

School Accountability Report Card

Hoover High School

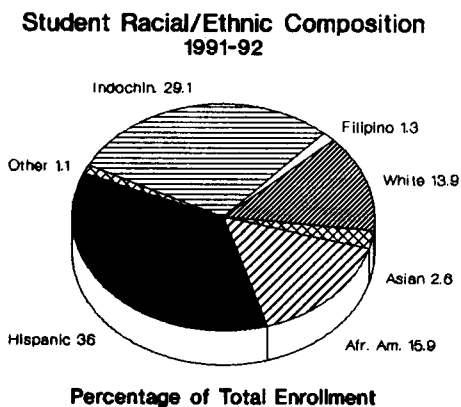
Dr. Doris Alvarez, Principal

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School Profile

Hoover High is on a main boulevard in mid-east San Diego. The school serves a racially mixed community in an area of modest homes and small businesses. Racial conflict is generally absent on the campus. The school is open to the community for an evening adult school and high school diploma programs and for Saturday morning enrichment classes.



Enrollment is 1,994. Non- or limited-English proficient (LEP) students continue to be the fastest growing segment of the school's population. The school provides 110 students with special education services.

The school is continuing efforts toward restructuring. Major activities are focused on ninth grade students. The objective of this restructuring effort is to help all students succeed in school and graduate with the skills needed to enter college or the work force.

Last year almost half the students moved or left the school and nearly as many new students enrolled throughout the year.

Mission and Goals

San Diego City Schools has adopted a mission statement to guide the district in providing educational programs.

It is the mission of [our district] to educate all students in an integrated setting to become responsible, literate, thinking, and contributing members of a multicultural society through excellence in teaching and learning.

All district schools have set several goals in each of four major areas to accomplish this mission:

- Improving student learning

Report Card Meeting, Information

Date: March 4, 1992
Time: 7 p.m.
Place: Hoover Mini Theater

Proposition 98 requires all public schools in California to provide information about themselves to the public through a School Accountability Report Card. This report card examines Hoover High's policies, programs, and progress. A meeting will be held March 4 at 7 p.m. to discuss the report card and answer questions.

Additional information about all areas covered in this report card is available at Hoover High School. We invite parents to come to Hoover High to look at these materials, to meet their children's teachers, and to expand their involvement in their children's education.

- Improving teaching
- Enhancing integration and diversity
- Enhancing shared decision-making and community involvement

Hoover's mission is to provide effective instructional and counseling programs so all students may reach their fullest potential. In support of district goals, Hoover emphasizes the following:

- Improved literacy and communication skills through a strong literature-based writing program which includes a multicultural approach
- Primary language instruction to support the achievement of non- and limited-English proficient students
- Academic preparation and counseling that encourages students to plan for college and to organize for success
- Training for teachers in the use of methodologies and new technologies designed to promote student achievement
- Increased volunteer program from parents, Hoover alumni, and the community
- Orientation for new students including a newcomers' center for non-English speakers, and a different kind of scheduling for basic courses in ninth grade

Our report card is organized around the four district goal areas. This will help parents understand Hoover High School's strengths and weaknesses as well as our success in improving the school by meeting the goals we have set.

Student Learning

Student Achievement

How well do students do on tests?

Test Performance. Students in San Diego City Schools take two sets of standardized tests:

- The California Assessment Program (CAP) tests for students in grades 4 and 5, 8, and 10 in reading, language, mathematics, and other selected areas (grades 4, 5, and 10 are being piloted this year; in past years students were tested in grades 3, 6, 8, and 12; last year, due to budget cuts, the state did not conduct CAP tests)
- The Abbreviated Stanford Achievement Tests (ASAT) of competencies in basic skills for students in grades 5 and 7

Although CAP testing for seniors did not take place last year due to the state budget cuts, all students took the ASAT test and scored below the district average in both total reading and total math. We continue to emphasize basic skills instruction across the curriculum and provide tutoring and test taking strategies in an attempt to reverse the decline. The staff is committed to schoolwide improvement for 1991-92.

College Enrollment. Hoover works hard to increase the number of graduates enrolling in colleges and universities. The number of students taking the PSAT and SAT tests has increased from 113 in 1987 to 192 in 1990. Yet, the number of students enrolling in two- and four-year colleges has not increased very much. Only about 17 percent of our students enroll in postsecondary schools. However, last year, more students (85) took the Advanced Placement tests in physics, history, English, and language than in the year before. The Advancement Via Individual Determination (AVID) program, the partnership with San Diego State University, and the career development office are working to increase enrollment of students into higher education programs.

Attendance/Dropouts

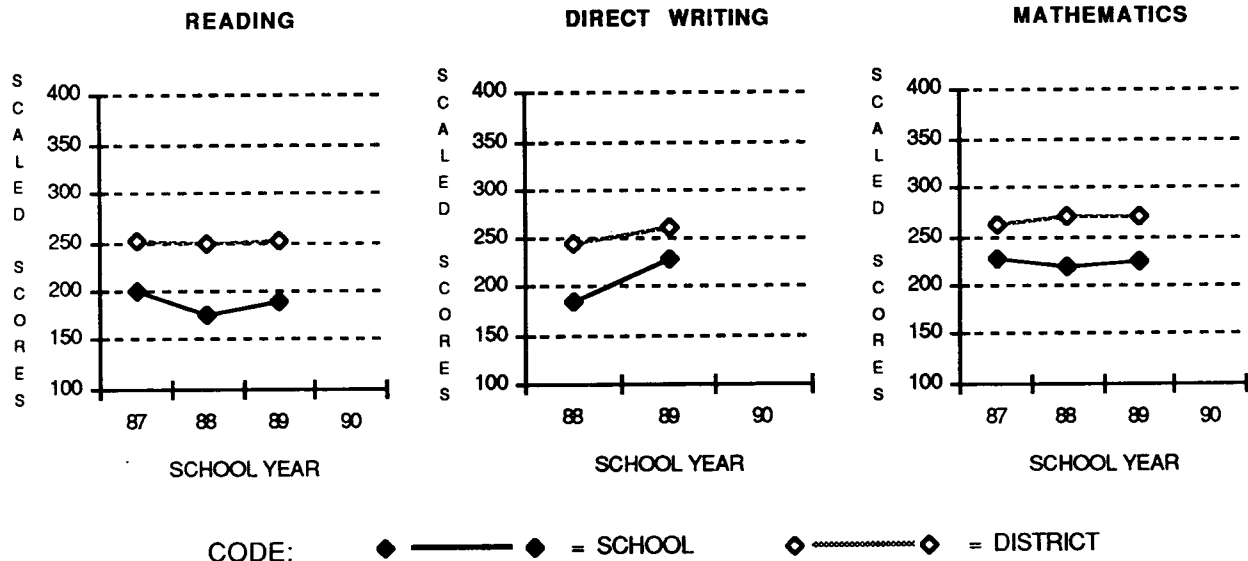
What is Hoover doing to lower absentee and dropout rates?

Because we are strongly committed to lowering its absentee and dropout rates, additional money is used to hire a full-time guidance aide and a full-time community aide who counsel students, make telephone calls, and visit homes when necessary. Our strict tardy/truancy policy helps identify and counsel students with attendance problems. Periodic tardy sweeps help control the tardiness problem.

Hoover works hard to reduce the number of unexcused absences and truanancies. Since the state provides money only for students who are in school each day, it is important to keep the number of unexcused absences low. Despite efforts to reduce this unexcused absence number, Hoover at 26.1 percent is higher than the district average of 17.83 percent. Parents can help by calling the attendance office every time their student is absent. When parents do not call in, the attendance office makes every effort to contact parents by telephone. Under special circumstances, students who are going to be out for several days may go on Contract Independent Study, which allows them to make up their work while they are away from school. The counseling secretary can explain the procedure to any parent who needs this information.

Attendance Rates		
Year	% Absences Unexcused	% Actual Attendance
1986-87	31.4	93.0
1987-88	26.8	92.5
1988-89	20.4	91.7
1989-90	24.2	92.4
1990-91	26.1	91.8

CALIFORNIA ASSESSMENT PROGRAM
DISPLAY OF SCHOOL AND DISTRICT SCALED SCORES
1987-88 THROUGH 1990-91
GRADE 12

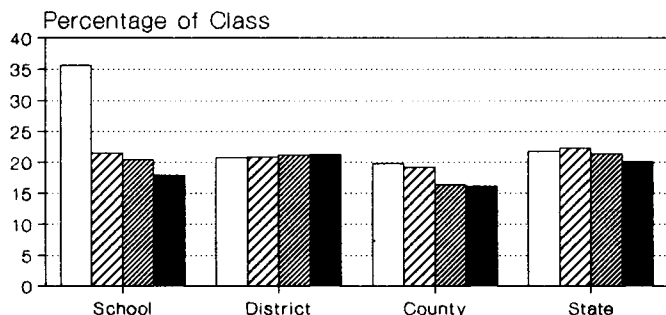


When students are tardy or truant for part of a day, they may not meet state minimum instructional day standards. A fall 1991 sampling of data found that 2.8 percent of attendance claimed at our school did not meet these standards. We could lose state money in the future because of these part day absences.

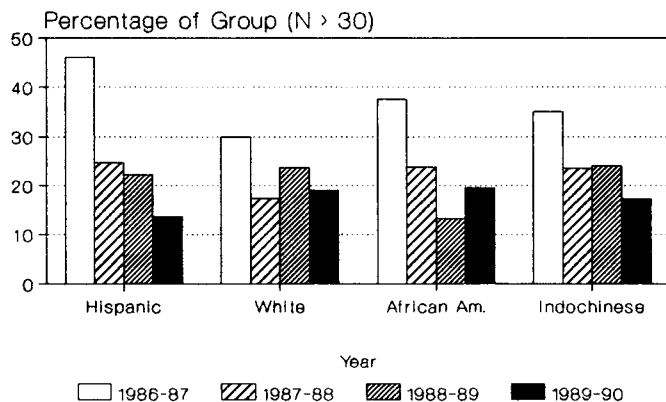
Hoover is proud of the fact that its one-year dropout rate has decreased steadily over the past few years. Last year's rate for grades 9 through 12 was 7.3 percent which is below the district average. Some of the approaches used to keep our students in school include:

- The High School Diploma Program and the General Educational Development (GED) preparation class are examples of two such programs that are conducted on the Hoover campus after the normal school hours
- The highly successful Saturday Education Enrichment Keys (SEEK) Extension program, which began last year, gave 200 students credit in basic classes needed for graduation. The program will continue this year
- After-school tutoring in the media center (the media center is open until 8 p.m., Monday through Thursday)
- A full-time district counselor who provides additional support for students who are in danger of failing or dropping out and an additional part-time district counselor who coordinates a special program to motivate and recover potential dropouts
- Motivational programs for students who have shown higher than normal dropout rates such as the African American males, Hispanic females, and some Asian groups

Estimated Three-Year Dropout Rate Grades 10-12



by Racial/Ethnic Group



Discipline and Climate for Learning

Is this school a good place to learn?

Although Hoover shares problems common to many large urban high schools, it has a well-ordered climate for learning. The past three years have shown a decline in rates of suspension. We believe this is due, in part, to a strong discipline policy that is clearly communicated to students and is consistently enforced by school personnel. Hoover provides a good climate for learning by:

- Fostering a strong sense of community and academic pride
- Recognizing and appreciating staff and students for their efforts
- Operating over 50 campus clubs and organizations for students, many of which emphasize academics, plus 21 interscholastic athletic teams which encourage academic achievement
- Keeping classroom disruptions to a minimum
- Suspending students who engage in physical violence
- Holding Saturday school and detention for students who violate the tardy and truancy policies

Teaching Quality

Teaching Assignments

Do we have qualified teachers?

Hoover High School has 95 credentialed teachers. The staff is enthusiastic, well educated, and experienced, with 35 holding a bachelor's degree, 56 a master's degree, and four a doctoral degree. All teachers are credentialed to teach in their subject areas.

Teacher and Administrator Evaluation

How are teachers and administrators evaluated?

The principal and vice principals formally evaluate tenured teachers every two years. Temporary or probationary teach-

ers are observed frequently and evaluated yearly. If a teacher's performance is less than effective, the principal identifies specific areas which need improvement and develops a program for improvement with the teacher.

The principal and vice principals are also evaluated every two years in a similar manner: the principal by a central office supervisor and vice principals by the principal.

If you are concerned about a teacher, administrator, or other staff member, there is a procedure that you can follow. You can find it in *Facts for Parents* sent home with every student at the beginning of the school year. You may call the principal or the School Services Division, as appropriate, to discuss this subject at any time.

Substitutes

Do we have qualified substitutes?

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent.

By state law, a credentialed teacher may substitute at any grade level and in any subject. Every effort is made to place substitute teachers in their area of expertise.

Quality of Instruction and Leadership

How good is it?

Hoover has a strong instructional program based on a commitment to a quality education for all students. Teachers, therefore, use a variety of materials and methods and promote a philosophy that all students can learn. Collaborative learning, writing to learn, seminar discussions, and individualized computer-based instruction (CCP lab) stress the active participation of students in their learning. The instructional program uses the California state framework as its guideline.

Teachers and administrators meet frequently in school improvement committees to share decisions about instructional policies. An outgrowth of these discussions has been:

- Development of the Coalition of Essential Schools concept at the ninth grade level. The coalition emphasizes a team approach to instruction and promotes the importance of students using their minds well.
- A continuing focus on improving student writing skills. Students will continue to practice writing in all subject areas. The writing resource teacher coordinates the school-wide effort.
- A focus on student success. Because of positive feedback from teachers and students, all students were again provided with a Hoover notebook. Staff members agree that the notebook is a valuable tool in helping students organize and study effectively.
- An emphasis on technology for classroom instruction as well as for use by individual students. The school continues to operate the highly successful Macintosh writing computer lab and encourages the use of interactive media for classroom instruction and library research.
- Continuation of a 20 minute daily reading period for the third year.
- Support for limited-English proficient (LEP) students in subject areas. Teachers provide primary language instruction in math and social studies for Hispanic and Vietnamese students.
- Continuation of teacher aide assistance in math and English classes.

In spite of a number of support programs, student achievement levels show a need to:

- Increase the number of students who take classes required by four-year colleges and universities
- Improve reading skills as measured by district achievement testing
- Reduce the number of students who are failing classes

Training and Curriculum Improvement

How do Hoover teachers upgrade and update their teaching skills and strategies?

Because of special money Hoover receives for teacher training, Hoover offers its teachers four full days of staff training, which enables them time to learn new teaching techniques and to plan curriculum. This same funding is used for workshops, seminars, and conferences.

Another example of teacher training is Personalized Professional Growth Seminar, a program unique to Hoover, that provides teachers with release time to follow a personally developed plan for professional growth. To date, 46 teachers have taken advantage of this program.

The teachers' center is located in the media center where teachers can find the latest in educational literature. This center also serves as a focal point for professional seminars and discussions.

Counseling and Support Services

What kind of support does Hoover offer students?

Hoover has five full-time school counselors, a full-time district counselor, a part-time district counselor, a part-time career counselor, and a full-time career aide. The in-school counselors support students by providing academic and personal counseling and by ensuring that students progress toward graduation and make plans for the future. They also meet with parents if a student is at risk of failing and for tenth grade review conferences. They conduct financial aid workshops, provide scholarship information, and monitor the students who are missing credits or not succeeding in the classroom. The counseling center is staffed to meet various language needs of the students.

The district counselor works with referred students who are experiencing difficulties in meeting school and graduation goals and the career counselor assists students with jobs and career planning. The district provides social concerns teachers to be available to assist some students with personal/social counseling and drug and sex education.

The nurse sees over 1,000 students a month in her office. Additional nurse time is purchased with federal money to provide extra health support. The Board of Education has approved the development of a health/social services center which will provide additional health and counseling services to the students who have parent permission.

During the past year, access to counseling and guidance services has been improved by restructuring the student services center. The overall structure of the student services center and the procedures used by counselors and support personnel were reviewed to provide better service to all students.

The staff recognizes a need to:

- Develop a more effective system for the dispensing of college and financial aid information to students
- Increase parent participation in tenth grade review
- Coordinate a well defined parent organization that can effectively serve the school and parents

Textbooks and Other Instructional Materials

How current are our materials?

The district decides which textbooks will be used and provides them to schools according to enrollment. New textbooks in a subject area are adopted every eight years according to the state textbook review cycle. This year schools will begin using newly-adopted textbooks and materials in visual arts and music.

The media center has a complete library, instructional media lab, audiovisual distribution center, and a mini-theater. Reference materials are being updated with computerized encyclopedias and indexes. There continues to be a great need for library and textbook materials written in our students' native languages. Although some material has recently been purchased, we continue to have difficulty finding quality materials. Another difficulty has been the lack of materials from the district that support new required courses.

School Facilities and Safety

How safe and clean is Hoover?

Hoover has one full-time school police officer and four full- and part-time supervision assistants. It is our goal to provide a safe, threat-free atmosphere for all students. Open areas and rest rooms are checked during passing periods. Violence of any kind is not tolerated and offenders are punished by suspension. Students report that they feel safer and more secure than in previous years.

Although general maintenance, replacement, and repair of needed equipment continues to be a problem due to limited district maintenance budgets, the site custodians continue to keep our school clean. Graffiti is removed immediately and students caught vandalizing school property are prosecuted.

Because of voter-approved Proposition Y, Hoover has added a \$1.5 million science building. The building has four classrooms, two for biology, one each for chemistry and physics.

The building has extensive computer facilities, laboratory work space and safety equipment.

Class Size

Are classes too large?

The staff at Hoover High School recognizes that class size is an important variable in educational quality. However, because class size is a budget issue at the district and state levels, there is little we can do directly to lower the size of classes. This year high school staffs were reduced by one teaching position due to budget cuts, which increased class size. Forty-eight instructional aides and teacher assistants help to raise the adult-to-student ratio. This is a significant reduction from previous years due to budget cuts and new contract agreements. Hoover had the following class sizes on September 27, 1991:

Subject Area	1-10	11-20	21-30	31-40	40+
Art		1	1	8	
Computer Ed.				3	
Drama/Theater			1		
English		2	25	23	
ESL	3	1	14	30	
Foreign Language		1	8	18	
Health Ed.					
Mathematics		2	22	30	3
Music	1	1			
Physical Ed.			1	17	12
Science		1	10	24	2
Social Science		1	10	27	5
Vocational Ed.	1	1	15	10	
Other	2	2	12	3	
Special Ed.	13	11	2		

Integration and Diversity

Race and Human Relations

Do students get along with each other?

Hoover is a culturally diverse school. This provides students with opportunities to develop the skills needed for racial harmony and human understanding. There are, however, some problems that still need to be addressed. There is a tendency for students to gravitate toward their own ethnic groups in the classroom and on the campus. Also, students must learn non-violent ways of resolving conflict. Although gangs are still a concern, gang related incidents have declined.

The use of various teaching strategies has done much to bring greater openness and increased acceptance of others by many students. The structure of the ninth grade coalition offers students another opportunity to learn more about racial, cultural, and human relations.

For several years, students from many ethnic backgrounds have been represented in extra curricular activities which helps promote student harmony. In addition, staff members from many ethnic backgrounds provide students with positive role models.

Shared Decision-Making

Community Involvement

How are parents and community involved in Hoover?

Hoover is privileged to have an active volunteer program using the services of parents, community, and alumni. Vol-

unteers are an important part of our school, particularly in programs such as the CCP. There is an increased number of parents and community members serving on the school advisory council. This council advises the principal in matters concerning state and federal programs such as Chapter 1,

bilingual education, and Gifted and Talented Education programs. This year we are opening a new volunteer center staffed by parents who donate their time to serving the school.

One way parent and community involvement is encouraged is through the SEEK program, which was awarded the Freedoms Foundation Award two years ago. The SEEK program brings the community on campus by offering Saturday classes to students and parents from Hoover and area middle schools and elementary schools. One of the best ways Hoover communicates with parents is through the *Hoover Link*, a parent newsletter mailed home monthly to keep parents informed about school events. The Hoover Hotline (282-7144) allows parents to call in for information about school activities. Parent attendance has increased at open house since students began writing a postcard invitation to their parents. The staff needs to continue efforts to improve parent attendance at open house and other school activities.

The Hoover Foundation, which won the 1991 Freedoms Foundation Award, consists primarily of alumni and serves the school in many ways. Activities include volunteering, financial support to programs, scholarships, public relations, and special events. Alumni in the Hoover Foundation and the

Cardinal Club (a 100-alumni athletic booster club) are major supporters of Hoover's athletic program. Recently they established a Hoover Hall of Fame honoring outstanding alumni athletes.

Staff Involvement

How are teachers and staff involved in Hoover?

Teachers and staff are represented on a variety of committees. There are 12 committees at Hoover and staff members have their choice of committees based on areas of interest. The instructional support team consists of department chairs who are elected by their individual department members. Instructional and budget decisions are the primary focus of this committee. The school site advisory council is an elected body dealing with schoolwide concerns. These individuals are elected by others with a common prep period. A planning grant, AB1274, has been awarded to Hoover for restructuring and will be implemented by a restructuring committee.

Other committees at Hoover include climate, discipline, materials and facilities, notebook, public relations, race/human relations, social, technology, and teachers' center. Each committee serves an important school function.

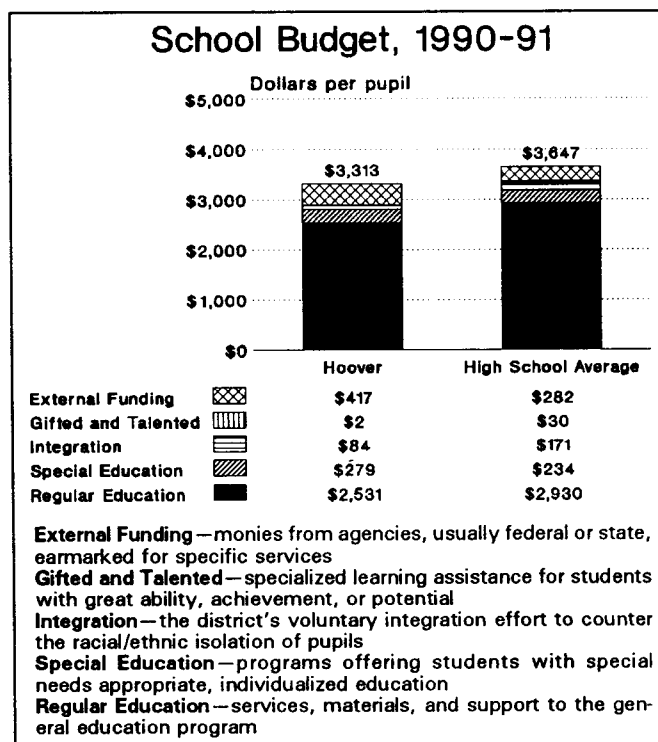
Finances

Expenditures and Services Offered

Where does it all go?

Each school receives an instructional budget based on its enrollment and programs and on formulas which are set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

The adjoining budget chart shows the major areas of district funding for Hoover High and other district high schools. It



Salary and Budget Data for Teachers and Administrators, 1989-90			
Position	Other Large Unified Districts (1,500+ ADA)	Very Large Unified Districts (25,000+ ADA)	San Diego (116,685 ADA)
Beginning Teacher's Salary	\$23,779	\$25,131	\$23,832
Midrange Teacher's Salary	\$36,952	\$37,672	\$36,213
Highest Teacher's Salary	\$45,284	\$46,240	\$46,021
School Principals' Salary [†]	\$57,284	\$61,700	\$61,751
Superintendents' Salary [‡]	\$82,324	\$105,002	\$96,773
Administrative Salaries [§] as Percentage of Budget	5.67%	5.45%	4.09%
Teacher Salaries as Percentage of Budget [*]	43.50%	44.23%	42.61%

[†] All school site managers—principals, vice principals, etc.

[‡] Superintendents, deputy, associate, and assistant superintendents.

^{*} Percentage of general fund expenditures. Does not include benefits.

includes all budgeted monies from the general fund except those for transportation, maintenance and operations, district administration, and central support.

Recent legislation has required school districts to report salary comparisons. The adjoining salary table compares salaries in San Diego City Schools with average salaries paid for comparable positions in California unified school districts of 1,500 and 25,000 or more students, respectively. The data are for the 1989-90 school year.

Report Card Committee

The following parents and staff contributed in developing this report card:

Doris Alvarez, principal
Midge Backensto, resource teacher
Mario Campuzano, parent
Barbara Dean, teacher
Maggie de la Cruz, teacher
Dennis Donley, librarian
Elias Garcia, student
Lydia Hicks, parent
David King, student
Lisa King, teacher
Marsha Krill, resource teacher
Robert North, teacher
Rick Novak, vice principal
Louise Prewitt, teacher
Don Richardson, head counselor
Ethel Roberts, student
Keith Roudebush, parent
Dorothy Smith, parent
Ernie Smith, vice principal

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