

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Hoover Middle School

School Plan for Student Achievement
2024-2025

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-risk 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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

ELA Findings

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.

Hoover staff is constantly working to engage and improve the culture of all students and staff through Restorative practices to improve a sense of school community.

Action Plan Summary:

Based on students' academic needs in English, staff will identify at-risk students (Highlander scholars) 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.

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

Educational: 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)

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.

3) 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.

Quarterly data chats supported by IIC, Principal, Assistant Principal, and department chairs. During this process teachers will discuss and reflect on the growth of their Highlander students. ELA and Literacy team will also support progress monitoring with student goal setting and teachers will support accountability with Practiceit and Proveit formative assessments.

ELA Goals

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.

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

Educlastic: the pre and post PSA will show improvement

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

African American/Black students:

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

Educlastic: the pre and post PSA will show improvement

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

Hispanic students:

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

Educlastic: the pre and post PSA will show improvement

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

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

Educlastic: the pre and post PSA will show improvement

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

EL:

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

Educlastic: the pre and post PSA will show improvement

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

SWD& SED:

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

Educlastic: the pre and post PSA will show improvement

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

Achievement

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

By June 2025, 48% of our Hispanic/ Latinx students will Meet or Exceed on the SBAC ELA Assessment, an increase of 3% compared to 2024.

Our Homeless Youth/students will Meet or Exceed on the SBAC ELA Assessment, an increase of 3% compared to 2024

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 2025, 19% of our English Learner students will Meet or Exceed on the SBAC ELA Assessment, an increase of 5% compared to 2023.

Goals: 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)

Comprehensive Needs Assessment: Mathematics

Math Findings

1) 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 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.

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.

2) 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%

Hispanic students will increase average score of 38% to 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

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 meetings 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.

Math Goals

Goals:

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%

Hispanic: students will increase avg. score of unit 1 exam from 41% (2022) to 51%
Homeless youth: 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

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

The 40% Hoover title I funds will support math development, this position will be partially funded by Prop 28 to include a 60% graphic art teacher. For the 24/25 school year this position remained vacant and SSC will make a determination at the January 15, 2025 meeting.

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

Quarterly data chats supported by IIC, Principal, Assistant Principal, and department chairs. During this process teachers will discuss and reflect on the growth of their Highlander students. Math team will also support progress monitoring with student goal setting and teachers will support accountability with Practice-it and Prove-it formative assessments.

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.

Comprehensive Needs Assessment: English Learners

English Learner Findings

1) 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 periods, 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.

2) 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)

Eduastic: 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 Eduastic 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.

3) 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.

Continuing to access students i-ready scores to target where students need more support.

Continue teacher development and trainings and daily support from Department heads and school administrators.

Support from IIC facilitator.

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.

English Learner Goals

By June 2025, 19% of our English Learner students will Meet or Exceed on the SBAC ELA Assessment, an increase of 5% compared to 2024.
By June 2025, 17% of our English Learner students will Meet or Exceed on the SBAC Math Assessment, an increase of 5% compared to 2024.

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 of her part time schedule she will limited to more in-depth collaboration with Hoover teachers, IIC and admin team.

Student engagement:

A full time social worker is on campus at Hoover providing a weekly wellness calendar, therapy groups, community outreach and the wellness center is open 4 days a week during both lunches.

On Fridays, the social worker engages with the students during their lunches.

Progress Monitoring:

Hoover attendance continues to earn district wide recognition. Students are encouraged by all Hoover staff to be on time and present everyday. The school counselor reaches out to parents and families to offer more support.

The Hoover Leadership team also supports goals and student achievement to continually improve upon the school culture and climate.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

The following data reflects the pulse survey for Hoover Middle School during the 23/24 school year. Hoover is committed to constantly improving sense of belonging with all students, their families, teachers, staff and administrators.

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%

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.

Culture/Climate Goals

By the end of 2024/2025 Pulse survey results will show a 5-7% increase in Hoover's Sense of Belonging.

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 2024/25 school:

Improve Survey responses by 3% : This goal will target but is not limited to our , Students who are emotionally disturbed) (SED), SWD, Hispanic, homeless youth and Black students.

Reduce suspension to 8% or less This goal will also target but is not limited to our SED, SWD, Hispanic, homeless youth and Black students.

Reduce chronic absenteeism by 10% For our English Learners, SED, SWD, Hispanic, homeless youth and Black students.

Improve attendance overall

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

<p>Action Plan Summary:</p> <p>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 after-school tutoring (Math), and ELA intervention classes during the school day. The identified Homeless and students with special needs will also benefit from the services provide by the listed groups as well as a full time counselor at Hoover and social worker. Our SWD, homeless youth, Hispanic and black students will all also feel more connected to their school, teachers and staff throughout this school year. Hoover's goal is to increase culture and climate for all students through RJ practices, all-in attendance campaigns and support for multiple community based organizations.</p> <p>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.</p> <p>If the leadership team:</p> <ul style="list-style-type: none"> 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 <p>then our students will experience academic success and be better prepared for high school and beyond.</p> <p>Progress Monitoring:</p> <p>Progress will be monitored by post meeting (next month) with students who receive RJ support.</p>
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Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness	
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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	<p>1) Achievement By June 2024, 39% of our MS students will score Met/Exceeded on SBAC ELA, a 3-5% improvement from 2023.</p> <p>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.</p> <p>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.</p> <p>2) Action Plan Summary: Based on students' academic needs in English, staff will identify at-promise 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</p>	Goal Met	<p>Creation and maintenance of effective school systems, lead to the attainment of school improvement.</p> <p>School instructional leadership team attributes successes to the following systems: Wednesday Walk Throughs Highlander Study groups/students Math intervention QCI training Dept Head institute I-Ready diagnostics with data chats Edulasitc/pair assessment analysis Partnerships with BLAST, CYFC, Project Optimism, YMCA Word of the week Depth & complexity Highly functioning ELAC & SSC committees Student Leadership Male and Female WEB Weekly and instructional supervision and coaching meetings.</p> <p>Lunch with a loved one</p>	<p>Continuing to access students i-ready scores to target where students need more support.</p> <p>Continue teacher development and trainings and daily support from Department heads and school administrators.</p> <p>Support from IIC facilitator.</p>

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

	<p>align task, complete with data analysis. These are conducted on a monthly basis.</p> <p>Structured quarterly data chats with all teachers</p> <p>Participation LBNSI</p> <p>I-Ready scores will be used three times a year.</p> <p>3) This document includes finding and goals for the upcoming school year.</p> <p>Additionally, SPSA goals and analysis are revised in partnership with Hoover School Site Council at our monthly meeting and updated in LROIX.</p>			
Math	<p>1) Action Plan Summary:</p> <p>Based on students' academic needs in math, staff will identify at-promise 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</p>	Goal Met	<p>Creation and maintenance of effective school systems, lead to the attainment of school improvement.</p> <p>School instructional leadership team attributes successes to the following systems:</p> <p>Wednesday Walk Throughs</p> <p>Highlander Study groups/students</p> <p>Math intervention</p> <p>QCI training</p> <p>Dept Head institute</p> <p>I-Ready diagnostics with data chats</p> <p>Edulasitc/pair assessment analysis</p> <p>Partnerships with BLAST, CYFC, Project Optimism, YMCA</p> <p>Word of the week</p>	<p>Continuing to access students i-ready scores to target where students need more support.</p> <p>Continue teacher development and trainings and daily support from Department heads and school administrators.</p> <p>Support from IIC facilitator.</p>

Professional Development
Quality Core Instruction training.

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. 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.

2) 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

Depth & complexity
Highly functioning ELAC & SSC committees
Student Leadership Male and Female
WEB
Weekly and instructional supervision and coaching meetings.

Lunch with a loved one

	<p>will increase avg. score of unit 1 exam from 41% (2022) to 51%</p> <p>EL:English Language Learners will increase their avg.unit 1 score from 32% (2022) to 40% this year</p> <p>SPED: Students with IEP will increase their avg unit 1 score from 32% (2022) to 37% this year</p>			
English Learner	<p>1) By June 2024, 5% of our students will Meet or Exceed on the SBAC Math Assessment, an increase of 5% compared to 2023.</p> <p>Math EL:English Language Learners will increase their avg.unit 1 score from 32% (2022) to 40% this year</p> <p>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</p>	Goal Met	<p>Creation and maintenance of effective school systems, lead to the attainment of school improvement.</p> <p>School instructional leadership team attributes successes to the following systems:</p> <p>Tutoring for EL learners 3 times a week for an hour with a Hoover teacher to prep for ELPAC. Wednesday Walk Throughs Highlander Study groups/students Math intervention QCI training Dept Head institute I-Ready diagnostics with data chats Edulasitc/pair assessment analysis Partnerships with BLAST, CYFC, Project Optimism, YMCA Word of the week</p>	<p>With the support of the Hoover ELAC recommendations will be proved to the Hoover SSC to provide more support to EL students throughout the school year. These recommendations are to support in the following areas: Attendance, ELPAC prep to take and pass the ELPAC in the spring semester, and finding additional programs to support EL learners to improve their speaking, writing, listening and reading skills.</p> <p>Hoover teachers will continue to access students i-ready scores to target where students need more support.</p> <p>Continue teacher development and trainings and daily support from Department heads and school administrators.</p> <p>Support from IIC facilitator and ful time counselor will support with monitoring and supporting EL learners unitl they successfully</p>

<p>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.</p> <p>2) 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.</p> <p>By June 2024, 15% of our students will Meet or Exceed on the SBAC ELA Assessment, an increase of 6 % compared to 2023.</p> <p>Improve I-Ready scores (students 2 or more grade levels below, will make two years and a</p>	<p>Depth & complexity Highly functioning ELAC & SSC committees Student Leadership Male and Female WEB Weekly and instructional supervision and coaching meetings.</p>	<p>pass their ELPAC.</p>
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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 meet. 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.
3) 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.			
Culture/Climate	<p>1) 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.</p> <p>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. If the leadership team: Works strategically as a team in support of our goals Guides & supports the implementation of standards-based curriculum, instruction & assessments</p>	Goal Met	<p>Creation and maintenance of effective school systems, lead to the attainment of school improvement.</p> <p>Based on the Pulse Survey, students' sense of belonging score increase from 67% to 70%. Student Agency score greatest increase from 77% to 80% and Student Identity from 80% to 82%. Services and projects that impacted these scores include: Student of the Quarter, monthly WEB activities, Prep Rallies, dances, lunch time sports competitions, lunch with a loved one, field trips, CYFC, YMCA partnership, Restorative Justice practices and Project Optimism.</p> <p>School instructional leadership team attributes successes to the following systems: Wednesday Walk Throughs Highlander Study groups/students Math intervention QCI training</p>	<p>Student engagement:</p> <p>A full time social worker is on campus at Hoover providing a weekly wellness calendar, therapy groups, community outreach and the wellness center is open 4 days a week during both lunches.</p> <p>On Fridays, the social worker engages with the students during their lunches.</p> <p>Progress Monitoring:</p> <p>Hoover attendance continues to earn district wide recognition. Students are encouraged by all Hoover staff to be on time and present everyday. The school counselor reaches out to parents and families to offer more support.</p> <p>The Hoover Leadership team also supports goals and student achievement to continually improve upon the school culture and climate.</p>

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.

Dept Head institute
 I-Ready diagnostics with data chats
 Edulasitc/pair assessment analysis
 Partnerships with BLAST, CYFC, Project Optimism, YMCA
 Word of the week
 Depth & complexity
 Highly functioning ELAC & SSC committees
 Student Leadership Male and Female
 WEB
 Weekly and instructional supervision and coaching meetings.

 Lunch with a loved one

<p>Progress Monitoring: Progress will be monitored by post meeting (next month) with students who receive RJ support. 2) 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</p> <p>These goals will be achieved the work of several school committees and initiatives.</p>			
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Program Impact				
Program	ELA Impact	Math Impact	EL Impact	Climate Impact
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 Liaison facilitator. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

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. (IN 2)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Strong Positive 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 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<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"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. • Reading and writing analysis grounded in evidence from text. • Regular practice with reading and producing complex text and its academic vocabulary with intensity. <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. • 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. 	<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>

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<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"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <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"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<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 & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Write from the Beginning & 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>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Math (6-8) 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"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <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"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<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>LBUSD Supplemental Instructional Resources</p> <p>Khan Academy</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
iReady, SBAC, and Unit exams data point indicate a clear need for this support. SBAC Math 100	This math intervention is designed to support targeted 6th grader EL, AA, and students in special education. One substitute teachers will co-teach (push in/pull out students) using OCIPD math 6 ACC resources to accelorate learning of critical math standards.	African-American, English Learners, Hispanic	Title 1 \$13,530 Substitute teacher full day (1) for 50 days - Title 1 100%	01/06/2025 - 06/30/2025 Daily	Principal,Assistant Principal, IIC, and substitute teacher	iReady, Unit assessment, and other formative assessments will be used to monitor this intervention. SBAC Math 100

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	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.	All Students	LCFF \$50,883 Title 1 \$50,882 Asst. Principal Middle .5 FTE - LCFF 50%; Title 1 50%	07/01/2024 - 06/30/2025 Daily	Assistant Principal	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
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
	<p>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.</p> <p>The Hoover administrators and teachers welcomed all incoming 6th grade parents to a parent orientation day. During this time parents are shared day to day procedures, school uniform, bell schedules and more. Parents are able to purchase school uniforms including PE uniforms for their incoming 6th grader/s. There is time for parents to ask questions walk the campus and share any concerns they may have. The Hoover team provides a slideshow for parents and guardians that is then uploaded and shared to the Hoover website. This event is well attended event and families are always grateful for the information shared with them.</p>	<p>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 well attended LBUSD event that supports in transition.</p>

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
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, IIC & parent facilitators, Nelson staff including instructional aides and teachers.	Pulse, Core, and school generated surveys are used to progress monitor our work.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
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.

Describe Teacher Involvement
<p>We have the following opportunities for Teacher Involvement:</p> <p>SSC SBDM ILT Department Heads Safe and Civil Committee Data Committee LBNSI WEB Student Council Year Book Clubs Sports</p>

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
<p>Parent/Guardian involvement to support students needs in the classroom. Parents need to be involved to provide suggestion, concerns and feedback to SSC, ELAC and the district DELAC, DECAC and District School Site Council Advisory Committee.</p> <p>Parents/guardians can also attend parenting partner workshops where they can become the program facilitators for Hoover Middle School. The district provides a 2 day workshop with materials, transportation and coaching to prepare participants for their own cohorts.</p> <p>Parents/guardians also have access to a parent/community facilitator at Hoover who provide them resources to become a VIPS for Hoover MS. VIPS are public school volunteers who are capable of working with students in the classroom and supporting</p>	<p>Monthly meetings are made available for ELAC and SSC with a 72 hour notification to all Hoover families. The website and Hoover social media accounts also display these important dates, agendas and Title 1 Newsletters to reach more families.</p> <p>Parenting partners is paid for by LBUSD and additional materials are paid for by the school site. Booklets are available in English and Spanish and the EEP office has translated some of the Parenting Partners materials into Khmer.</p>	<p>Title 1 funding is allocated to Hoover MS and the funds are voted on by SSC based on the ELAC recommendations.</p> <p>Parent augmentation monies can be used to purchase more materials for the parenting partners workshops.</p>	<p>ELAC& SSC meet monthly to reach goals in the SPSA and improve EL reclassification for Hoover EL students.</p> <p>The DECAC, and DELAC and DSSAC meet monthly off campus to receive parent feedback regarding school programs, student support and district wide funding.</p>	<p>School administrators, program facilitator. EL Data and scores during i-ready testing, SBAC scores and ELPAC testing.</p>	<p>Teacher and counselor monitoring with almost Met EL students. Using ELlevation to target these students throughout the school year.</p>

<p>the school culture. The district offered free TB testing for the second year from 8:00-3:00 at Tucker to any interested VIPs. Mrs. Lucio shared these flyers with parents during her days at Hoover before and after school to parents picking up and dropping off their Hoover scholars.</p> <p>District trained and designated interpreters are available at every Hoover Parent event and both Spanish and Khmer interpreters are provided. Having interpreters encourages parents to come out and share their ideas and voices without reservations.</p>					
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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)	70567
Title I Parent and Family Involvement (3008)	3608

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; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	49280

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

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

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

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

Research/TISB 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.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

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

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

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.

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.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Dr. Costa	06-13-2025
Staff	Classroom Teacher	Enedina De La Torre	06-13-2025
Staff	Classroom Teacher	Suzanne Laniado-Mcinroy	06-13-2025
Staff	Classroom Teacher	Lesley Huizar	06-13-2025
Staff	Classroom Teacher	Melissa Garrido	06-13-2026
Staff	Other School Personnel	Veronica Lucio Program Facilitator	06-13-2026
Community	Parent/Community Member	[REDACTED] Woods	06-13-2025
Community	Parent/Community Member	[REDACTED] Medrano	06-13-2025
Community	Parent/Community Member	[REDACTED] Makki	06-13-2026
Community	Student	H [REDACTED]	06-13-2025
Community	Student	J [REDACTED]	06-13-2025
Community	Student	M [REDACTED]	06-13-2025

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)	█████ Gonzalez
DELAC Representative	Parent of EL Student (required)	████████ Pou & █████ Lopez
Principal or Designee	Staff Member (required)	Dr. David Costa
Secretary	Staff Member (required)	Veronica Lucio

Name	Representing
█████ Makki	Parent of EL Student

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?	09/11/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>Saturday Workshops 4 in the fall for English Support with reading, writing, reading comprehension. These workshops will take place at Lindbergh STEM Academy from 8-11AM with Dr. Velasco facilitating.</p> <p>Support with afterschool tutoring for extra EL student support.</p>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<p>EL Student Grades</p> <p>Other: Needs assessment surveys.</p>
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	09/11/2024
6. What was SSC's response to ELAC recommendations?	<p>SSC approved the purchase of an Arabic to English keyboard and Arabic to English online dictionary.</p> <p>Dr. Costa will attempt to support these workshops if more funding becomes available. Hoover EL students will be offered extra Math tutoring after school to continue to support their growth. The EL workshops will be re-visited at a later time.</p>

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): 09/11/2024
2. The SSC approved the **Home-School Compact** on 09/11/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/11/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/25/2024, 09/26/2024
5. SSC Participated in the Annual Evaluation of SPSA:10/25/2024
6. The SPSA was approved at the following SSC Meeting: 12/18/2024

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 2024-2025

Additional Targeted Support and Improvement (ATSI) ▾

Hoover Middle School ▾

If ATSI, identify subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input 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

11.20.24

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.

Comments about Resource Inequities (*optional*)



Plan Escolar para el Logro Estudiantil Anexo 2024-2025

Apoyo y Mejora Específica Adicional (ATSI)(ATSI) ▾

Hoover Middle School ▾

Si es ATSI, identifique los subgrupos:

- | | | |
|--|--|---|
| <input type="checkbox"/> Afroamericanos | <input type="checkbox"/> Jóvenes en hogares de crianza | <input type="checkbox"/> Desfavorecidos socioeconómicamente |
| <input type="checkbox"/> Indio americanos | <input type="checkbox"/> Hispanos | <input type="checkbox"/> Estudiantes con discapacidades |
| <input type="checkbox"/> Asiático-americanos | <input type="checkbox"/> Sin hogar | <input type="checkbox"/> Dos o más razas |
| <input checked="" type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico | <input type="checkbox"/> Blancos |
| <input type="checkbox"/> Filipinos | | |

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI, por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el
SSC

20 de noviembre 2024

Firma del director

Firma del presidente del
SSC

Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

- ☒ **No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- ☐ **Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- ☐ **Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos (*opcional*)

Hoover Middle School

Student/ Parent/ School Compact

2024-2025

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 LBUSD 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 2024-2025

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
 - 1i. 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

11. Re-write or update the Parent Involvement Guidelines & Student/Parent/School Compact
 111. 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
 - o 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
 - ParentVUE
 - 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 HI

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)
 - BookFair
 - 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.

* * * * *

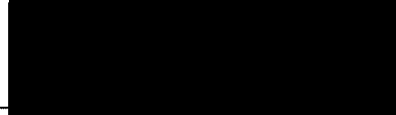
PART IV. ADOPTION

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 September 11, 2024 and will be in effect for the period of one year. The school will distribute the Guidelines to all parents in September , 2024 via Canvas, School Messenger and have hard copies will be made 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 available in a language the parents can understand.

Signature of Authorized Official

A solid black rectangular box used to redact the signature of the authorized official.

Date 9.19.24

La Escuela Secundaria Herbert Hoover
Directrices de Participación para Padres de Familia 2024-2025

La Escuela Secundaria Hoover ha desarrollado conjuntamente con los miembros del Consejo del Plantel Escolar y distribuido a los padres de los niños participantes, las Directrices de Participación Escolar para Padres de Familia, que contiene información requerida por la sección 1118(b) de la Ley de la Educación Primaria y Secundaria (ESEA, según sus siglas en inglés). Las Directrices establecen las expectativas de la escuela Hoover en relación a la participación de los padres de familia y describe cómo la escuela implementará una cantidad de actividades específicas para la participación de los padres. El Contrato entre el Hogar y la Escuela está incorporado en las Directrices de Participación Escolar para Padres de Familia.

PARTE I

Hoover está de acuerdo en implementar los siguientes requisitos:

- desarrollar conjuntamente y distribuir a los padres de familia de niños participantes, las Directrices de Participación Escolar para Padres de Familia que la escuela y los padres de familia de niños participantes estén de acuerdo.
- avisar a los padres de familia acerca de las Directrices de Participación Escolar en un formato comprensible y uniforme, en la medida de lo posible, distribuirá estas directrices a padres de familia en un idioma que puedan entender.
- hacer que las Directrices de Participación Escolar para Padres de Familia estén disponibles para la comunidad local.
- actualizar periódicamente las Directrices de Participación Escolar para Padres de Familia para atender las necesidades cambiantes de los padres de familia y la escuela.
- adoptar el contrato entre el hogar y la escuela como un componente de las Directrices de Participación Escolar para Padres de Familia.
- estar de acuerdo en ser gobernado según la siguiente definición legal de la participación de los padres de familia, y llevar a cabo los programas, las actividades y los procedimientos de acuerdo con esta definición:

PARTE H

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES OBLIGATORIOS DE LAS DIRECTRICES DE PARTICIPACIÓN ESCOLAR PARA PADRES DE FAMILIA

1. Hoover tomará las siguientes acciones para incluir a los padres de familia en el desarrollo conjunto y estar de acuerdo con las Directrices de Participación Escolar para los Padres de Familia y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
 - La asistencia es una de las cuatro capacitaciones del Distrito para el Consejo del Plantel Escolar de padres de familia y equipos.
Los temas incluyen:
 - i. Responsabilidades y papel que desempeña el SSC y sus miembros
 - ii. Composición del SSC (Consejo del Plantel Escolar)
 - iii. Consideraciones presupuestarias, si corresponde
 - iv. Plan Único para el Logro Académico
 - Planear una reunión con los padres de familia del SSC y ELAC para revisar el Plan Único para el Logro Académico y las Directrices del año anterior
 - i. Invitar a otros padres de familia y personas interesadas a que asistan a la reunión
 - ii. Boletín Informativo
 - iii. Noche de Regreso a la Escuela

- En la reunión
 - i. Revisar el Plan Escolar y las Directrices del año anterior y el Contrato entre la escuela/padre de familia/escuela. Como grupo, notar los cambios y hacer ajustes (eliminaciones o adiciones) según sea necesario
 - ii. Volver a redactar o actualizar las Directrices de Participación Escolar para los Padres de Familia y el Contrato entre el estudiante/padre de familia/escuela
 - iii. Traducciones orales y por escrito disponible para los padres de familia de habla hispana para permitir el debate
2. Hoover tomará las siguientes acciones para distribuir a los padres de familia de niños participantes y la comunidad local, las Directrices de Participación Escolar para Padres de Familia:
 - SSC y ELAC
 - referencia en el boletín informativo
 - conferencias entre padres de familia y maestros cuando se solicite
 - Noche de Regreso a la Escuela
 - notificaciones de CANVAS
 - talleres para padres de familia
 - correo de *Synergy*, mensajero para padres de familia
 - o anuncios en el sitio web de la escuela
 - letrero eléctrico
 3. Hoover revisará o actualizará periódicamente sus Directrices de Participación Escolar para Padres de Familia para atender las necesidades cambiantes de los padres y la escuela cada año escolar:
 - notificaciones públicas de elección de escuela
 - servicios suplementales
 - intervenciones
 - en las reuniones del SSC y ELAC
 - reuniones informativas para padres de familia
 4. Hoover convocará una Reunión Anual para informar a los padres de familia de lo siguiente:
 - su derecho de ser partícipe: vía volantes publicados, *School Loop*
 - reuniones que se ofrecen por la mañana y tarde durante la Noche de Regreso a la Escuela, Talleres para Padres de Familia y/u orientación
 - invitaciones/volantes que se envían por *CANVAS*, *School Messenger* [Mensajero Escolar], *Synergy*, sitio web de la escuela
 - anuncios pueden hacerse en el letrero eléctrico de la escuela, *CANVAS*, sitio web de la escuela o en un boletín informativo trimestral
 5. Hoover llevará a cabo una cantidad flexible de reuniones durante distintos horarios, y ofrecerá cuidado de niños, y/o visitas al hogar pagado con los fondos del Título I siempre y cuando estos servicios están relacionados a la participación de los padres:
 - notificaciones vía volantes/letrero eléctrico – boletín informativo de la escuela, negocios en la comunidad
 - reuniones se ofrecen por la mañana y por la noche
 - anuncios/volantes se envían por *CANVAS*, *School Messenger* [Mensajero Escolar], *Synergy*, sitio web de la escuela
 - se ofrecerá cuidado de niños e incentivos de ser necesario
 - Noches Familiares en el Centro de Recursos del Distrito para Padres de Familia

6. Hoover proporcionará a los padres de niños participantes una descripción y explicación del plan de estudio que se usa en la escuela, los formularios de evaluación académica utilizados para medir el progreso del estudiante y los niveles de competencia que se espera que los estudiantes alcancen:
 - en varias reuniones, tal como la Noche de Regreso a la Escuela, conferencias entre padres de familia y maestros, PTA, noches para padres de familia
 - que incluye al SSC y ELAC
 - boletines informativos de la escuela
 - *CANVAS*
 - *ParentVUE*
 - *School Messenger* [Mensajero Escolar]
 - sitio web de la escuela
7. Hoover les brindará a los padres de niños participantes, si los padres de familia lo solicitan, oportunidades para reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños, y responder a dichas sugerencias tan pronto como sea posible. Las sugerencias/temas de los padres de familia a partir de:
 - pláticas con el director
 - encuestas de padres de familia
 - reuniones con padres de familia
 - talleres para padres de familia
8. Hoover entregará al distrito cualquier comentario de un padre de familia si el plan a nivel escolar bajo la sección (1114)(b)(2) no es satisfactorio con los padres de familia de niños participantes.

PARTE HI

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO LOGRO ACADÉMICO DEL ESTUDIANTE

1. Hoover fomentará la capacidad de la escuela y los padres de familia para fortalecer la participación de los padres de familia, para poder asegurar la participación efectiva de los padres de familia y el apoyo de la asociación entre la escuela, los padres de familia y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades, cuando esté permitido de acuerdo con los departamentos de salud locales y estatales, que se describe a continuación:
 - noches y talleres para la educación de padres de familias
 - publicar horarios de los talleres para padres de familia ofrecidos por el LBUSD
 - La Escuela Secundaria Hoover proporciona a cada estudiante un planificador y un lugar para la comunicación con los padres de familia dentro del mismo.
 - mantener un sitio web de la escuela (www.lbschools.net)
 - feria de libros
 - Voluntarios en las Escuelas Públicas (VIPS)
 - Noche de Regreso a la Escuela y Escuela Abierta al Público
 - Orientación del sexto grado escolar y reunión de matriculación para estudiantes del octavo grado
 - PTA, SSC, ELAC
 - Programa WRAP después del horario escolar
 - Eventos deportivos estudiantiles y actuaciones estudiantiles (p. ej., música)
 - Donde todos pertenecen (WEB, según sus siglas en inglés)
2. Hoover incorporará el contrato entre el estudiante/padre de familia/escuela como un componente de las Directrices de Participación Escolar para Padres de Familia:
 - el contrato se tratará y se revisará con los miembros del SSC y ELAC.
 - el contrato se actualizará para atender las necesidades de la escuela, los padres de familia y los estudiantes.
 - distribución del contrato ocurrirá al iniciar el año lectivo en el planificador estudiantil
 - Una sección de desprendibles se mandará a casa con cada estudiante

3. Hoover, con la ayuda del distrito, proporcionará ayuda a los padres de los niños atendidos por la escuela en la comprensión de temas tal y como los siguientes:
 - Estándares Estatales Básicos Comunes
 - evaluaciones académicas locales, que incluye las evaluaciones alternativas
 - requisitos del Título I
 - cómo monitorear el progreso de su niño(a)

Para poder asegurar el éxito de ayuda mencionada anteriormente, las siguientes actividades se ofrecerán:

- reuniones del DCAC y ELAC
 - Sitio web del LBUSD: Participación de los Padres de Familia
 - Centro de Recursos a nivel del distrito
 - talleres para padres de familia
 - recursos para padres de familia en la biblioteca dentro de la biblioteca de Hoover
4. Hoover, con la ayuda del distrito, proveerá materiales y capacitación para ayudar a los padres de familia a trabajar con sus niños para mejorar el rendimiento académico, tal como la capacitación de lectoescritura, y el uso de la tecnología, según sea apropiado, para fomentar la participación de los padres de familia, por medio de:
 - Centros de Recursos para Padres de Familia
 - talleres para padres de familia (Entendiendo los Estándares del Contenido Académico)
 5. Hoover, con la ayuda del distrito y padres de familia, educará a sus maestros, personal de los servicios estudiantiles, directores u otro personal, en cómo alcanzar, comunicarse con, y trabajar con los padres de familia como socios iguales, en el valor y utilidad de las contribuciones de padres de familia, y cómo implementar y coordinar los programas de los padres de familia y crear lazos entre los padres de familia y las escuelas, por medio de:
 - capacitaciones de maestros/personal escolar para comunicar con los padres de familia como socios interesados
 - compartir métodos para construir lazos entre el hogar y la escuela en las reuniones de la facultad y las reuniones del equipo a nivel de grado
 6. La escuela, al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada a los programas de la escuela y los padres de familia, reuniones, y otras actividades, se mande a los padres de familia de niños participantes en un formato que sea comprensible y uniforme, e incluye formatos alternativos cuando se solicita, y al grado de ser práctico, en un idioma que los padres de familia pueden entender:
 7. El personal de la Escuela Secundaria Hoover facilitará las traducciones de los materiales escritos/notificaciones los cuales se envían a los padres de familia.

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PARTE IV. ARROGACIÓN

Estas Directrices de Participación Escolar para Padres de Familia se han desarrollado conjuntamente con, de acuerdo con, padres de familia, como lo demuestra el director, Dr. David Costa.

Este documento fue adoptado por la Escuela Secundaria Hoover el 11 de septiembre de 2024 y estará vigente por un periodo de un año. La escuela distribuirá las Directrices a todos los padres de familia en noviembre del 2023 por medio de *Synergy* y *School Messenger* [Mensajero Escolar] y se tendrá copias en papel en la oficina principal. La Escuela Secundaria Hoover notificará a los padres de familia de las Directrices y estará en un formato comprensible y uniforme y, en la medida de lo posible, se traducirá una copia del documento a un idioma que los padres puedan entender.

Firma del funcionario autorizado

Fecha