



2023-2024

# **Hoover Middle School**

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

**Needs Assessment:**

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

**Accountability Measure I: Increase Achievement:**

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

**Accountability Measure IV: Parents and Community Involvement Assurances**

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: [http://www.lbschools.net/Departments/Local\\_Control/](http://www.lbschools.net/Departments/Local_Control/). The LCAP Federal Addendum is presented at: [http://www.lbschools.net/Departments/EACCR/lea\\_plan.cfm](http://www.lbschools.net/Departments/EACCR/lea_plan.cfm).

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at [http://www.lbschools.net/Departments/Strategic\\_Planning/](http://www.lbschools.net/Departments/Strategic_Planning/), has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

**DCAC Recommendations:**

**Recommendation 1:** Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

**Recommendation 2:** Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

**Recommendation 3:** Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

**Recommendation 4:** Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

**Recommendation 5:** Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

**Recommendation 6:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

**Recommendation 7:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

**Recommendation 8:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

**Recommendation 9:** Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

**Recommendation 10:** Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

**Recommendation 11:** Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

**Recommendation 12:** Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

**Recommendation 13:** Expand programs of instruction to the educational system to new families, including civics education.

**Recommendation 14:** Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

**Recommendation 15:** Provide workshops on values and character building that contribute to a safe, civil and productive school.

**DELAC Recommendations:**

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

**Comprehensive Needs Assessment**

**English-Language Arts**

**Written Analysis - ELA Findings**

**Written Analysis**

This document includes findings and goals for the upcoming school year. Additionally, SPSA goals and analysis are revised in partnership with Hoover School Site Council at our monthly meeting and updated in LROIX.

SBAC: 34% Met/Exceeded All Students  
SBAC 25% Met/Exceeded AA students  
SBAC 9% Met Exceeded ELL students  
SBAC 32.4% Met Exceeded H students

Based on the findings, we believe that the largest impact on our scores were due to new teachers, having tasks that did not meet the rigor and high expectations of the CCSS. The Instructional Leadership Team further concludes learning losses from COVID 19 continues to hinder achievement. Other possible school-based explanations for achievement results include the following:  
School systems not meeting the unique needs of our students and teachers  
School communication to families regarding academic expectations.  
Inexperience in Restorative practices to improve a sense of school community.

**Comprehensive Needs Assessment**

**English-Language Arts**



## Written Analysis - ELA Goals

### Written Analysis

Action Plan Summary:  
Based on students' academic needs in English, staff will identify at-risk students and facilitate their participation in various academic programs. Students also take part in ELA intervention classes during the school day, where students are able to get support from our itinerant teacher during P.E. Our instructional improvement plan includes focused teacher learning in the areas of content standards, LBUSD understandings and expectations, rigor, cognitive engagement, and LBUSD Office of Curriculum Instruction and Professional Development Quality Core Instruction training.

All students Improve I-Ready scores (students 2 or more grade levels below, will make a year and a half within a year)

EduLastic: the pre and post PSA will show improvement

SBAC: Bring up to the District Average for All Middle Schools at 46%

AA students Improve I-Ready scores (students 2 or more grade levels below, will make two years within a year)

EduLastic: the pre and post PSA will show improvement

SBAC: Bring Hoover scores up to the District Average for All Middle Schools at 46%

#### Progress Monitoring

The use of:

Prove-It. Ela grade level standard align task, complete with data analysis. These are conducted on a monthly basis.

Structured quarterly data chats with all teachers

Participation LBNSI

I-Ready scores will be used three times a year.

This document includes finding and goals for the upcoming school year. Additionally, SPSA goals and analysis are revised in partnership with Hoover School Site Council at our monthly meeting and updated in LROIX.

Achievement  
 By June 2024, 39% of our MS students will score Met/Exceeded on SBAC ELA, a 3-5% improvement from 2023.

AA SMART Goals:  
 By June 2024, 32% of our African-American students will Meet or Exceed on the SBAC ELA Assessment, an increase of 7% compared to 2023.

ELL SMART Goals:  
 By June 2024, 15% of our students will Meet or Exceed on the SBAC ELA Assessment, an increase of 6 % compared to 2023.

**Comprehensive Needs Assessment**

**Mathematics**

**Written Analysis - Math Findings**

**Written Analysis**

This document includes finding and goals for the upcoming school year. Additionally, SPSA goals and analysis are revised in partnership with Hoover School Site Council at our monthly meeting and updated in LROIX.

All- SBAC: 15% Met/Exceeded  
 AA- SBAC: 11% Met/Exceeded  
 EL- SBAC: 0% Met/Exceeded

Based on the findings, we believe that the largest impact on our scores were due to new teachers, having tasks that did not meet the rigor and high expectations of the CCSS. The Instructional Leadership Team further concludes learning losses from COVID 19 continues to hinder achievement. Other possible school-based explanations for achievement results include the following:  
 School systems not meeting the unique needs of our students and teachers  
 School communication to families regarding academic expectations.  
 Inexperience in Restorative practices to improve a sense of school community.

## Comprehensive Needs Assessment

# Mathematics

### Written Analysis - Math Goals

#### Written Analysis

**Action Plan Summary:**

Based on students' academic needs in math, staff will identify at-risk students and facilitate their participation in various academic programs. During the school day there are 3 Math development classes. Students also take part in Afterschool Math tutoring where they are supported by 3 teachers. Furthermore, our instructional improvement plan includes focused teacher learning in the areas of content standards, LBUSD understandings and expectations, rigor, cognitive engagement, and LBUSD Office of Curriculum Instruction and Professional Development Quality Core Instruction training.

This document includes findings and goals for the upcoming school year. Additionally, SPSA goals and analysis are revised in partnership with Hoover School Site Council at our monthly meeting and updated in LROIX.

**Progress Monitoring**

The use of:

Prove-It. Math grade level standard align task, complete with data analysis. These are conducted on a monthly basis.

I-Ready scores will be used three times a year.

Monitor Edulastic quarterly.

By June 2024, 20% of our MS students will score Met/Exceeded on SBAC Math, a 5% improvement from 2023.  
 By June 2024, 18% of our African-American students will Meet or Exceed on the SBAC Math Assessment, an increase of 7% compared to 2023.

All: Students will increase their avg. score of unit 1 exam from 38% (2022) to 45% this year.

AA: African American students will increase avg. score of unit 1 exam from 41% (2022) to 51%

EL: English Language Learners will increase their avg. unit 1 score from 32% (2022) to 40% this year

SPED: Students with IEP will increase their avg unit 1 score from 32% (2022) to 37% this year

**Comprehensive Needs Assessment**

**English Learners**

**Written Analysis - English Learner Findings**

**Written Analysis**

This document includes finding and goals for the upcoming school year. Additionally, SPSA goals and analysis are revised in partnership with Hoover School Site Council at our monthly meeting and updated in LROIX.

SBAC 9% Met Exceeded ELL students  
 EL- Math SBAC: 0% Met/Exceeded

Based on the findings, we believe that the largest impact on our scores were due to new teachers, having tasks that did not meet the rigor and high expectations of the CCSS. The Instructional Leadership Team further concludes learning losses from COVID 19 continues to hinder achievement. Other possible school-based explanations for achievement results include the following:  
 School systems not meeting the unique needs of our students and teachers  
 School communication to families regarding academic expectations.  
 Inexperience in Restorative practices to improve a sense of school community.

## Comprehensive Needs Assessment

### English Learners

#### Written Analysis - English Learner Goals

##### Written Analysis

EL

Action Plan Summary:

Based on students' academic needs, staff will identify at-risk students and facilitate their participation in various academic programs. Students take part in (CCR) EL intervention classes during the school day. They have specialized tutoring during the day as needed during their PE class. Students also participate in a support class after school.

By June 2024, 15% of our students will Meet or Exceed on the SBAC ELA Assessment, an increase of 6 % compared to 2023.

Improve I-Ready scores (students 2 or more grade levels below, will make two years and a half within a year)

EduLastic: the pre and post PSA will show improvement

SBAC: Bring Hoover scores up to the District Average for All Middle Schools at 46%

Progress Monitoring

The use of:

Prove-It. ELA grade level standard align task, complete with data analysis. These are conducted on a monthly basis.

I-Ready scores will be used three times a year.

Monitor EduLastic quarterly.

Based on the findings, we believe that the largest impact on our scores were due to students not getting their needs met. There was one math development course provided for algebra. Another possible impact on the EL students would be the lack of parent involvement. It was difficult to have EL parents be a part of the school, including ELAC. Parents were not able to advocate for the children on what supports would be best for their children.

This document includes finding and goals for the upcoming school year. Additionally, SPSA goals and analysis are revised in partnership with Hoover School Site Council at our monthly meeting and updated in LROIX.

By June 2024, 5% of our students will Meet or Exceed on the SBAC Math Assessment, an increase of 5% compared to 2023.

Math EL:English Language Learners will increase their avg.unit 1 score from 32% (2022) to 40% this year

Based on the findings, we believe that the largest impact on our scores were due to new teachers, having tasks that did not meet the rigor and high expectations of the CCSS. There was currently a part-time teacher who was split from two-sites teaching the College and Career Readiness course. Because she was only on our campus for two period, it possibly contributed to the lack of opportunities to collaborate with other teachers on campus. Another possible impact on the EL students would be the lack of parent involvement. It was difficult to have EL parents be a part of the school, including ELAC. Parents were not able to advocate for the children.

## Comprehensive Needs Assessment

### Culture/Climate Domain

#### Written Analysis - Culture/Climate Findings

##### Written Analysis

This document includes finding and goals for the upcoming school year. Additionally, SPSA goals and analysis are revised in partnership with Hoover School Site Council at our monthly meeting and updated in LROIX.

Pulse - Belonging All 67% Black/AA 72% EL 66%
Pulse - Identity All 80% Black/AA 84% EL 69%
Pulse - Agency All 77% Black/AA 81% EL 77%

**Comprehensive Needs Assessment**

**Culture/Climate Domain**

**Written Analysis - Culture/Climate Goals**

**Written Analysis**

Action Plan Summary:  
Based on students' academic and social emotional needs, staff will identify at-risk students and facilitate their participation in various academic and mentoring programs such as Big brother/sister, Blast, CYFC, POMS, and WRAP. Students also take part in Afterschool tutoring (Math), and ELA intervention classes during the school day.

This document includes findings and goals for the upcoming school year. Additionally, SPSA goals and analysis are revised in partnership with Hoover School Site Council at our monthly meeting and updated in LROIX.

If the leadership team:

- Works strategically as a team in support of our goals
- Guides & supports the implementation of standards-based curriculum, instruction & assessments
- Develops, implements, and monitors systems that result in increased student achievement for all students
- Provides individual & collective professional learning opportunities in Understanding and Expectations 1 and 3( practice 3) that result in high staff performance
- Monitors and adjusts action plans based on equitable access, opportunities, and outcomes for our BIPOC students and teachers:

- Deliver standards aligned instruction
- Establish classroom climates built on warm, caring relationships
- Communicates clearly and consistently with parents/guardians through various methods
- Set high expectations and provides necessary supports for student success
- Create a safe learning environment that values diversity, trust, and respectful communication

then our students will experience academic success and be better prepared for high school and beyond.

Progress Monitoring:  
Progress will be monitored by post meeting (next month) with students who receive RJ support.



In addition to showing improvement on the PULSE survey, we have strategically designed efforts to reduce suspensions and chronic absenteeism. The following are Hoover's climate/culture goals for 2023/24 school:  
 Improve Survey responses by 3%  
 Reduce suspension to 8% or less for all students  
 Reduce chronic absenteeism by 10%  
 Improve attendance overall

These goals will be achieved the work of several school committees and initiatives.

## Comprehensive Needs Assessment

### SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) 1. Two specific areas of need based on data are overall achievement in ELA and ELA achievement for our AA students. 2. The ELA Goal for the 2022/2023 year is to return to pre-COVID levels of achievement. Specifically, 51% M/E on SBAC SMART Goal - 10% improvement takes Hoover back to 51% (prior to COVID).	Goal Partially or Not Met	For the 2022/23 school year, the school did not meet its growth goals. ELA had a slight dip in SBAC assessment results. This may have been the result of a new teacher in the ELA department and lingering learning losses from COVID 19. Hoover will continue to utilize assessments and partner resources from Edulastic, iReady, and Ellevation to improve student achievement.	For the 2023/2024, several initiatives and partnerships will be improved and or deployed in support of our goals. The new partnerships include Children youth and family collaborative, Long Beach BLAST, and Big Brothers/Big Sisters. These programs will provide mentorship and academic counseling for Hoover students.  Returning programs include our Wellness Center support office and Project Optimism. These two programs will also support mental health and academic achievement for Hoover students.

	<p>3. Hoover's action plan centers on professional development around Restorative justice practices and student engagement strategies.</p> <p>4. Progress monitoring will occur after each Iready and Edulastic assessment. Teacher teams will analyze data and adjust unit plans.</p> <p>Based on the achievement data and other indicators, Hoover did not achieve the previous years academic goals. It appears that COVID 19 continues to have a negative impact on teaching and student learning. This year we have designed and deployed several tier 2 interventions. Additionally, we are focused on developing teachers' capacity with tier 1 Core Quality Instruction, specifically student engagement.</p> <p>As a result of this data, we have a professional development plan that focuses on building collective efficacy among our teacher teams and we are focusing on student engagement.</p>			<p>Improvements to these services will come in the form of quarterly progress monitoring and service coordination.</p> <p>Additionally, the Hoover instructional team will train and coach all Hoover faculty in student engagement and academic rigor to ensure all students are being challenged in their classrooms. This training will build off of LBUSD's Quality Core Instruction (QCI) and the revised Understandings and Expectations for improved teaching.</p>
Math	1) 1. Two specific areas of need based on data are overall	Goal Partially or Not Met	For the 2022/23 school year, the school did not meet its growth	For the 2023/2024, several initiatives and partnerships will be improved and or deployed in

achievement in Math and Math achievement for our AA students.  
2. Goal: 30% M/E on SBAC  
SMART Goal - 15% growth takes the Hoover back to 1st year of SBAC.

3. Hoover's action plan centers on professional development around Restorative justice practices and student engagement strategies.

4. Progress monitoring will occur after each Iready and Edulastic assessment. Teacher teams will analyze data and adjust unit plans.

Based on the achievement data and other indicators, Hoover did not achieve the previous years academic goals. It appears that COVID 19 continues to have a negative impact on teaching and student learning. This year we have designed and deployed several tier 2 interventions. Additionally, we are focused on developing teachers' capacity with tier 1 Core Quality Instruction, specifically student engagement.

Hoover continues to utilize the a

goals. Math had a slight dip in SBAC assessment results. This may have been the result of a new teacher in the math department and teacher who was new to teaching math. Hoover will continue to utilize assessments and partner resources from Edulastic, iReady, and Ellevation to improve student achievement.

support of our goals. The new partnerships include Children youth and family collaborative, Long Beach BLAST, and Big Brothers/Big Sisters. These programs will provide mentorship and academic counseling for Hoover students.

Returning programs include our Wellness Center support office and Project Optimism. These two programs will also support mental health and academic achievement for Hoover students.

Improvements to these services will come in the form of quarterly progress monitoring and service coordination.

Additionally, the Hoover instructional team will train and coach all Hoover faculty in student engagement and academic rigor to ensure all students are being challenged in their classrooms. This training will build off of LBUSD's Quality Core Instruction (QCI) and the revised Understandings and Expectations for improved teaching.

intervention TOSA, intensive intervention coordinator, and teachers to remedy learning loss. Additionally, we have a Core Quality Instruction staff member who provides guidance on improving teaching and learning.

Currently, we have an outside agency providing tutoring to approximately 30 students, and we have 4 Hoover teachers teaching after school to increase our achievement.

English Learner	<p>1) 1. Hoover did not meet ELL goals for the previous year. As noted above we have mobilized resources to support their academic and Social and Emotional Learning.</p> <p>2. ELL Goals ELA: 51% M/E on SBAC SMART Goal - 10% improvement takes Hoover back to 51% (prior to COVID). ELL Goals Math: 30% M/E on SBAC SMART Goal - 15% growth takes the Hoover back to 1st year of SBAC.</p> <p>3. Hoover has designed and implemented a professional development plan which focuses on Restorative Justice and student engagement.</p> <p>4. Progress monitoring will include data analysis at the conclusion of every assessment. Teacher teams will discuss and revise unit plans to better support students' learning.</p> <p>Additionally, Hoover's professional development plan focusses on building teachers capacity in student engagement.</p>	Goal Partially or Not Met	Goal for EL students in math and ELA were not met. Although some gains were made, Hoover will need to better meet the needs of our students identified as ELs.	<p>Hoover will continue to offer designated ELD classes to our EL students. This class will be led by an experienced ELD teacher who is bilingual Spanish. Most of Hoover's EL are Spanish speakers.</p> <p>As with the larger school program, the Hoover instructional leaderships team, in partnership with teachers, will use regular assessment results to progress monitor learning successes and challenges. Furthermore, we will consistently communicate with families our results and program offerings to support our EL students.</p>
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Culture/Climate	<p>1) In addition to daily attendance improvement work, Hoover has worked to reduce chronic absenteeism. This year we have reduced chronic absenteeism approximately 10%. Other aspect of our work in this area include engaging student activities that improve attendance. These include the following:</p> <ul style="list-style-type: none"> <li>Student of the Quarter</li> <li>WEB activities</li> <li>Pep Rallies</li> <li>Dances</li> <li>Lunch time sports competitions</li> <li>Field trips</li> <li>Project Optimism</li> <li>Honor Roll</li> </ul>	Goal Met	<p>For the 2022/2023 school year, the goal to reduce chronic absenteeism was met. There was a reduction from 21% to 19.2%. There were many factors that contributed to the reduction of absenteeism:</p> <p>Conferences and parent phone calls from Counselor and Attendance Clerk. Incentives for students who were at school for the entire month, without any absences.</p> <p>Based on the Pulse Survey, students' sense of belonging score slightly decreased from 68% to 67%. Student Agency score increased from 76% to 77% and Student Identity from 77% to 80%. Services and projects that impacted these scores include: Student of the Quarter, monthly WEB activities, Prep Rallies, dances, lunch time sports competitions, field trips and Project Optimism.</p>	<p>Hoover will continue to use the counselor and attendance clerk to contact parents regarding absences. Selected students are given the TAP card for a means of transportation. There will be monthly incentives and recognition for students who meet the requirement for attendance.</p> <p>To improve the culture and climate at Hoover, the school will continue to have: Student of the Quarter, monthly WEB activities, Prep Rallies, dances, lunch time sports competitions, field trips and Project Optimism. In addition to there will be more opportunities to support our students through Long Beach BLAST, Children Youth and Family Collaborative. There will opportunities for parents and communities to be involved including Lunch with a Loved One.</p>
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## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Recreation Aides will assist with lunch area and cafeteria supervision during the breakfast and lunch periods. Assist with school uniforms and passing period student supervision. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Board Certified /Credentialed in Spanish ~ Intervention Specialist-Program Facilitator will provide additional support for struggling subgroups and will coordinate interventions for students who are struggling academically and behaviorally. The Intervention Specialist will focus on students in the area of Math and ELA to help improve SBAC scores. There will be a strong focus on supporting the lowest performing subgroup. The Intervention Specialist will also monitor HS readiness and attendance. They will also teach two or more sections of Spanish. (IN 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Computer lab teacher will work conference period to provide technology support to students and teachers in the classroom, will also troubleshoot and resolve problems with mobile lab and teacher's classroom computers. (IN 2)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
Assistant Principal (.5 FTE) to support all students in grades 6-8 by working with Counselor and Intervention specialist to ensure that all students are receiving additional services, working with parents to support their students, working with attendance clerk to improve attendance rates and work with teachers and administrators to monitor progress, implement interventions and provide professional development. (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

## Accountability Measure 1: Increase Achievement

### Core Programs (ELA, Writing, Math)

<b>Core Program - English Language Arts</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse.</li> <li>• Reading and writing analysis grounded in evidence from text.</li> <li>• Regular practice with reading and producing complex text and its academic vocabulary with intensity.</li> </ul> <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul>	<p>Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:</p> <p>A cold-read Unit assessment, which assesses whether students can read "new" text(s) and apply the same level of understanding and mastery of the CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level - NewsELA</p> <p>Thinking Maps</p> <p>ELLevation</p> <p>iReady</p>

## **Accountability Measure 1: Increase Achievement**

### **Core Programs (ELA, Writing, Math)**



<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <p>All 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p> <p>Research Task &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Write from the Beginning &amp; Beyond supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Thinking Maps</p>

## **Accountability Measure 1: Increase Achievement**

### **Core Programs (ELA, Writing, Math)**

<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <p>All 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice.</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in:</p> <ul style="list-style-type: none"> <li>• Mathematical Discourse</li> </ul>	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>SBAC Summative Assessment (Grade 6-8)</p>	<p>Content area textbooks and online resources from Big Ideas Mathematics</p> <p>Khan Academy</p> <p>LBUSD Supplemental Instructional Resources</p>

## **Accountability Measure 1: Increase Achievement**

### **Interventions**

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Improve SBAC scores for ELA and Math Closing the gap for African-American Students Working with EL's. SBAC ELA 30, SBAC Math 30, Other College Readiness Measures 30, Culture-Climate Survey (Student-Staff) 10	The Program Facilitator- Intervention Specialist will provide support in the area of Restorative Justice Coaching and will coordinate interventions for students who are struggling academically and behaviorally. Additionally this position include the work of Parent Liason facilitator.	Identified At-Risk Students, Other Targeted Students, Targeted Parents, African-American, English Learners	Title 1 \$85,379 Program Facilitator .5 FTE - Title 1 100%	07/01/2023 - 06/30/2024 Weekly	Principal Program Facilitator	Principal SBAC ELA  30, SBAC Math 30, Other College Readiness Measures  30, Culture-Climate Survey (Student-Staff) 10

<p>Coordinate interventions for students and professional development for staff. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 20</p>	<p>Assistant Principal (.5 FTE) to support all students in grades 6-8 by working with Counselor and Program Facilitator-Intervention Specialist to ensure that all students are receiving additional services, working with parents to support their students, working with attendance clerk to improve attendance rates and work with teachers and administrators to monitor progress, implement interventions and provide professional development.</p>	<p>All Students</p>	<p>LCFF \$47,416 Title 1 \$47,416 Asst. Principal Middle .5 FTE - LCFF 50%; Title 1 50%</p>	<p>07/01/2023 - 06/30/2024 Daily</p>	<p>Assistant Principal</p>	<p>Regular meetings with Principal and Administrative team to discuss progress, next steps, interventions and professional development. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 20</p>
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All 8th graders will be in Algebra. This will require 1 or more algebra development classes. A-G Rate 100	Graphic art teacher funded 60% Prop 28 and Hoover will fund 40% to make it a full position. The 40% Hoover title I funds will support math development. This position will be 60% Art and 40% math development.	Other Targeted Students	Title 1 \$61,632 Teacher - Secondary .4 FTE - Title 1 100%	07/01/2023 - 06/30/2024 Daily	Principal Graphic Art Teacher/Alg development	IREADY SBAC Edulastic Unit assessments A-G Rate 100
Supervision Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	Recreation Aides will assist with lunch area and cafeteria supervision during the breakfast and lunch periods. Assist with school uniforms and passing period student supervision.	All Students	LCFF Rec \$28,954 Hourly - Recreation Aide ( 4 ) for 400 hours annually - LCFF Rec 100%	07/01/2023 - 06/30/2024 Daily	Assistant Principal	Principal Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50

## Accountability Measure 1: Increase Achievement

### Program Description for Transitions

<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
No Data.	Where Everyone Belongs (WEB) is our primary support for transition from 5th grade to Hoover. This includes a 6th grade orientation and monthly meetings with 6th graders facilitated by 8th grade WEB leaders.	High School transition is supported by the school choice office. This includes lessons on the selection process, and how to select a high school that aligns with student goals. The transition support is also offered to families who need assistance completing applications. The High School Choice Fair is also a big LBUSD event that supports in transition.

**Accountability Measure 2: Organizational Climate**

**Organizational Climate**

<b>Organizational Climate</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Progress Monitoring for Assessing Effectiveness</b>
CORE and Pulse survey results indicate a need to improve Hoover's climate.	Our current primary programs include Project Optimism and Where Everyone Belongs. Additionally, we offer Male and Female Leadership Academies in support of our climate. Lastly, Hoover offers student council and several clubs that align to our students interests.	No Data.	Daily and monthly	Principal, AP, Counselor, and teachers.	Pulse, Core, and school generated surveys are used to progress monitor our work.

### **Accountability Measure 3: Professional Development**

## **Professional Development**

<b>Professional Development</b>					
<b>Identified Need(s)</b>	<b>Planned Staff Development</b>	<b>Funding Source &amp; Cost</b>	<b>Dates/Hours of Training Session</b>	<b>Personnel</b>	<b>Tools Used for Monitoring Implementation &amp; Effectiveness</b>
Improving lesson design/rigor U3 Deliver effective standards aligned instruction	LBNSI Walkthrough Wednesdays (ILT)	(LBNSI) Bill & Melinda Gates Foundation	LBNSI 10/12, 11/9, 12/4, 1/18, 2/8, 3/14, 4/11, 5/9, 6/13 Walkthrough Wednesdays: 10/11,10/25,11/8	LBNSI staff Instructional Lead Leadership staff Instructional Staff	Pulse, CORE, Iready, Edulastic, and SBAC data points are used to monitor progress.

**Accountability Measure 3: Professional Development**

**Teacher Involvement**



<b>Describe Teacher Involvement</b>
<b>Written Analysis</b>
<p>We have the following opportunities for Teacher Involvement:</p> <ul style="list-style-type: none"> <li>SSC</li> <li>SBDM</li> <li>ILT</li> <li>Department Heads</li> <li>Safe and Civil Committee</li> <li>Data Committee</li> <li>LBNSI</li> <li>WEB</li> <li>Student Council</li> <li>Year Book</li> <li>Clubs</li> <li>Sports</li> </ul>

**Accountability Measure 4: Parent & Community**

**Parent and Community**

<b>Parent and Community Involvement</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>
Hoover holds the following monthly meeting for families:  SSC ELAC Coffee with Costa Wellness Center meetings POMS FRC  Quarterly meetings: Title I Parent meetings	Announcements, agenda, slide decks, supplemental materials and meeting minutes are all shared with families.	Parent Involvement Fund	Meetings are scheduled monthly and agendas are shared prior to meetings.	Principal AP Counselors Program Facilitator IIC Social Worker	Attendance and survey results

### School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	208851
Title I Parent and Family Involvement (3008)	3662

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	53200

\* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

*During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.*

### **Title I Reservations**

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

### **Administrative Share & Reservations Title I Program Administration**

**Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP):** Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

### **Parent Involvement** (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

### **Homeless Education**

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

### **Social Worker: Foster Care**

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

### **Behavior Specialist**

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

### **Male and Female Leadership Academy**

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

### **Research LROIX Development**

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

### **Centralized Services**

#### **Middle School Summer Bridge**

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

#### **Homework Helpline 562.437.2859**

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

#### **Travel/Conferences**

Enables staff to develop requisite knowledge about the program(s) they lead.

#### **Education Celebration**

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

#### **CORE**

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

#### **Data PD / Summer Admin PD**

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

#### **Supplemental Examinations**

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

**Kinder Festivals**

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

**Robotics**

These supplemental materials are designed to assist in research and special programs related to STEM.

**SEAL Summer Program**

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

**APEX Online**

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

**Youth Orchestra**

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	David Costa	
Staff	Classroom Teacher	Melissa Garrido	06-15-2024
Staff	Classroom Teacher	Enedina De La Torre	06-15-2025
Staff	Classroom Teacher	Lesley Huizar	06-15-2025
Staff	Classroom Teacher	Suzanne Laniado	06-15-2025
Staff	Non Classroom Teacher	Gerald Brown	06-15-2024
Community	Parent	Brandy [REDACTED]	06-15-2024
Community	Parent	Armando [REDACTED]	06-15-2024
Community	Parent	Marva [REDACTED]	06-15-2025
Community	Student	[REDACTED]	06-15-2025
Community	Student	[REDACTED]	06-15-2024
Community	Student	[REDACTED]	06-15-2024



## English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Sovachana [REDACTED]
DELAC Representative	Parent of EL Student (required)	Mom [REDACTED]
Principal or Designee	Staff Member (required)	David Costa
Secretary	Staff Member (required)	Gerald Brown

Name	Representing
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## ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/28/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	ELAC recommendations include Greater parent involvement, and communication. Parent workshops, 3-day tutoring for EL students, small learning groups, and focus on literary support (EI students should be given a book/report each month)
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades RFEP Student Grades CELDT/ELPAC Results Reclassification Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/28/2023
6. What was SSC's response to ELAC recommendations?	SSC approved ELAC's recommendations.



## Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

### Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/28/2023
2. The SSC approved the **Home-School Compact** on 11/15/2023
3. The SSC approved the **Parent Involvement Guidelines** on 11/15/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/28/2023, 09/28/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/28/2023
6. The SPSA was approved at the following SSC Meeting: 11/28/2023

### LBUSD Board of Education Approval Date:

### Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_



# School Plan for Student Achievement Addendum 2023-2024

## Additional Targeted Support and Improvement (ATSI) -

Hoover Middle School -

If ATSI, identify subgroups:

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth        | <input checked="" type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian             | <input checked="" type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Students with Disabilities      |
| <input type="checkbox"/> Asian-American              | <input checked="" type="checkbox"/> Homeless | <input checked="" type="checkbox"/> Two or More Races               |
| <input checked="" type="checkbox"/> English Learner  | <input type="checkbox"/> Pacific Islander    | <input type="checkbox"/> White                                      |
| <input type="checkbox"/> Filipino                    |  |   |

### Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District’s LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD’s CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC

NOV. 15, 2023

Signature of Principal



Signature of SSC Chair



## Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

**Comments about Resource Inequities** *(optional)*

## Support for Schools as identified in LBUSD's LCAP

### Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

**Monitoring and Evaluating Effectiveness**

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



# **Hoover Middle School**

## **Student/ Parent/ School Compact**

### **AS A STUDENT AT HOOVER MIDDLE SCHOOL, I WILL:**

1. Come to school on time each day in compliance with the Hoover uniform policy and be prepared to learn.
2. Bring my ID, backpack, planner, supplies for each class and keep them organized and neat.
3. Attend school daily unless ill and make up work I miss when I am not at school.
4. Show respect toward all staff, teachers, students, visitors and all property at school, which includes refraining from bullying, sexual harassment, inappropriate use of technology and social media.
5. Listen, follow directions, participate and cooperate.
6. Finish all assignments on time, neatly, accurately, and to the best of my ability.
7. Spend at least one hour every day doing homework, studying or reading.
8. Write each of my assignments in my planner and share information with my parents every day.
9. Check Canvas regularly to monitor my assignments and see my teacher when I need help.
10. Assist in maintaining a clean, safe, and civil campus.
11. I will store my cell phone in my backpack unless it is required for the day's lesson

### **AS A PARENT/GUARDIAN OF A HOOVER MIDDLE SCHOOL STUDENT, I WILL:**

1. Make sure my student arrives at school on time each day in uniform, prepared and ready to learn, with his/her ID, backpack, planner, and supplies needed for each class.
2. Make sure my student does not miss school unless ill and clear absence with office.
3. Know and enforce Hoover's uniform policy and dress code.
4. Treat students, staff, teachers, and other parents at Hoover Middle School with respect.
5. Support school rules, policies, and expectations.
6. Check my student's planner each night to make sure that homework assignments have been completed.
7. Help my student maintain a neat and organized backpack that has supplies needed for school each day.
8. Sign up to be an observer, regularly monitor my student's assignments and progress report grades on Canvas/ParentVue.
9. Attend as many school functions as possible: Back-to-School Night, Open House, PTA meetings and parent workshops.

### **AS A SCHOOL, HOOVER WILL:**

1. Provide instruction in accordance with the California standards, the LBUSD course outlines, and the Understandings and Expectations.
2. Provide a safe and respectful environment for learning by implementing Hoover's behavioral expectations.
3. Be a positive role model for all students.
4. Supply clear expectations and evaluations of student progress and achievement for all students and parents.
5. Maintain open lines of communication between school and home by updating Canvas regularly.
6. Let parents know that there are ways to support their child's education and their school.
7. Help students who request it, before or after school, within teachers' contractual time.
8. Participate in professional development to strengthen my skills and knowledge.

# **Escuela secundaria Hoover**

## **Convenio entre estudiantes/padres/escuela**

### **COMO UN ALUMNO EN LA ESCUELA SECUNDARIA HOOVER, HARÉ:**

1. Venga a la escuela a tiempo todos los días de acuerdo con la política de uniforme de Hoover y esté preparado para aprender.
2. Llevar mi identificación, mochila, agenda, útiles para cada clase y mantenerlos organizados y ordenados.
3. Asistir a la escuela diariamente a menos que esté enfermo y recuperar el trabajo que pierdo cuando no estoy en la escuela.
4. Mostrar respeto hacia todo el personal, maestros, estudiantes, visitantes y toda la propiedad de la escuela, lo que incluye abstenerse de intimidación, acoso sexual, uso inapropiado de la tecnología y las redes sociales.
5. Escuche, siga instrucciones, participe y coopere.
6. Terminar todas las tareas a tiempo, de forma ordenada, precisa y lo mejor que pueda.
7. Dedicar al menos una hora cada día a hacer los deberes, estudiar o leer.
8. Escribir cada una de mis tareas en mi agenda y compartir información con mis padres todos los días.
9. Reviso Canvas regularmente para monitorear mis tareas y ver a mi maestro cuando necesito ayuda.
10. Ayudar a mantener un campus limpio, seguro y civilizado.
11. Guardaré mi teléfono celular en mi mochila a menos que sea necesario para la lección del día.

### **COMO UN TUTOR DE UN ESTUDIANTE DE ESCUELA INTERMEDIA HOOVER, YO:**

1. Asegurarme de que mi estudiante llegue a la escuela a tiempo todos los días con uniforme, preparado y listo para aprender, con su identificación, mochila, agenda y útiles necesarios para cada clase.
2. Asegurarme de que mi estudiante no falte a la escuela a menos que esté enfermo y tenga una ausencia clara en la oficina.
3. Conozca y haga cumplir la política de uniformes y el código de vestimenta de Hoover.
4. Trate con respeto a los estudiantes, el personal, los maestros y otros padres de la Escuela Secundaria Hoover.
5. Apoyar las reglas, políticas y expectativas de la escuela.
6. Revisar la agenda de mi estudiante cada noche para asegurarme de que se hayan completado las tareas.
7. Ayudar a mi estudiante a mantener una mochila ordenada y organizada que tenga los útiles necesarios para la escuela todos los días.
8. Regístrese para ser un observador, monitorear periódicamente las tareas de mi estudiante y reportar las calificaciones de progreso en Canvas/ParentVue.
9. Asista a tantas funciones escolares como sea posible: Noche de regreso a clases, jornada de puertas abiertas, reuniones de la PTA y talleres para padres.

### **COMO UNA ESCUELA, HOOVER:**

1. Proporcionar instrucción de acuerdo con los estándares de California, los esquemas de cursos del LBUUSD y los Entendimientos y Expectativas.
2. Proporcionar un ambiente seguro y respetuoso para el aprendizaje implementando las expectativas de comportamiento de Hoover.
3. Ser un modelo positivo para todos los estudiantes.
4. Proporcionar expectativas y evaluaciones claras del progreso y los logros de los estudiantes para todos los estudiantes y padres.
5. Mantenga líneas abiertas de comunicación entre la escuela y el hogar actualizando Canvas periódicamente.
6. Hágales saber a los padres que hay maneras de apoyar la educación de sus hijos y su escuela.
7. Ayudar a los estudiantes que lo soliciten, antes o después de clases, dentro del tiempo contractual de los docentes.
8. Participar en desarrollo profesional para fortalecer mis habilidades y conocimientos.

**Herbert Hoover Middle School  
Parental Involvement Guidelines 2023-2024**

Hoover M.S. has developed jointly with the members of School Site Council and distributed to parents of participating children, a School Parental Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA) The Guidelines establishes Hoover's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The Home-School compact is incorporated into the School Parental Involvement Guidelines.

**PART I**

Hoover agrees to implement the following requirements:

- jointly develop with parents, and distribute to parents of participating children, a School Parental Involvement Guidelines that the school and parents of participating children agree on.
- notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute this guideline to parents in a language the parents can understand.
- make the School Parental Involvement Guidelines available to the local community.
- periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school.
- adopt the Student/Parent/School Compact as a component of its School Parental Involvement Guidelines.
- agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

**PART II**

**DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS**

1. Hoover will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Attendance at one of the four District trainings for School Site Council parents and teams.  
Topics included:
    - i. Responsibilities and roles of SSC and its members
    - ii. Composition of SSC
    - iii. Budgetary considerations if applicable
    - iv. Single Plan for Student Achievement
  - Plan Meeting with SSC & ELAC parents to review Single Plan for Student Achievement and previous year's Guidelines
    - i. Invite other parents and stakeholders to attend the meeting
    - ii. Newsletter
    - iii. Back to School Night
  - At Meeting
    - i. Review School Plan & previous year's Guidelines and School/Parent/School Compact. As a group, note changes and make adjustments (deletions or additions) as necessary

- ii. Re-write or update the Parent Involvement Guidelines & Student/Parent/School Compact
  - iii. Oral and written translations available for Spanish speaking parents to allow for discussions
2. Hoover will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Guidelines:
  - SSC & ELAC
  - Reference in Newsletter
  - Parent Teacher Conferences upon request
  - Back to School Night
  - CANVAS notifications
  - Parent Workshops
  - Synergy mail, parent messenger
  - School website announcements
  - Marquee announcements
3. Hoover will review or update periodically its School Parental Involvement Guidelines to meet the changing needs of parents and the school each school year:
  - Public school choice notifications
  - Supplemental services
  - Interventions
  - At SSC and ELAC meetings
  - Parent information meetings
4. Hoover will convene an Annual Meeting to inform parents of the following:
  - Of their rights to be involved: via posted flyers, School Loop
  - Meetings offered in the morning and evening during Back-To-School Night, Parent Workshops, and/or Orientation
  - Invitations/fliers sent via CANVAS, school messenger, synergy, school website
  - Announcements may be made on school marquee, CANVAS, school website, or quarterly newsletter
5. Hoover will hold a flexible number of meetings at varying times, and provide child care, and/or home visits paid as long as these services relate to parental involvement:
  - Notifications via fliers/marquee - school newsletters, Businesses in the community
  - Meetings offered in the morning and in the evening
  - Announcements/fliers sent via CANVAS, school messenger, synergy, school website
  - Incentives and child care provided if needed
  - District Parent Resource Center Family Nights
6. Hoover will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- At various meetings, such as Back to School Night, Parent Teacher Conferences, PTA, parent nights
  - Including SSC and ELAC
  - School newsletters
  - CANVAS
  - Parent VUE
  - School Messenger
  - School website
7. Hoover will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible: Parents' suggestions/topics from:
- Principal's Chats
  - Parent surveys
  - Parent meetings
  - Parent workshops
8. Hoover will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.

### **PART III**

#### **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. Hoover will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement, through the following activities, when allowed according to local and state health departments, described below:
- Parent nights and education workshops
  - Posted schedules of parent workshops offered by the LBUSD
  - Hoover Middle School provides each student with a planner and a place for parent communication within the planner
  - Maintaining a school website ([www.lbschools.net](http://www.lbschools.net))
  - Book Fair
  - Volunteers in Public Schools (VIPS)
  - Back-To-School Night and Open House
  - Sixth Grade Orientation and eighth grade matriculation meeting
  - PTA, SSC, ELAC
  - WRAP after school program
  - Student athletic events and student performances (e.g., Music)
  - Where Everybody Belongs (WEB)
2. Hoover will incorporate the Student/Parent/School Compact as a component of its School Parental Involvement Guidelines:
- The Compact will be discussed and reviewed with members of SSC and ELAC
  - The Compact will be updated to meet the needs of the school, parents, and students.
  - Distribution of the compact will occur at the start of the school year in the student planner
  - A tear-off section will be sent home with each student

3. Hoover will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following:
  - Common Core State Standards
  - local academic assessments, including alternate assessments
  - the requirements of Title I
  - how to monitor their child's progress

In order to ensure the success of the above assistance, the following activities will be offered:

- DCAC and DELAC meetings
  - LBUSD Website: Parent Involvement
  - Resource Centers at the District level
  - Parent workshop
  - Parent resource library within the Hoover library
4. Hoover will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - Parent Resource Center
    - Parent Workshops (Understanding Content Standards, etc.).
  5. Hoover will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate par/ent programs and build ties between parents and schools, by:
    - Teacher/Staff In-services to communicate with parents as interested partners
    - Share methods of building home/school ties at faculty meetings and grade level team meetings
  6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  7. Hoover Middle School staff will be facilitating the translations of written materials/notifications which are sent to parents.

\* \* \* \* \*

**PART IV. ADOPTION**

This School Parental Involvement Guidelines has been jointly developed, and agreed on, with parents, as evidenced by Principal, Dr. David Costa.

This document was adopted by Hoover Middle School on November 15, 2023 and will be in effect for the period of one year. The school will distribute the Guidelines to all parents in November, 2023 via Synergy and School Messenger and have hard copies available in the main office. Hoover Middle School's notification to parents of the Guidelines will be in an understandable and uniform format and, to the extent practical, a copy of the document will be provided to parents in a language the parents can understand.

A solid black rectangular box redacting the signature of the authorized official.

\_\_\_\_\_  
Signature of Authorized Official

11/15/23

\_\_\_\_\_  
Date

**Escuela secundaria Herbert Hoover**  
**Directrices de participación de los padres 2023-2024**

Hoover MS ha desarrollado conjuntamente con los miembros del Consejo Escolar y distribuido a los padres de los niños participantes, unas Reglas para la participación de los padres en la escuela, que contienen información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Reglas establecen expectativas de Hoover para la participación de los padres y describe cómo la escuela implementará una serie de actividades específicas de participación de los padres. El pacto entre el hogar y la escuela está incorporado en las Reglas de participación de los padres en la escuela.

**PARTE I**

Aspiradora se compromete a implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres y distribuir a los padres de los niños participantes unas Reglas de participación de los padres en la escuela que la escuela y los padres participantes acuerden.
- Notificará a los padres sobre las reglas para la participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas pautas a los padres en un idioma que los padres puedan entender.
- Poner a disposición de la comunidad local las Directrices para la participación de los padres en la escuela.
- Actualizar periódicamente las reglas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- adoptar el Pacto Estudiante/Padres/Escuela como un componente de sus reglas de participación de los padres en la escuela.
- acepta registrarse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

**PARTE II**

**DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS PAUTAS DE PARTICIPACIÓN DE LOS PADRES ESCOLAR**

1. Hoover tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Reglas de participación escolar de los padres y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
  - Asistencia a una de las cuatro capacitaciones del Distrito para padres y equipos del Consejo Escolar. Temas incluidos:
    - i. Responsabilidades y roles del SSC y sus miembros
    - ii. Composición del SSC
    - iii. Presupuestario Consideraciones si corresponde
    - iv. Plan Único para el Rendimiento Estudiantil
  - Reunión del plan con los padres del SSC y ELAC para revisar el Plan único para el rendimiento estudiantil y las pautas del año anterior
    - i. Invitar a otros padres y partes interesadas a asistir a la reunión.
    - ii. Boletín informativo
    - iii. Noche de regreso a clases
  - En la reunión



- i. Revisar el Plan Escolar y las reglas del año anterior y el Convenio Escuela/Padres/Escuela. Como grupo, tomen nota de los cambios y realicen ajustes (eliminaciones o adiciones) según sea necesario.
  - ii. Reescribir o actualizar las Pautas de participación de los padres y el Convenio entre estudiantes, padres y escuelas.
  - iii. Traducciones orales y escritas disponibles para padres de habla hispana para permitir discusiones.
2. Hoover tomará las siguientes medidas para distribuir a los padres de los niños participantes y a la comunidad local, las Reglas para la participación de los padres en la escuela:
  - SSC y ELAC
  - Referencia en boletín
  - Conferencias de padres y maestros a pedido
  - Noche de regreso a clases
  - Notificaciones de lienzo
  - Talleres para padres
  - Correo Synergy, mensajero para padres
  - Anuncios en el sitio web de la escuela
  - Anuncios de marquesina
3. Aspiradora revisará o actualizará periódicamente sus Reglas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela cada año escolar:
  - Notificaciones de elección de escuela pública
  - Servicios suplementarios
  - Intervenciones
  - En las reuniones del SSC y ELAC
  - Reuniones informativas para padres
4. Aspiradora convocará una reunión anual para informar a los padres de lo siguiente:
  - De sus derechos a participar: a través de folletos publicados, School Loop
  - Reuniones ofrecidas en la mañana y en la noche durante la Noche de Regreso a Clases, Talleres para Padres y/o Orientación
  - Invitaciones/volantes enviados vía CANVAS, mensajero escolar, sinergia, sitio web de la escuela
  - Los anuncios se pueden hacer en la marquesina de la escuela, LIENZO, sitio web de la escuela, o trimestral sustantivo, masculino—boletín electrónico
5. Hoover llevará a cabo una cantidad flexible de reuniones en diferentes horarios y brindará cuidado infantil y/o visitas domiciliarias pagadas siempre que estos servicios se relacionen con la participación de los padres:
  - Notificaciones vía volantes/marquesina - boletines escolares, Negocios en la comunidad
  - Reuniones ofrecidas por la mañana y por la tarde.
  - Anuncios/volantes enviado a través de CANVAS, mensajero escolar, sinergia, sitio web de la escuela
  - Se proporcionan incentivos y cuidado infantil si es necesario.

- Noches familiares del Centro de recursos para padres del distrito
6. Hoover proporcionará a los padres de los niños participantes una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes:
    - En varias reuniones, como la Noche de Regreso a la Escuela, Conferencias de Padres y Maestros, PTA, noches de padres
    - Incluyendo SSC y ELAC
    - boletines escolares
    - LIENZO
    - VISTA para padres
    - Mensajero escolar
    - sitio web de la escuela
  7. Hoover brindará a los padres de los niños participantes, si los padres lo solicitan, oportunidades de reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos, y responderá a dichas sugerencias tan pronto como sea prácticamente posible:  
Sugerencias/temas de los padres de:
    - Charlas del director
    - Encuestas para padres
    - Reuniones de padres
    - Talleres para padres
  8. Hoover presentará al distrito cualquier comentario de los padres si el plan escolar según la sección (1114)(b)(2) no es satisfactorio para los padres de los niños participantes.

### **PARTE III**

#### **RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES**

1. Aspiradora desarrollará la capacidad de la escuela y los padres para una fuerte participación de los padres, con el fin de garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades, cuando esté permitido de acuerdo con local y se comió departamentos de salud, descrito abajo:
  - Noches para padres y talleres educativos.
  - Horarios publicados de talleres para padres ofrecidos por el LBUSD
  - La escuela secundaria Hoover proporciona a cada estudiante una agenda y un lugar para la comunicación con los padres dentro de la agenda.
  - Mantener un sitio web escolar ([www.lbschools.net](http://www.lbschools.net))
  - Feria del Libro
  - Voluntarios en Escuelas Públicas (VIPS)
  - Noche de regreso a clases y jornada de puertas abiertas
  - Orientación de sexto grado y octavo grado matriculación reunión
  - PTA, SSC, ELAC
  - Programa extraescolar WRAP

- Eventos deportivos estudiantiles y actuaciones estudiantiles (por ejemplo, música)
  - Donde todos pertenecen (WEB)
2. Hoover incorporará el Pacto Estudiante/Padres/Escuela como un componente de sus Reglas de participación de los padres en la escuela:
- El Pacto será discutido y revisado con miembros del SSC y ELAC.
  - El Pacto se actualizará para satisfacer las necesidades de la escuela, los padres y los estudiantes.
  - La distribución del pacto se realizará al inicio del año escolar en la agenda estudiantil.
  - Se enviará a casa una sección desprendible con cada estudiante.
3. Hoover, con la ayuda de su distrito, brindará asistencia a los padres de niños atendidos por la escuela para comprender temas como los siguientes:
- Estándares estatales básicos comunes
  - evaluaciones académicas locales, incluidas evaluaciones alternativas
  - los requisitos del Título I
  - cómo monitorear el progreso de su hijo

Para garantizar el éxito de la asistencia anterior, se ofrecerán las siguientes actividades:

- Reuniones DCAC y DELAC
  - Sitio web del LBUSD: Participación de los padres
  - Centros de recursos a nivel de distrito
  - Taller para padres
  - Biblioteca de recursos para padres dentro de la biblioteca Hoover
4. Hoover, con la ayuda de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como capacitación en alfabetización y uso de tecnología, según corresponda, para fomentar la participación de los padres, al:
- Centro de recursos para padres
  - Talleres para padres (comprensión de los estándares de contenido, etc.).
5. Aspiradora educará, con la ayuda de su distrito y los padres, a sus maestros, personal de servicios estudiantiles, director y otro personal, sobre cómo comunicarse con los padres, comunicarse con ellos y trabajar con ellos como socios iguales, en el valor y la utilidad de las contribuciones de padres, y en cómo implementar y coordinar programas para padres y construir vínculos entre padres y escuelas, mediante:
- Servicios internos para maestros/personal para comunicarse con los padres como socios interesados
  - Compartir métodos para construir vínculos entre el hogar y la escuela en reuniones de profesores y reuniones de equipos de nivel de grado.
6. La escuela, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los programas, reuniones y otras actividades para padres se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender:

7. El personal de la Escuela Intermedia Hoover facilitará la traducción de materiales escritos/notificaciones que se envíen a los padres.

\* \* \* \* \*

#### **PARTE IV. ADOPCIÓN**

Estas Pautas para la participación de los padres en la escuela se han desarrollado y acordado conjuntamente con los padres, como lo demuestra el director, Dr. David Costa.

Este documento fue adoptado por la Escuela Intermedia Hoover el 15 de noviembre de 2023 y estará vigente por el período de un año. La escuela distribuirá las Pautas a todos los padres en noviembre de 2023 a través de Synergy y School Messenger y tendrá copias impresas disponibles en la oficina principal. La notificación de la Escuela Intermedia Hoover a los padres sobre las Pautas estará en un formato comprensible y uniforme y, en la medida de lo posible, se proporcionará una copia del documento a los padres en un idioma que los padres puedan entender.

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Firma del funcionario autorizado

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Fecha