Herbert Hoover Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

2025-26 School Contact Information

School Name	Herbert Hoover Elementary School
Street	445 E. Charleston Road
City, State, Zip	Palo Alto, CA 94306
Phone Number	(650) 320-8106
Principal	Nikole Manou
Email Address	nmanou@pausd.org
School Website	https://hoover.pausd.org/
Grade Span	K-5
County-District-School (CDS) Code	43-69641-6048201

2025-26 District Contact Information

District Name	Palo Alto Unified School District
Phone Number	(650) 329-3700
Superintendent	Dr. Don Austin
Email Address	daustin@pausd.org
District Website	www.pausd.org

2025-26 School Description and Mission Statement

Hoover Elementary School was established in 1974, during a time of progressive and alternative educational experimentation district-wide. It was founded as a model that was described as "more structured" to accommodate those students who performed best in that environment. Hoover is a K-5 choice school in Palo Alto Unified K-5 school and always maintains enrollment at a three-strand grade level. Students are selected for Hoover by a lottery in February or if they have siblings already attending.

Hoover School Principles:
We emphasize the importance of the social and emotional growth of each child.
Collaborative teams of teachers that specialized in content to teach to all students in the grade.
We expect every staff member to be responsible for the safety and learning of every child in the school.
We expect parental involvement in each child's personal and academic growth.
We expect cooperation, communication, and respect among all members of our community.
We are a Project Cornerstone school and have fully implemented the ABC Reading Program.
We adhere to a school-wide language based on making safe, respectful, responsible choices.
We provide a safe, welcoming environment with clear academic and behavioral expectations coupled with differentiated support.
We provide a collaborative, teacher-facilitated, student-centered instructional program, based on Common Core, state, and District-mandated standards.
We emphasize the importance of uninterrupted instructional time, which enables students to focus on academics.

Hoover Elementary has a strong community base that includes families from all over Palo Alto. The PTA and the community volunteers strive to make it a neighborhood atmosphere through the numerous community-building opportunities that celebrate the students and families that make up the school.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	66
Grade 2	64
Grade 3	69
Grade 4	69
Grade 5	68
Total Enrollment	389

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
American Indian or Alaska Native	0.3
Asian	77.1
Black or African American	1.3
Filipino	0.3
Hispanic or Latino	5.1
Two or More Races	7.7
White	8.2
English Learners	18.5
Socioeconomically Disadvantaged	6.7
Students with Disabilities	5.4

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.7	98.19	622.4	90.49	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.1	0.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	16.8	2.45	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.5	0.52	11953.1	4.28
Unknown/Incomplete/NA	0.4	1.81	41.7	6.08	15831.9	5.67
Total Teaching Positions	22.1	100	687.8	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.8	95.63	597	90.55	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.5	0.54	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.37	35	5.31	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.17	11746.9	4.23
Unknown/Incomplete/NA	0	0	22.5	3.42	14303.8	5.15
Total Teaching Positions	22.8	100	659.3	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.3	96.38	605.1	92.4	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.1	0.49	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	3.62	28.9	4.42	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.7	0.72	12112.8	4.34
Unknown/Incomplete/NA	0	0	12.9	1.98	13705.8	4.91
Total Teaching Positions	22.1	100	654.9	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0.8
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	0.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Description of the school's program towards meeting William's Settlement Requirements: The PAUSD Board of Education has resolved that for the 2025-26 school year, the Palo Alto Unified School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District on this 14th day of October 2025

Year and month in which the data were collected	October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Benchmark Advanced/ Adelante, Benchmark Education, 2021; Writing: Teachers College Units of Study for Writing, Heinemann, 2016; Heggerty Phonemic Awareness supplemental curriculum for grades TK/Young Fives - Grade 2	0
Mathematics	Bridges Mathematics - 2017	0
Science	Twig Science California, Twig Education, 2021.	0
History-Social Science	Kdg - 5: TCI Social Studies Alive Reflections for California, Harcourt School Publishers (Gr K-3, 4 published 2016; Gr 5 published 2018) Board Adopted May 8, 2018	0

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

School Facility Conditions and Planned Improvements

Safety, cleanliness, and adequacy of school facilities. EC Sec. 33126 (b)(9) Safe, orderly schools are the highest priority of the Palo Alto Unified School District. Schools maintain and enforce a policy of required registration and identification at the main office. All visitors must register and receive approval before visiting any classroom or activity during the school day. District personnel, contractors and maintenance crews are required to wear identification badges while working on any campus throughout the district. The District has established a Preventive Maintenance Team that visits each campus on an assigned schedule repairing and maintaining facilities in readiness conducive to teaching and learning. In addition, the District provides a work order system for ongoing maintenance that tracks requests, supplies and assigned time spent on any routine repair. The MOT Department monitors the cleaning of all sites visits both during the day as well as the evening, providing custodians with support and emphasizing the importance of providing and maintaining a clean facility for learning. Each school has a Safety Plan and clearly stated expectations for student behavior. Safety Plans are updated and reviewed annually. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion or sexual orientation. The School Board maintains a zero tolerance policy for violent or threatening behaviors, and is committed to prevention of harmful behaviors. Students are provided with opportunities to build positive relationships to help create a more supportive school community.

School Facility Conditions and Planned Improvements

The Hoover Elementary School main campus was originally constructed in 1953. The buildings on campus have been renovated and added to over the years with additional rooms added in 1954 and 1958. Minor modernization occurred in 1998 when this school site was re-opened as Hoover. In 2004, new furnaces were installed to replace the failing original hydronic heating system.

Staff is in the design phase for a complete reconstruction of the school. Plans are being developed to demolish the existing buildings and site, and construction a new three strand campus in three increments over the next two years. The Hoover staff and faculty have been relocated to a temporary campus at the Greendell site during construction.

As of October 2024, Hoover has none of the emergency facility needs specified in Education Code Section 17592.72 (1. Gas leaks; 2. Non-functioning heating, ventilation, fire sprinklers, or airconditioning systems; 3. Electrical power failure; 4. Major sewer stoppage; 5. Major pest or vermin infestation; 6. Broken windows or exterior doors or gates that will not lock and pose a security risk; 7. Abatement of hazardous materials previously undiscovered that poses an immediate threat to pupil or staff; and 8. Structural damage creating a hazardous or uninhabitable condition) are required at this school site. A copy of the Interim Evaluation Instrument used to verify Education Code Section 17592.72 deficiencies is on file in the Maintenance Office for review. The Hoover Elementary School campus is safe, well maintained and clean, with multiple custodial staff assigned for 16 hours daily.

The Hoover campus was demolished in 2024, and is currently under construction. The entire campus is being rebuilt for a scheduled re-opening in January 2026

Year and month of the most recent FIT report	5/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Room 11: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. (WILLIAMS NOTICE IS NOT POSTED) Room 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11. IMPROPERLY STORED CLEANING SUPPLIES. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED) Room 13: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCHPLATE IS BROKEN IN STORAGE ROOM. 9. FAUCET LEAKS AT HANDLE. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) Room P12: 4. CEILING TILE HAS A HOLE. (WILLIAMS NOTICE IS POSTED) Room P2: 4. CEILING TILE IS TORN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE IS NOT POSTED) Room P3: 4. CEILING TILE IS TORN. CEILING TILE HAS A HOLE STIFF IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE IS NOT POSTED) Room P4: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. (WILLIAMS NOTICE IS NOT POSTED)

School Facility Conditions and Planned Improvements

				Room P5: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE IS NOT POSTED)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		: Room 13: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCHPLATE IS BROKEN IN STORAGE ROOM. 9. FAUCET LEAKS AT HANDLE. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) Room P11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. (WILLIAMS NOTICE IS NOT POSTED) Room P17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) Room P2: 4. CEILING TILE IS TORN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE IS NOT POSTED) Room P3: 4. CEILING TILE IS TORN. CEILING TILE HAS A HOLE STIFF IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE IS NOT POSTED) Room P4: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. (WILLIAMS NOTICE IS NOT POSTED) Room P5: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE IS NOT POSTED)
Electrical			X	Room 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11. IMPROPERLY STORED CLEANING SUPPLIES. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED) Room 13: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCHPLATE IS BROKEN IN STORAGE ROOM. 9. FAUCET LEAKS AT HANDLE. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) Room P11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. (WILLIAMS NOTICE IS NOT POSTED) Room P12: 4. CEILING TILE HAS A HOLE. (WILLIAMS NOTICE IS POSTED) Room P16: 7. EXTENSION CORD IS BEING PERMANENTLY USED. (WILLIAMS NOTICE IS NOT POSTED) Room P17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE

School Facility Conditions and Planned Improvements

				PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) Room P19: . 7. EXTENSION CORD IS BEING PERMANENTLY USED. (WILLIAMS NOTICE IS NOT POSTED) Room P4: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. (WILLIAMS NOTICE IS NOT POSTED)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 13: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCHPLATE IS BROKEN IN STORAGE ROOM. 9. FAUCET LEAKS AT HANDLE. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED)
Safety: Fire Safety, Hazardous Materials	X			Room 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11. IMPROPERLY STORED CLEANING SUPPLIES. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED) Room P13: Room P17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) Room P8: 11. IMPROPERLY STORED CLEANING SUPPLIES.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 13: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCHPLATE IS BROKEN IN STORAGE ROOM. 9. FAUCET LEAKS AT HANDLE. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED)

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	93	92	80	82	47	48
Mathematics (grades 3-8 and 11)	94	93	78	79	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	208	207	99.52	0.48	91.75
Female	96	95	98.96	1.04	93.68
Male	112	112	100.00	0.00	90.09
American Indian or Alaska Native	--	--	--	--	--
Asian	161	160	99.38	0.62	95.63
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	66.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	82.35
White	14	14	100.00	0.00	92.86
English Learners	13	13	100.00	0.00	53.85
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	20	100.00	0.00	75.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	47.62

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	208	207	99.52	0.48	92.75
Female	96	95	98.96	1.04	92.63
Male	112	112	100.00	0.00	92.86
American Indian or Alaska Native	--	--	--	--	--
Asian	161	160	99.38	0.62	96.88
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	58.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	88.24
White	14	14	100.00	0.00	92.86
English Learners	13	13	100.00	0.00	46.15
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	20	100.00	0.00	70.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	54.55

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	91.67	91.3	71.76	72.15	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	69	100.00	0.00	91.30
Female	34	34	100.00	0.00	91.18
Male	35	35	100.00	0.00	91.43
American Indian or Alaska Native	0	0	0	0	0
Asian	56	56	100.00	0.00	92.86
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0%	100.0%	100.0%	100.0%	100.0%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

The home-school connection is vital to student success, especially as students transition into the school environment. Parents are encouraged to participate in the kindergarten classrooms and around campus. In grades 1-5, parents are necessary partners in supporting the school in roles outside of the classroom that include traffic duty, noon supervision, teacher support with materials, homework support, field trip chaperoning, event organization, library support, etc., while credentialed teachers and Instructional Assistants provide academic instruction. Within a warm, caring environment, we hold ourselves responsible for each child to reach his/her full potential. Hoover takes enormous pride in parent involvement. It enjoys the active, caring involvement of the PTA and a School Site Council, with both staff and parents serving as members. Both groups serve in an advisory role to the Principal. PTA has coordinated thousands of volunteer hours by parents in service areas, such as the kindergarten classroom, noon supervision, event planning, and coordination, the ABC program, Children's Theater, the library, school newsletter, open houses, coordination of after-school programming, yearbook, summer reading lists, and traffic safety. The PTA and School Site Council make efforts to coordinate their activities and school support. A Fundraising Committee is organized and run by parent representatives, coordinating their goals with the PTA, School Site Council, and school staff if needed.

Hoover is a Project Cornerstone School. We implement the ABC (Asset Building Champions) reading program in every classroom. Parent volunteers participate in monthly training sessions coordinated by a lead parent who receives training at the county level on how to deliver instruction around 10 Project Cornerstone books. One book is read in every classroom each month, accompanied by lessons and a common language for students to use to solve problems and engage in social and emotional learning opportunities. Parents are assigned to the same room for the entire year in order to build "other trusted adult" relationships with students and deliver 30-45 minute lessons once a month. This program has strengthened the student and parent communities at Hoover, and students are using the tools they learn from the lessons to resolve conflicts and act as "upstanders" when they see another student making unsafe or disrespectful choices. Hoover also hosts school-wide playdate events, parent/student picnic lunches, grade-level potlucks, and a host of parent participation activities and events, such as parent learning opportunities, ice skating parties, the Hoover Carnival, International Festival, Field Day, Family Social, cultural dinner, Unity Day and Inclusive Schools Week events, and kindergarten playdates for incoming students.

All activities and volunteer opportunities are accessible through the PTA. Families may also contact the office, or Shweta Sinha,, our PTA President, for information regarding volunteering opportunities.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	398	396	26	6.6
Female	188	187	15	8.0
Male	210	209	11	5.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	308	306	17	5.6
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	22	5	22.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	30	2	6.7
White	31	31	1	3.2
English Learners	76	74	6	8.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	30	30	2	6.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	29	29	3	10.3

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	1.26	1.09	1.57	1.48	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.26	0.00
Female	0.00	0.00
Male	2.38	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.65	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.55	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.33	0.00
White	0.00	0.00
English Learners	3.95	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.79	0.00

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

2025-26 School Safety Plan

The Herbert Hoover Elementary School Safety Plan was last updated on February 10, 2025, and will be reviewed during School Site Council Meetings in the 2025-26 school year. The revised Safety Plan will be completed by March 2, 2026. Until that time, we will follow the Safety Plan that is currently in place and approved.

Hoover is on a temporary campus with Greendell School and focuses on emergency preparedness through training and practice with the goal that everyone is fully prepared for an emergency. Each year, Hoover staff receives emergency team training which includes training on the roles and responsibilities in the event of an emergency. This school year, we will be returning to our home site. We will be reviewing all safety protocols and building systems with the new campus, collaborating with the PAUSD RIsk Manager.

The annual emergency multi-team training will be held at the new site in March 2026. Hoover will hold an annual lockdown training with support from the PAUSD Risk Manager and conducts an annual school-wide lockdown drill in March/April. Our last Hoover lockdown training including the Greendell Elementary staff was conducted on September 6, 2023. In addition to a lockdown drill, emergency preparedness drills such as fire drills and earthquake drills are conducted monthly throughout the school year. Emergency routes are reviewed with staff and posted in each room, fire extinguishers are routinely inspected by the fire department, and emergency backpacks in each room are inspected and replenished with missing supplies at the start of each school year.

With high expectations, clear school rules, and consistent enforcement, Hoover is proud of its safe, orderly environment. An experienced noon supervision staff comprised of teachers, aides, parents, and the principal, assist in creating a positive and safe school climate. Our community members believe Hoover provides a safe learning environment for children.

Parents and staff representatives work with the Principal to develop safety measures appropriate to the Hoover site. For example, staff volunteers assist in the drop-off and pick-up of students in the morning and afternoon with parking lot procedures. All visitors to the school must register in the office and staff has been trained to report any strangers to the office immediately.

The Hoover Emergency Preparedness Plan will be reviewed and updated once Hoover returns to the home campus with the new buildings. The final plan will be shared along with the Comprehensive Safety Plan by the team of staff members through the School Site Council in conjunction with PAUSD. Hoover's Comprehensive School Safety Plan is available in the school office and at the District Office.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	21	2	1	
2	23		3	
3	22	1	2	
4	23		3	
5	22		3	
6	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	0	0
1	21	0	3	0
2	21	1	2	0
3	23	0	3	0
4	22	1	2	0
5	24	0	3	0
6	0	0	0	0
Other	0			

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	0	0
1	22	0	3	0
2	21	0	3	0
3	23	0	3	0
4	23	0	3	0
5	23	0	3	0

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,057.50	1,549.71	12,507.79	130,277.90
District	N/A	N/A	15,699.45	$137,128
Percent Difference - School Site and District	N/A	N/A	-22.6	-5.1
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	11.5	26.2

Fiscal Year 2024-25 Types of Services Funded

The District relies on federal categorical funding under Title I, Title II, Title III, and Title IV of the Every Student Succeeds Act (ESSA). The way Palo Alto Unified uses categorical funds is to assist our school sites in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. One way these funds are used is to employ reading specialists, instructional aides, primary language tutors, and English learner (EL) specialists. Funds

Fiscal Year 2024-25 Types of Services Funded

are also used to support district wide professional learning in curriculum and EL support. Supplementary services, such as after-school tutoring for students, a summer bridge course for rising ninth-graders, and engagement opportunities for parents, also draw from these funds. For a more detailed analysis of services funded, refer to the Local Control and Accountability Plan (LCAP) webpage, https://www.pausd.org/about-us/lcap. In addition, each School Site Council (SSC) annually reviews and updates their site's School Improvement Plan (SIP). The SIP is a plan of action to improve student academic performance by coordinating all educational services and resources. With input from the staff and community, the SSC is the decision-making body responsible for establishing SIP goals through the review of site-specific student achievement and other data. For school sites with 21 or more English learners, a site level English English Language Advisory Committee (ELAC) will advise the principal and staff in the development of a site plan for English learners and submitting the plan to the SSC for consideration of inclusion in the SIP. The SIP includes a budget for proposed expenditures to support the SIP goals. SIPs are presented to the PAUSD Board annually and are available on each school site's webpage (https://www.pausd.org/schools) under the "About Us/School Reports" section.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$79,548	$62,145
Mid-Range Teacher Salary	$126,630	$97,088
Highest Teacher Salary	$160,509	$120,436
Average Principal Salary (Elementary)	$198,810	$151,343
Average Principal Salary (Middle)	$215,810	$159,514
Average Principal Salary (High)	$229,184	$177,261
Superintendent Salary	$393,184	$294,805
Percent of Budget for Teacher Salaries	32.79%	29.95%
Percent of Budget for Administrative Salaries	5.02%	5.4%

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12