavior Interventions and Supports (PBIS) practices. We teach our students common schoolwide expectations and have a regular system of rewards and recognitions. These include weekly raffles and monthly Hawk Heights recognition assemblies. Our expectations are encompassed in the word RISE: Respect Self and Others, Impact Community, Strive for Excellence, and Embrace Diversity. We also recognize students for academic achievement, holding Honors Nights after each semester, and allowing students to participate in the California Junior Scholarship Federation. At Hoover, we help all of our hawks RISE!

At Hoover students can find their passion by participating in extracurricular activities during and after school. Our clubs include, but are not limited to a Harry Potter Club, a Speech and Debate Team, the Rainbow Community Club, and the Black Student Union. In after-school sports, we offer baseball, basketball, soccer, volleyball, wrestling, cross country, and track & field. We also provide our 8th graders with the opportunity to become WEB (Where Everybody Belongs) leaders to lead student orientations and parent tours. Finally, Hoover students are invited to participate in after-school trips and Hawk Flights, which could be anything from a Bike Party to Capture the Flag.

At Hoover, we offer a Two-Way Bilingual Immersion (TWBI) program so that students can be biliterate and bilingual in Spanish. Students who qualify to participate in the program receive Social Studies in Spanish and advanced Spanish Language Arts courses that allow them to receive high school credit for their course work and receive the Pursuit of Bilingualism award on the path to the Seal of Biliteracy.

#### Contact

Herbert Hoover Middle

1635 Park Ave.  
San Jose, CA 95126-2123

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

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	San Jose Unified
<b>Phone Number</b>	(408) 535-6000
<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 2018—19)	
<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>	Stephanie Palmeri Farias, Principal
<b>E-mail Address</b>	<a href="mailto:spalmerifarias@sjusd.org">spalmerifarias@sjusd.org</a>
<b>County-District-School (CDS) Code</b>	43696666062111

*Last updated: 1/17/2019*

### School Description and Mission Statement (School Year 2018—19)

At Hoover Middle School we provide all our students with 21st century skills as they prepare for high school. We believe that every student deserves a rich curriculum, the ability to explore electives, and many opportunities to grow and thrive in a supportive and caring environment. We offer a wide variety of electives, advanced courses in mathematics and Spanish, lunchtime clubs, and an extensive sports program. We also provide supports for struggling students, such as Reading Intervention and Math Lab classes, as well as a free Academic Fitness Center after school. We recognize the need for creating productive partnerships with our families and the important role parents play in the success of our school. We also believe in building community partnerships to offer unique opportunities for our students. Our current partners include the Tech Museum of Innovation, San José State University, Santa Clara University, Think Together, Breakthrough, and the San José Police Department.

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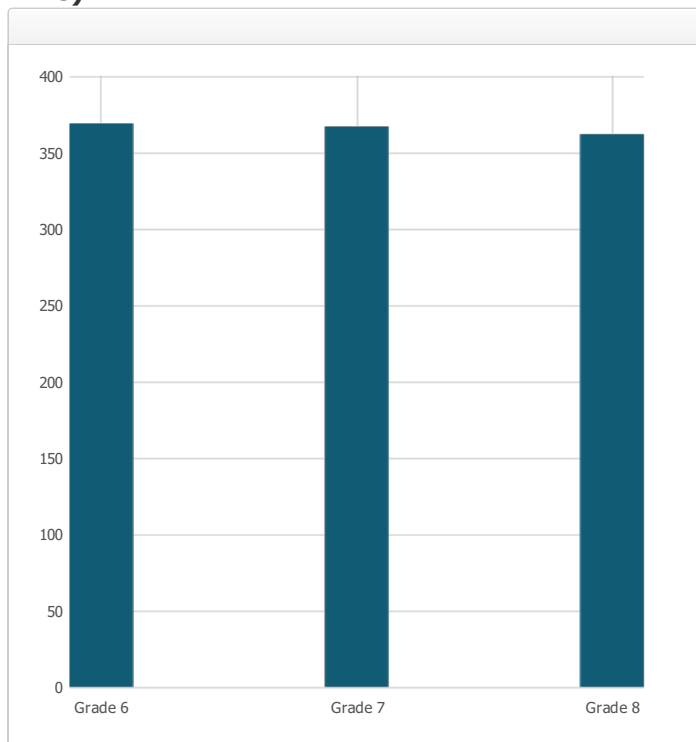
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*Last updated: 1/10/2019*

### Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 6	369
Grade 7	367
Grade 8	362
<b>Total Enrollment</b>	<b>1098</b>



Last updated: 1/17/2019

### Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	3.4 %
American Indian or Alaska Native	0.5 %
Asian	3.4 %
Filipino	1.6 %
Hispanic or Latino	76.6 %
Native Hawaiian or Pacific Islander	0.2 %
White	10.6 %
Two or More Races	3.4 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	67.6 %
English Learners	29.8 %
Students with Disabilities	11.6 %
Foster Youth	0.4 %

## A. Conditions of Learning

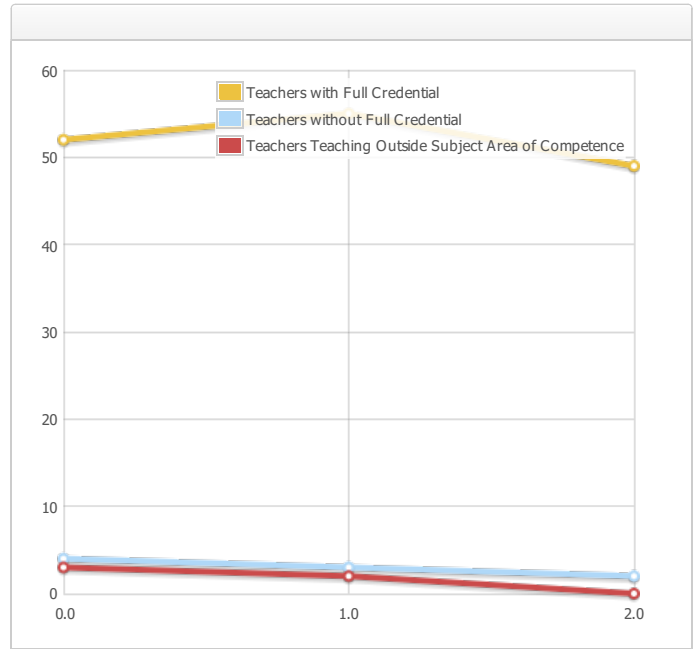
### State Priority: Basic

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

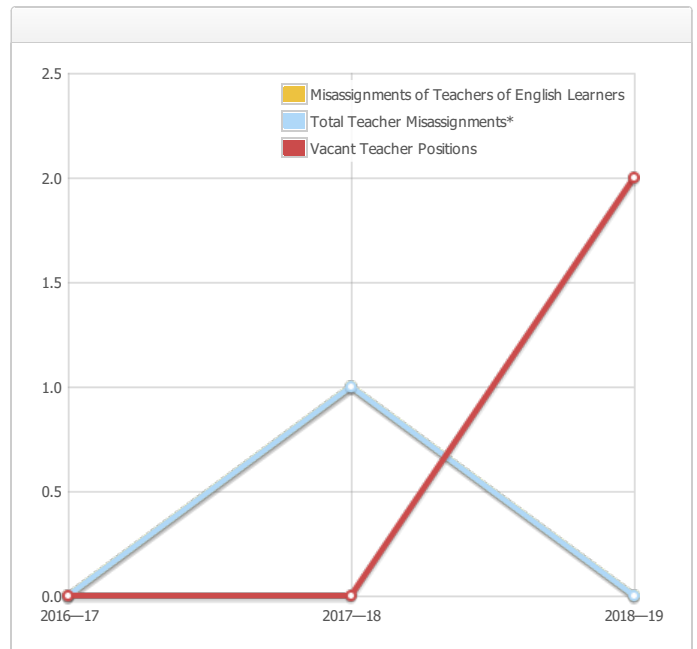
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	52	55	49	1368
Without Full Credential	4	3	2	70
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	2	0	1298



Last updated: 1/30/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	2



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: 1/30/2019

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

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p style="text-align: center;"><b>LANGUAGE ARTS</b></p> <p style="text-align: center;">Grades 6,7,8 Springboard ELA</p> <p style="text-align: center;">Grades 6,7,8 <b>ELD:</b> National Geographic/Cengage Learning: <i>Inside</i></p> <p style="text-align: center;"><b>READING INTERVENTION &amp; ACADEMIC LANGUAGE AND SKILLS</b></p> <p style="text-align: center;">SpringBoard ELD Companion</p> <p style="text-align: center;"><b>MIDDLE SCHOOL ENGLISH CORE NOVELS</b></p> <p style="text-align: center;">Sixth Grade - <i>Walk Two Moons</i>, Sharon Creech</p> <p style="text-align: center;">Seventh Grade - <i>Tangerine</i>, Edward Bloor</p> <p style="text-align: center;">Eight Grade - <i>Giver</i>, Lowis Lowry, <i>Fahrenheit 451</i>, Ray Bradbury</p>	Yes	0.0 %
Mathematics	<p style="text-align: center;"><b>MATHEMATICS</b></p> <p style="text-align: center;">Grade 6 Springboard (Course I)</p> <p style="text-align: center;">Grade 7 Springboard (Course II)</p> <p style="text-align: center;">Grade 8 Springboard (Course III)</p> <p style="text-align: center;">Grade 8 Springboard (Algebra I)</p>	Yes	0.0 %
Science	<p style="text-align: center;"><b>SCIENCE</b></p> <p style="text-align: center;">Grade 6 Glencoe/McGraw-Hill: <i>Focus on Earth Science</i></p> <p style="text-align: center;">Grade 7 Glencoe/McGraw-Hill <i>Focus on Life Science</i></p> <p style="text-align: center;">Grade 8 Glencoe/McGraw Hill <i>Focus on Physical Science</i></p>	Yes	0.0 %
History-Social Science	<p style="text-align: center;"><b>SOCIAL STUDIES</b></p> <p style="text-align: center;">Grade 6 Glencoe/McGraw-Hill: <i>Ancient Civilizations</i></p> <p style="text-align: center;">Grade 7 Glencoe/McGraw-Hill: <i>Medieval and Early Modern Times</i></p> <p style="text-align: center;">Grade 8 McDougal Littell: <i>Creating America A History of the United States</i></p>	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/10/2019

## School Facility Conditions and Planned Improvements

Our school is safe, clean, and provides adequate facilities. We have recently resurfaced our tennis courts and gym, and repaved our quad and parking lot. We have new carpeting in our media center and many classrooms. The rest will be recarpeted this summer. We have added new outdoor lunch tables and will be adding new shade structures in the spring.

*Last updated: 1/10/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Exemplary
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*Last updated: 1/2/2019*

## 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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	39.0%	53.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	25.0%	28.0%	42.0%	43.0%	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.

*Last updated: 1/17/2019*



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

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1090	1072	98.35%	39.25%
Male	514	506	98.44%	33.33%
Female	576	566	98.26%	44.52%
Black or African American	39	39	100.00%	33.33%
American Indian or Alaska Native	--	--	--	
Asian	38	36	94.74%	72.22%
Filipino	18	18	100.00%	55.56%
Hispanic or Latino	834	822	98.56%	32.32%
Native Hawaiian or Pacific Islander	--	--	--	
White	115	112	97.39%	71.43%
Two or More Races	36	35	97.22%	54.29%
Socioeconomically Disadvantaged	749	739	98.66%	28.77%
English Learners	507	496	97.83%	23.23%
Students with Disabilities	123	121	98.37%	9.92%
Students Receiving Migrant Education Services				
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: 1/17/2019

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

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1090	1076	98.72%	27.87%
Male	515	508	98.64%	26.82%
Female	575	568	98.78%	28.80%
Black or African American	39	39	100.00%	20.51%
American Indian or Alaska Native	--	--	--	
Asian	38	36	94.74%	63.89%
Filipino	18	18	100.00%	55.56%
Hispanic or Latino	834	825	98.92%	21.05%
Native Hawaiian or Pacific Islander	--	--	--	
White	115	113	98.26%	59.29%
Two or More Races	36	35	97.22%	37.14%
Socioeconomically Disadvantaged	749	742	99.07%	19.22%
English Learners	505	499	98.81%	16.33%
Students with Disabilities	122	121	99.18%	7.44%
Students Receiving Migrant Education Services				
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: 1/17/2019

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	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 new California Science Test (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.

*Last updated: 1/17/2019*

### Career Technical Education (CTE) Programs (School Year 2017–18)

N/A
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*Last updated: 12/14/2018*

### Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 12/14/2018*

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# 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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	16.8%	26.7%	19.5%

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.

Last updated: 1/30/2019