



Hoover Middle School

School Plan for Student Achievement
2025-2026

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 (ELA)
- 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
- School Site Council (SSC) Membership
- English Learner Advisory Committee (ELAC) Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and

subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(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 <https://www.lbschools.net/departments/vision-2035/strategic-plan>, 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 (Smarter Balanced Assessment System) 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:

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

DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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 United States Code (U.S.C.) § 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.
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 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 U.S.C. § 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 U.S.C § 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: 43% Met/Exceeded All Students
SBAC 27% Met/Exceeded AA students
SBAC 7% Met Exceeded ELL students
SBAC 43% Met Exceeded His students

ELA Goals

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)

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.

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:

All goals, analysis of findings, and action plans are designed first and foremost to address the needs of all Hoover students—including English Learners (ELs), African American students, socially economically disadvantaged (SED) and students receiving special education services (SWD). In the 2023 dashboard metrics, ALL, ELs, and students receiving special education services were flagged in the red category, underscoring the imperative under Title I / ESSA to ensure equity of opportunity, close achievement gaps, and provide high-quality instruction and support. Hoover students who fell into the red category in the 2023 dashboard metrics include: All students, EL students, those who are homeless, students from low socioeconomic status (Low SES) backgrounds, African American support to these groups.

This data indicates that action plans must explicitly target these subgroups to meet Title I requirements for closing achievement gaps among identified student

populations.

Based on students' academic needs in English, staff will identify at-promise 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.

Progress Monitoring:

The use of:

Prove-It. ELA grade level standard align task, complete with data analysis.

Conducted on a monthly basis.

Structured quarterly data chats with all teachers

Participation LBNSI

I-Ready scores will be used three times a 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.

Student goal setting and teachers will support accountability.

Practice it formative assessments.

Comprehensive Needs Assessment: Mathematics

Math Findings

All- SBAC: 28% Met/Exceeded

AA- SBAC: 11% Met/Exceeded

EL- SBAC: 3% Met/Exceeded

Math Goals

Goals:

All students will perform operations with integers.

All students will estimate answers to check reasonableness.

All students will build a strong foundation in their math classes each semester and teachers and co-teachers will check for their understanding. As well as their math foundation understanding and abilities.

Students will show improvement in Math through i-ready growth and show improvement with met, exceeded or improving goals/targets.

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)

By March 2028, 60% of Black/African American students 6th-8th grade will be on or above grade level in the “Algebra and Algebraic Thinking” domain on i-Ready at Diagnostic 3, from 25% in June* 2023.

By June 2028, 80% of Black/African American students in 6th-8th grade will receive a C or better in their mathematics course, from 66% in June 2023.

By June 2028, TBD% of Black/African American students in grades 4-9 will meet or exceed grade-level standards on the District math common assessments, up from TBD% in June 2026. [Baseline data, annual goals and targets will be established in August 2026]

Action Plan Summary:

All goals, analysis of findings, and action plans are designed first and foremost to address the needs of all Hoover students—including English Learners (ELs), SED and students receiving special education services. In the 2023 dashboard metrics, ALL, ELs, and students receiving special education services were flagged in the red category, underscoring the imperative under Title I / ESSA to ensure equity of opportunity, close achievement gaps, and provide high-quality instruction and support to these groups.

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.

Mathematics performance:

Hoover students who fell into the red category in the 2023 dashboard metrics include: All students, EL students, those who are homeless, students from low socioeconomic status (Low SES) backgrounds, African American students, SWD and Hispanic students. This data indicates that action plans must explicitly target these subgroups to meet Title I requirements for closing achievement gaps among identified student populations.

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.

Progress Monitoring:

The use of:

Prove-It. ELA grade level standard align task, complete with data analysis.

Conducted on a monthly basis.

Structured quarterly data chats with all teachers

Participation LBNSI

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

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.

Student goal setting and teachers will support accountability.

Comprehensive Needs Assessment: English Learners

English Learner Findings

SBAC: 33.3% making progress which is an increase of 2.9% for EL Hoover students. The EL students are identified as orange in the CA Dashboard.

English Learner Goals

Goal:

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)

Hoover EL students by the end of 24/25 15 RFEP out of 45 EL Population will re-classify.

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.

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

EduLastic: the pre and post PSA will show improvement

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

EduLastic: the pre and post PSA will show improvement.

Action Plan Summary:

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 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.

Progress Monitoring:

The use of:

EL Teacher Professional development trainings (3) during the 25/26 school year. Teachers will learn how to navigate Elevation and use lessons at the level of the EL student to prepare for ELPAC testing as well as improve EL English Proficiency.

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.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

18.9% of all Hoover students were chronically absent with a decline of 1.9% out of 533 students.
28.2% of AA students are chronically absent with a 1.2% increase out of 131 students.
38.5% of Homeless students were chronically absent with an increase of 11.8% out of 52 students.
28.4% of SWD were chronically absent with an increase of 2.2% out of 88 students.
8.5% of Asian students were chronically absent with an increase of 3.9% out of 47 students.
18.9% of EL students were chronically absent with an increase of 2.2% out of 53 students.
22.7% of SED were chronically absent with a decline of 2.9% out of 374 students.
17.1% of Hispanic students were chronically absent with a decline of 4.6% out of 287 students.

Suspensions:

4.2% of all Hoover students were suspended at least one day with a decline of 5.3% out of 547 students.
5.3% of AA students are chronically absent with decline of 10.9% out of 131 students.
9.3% of Homeless students were chronically absent with a decline of 8.5% out of 54 students.
5.4% of SWD were chronically absent with an increase of 2.6% out of 92 students.
2% of Asian students were chronically absent with a decline of 0.3% out of 49 students.
7.4% of EL students were chronically absent with a decline of 1.5% out of 54 students.
5% of SED were chronically absent with a decline of 6.1% out of 382 students
4.8% of Hispanic students were chronically absent with a decline of 3.5% out of 287 students.

Culture/Climate Goals

Hoover will reduce suspension and chronic absenteeism by the end of the 2025/2026 school year by 3-5%.Goals:

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.

All goals, analysis of findings, and action plans shall be designed first and foremost to address the needs of all Hoover students—including English Learners (ELs) and students receiving special education services. In the 2023 dashboard metrics, ALL, ELs, and students receiving special education services were

flagged in the red category, underscoring the imperative under Title I / ESSA to ensure equity of opportunity, close achievement gaps, and provide high-quality instruction and support to these groups.

Additionally, in terms of chronic absenteeism, the dashboard metrics show that homeless youth and African American, SED, SWD and EL students also fell into the red category. This further emphasizes the necessity of including these groups in goals, findings, and action plans to comply with Title I's goal of ensuring every student has access to consistent, high-quality education and support.

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

WRAP.

The leadership team will work strategically as a team in support of the following 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

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

Action Plan Summary:

All goals, analysis of findings, and action plans shall be designed first and foremost to address the needs of all Hoover students—including English Learners (ELs) and students receiving special education services. In the 2023 dashboard metrics, ALL, ELs, and students receiving special education services were flagged in the red category, underscoring the imperative under Title I / ESSA to ensure equity of opportunity, close achievement gaps, and provide high-quality instruction and support to these groups.

Additionally, in terms of chronic absenteeism, the dashboard metrics show that homeless youth and African American, SED, SWD and EL students also fell into the red category. This further emphasizes the necessity of including these groups in goals, findings, and action plans to comply with Title I's goal of ensuring every student has access to consistent, high-quality education and support.

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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 and caring relationships.
Communicates clearly and consistently with parents/guardians through various methods.
Set high expectations and provides necessary supports for student success
Create a safe learning environment that values diversity, trust, and respectful communication
then our students will experience academic success and be better prepared for high school and beyond.

Progress Monitoring:

Progress will be monitored by post meeting (next month) with students who receive RJ support.
In addition to showing improvement on the PULSE survey, we have strategically designed efforts to reduce suspensions and chronic absenteeism.
Improve Survey responses by 3%
Reduce suspension to 8% or less for all students
Reduce chronic absenteeism by 10% for EL's, SED, SED and Asian student populations. These students are identified in the Hoover dashboard red and orange groups.
Improve attendance overall for all Hoover students and the identified students are identified in the Hoover dashboard red and orange groups

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<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>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.</p> <p>Our Homeless Youth/students will Meet or Exceed on the SBAC ELA Assessment, an increase of 3% compared to 2024</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</p>	Goal Met	<p>Monitoring students' i-Ready scores has allowed us to identify specific areas where additional support is needed and to adjust instruction accordingly. Through this review process, we have continued to provide ongoing professional development, training, and daily instructional support facilitated by Department Heads and school administrators. Classroom visits are conducted to assess instructional practices and student engagement, helping us determine what additional supports may be necessary.</p> <p>In addition, we implemented Writing Across the Curriculum Wednesdays, during which students engage in 90 minutes of focused writing once a month to strengthen their ability to organize thoughts</p>	<p>Wednesday Prove-it with a monthly school-wide writing goal. One Wednesday a month all Hoover students will have 30 minutes to an hour to complete a writing prompt. Teachers, administrators and the IIC will support every classroom with materials, instructional support and other needs as identified.</p> <p>The primary goal is to provide students more opportunities to write in all disciplines.</p> <p>Be exposed to write at DOK levels 3&4</p> <p>Provide students to write with claim evidence reason</p> <p>Practice student writing access and opportunities for growth.</p> <p>Below are the major changes/modifications being proposed:</p> <p>Formative assessments (e.g., Provelt / Practicelt): We will implement a more systematic schedule of these assessments across all core</p>

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)

2) 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

and develop ideas effectively. Teachers also participate in weekly coaching meetings to build and refine scaffolding strategies and address targeted ELA needs based on both previous school data and current i-Ready data.

courses (math, ELA, science/social studies) to provide frequent data on student understanding and readiness. Teachers will use the results to adjust instruction in real time (e.g., reteach, differentiate, provide enrichment).

Writing across the curriculum: We will formalize a “writing-across-the-disciplines” initiative. Every teacher (not just ELA) will plan at least one writing-rich instructional task each cycle, aligned to standards and rigorous expectations. Writing prompts, rubrics, peer feedback structures will be shared among staff.

Attendance incentives: We will introduce new attendance-incentive programs to raise engagement and decrease tardiness/absences. Examples include: “Lunch with a Loved One” for perfect attendance for a week/month; recognition assemblies; grade-level contests.

Teacher professional development (PD) focused on standards-aligned rigorous tasks & “LAB (Learn-Apply-Build) Week”: We will schedule annual or semi-annual PD dedicated to designing and implementing rigorous tasks explicitly aligned to standards (including the SMPs — Standards for Mathematical Practice, etc.). The “LAB Week” will give teachers time to collaborate, design, test, refine instructional tasks together in teams.

Peer-to-peer feedback: Within departments or interdisciplinary teams, teachers will engage in

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%

African American/Black 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%

Hispanic 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%

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

peer-review of instructional tasks, co-planning, and observation/feedback cycles. This will strengthen instructional design and classroom implementation.

Data chats / data meetings with targeted students: We will schedule regular “data-chat” meetings where teachers meet with students identified via formative assessment, attendance, behavior or writing-progress data. In these meetings, students set goals, review their data, and get targeted teacher feedback and action plans.

Partnerships with student mentor groups / external agencies: We will formalize and deepen partnerships with community organizations such as:

Youth Career & Family Center (YCFC)

Long Beach BAST

Project Optimism

YMCA

Our internal Wellness Center (in-school)
These partners will provide student mentoring, wellness supports (mental, social emotional), attendance/engagement wrap-around, and enrichment opportunities.

“Coffee with Costa” family/community-

	<p>EduLastic: the pre and post PSA will show improvement SBAC: Bring Hoover scores up to the District Average for All Middle Schools at 46%</p> <p>EL: Improve I-Ready scores (students 2 or more grade levels below, will make two years and a half within a year) EduLastic: the pre and post PSA will show improvement SBAC: Bring Hoover scores up to the District Average for All Middle Schools at 46%</p> <p>SWD& SED: Improve I-Ready scores (students 2 or more grade levels below, will make two years and a half within a year) EduLastic: the pre and post PSA will show improvement SBAC: Bring Hoover scores up to the District Average for All Middle Schools at 46%</p>			<p>engagement event: We will host regular informal parent/guardian engagement sessions (“Coffee with Costa”) led by our principal or site leadership, inviting families to learn about school programs (writing across the curriculum, formative assessment, attendance incentives) and to build stronger home-school partnerships.</p> <p>ELAC (English Learner Advisory Committee) involvement: We will ensure that ELAC is fully engaged in reviewing our modifications and giving input—especially around writing supports, targeted mentoring for English Learners, and attendance strategies.</p>
Math	1) Action Plan Summary: Based on students’ academic	Goal Partially or Not Met	Monitoring students’ i-Ready scores has allowed us to identify specific	Mathematics Achievement & Supports at Hoover Middle School

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

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.

areas where additional support is needed and to adjust instruction accordingly. Through this review process, we have continued to provide ongoing professional development, training, and daily instructional support facilitated by Department Heads and school administrators. Classroom visits to assess what additional support if any may be needed for instruction and student engagement. Provide after school tutoring with Hoover math teachers to provide smaller classroom instruction. Teachers will be given weekly coaching meetings to create or upon scaffolding and other Math areas of needs based on previous school data and current i-ready data.

At Hoover Middle School, we are committed to continuously improving mathematics outcomes through a layered system of support, rigorous core instruction, and responsive interventions. Our data from Provelt and Practicelt formative assessments, combined with growth on summative measures, show both strengths and areas for continued focus. The strategies in place—after-school tutoring, math-development electives, common conference periods, quality core instruction professional development, and engagement frameworks drawn from LBUSD's Understandings and Expectations—work in tandem to scaffold student growth. Below is an integrated analysis of our current performance, the impact of each lever, and implications for next steps.

Formative assessment results (Provelt / Practicelt):

The Provelt and Practicelt interim/formative assessments provide frequent evidence of students' mastery of specific math standards. We have observed that while many students make gains across units, there remains a subgroup (often disproportionately students with weaker prior preparation or English learners) that plateau or regress between assessment cycles.

Summative outcomes / proficiency levels:

On state or district summative math assessments, our proficiency rates have risen modestly over the past few years, but still fall short of our targets for all student groups.

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.

2) 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%

Growth measures suggest that many students are making some progress, but the slope of acceleration is insufficient to close gaps within a single school year.

Disaggregated performance patterns:

Students receiving targeted support (through tutoring or electives) tend to show stronger gains on Formative assessments than peers without such intervention. However, the gains are not always sustained without continued scaffolding within core classes. Some teachers' classrooms show more alignment to the "next step" in learning, while others struggle to translate formative data into differentiated instruction.

Gaps in consistency and fidelity:

We see variability in how well teachers use formative data to adjust instruction in real time, and in how consistently extension or remediation activities are embedded into daily lessons.

Additionally, we activate the following support to improve math, ELA, ELs, and Climate and culture:

Below are the major changes/modifications being proposed:

Formative assessments (e.g., ProveIt / PracticeIt): We will implement a more systematic schedule of these assessments across all core courses (math, ELA, science/social studies) to provide frequent data on student understanding and readiness. Teachers will use the results to

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.

adjust instruction in real time (e.g., reteach, differentiate, provide enrichment).

Writing across the curriculum: We will formalize a “writing-across-the-disciplines” initiative. Every teacher (not just ELA) will plan at least one writing-rich instructional task each cycle, aligned to standards and rigorous expectations. Writing prompts, rubrics, peer feedback structures will be shared among staff.

Attendance incentives: We will introduce new attendance-incentive programs to raise engagement and decrease tardiness/absences. Examples include: “Lunch with a Loved One” for perfect attendance for a week/month; recognition assemblies; grade-level contests.

Teacher professional development (PD) focused on standards-aligned rigorous tasks & “LAB (Learn-Apply-Build) Week”: We will schedule annual or semi-annual PD dedicated to designing and implementing rigorous tasks explicitly aligned to standards (including the SMPs — Standards for Mathematical Practice, etc.). The “LAB Week” will give teachers time to collaborate, design, test, refine instructional tasks together in teams.

Peer-to-peer feedback: Within departments or interdisciplinary teams, teachers will engage in peer-review of instructional tasks, co-planning, and observation/feedback cycles. This will strengthen instructional design and classroom

implementation.

Data chats / data meetings with targeted students: We will schedule regular “data-chat” meetings where teachers meet with students identified via formative assessment, attendance, behavior or writing-progress data. In these meetings, students set goals, review their data, and get targeted teacher feedback and action plans.

Partnerships with student mentor groups / external agencies: We will formalize and deepen partnerships with community organizations such as:

Youth Career & Family Center (YCFC)

Long Beach BAST

Project Optimism

YMCA

Our internal Wellness Center (in-school)
These partners will provide student mentoring, wellness supports (mental, social emotional), attendance/engagement wrap-around, and enrichment opportunities.

“Coffee with Costa” family/community-engagement event: We will host regular informal parent/guardian engagement sessions (“Coffee with Costa”) led by our principal or site

				<p>leadership, inviting families to learn about school programs (writing across the curriculum, formative assessment, attendance incentives) and to build stronger home-school partnerships.</p> <p>ELAC (English Learner Advisory Committee) involvement: We will ensure that ELAC is fully engaged in reviewing our modifications and giving input—especially around writing supports, targeted mentoring for English Learners, and attendance strategies.</p> <p>Climate & Culture Leadership Team (CCLT): We will establish a formal student/faculty Climate & Culture Leadership Team that includes student representatives, with specific goals, action-plans, and progress-monitoring for school culture, attendance, student voice, and climate. This complements the instructional modifications above by supporting the environment in which learning happens.</p>
English Learner	<p>1) 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.</p> <p>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.</p> <p>Based on the findings, we believe that the largest impact on our</p>	Goal Partially or Not Met	Monitoring students' i-Ready scores has allowed us to identify specific areas where additional support is needed and to adjust instruction accordingly. Through this review process, we have continued to provide ongoing professional development, training, and daily instructional support facilitated by Department Heads and school administrators.	<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</p>

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 be limited to more in-depth collaboration with Hoover teachers, IIC and admin team. 2) 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

Provide ongoing professional development, training, and daily instructional support via Department Heads and school administrators.

Leverage support from the IIC facilitator to guide instructional improvements.

Maintain highly functioning ELAC and SSC committees to ensure community engagement and oversight.

Sustain active Student Leadership (Male and Female) programs to foster student voice and responsibility.

Continue implementation of the WEB program for peer mentoring and student connection.

Hold weekly instructional supervision and coaching meetings to monitor fidelity and support continuous teacher growth.

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

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

Support from the Parent Family Facilitator and principal meeting with the Hoover ELAC committee monthly to present EL Data and receive recommendations for Tasks 1-4. The PCF also emails all EL parents every Sunday with resources, a parent calendar, parent workshops and LBUSD events to improve parent engagement. IIC facilitator and full time counselor will support with monitoring and supporting EL learners until they successfully pass their ELPAC.

Lastly, Hoover faculty will engage in 3 professional development sessions in support of our EL students. These sessions guide teachers through lesson resources that assist in preparing student in the LCAP assessment. Teachers will review the ELCAP domains and how our EL students performed on each domain. This work will be executed quarterly during data meetings and whole faculty meetings.

	<p>support.</p> <p>The Hoover Leadership team also supports goals and student achievement to continually improve upon the school culture and climate.</p>			
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 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</p>	Goal Met	<p>Continue family engagement with through the parent facilitator weekly emails, text messages, parent calendar and monthly newsletters. Increasing the communication with families related to chronic absenteeism and support for students who were struggling to get to school helped increase attendance. Increase opportunities with clubs and WEB leader interactions with 6th graders and overall culture and climate for all Hoover students. Continue to access and monitor students' survey results to support a safe and engaging culture at Hoover Middle School. Continue to access and monitor students' i-Ready scores to identify and target areas in need of additional support. Classroom visits to assess what additional support may be needed to increase or support student engagement.</p>	<p>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. Climate & Culture Leadership Team (CCLT): We will establish a formal student/faculty Climate & Culture Leadership Team that includes student</p>

support for multiple community based organizations.

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
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

representatives, with specific goals, action-plans, and progress-monitoring for school culture, attendance, student voice, and climate. This complements the instructional modifications above by supporting the environment in which learning happens.

Support from the Parent Family Facilitator includes but is not limited to:
Weekly emails, newsletters, sports schedules, shared district resources which promote LBUSD workshops and LBUSD events to improve culture and climate within Hoover MS and the LB school district.

instruction
Establish classroom climates built on warm, caring relationships
Communicates clearly and consistently with parents/guardians through various methods
Set high expectations and provides necessary supports for student success
Create a safe learning environment that values diversity, trust, and respectful communication
then our students will experience academic success and be better prepared for high school and beyond.

Progress Monitoring:
Progress will be monitored by post meeting (next month) with students who receive RJ support.
2) 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

<p>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</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
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 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
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. (IN 2)	(Does not apply to this goal)	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</p> <p>NewsELA</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>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>

Core Program - Math		
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 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>Quarter Assessments</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>

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
Increase student sense of belonging and success Culture-Climate Survey (Student-Staff) 100	WEB (Where everybody belongs) program Summer WEB training and 6th orientation	All Students	Title 1 \$2,657 Teacher Hourly P Schedule (1) for 20 hours annually - Title 1 100% Teacher Hourly P Schedule (1) for 10 hours annually - Title 1 100%	07/01/2025 - 06/22/2026 Quarterly	WEB Coordinator/Teacher	Student activities Culture-Climate Survey (Student-Staff) 100

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
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 working with teachers and administrators to monitor progress, implement interventions, and provide professional development.	All Students	LCFF \$53,117 Title 1 \$53,117 Asst. Principal Middle .5 FTE - LCFF 50%; Title 1 50%	07/01/2025 - 06/30/2026 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

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
Recreational Aides to provide necessary supervision to assure safety and civility before, during, and after school. Culture-Climate Survey (Student-Staff) 100	Recreational Aides to provide necessary supervision before and after school, during passing periods, cafeteria supervision during breakfast and lunch service. Also, Recreation Aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	All Students	LCFF Rec \$33,224 Hourly - Recreation Aide (3) for 540 hours annually - LCFF Rec 100%	07/01/2025 - 06/30/2026 Daily	Recreation Aides	Administrators and Office Supervisor will monitor recreation aides and the assigned duties. Culture-Climate Survey (Student-Staff) 100

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. 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. Families are also provided a calendar to visit all the LBUSD high schools throughout the HS choice process. This helps with selection for transitioning 8th graders.</p>

Accountability Measure 2: Organizational Climate

Organizational Climate

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
<p>Hoover needs to increase their numbers for EL students.</p> <p>Hoover RFEP & EL students need to close 7% to reach the district average.</p>	<p>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.</p>	<p>Title 1 funds for the 25/26 school year to support EL students is \$ 108, 528</p> <p>LCFF Recreational Aides \$ 32, 500</p> <p>Parent Involvement Funds \$ 3, 362</p>	<p>Daily, monthly and quarterly.</p>	<p>Principal Assitant principal Parent Facilitator IIC Recreational Aides Front Office Staff School Banker Classroom Aides ACES CYFC Project Optimism</p>	<p>Climate & Culture change EL& RFEP- 7% close to the district avg. Dr. Costa shared that Hoover needs to increase their numbers for EL students.</p> <p>EL is learning their language. (5-8) cycle of literacy development.</p> <p>114 GATE identified 82% met or exceeded</p> <p>20 homeless youth SPED 12-13% All Math:</p> <p>2 yr change up 4% Cohort change is less than 1% 28% met or exceeded</p> <p>7th gr 24%</p>

					Hisp 27% AA 11% Asian- 17% mixed races EL is learning their language. (5-8) cycle of literacy development.
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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) Hoover is WAC (Writing Across the Curriculum)	LCFF, Title 1, Lottery Funds	Walkthrough Wednesdays: 10/22, 10/29, 11/5, 11/19	Instructional Lead Leadership staff Instructional Staff	Pulse, CORE, Iready, Edulastic, and SBAC data points are used to monitor progress.

Describe Teacher Involvement

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

Accountability Measure 4: Parent & Community

Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
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. Parents/guardians can also	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.	Title 1 funding is allocated to Hoover MS and the funds are voted on by SSC based on the ELAC recommendations. Parent augmentation monies can used to purchase more materials for the parenting partners	ELAC& SSC meet monthly to reach goals in the SPSA and improve EL reclassification for Hoover EL students. The DECAC, and DELAC and DSSAC meet monthly off	School administrators, program facilitator. EL Data and scores during i-ready testing, SBAC scores and ELPAC testing.	Teacher and counselor monitoring with almost Met EL students. Using ELlevation to target these students throughout the school year.

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.

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 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.

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

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.

workshops.

campus to receive parent feedback regarding school programs, student support and district wide funding.

and share their ideas and voices
without reservations.

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)	111056
Title I Parent and Family Involvement (3008)	3403

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	48440

* 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.

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

Elementary CARE and Support Centers (formerly known as 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.

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.

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	06-13-2026
Staff	Classroom Teacher	Davy Paimany	06-13-2027
Staff	Classroom Teacher	Miguel Felix	06-13-2027
Staff	Classroom Teacher	Michael Cooper	06-13-2027
Staff	Classroom Teacher	Carmen Bornstein	06-13-2027
Staff	Other School Personnel	Veronica Lucio	06-13-2026
Community	Parent/Community Member	██████ Empleo	06-13-2027
Community	Parent/Community Member	██████ Woods	06-13-2026
Community	Parent/Community Member	██████ De Los Palos	06-16-2027
Community	Student	A ██████████	06-13-2026
Community	Student	A ██████████	06-13-2026
Community	Student	L ██████████	06-13-2026

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)	████████ Ibanez
DELAC Representative	Parent of EL Student (required)	████████ Pou
Principal or Designee	Staff Member (required)	David Costa
Secretary	Staff Member (required)	Veronica Lucio

Name	Representing
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ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/15/2025

Question	Answer
<p>3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:</p>	<p>To provide EL tutoring after school before the spring to prep for ELPAC. If there is a budget to provide Saturday workshops to work with EL students who are close to well developed. Also provide Saturday workshops to target our most under developed EL students to prepare them to improve their ELPAC scores for the 25-26 school year.</p> <p>To provide quarterly incentives for students with over a 96% attendance rate. Provide certificates for EL students every quarter who have great attendance. Quarterly pizza parties for those EL students from Dr. Costa. Lastly, a field trip during the last quarter to ice skating at the Rinks in Lakewood.</p> <p>To provide consistent tools in the classroom geared to student engagement and learning. These tools can support daily learning and with consistency in every classroom our English Learners will feel more confident to ask questions and advocate for their learning. Word Walls can be visible and accessible during daily lessons and activities.</p> <p>Provide more op</p>
<p>4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):</p>	<p>CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates</p>
<p>5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations</p>	<p>10/15/2025</p>

Question	Answer
6. What was SSC's response to ELAC recommendations?	The Hoover SSC agreed to support all ELAC recommendations for tasks 1, 2, 3 &4.

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 school resources. 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. SSC received and considered **ELAC recommendations** at its meeting on 10/15/2025
2. SSC approved the **Home-School Compact** on 09/24/2025
3. SSC approved the **Parent Involvement Guidelines** on 09/24/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/18/2025, 09/19/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 11/12/2025
6. The SPSA was approved at its meeting on 11/12/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

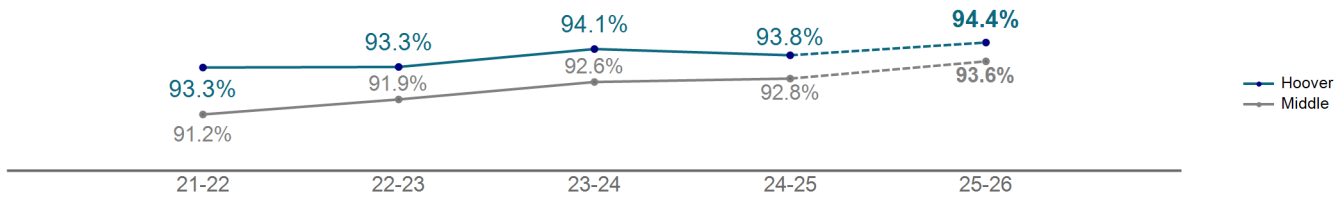
Printed Name: _____ Date: _____

ELAC Chair: _____

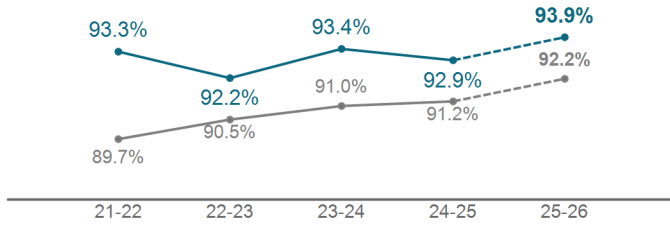
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Attendance Rate

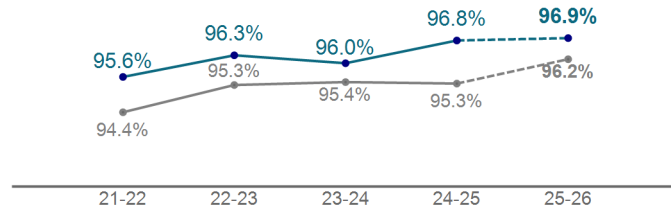
Hoover
All Students
N = 479



African American
N = 116



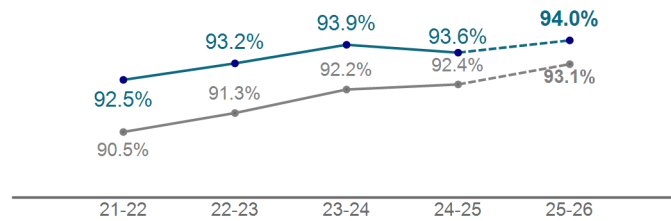
Asian
N = 42



Filipino

Subgroup with fewer than 20 students.

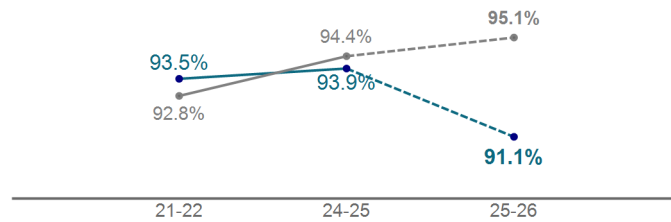
Hispanic
N = 249



Pacific Islander

Subgroup with fewer than 20 students.

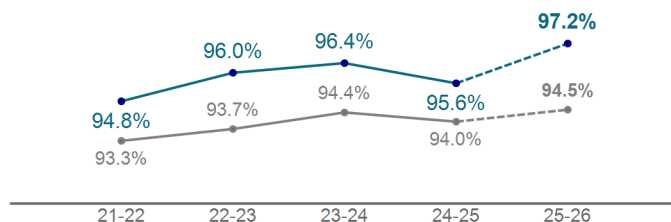
White
N = 21



Native American

Subgroup with fewer than 20 students.

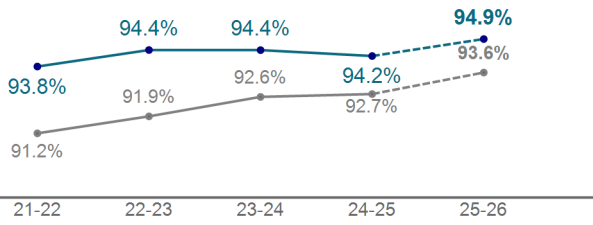
Other
N = 25



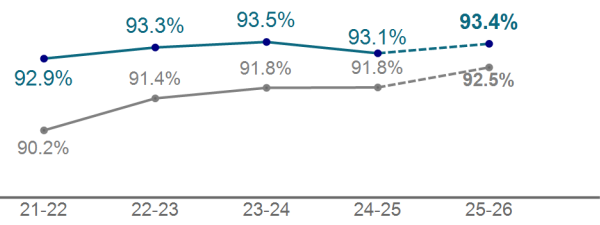
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

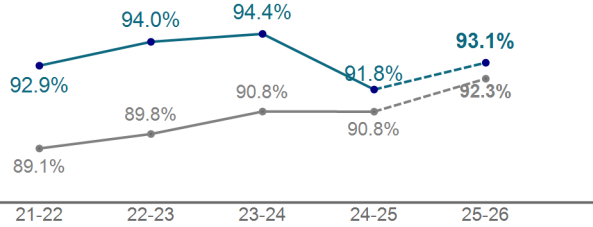
EL + RFEP
N = 97



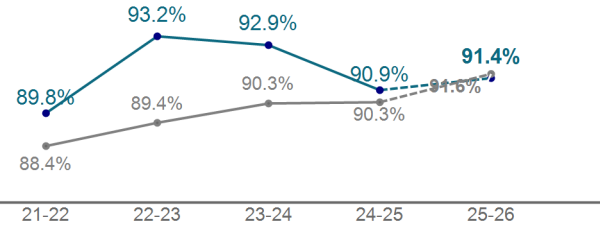
Low SES
N = 289



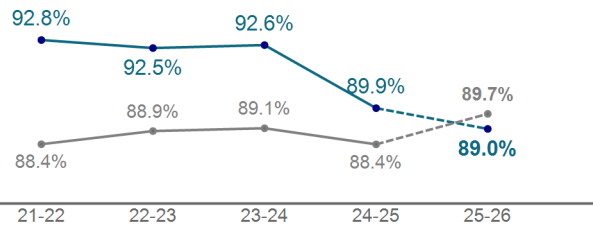
English Learner
N = 49



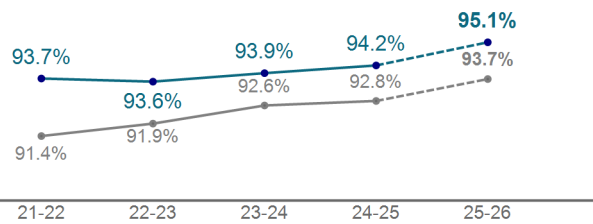
Special Education
N = 108



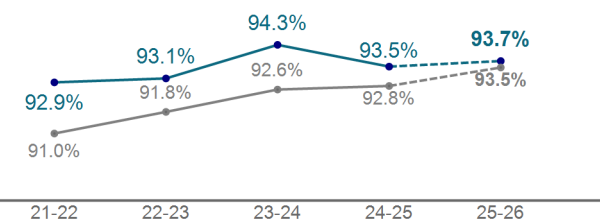
Homeless or Foster Youth
N = 24



Female
N = 234



Male
N = 245



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Chronic Absence by Attendance Bands School Data by Subgroup Hoover 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category		# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate	MS Chronic Rate	
All Students		527	6	12	13	21	48	18.6%	17.4%	31.5%	21.9%	
Grade	Gr. 06	178	4	12	16	20	48	16.9%	19.1%	32.6%	20.7%	
	Gr. 07	177	10	11	12	18	50	20.3%	23.3%	32.2%	23.0%	
	Gr. 08	172	5	13	11	25	45	18.6%	10.3%	29.7%	22.1%	
Ethnicity	African American	136	9	15	16	19	40	24.3%	26.7%	40.4%	31.7%	
	Asian	40		5	13	8	75	5.0%	7.9%	17.5%	11.9%	
	Cambodian	41		7	12	10	71	7.3%	7.5%	19.5%	14.9%	
	Filipino	11			18	9	73	0.0%	0.0%	18.2%	6.3%	
	Hispanic	279		7	11	11	25	46	18.6%	16.4%	29.4%	23.1%
	Pacific Islander	15		7	7	20	27	40	13.3%	18.2%	33.3%	37.4%
	White	23		4	22	9	9	57	26.1%	21.1%	34.8%	13.6%
	Other	23		13	17	17	52	13.0%	6.1%	30.4%	17.1%	
Gender	Female	254	6	12	15	20	48	17.3%	19.2%	32.3%	21.9%	
	Male	272	7	12	11	22	47	19.5%	15.6%	30.5%	22.0%	
	Nonbinary	1	100						100.0%		100.0%	29.4%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Hoover 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Subgroup	Total	Attendance Bands				Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance
	Low SES	348	7	14	14	22	42	21.6%	20.3%	35.9%	26.5%
	ELL	36	8	22	14	25	31	30.6%	17.0%	44.4%	30.4%
	RFEP	75	7	4	7	24	59	10.7%	12.0%	17.3%	16.2%
	EL + RFEP	111	7	10	9	24	50	17.1%	13.7%	26.1%	22.1%
	Special Ed.	114	12	21	14	16	37	33.3%	26.3%	47.4%	33.1%
	Spec Ed. Speech/RSP	35	3	23	20	20	34	25.7%	22.0%	45.7%	31.2%
	Homeless/Foster	32	9	34	28	9	19	43.8%	35.1%	71.9%	39.3%
	Foster	6	17	67	17			83.3%	0.0%	100.0%	48.1%
	Homeless	26	8	27	31	12	23	34.6%	38.2%	65.4%	38.0%
GATE/Excel	115			33	11	20	63	6.1%	7.3%	17.4%	9.9%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All Elementary	25,767	6	18	17	23	36	24.3%	24.7%	41.1%
Addams	756	8	22	16	20	34	29.6%	28.9%	45.6%
Alvarado	406	5	22	20	20	33	26.6%	27.6%	46.6%
Barton	444	9	22	22	22	25	31.8%	37.4%	53.4%
Birney	519	5	22	16	25	31	27.2%	27.7%	43.4%
Bixby	559	3	13	15	25	44	15.4%	17.0%	30.6%
Bryant	396	7	24	16	24	28	31.3%	29.4%	47.7%
Burbank	577	7	22	17	20	34	29.3%	28.2%	46.3%
Burcham	425	4	12	17	23	45	16.0%	13.6%	32.7%
Carver	573	3	14	17	24	42	16.9%	13.7%	34.2%
Chavez	341	7	22	15	22	35	28.4%	33.2%	43.4%
Cleveland	460	5	17	12	27	39	21.5%	14.0%	33.7%
Dooley	693	8	24	19	22	27	32.3%	33.3%	51.2%
Edison	466	11	25	11	21	32	36.7%	29.9%	47.2%
Emerson	358	1	8	12	24	55	9.5%	9.9%	21.2%
Fremont	461	3	12	17	24	44	15.0%	14.5%	32.3%
Gant	669	1	12	13	26	47	13.0%	13.0%	26.5%
Garfield	563	8	16	19	21	36	24.0%	21.4%	42.8%
Gompers	387	5	13	20	25	37	18.1%	18.3%	38.2%
Grant	998	9	24	18	21	28	33.2%	31.8%	51.3%
Harte	772	9	20	19	22	30	28.9%	32.1%	47.7%
Henry	798	1	7	13	30	49	8.0%	7.0%	21.1%
Herrera	655	8	22	25	21	24	30.1%	30.6%	54.8%
Holmes	400	5	23	19	20	33	28.3%	26.5%	46.8%
Hudson	229	14	22	15	22	27	35.8%	32.9%	51.1%
Kettering	354	4	12	15	25	45	15.5%	17.5%	30.2%
King	625	12	20	18	23	26	31.8%	29.9%	50.2%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
Lafayette	883	7	20	17	20	35	27.2%	26.7%	44.2%
Lincoln	801	7	20	15	20	39	26.5%	33.7%	41.2%
Longfellow	918	3	13	14	25	45	15.7%	16.6%	30.1%
Los Cerritos	478	4	9	13	25	49	12.8%	12.9%	26.2%
Lowell	622	2	12	16	25	46	13.7%	14.3%	29.3%
Macarthur	345	3	20	17	23	37	23.2%	22.6%	39.7%
Madison	422	6	12	18	25	39	18.0%	21.2%	35.8%
Mann	335	6	18	15	26	36	23.6%	28.3%	38.5%
McKinley	497	7	21	19	24	30	28.2%	32.2%	46.7%
Naples	348	3	13	16	30	38	16.1%	14.2%	31.9%
Oropeza	559	11	27	15	16	31	37.6%	36.0%	52.8%
Prisk	477	2	11	14	27	45	13.0%	13.5%	27.5%
Riley	500	4	17	19	24	37	20.4%	20.1%	39.0%
Roosevelt	836	12	20	16	18	33	32.4%	34.6%	48.2%
Signal Hill	622	5	14	18	23	40	19.0%	21.3%	37.5%
Smith	676	8	20	19	20	34	27.1%	26.3%	46.2%
Stevenson	478	7	26	17	21	28	33.5%	31.6%	50.6%
Twain	483	3	16	18	25	38	19.0%	22.9%	36.9%
Webster	473	9	22	20	20	30	30.2%	29.1%	50.3%
Whittier	560	7	21	18	19	35	28.0%	27.8%	45.9%
Willard	570	10	22	18	20	30	31.8%	30.1%	49.6%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,480	7	14	13	20	45	21.9%	22.8%	35.1%
Bancroft	822	5	12	14	22	47	17.0%	17.3%	30.5%
Franklin	1,033	12	19	13	18	38	31.7%	34.3%	44.6%
Hamilton	785	13	22	17	17	30	35.5%	27.5%	52.9%
Hoover	527	6	12	13	21	48	18.6%	17.4%	31.5%
Hughes	1,230	3	13	14	22	48	16.3%	14.9%	30.2%
Jefferson	1,028	5	13	13	21	48	18.4%	21.5%	30.9%
Keller	519	1	5	11	20	63	5.8%	6.5%	17.0%
Lindbergh	436	9	17	14	21	38	26.4%	29.5%	40.8%
Lindsey	718	8	13	10	18	51	21.4%	27.0%	31.5%
Marshall	958	3	13	13	21	50	16.3%	16.5%	28.9%
Nelson	855	10	18	13	17	42	28.2%	27.8%	41.6%
Rogers	785	3	8	13	22	54	11.5%	15.4%	24.5%
Stanford	1,196	5	9	11	21	54	13.8%	16.1%	24.9%
Stephens	681	11	21	16	19	34	31.3%	33.4%	47.3%
Washington	907	17	21	13	21	28	37.6%	35.6%	51.0%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All K8	5,739	5	15	15	22	43	20.2%	20.2%	35.1%
Avalon	447	9	27	19	25	20	36.0%	31.5%	55.5%
Cubberley	967	2	10	12	22	55	11.7%	12.0%	23.6%
Muir	1,066	7	18	16	21	38	25.0%	22.7%	40.8%
Newcomb	928	3	8	16	23	51	10.8%	10.8%	26.6%
Powell	743	9	23	16	20	31	31.8%	33.9%	48.2%
Robinson	734	9	17	13	19	42	25.9%	26.3%	39.2%
Tincher	854	3	8	13	24	52	11.0%	11.0%	24.4%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All High	20,036	12	15	13	19	40	27.0%	26.7%	40.4%
Browning	348	17	16	12	20	36	32.5%	32.1%	44.3%
Cabrillo	1,686	22	20	14	16	28	42.3%	42.0%	56.8%
CAMS	673	1	6	6	14	74	6.8%	5.2%	12.5%
Jordan	2,356	11	16	13	18	42	27.1%	25.7%	40.3%
Lakewood	2,385	9	17	17	22	35	26.9%	26.1%	43.5%
McBride	685	5	12	12	20	51	17.2%	16.9%	29.1%
Millikan	3,452	5	11	14	23	47	16.4%	16.3%	30.2%
PAAL	135	39	31	13	7	10	70.4%	75.6%	83.0%
Polytechnic	3,818	13	16	14	20	37	29.1%	27.3%	42.9%
Reid	124	87		12			99.2%	91.1%	99.2%
Renaissance	401	6	15	11	17	51	21.2%	21.7%	32.4%
Sato	553	2	4	7	17	69	6.3%	6.8%	13.6%
Wilson	3,420	15	18	13	20	34	33.1%	33.0%	46.5%

The percentages may not equal 100% due to rounding.

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

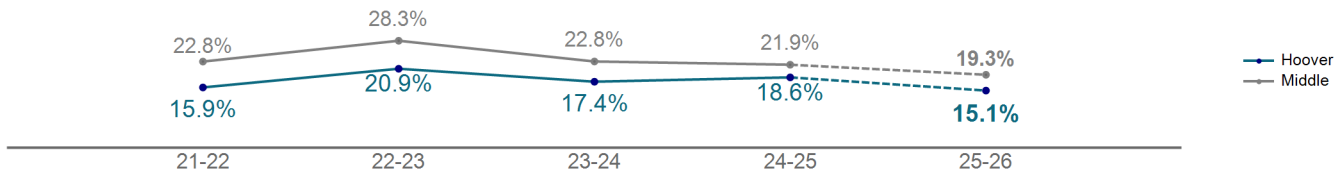
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chonic + At-Risk Rate
District	64,022	8	16	15	21	40	24.3%	24.6%	39.2%

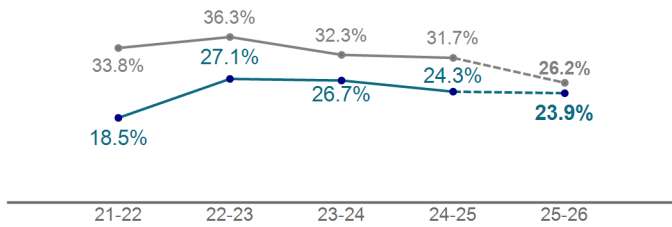
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

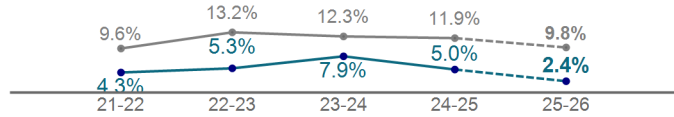
Hoover
All Students
N = 483



African American
N = 117



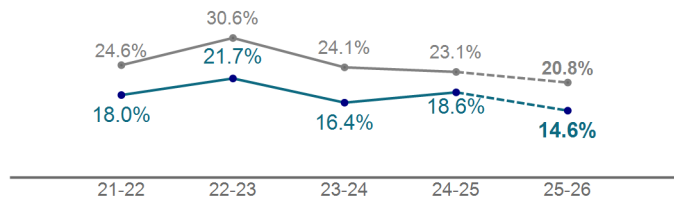
Asian
N = 41



Filipino

Subgroup with fewer than 20 students.

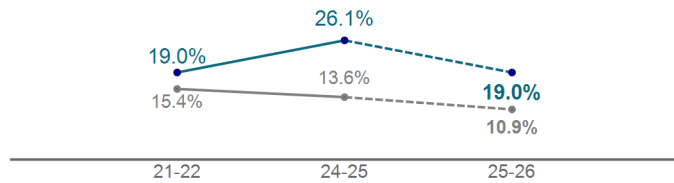
Hispanic
N = 253



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 21



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

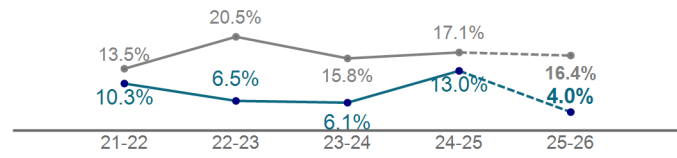
Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other

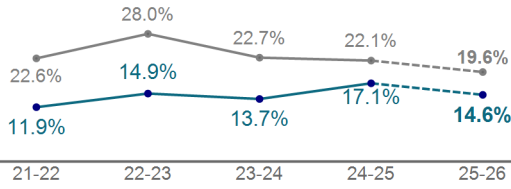
N = 25



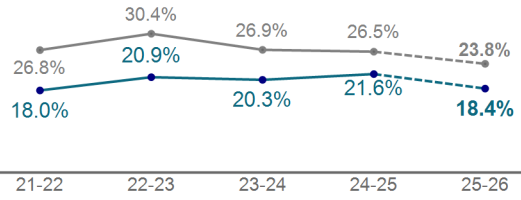
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

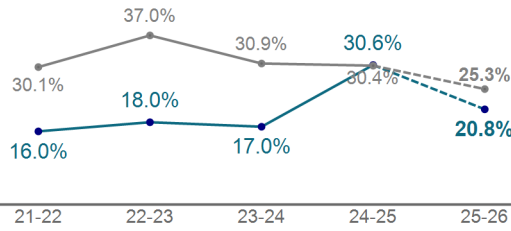
EL + RFEP
N = 96



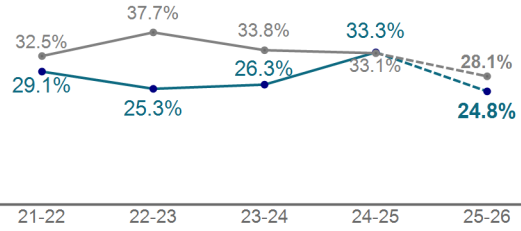
Low SES
N = 294



English Learner
N = 48



Special Education
N = 109



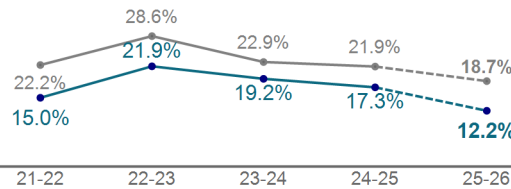
Homeless or Foster Youth

Subgroup with fewer than 20 students.

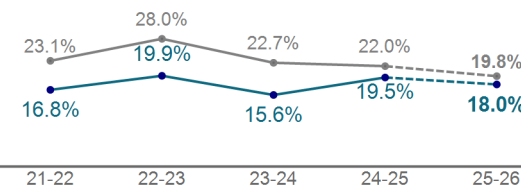
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 238



Male
N = 245



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2025 :: School Data by Subgroup

Hoover

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	31,396	District	48%	27	22	28	24	52%	↑2		↑2
Gender	Female	District	44%	23	21	30	26	56%	↑2		↑2
	Male	District	52%	31	22	26	22	48%	↑3		↑3
	Nonbinary	District	31%	16	16	40	29	69%	↑14		-
Special Populations	EL + RFEP	District	62%	37	25	25	13	38%	↑1		↑4
	ELL	District	90%	67	23	8	1	10%	↓4		↑3
	RFEP	District	38%	12	26	38	23	62%	↑3		↑5
	Foster	District	74%	52	21	19	7	26%	↑3		↑12
	GATE/Excel	District	10%	2	8	31	59	90%	↑2		↓-
	Homeless	District	69%	45	24	21	10	31%	↑1		↑3
	Homeless/Foster	District	70%	46	24	20	9	30%	↑1		↑4
	Low SES	District	58%	34	24	27	15	42%	↑2		↑3
	Special Ed.	District	81%	62	20	13	6	19%	↑2		↑4
	Spec Ed. Speech/RSP	District	81%	57	24	15	4	19%	↓2		↑6

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2025 :: School Data by Subgroup

Hoover

Category	Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	31,450	District	62%	36	25	19	19	38%	↑2		↓4
Gender	Female	District	64%	37	26	19	17	36%	↑2		↓5
	Male	District	59%	36	24	20	21	41%	↑2		↓2
	Nonbinary	District	67%	41	26	20	13	33%	↑1		↓28
Special Populations	EL + RFEP	District	74%	49	25	15	10	26%	↑2		↓3
	ELL	District	90%	70	21	8	2	10%	↓1		↑1
	RFEP	District	61%	32	29	22	17	39%	↑3		↓5
	Foster	District	80%	57	23	12	8	20%	↑3		↑7
	GATE/Excel	District	20%	5	15	27	53	80%	↑1		↓9
	Homeless	District	82%	59	24	11	7	18%	↑-		↓4
	Homeless/Foster	District	82%	58	24	11	7	18%	↑1		↓3
	Low SES	District	71%	44	26	17	12	29%	↑2		↓2
	Special Ed.	District	85%	68	17	9	6	15%	↑2		↑1
	Spec Ed. Speech/RSP	District	85%	66	20	10	5	15%	↓2		↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2025 :: School Data by Subgroup

Hoover

Category	Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	13,317	District	72%	15	57	19	9	28%	↑2		-
Gender	Female	District	73%	13	59	19	8	27%	↑1		-
	Male	District	71%	17	54	19	10	29%	↑3		-
	Nonbinary	District	79%	3	76	7	14	21%	↓20		-
Special Populations	EL + RFEP	District	83%	20	63	13	3	17%	↑1		-
	ELL	District	99%	43	56			1%	↓1		-
	RFEP	District	75%	9	66	20	5	25%	↑-		-
	Foster	District	87%	27	60	12	1	13%	↑4		-
	GATE/Excel	District	35%	2	33	38	27	65%	↑1		-
	Homeless	District	86%	26	60	11	3	14%	↑1		-
	Homeless/Foster	District	86%	26	60	11	3	14%	↑1		-
	Low SES	District	81%	19	61	15	4	19%	↑1		-
	Special Ed.	District	92%	37	55	6	2	8%	↓-		-
	Spec Ed. Speech/RSP	District	92%	32	60	7	2	8%	↓2		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Hoover

2/17/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	459	-	42	16	15	27	
		All Middle	18	33	13	14	40	
		District	28	30	15	17	38	
	Grade	Gr. 06 (Minimum Growth Target: 27) (Min Accelerated Growth Target: 55) (Minimum Board Goal 2 Target: 81)	165	-	44	18	16	22
			All Middle	12	38	16	16	30
			District	15	36	16	17	31
		Gr. 07 (Minimum Growth Target: 25) (Min Accelerated Growth Target: 51) (Minimum Board Goal 2 Target: 80)	146	-	36	20	16	29
			All Middle	33	25	14	16	45
			District	37	25	14	16	45
		Gr. 08 (Minimum Growth Target: 14) (Min Accelerated Growth Target: 29) (Minimum Board Goal 2 Target: 83)	148	-	47	9	13	32
			All Middle	12	38	9	9	44
			District	11	38	9	9	44
	Ethnicity	Hispanic	248	-	46	14	14	26
			All Middle	19	33	13	14	40
			District	28	30	14	17	38
African American		110	-	39	15	11	35	
		All Middle	19	35	12	14	39	
		District	25	32	14	15	39	
Asian		40	-	43	20	5	33	
		All Middle	11	34	14	13	39	
		District	28	29	15	17	39	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Hoover

2/17/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N		Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
E L A	Ethnicity	Cambodian	39	-	41	23	10	26	
			All Middle	7		33	15	14	38
			District	23		29	15	18	38
	White	19^	-	26	16	42	16		
		All Middle	23		32	13	16	39	
		District	27		30	15	19	37	
	Other	17^	-	35	29	29	6		
		All Middle	7		36	14	13	38	
		District	25		31	15	17	37	
	Pacific Islander	15^	-	40	20	13	27		
		All Middle	25		30	19	14	36	
		District	39		30	18	15	37	
	Filipino	10^	-	30	10	50	10		
		All Middle	25		31	14	13	42	
		District	37		29	14	17	41	
Gender	Female	227	-	40	16	13	31		
		All Middle	19		32	13	14	41	
		District	28		30	15	17	38	
	Male	232	-	44	16	16	24		
		All Middle	16		35	13	14	39	
		District	26		31	14	17	38	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Hoover

2/17/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Gender	Nonbinary	All Middle [^]	72	25	25	50		
		District	19	33	18	48		
Special Populations	EL + RFEP		97	40	15	11	33	
		All Middle	22	31	12	14	43	
	District	28	31	13	16	41		
	ELL		28	-	36	14	4	46
		All Middle	22	32	13	13	42	
	District	31	30	15	17	38		
	RFEP		69	-	42	16	14	28
		All Middle	23	31	12	14	44	
	District	27	31	11	15	43		
	GATE/Excel		114	-	45	17	16	23
		All Middle	17	33	13	15	39	
	District	30	29	16	19	36		
	Foster	All Middle	14	45	16	5	34	
		District	35	38	18	9	35	
	Homeless		16 [^]	-	38	19	13	31
		All Middle	23	31	14	14	40	
District	34	30	15	16	40			
Homeless/Foster		16 [^]	-	38	19	13	31	
	All Middle	23	33	14	13	40		

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Hoover

2/17/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N		Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
E L A	Special Populations	Homeless/Foster	District	34	31	15	15	39	
		Low SES	District	299	-	43	16	12	28
			All Middle	18		34	13	14	40
		Special Ed.	District	28		30	15	16	39
			District	87	-	46	17	17	20
			All Middle	19		33	13	14	40
		Spec Ed. Speech/RSP	District	31		30	14	17	39
			District	34	-	50	21	18	12
			All Middle	19		34	13	13	40
				District	31		31	13	16

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Hoover

2/17/26

Category		Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N	Growth Target					
			Declined	Below Target	Above Target	Accelerated*		
M a t h	All Students	457	-	42	13	11	34	
		All Middle	19	38	12	13	36	
		District	20	34	20	19	27	
	Grade	Gr. 06 (Minimum Growth Target: 24) (Min Accelerated Growth Target: 49)	163	-	37	15	12	35
			All Middle	24	40	15	15	29
			District	29	39	15	16	30
		Gr. 07 (Minimum Growth Target: 17) (Min Accelerated Growth Target: 35)	147	-	44	13	12	31
			All Middle	18	34	11	12	43
			District	19	34	11	12	43
		Gr. 08 (Minimum Growth Target: 19) (Min Accelerated Growth Target: 39)	147	-	44	10	10	36
			All Middle	14	40	10	12	38
			District	14	41	10	12	37
	Ethnicity	Hispanic	248	-	44	12	8	35
			All Middle	17	40	12	13	35
			District	19	36	19	19	27
African American		109	-	44	15	13	28	
		All Middle	22	40	12	12	36	
		District	23	35	20	17	28	
Asian		40	-	33	20	13	35	
		All Middle	21	31	15	14	40	
		District	22	31	21	20	29	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Hoover

2/17/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
M	a	t	h	N	Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Ethnicity	Cambodian		39	-	28	18	18	36
		All Middle	15		31	15	16	38
		District	18		30	20	20	30
	White		19^	-	63	16	21	
		All Middle	20		37	12	13	38
		District	16		34	20	19	26
	Other		17^	-	18	18	12	53
		All Middle	26		32	13	14	41
		District	21		31	20	20	28
	Pacific Islander		14^	-	29	43	29	
		All Middle	-1		36	10	15	39
		District	4		35	22	20	23
Filipino		10^	-	10	20	10	60	
	All Middle	11		31	15	13	42	
	District	18		30	19	21	30	
Gender	Female		225	-	40	12	12	36
		All Middle	20		37	13	13	37
		District	17		34	20	18	27
	Male		232	-	43	14	10	32
		All Middle	17		39	12	13	36
		District	22		35	19	19	27

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Hoover

2/17/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Gender	Nonbinary	All Middle^	18	38	13	13	38	
		District	-12	52	12	15	21	
Special Populations	EL + RFEP	97	-	32	20	13	35	
		All Middle	16	40	12	13	36	
		District	17	37	18	18	27	
		ELL	28	-	50	14	14	21
	ELL	All Middle	11	46	11	11	33	
		District	25	37	18	18	26	
		RFEP	69	-	25	22	13	41
			All Middle	20	36	13	13	38
	District		14	36	18	18	28	
	GATE/Excel	114	-	31	18	12	39	
		All Middle	23	33	14	14	39	
		District	16	31	21	21	27	
	Foster	All Middle	21	38	15	14	33	
		District	60	35	19	18	28	
	Homeless	15^	-	53	7	13	27	
		All Middle	18	42	12	11	35	
District		12	38	19	16	27		
Homeless/Foster	15^	-	53	7	13	27		
	All Middle	18	42	12	11	35		

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Hoover

2/17/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math at Hoover	Homeless/Foster	District	18	38	19	16	27	
	Low SES	District	297	-	45	14	12	29
		All Middle	18		40	12	13	35
	Special Ed.	District	19		35	19	19	27
		District	88	-	45	10	10	34
		All Middle	12		43	10	12	35
	Spec Ed. Speech/RSP	District	25		36	17	17	29
		District	34	-	50	12	9	29
		All Middle	15		44	9	12	35
	District	21		37	18	17	29	

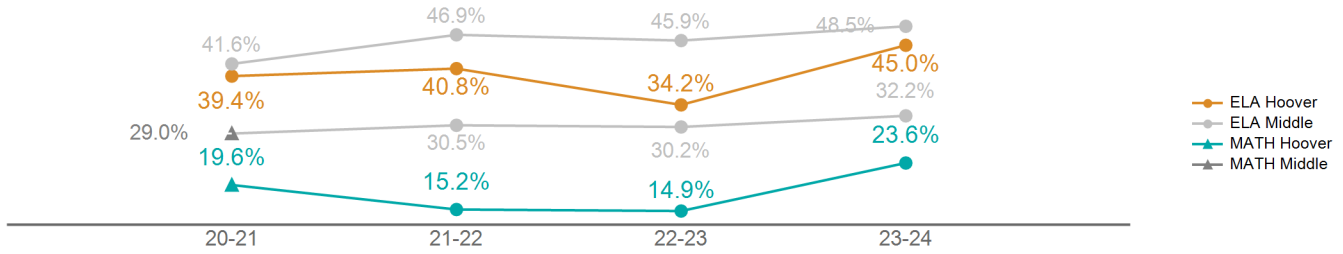
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

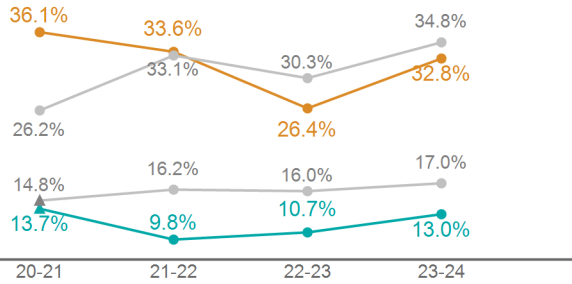
*Accelerated Growth = At least double the minimum growth target for the grade level.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

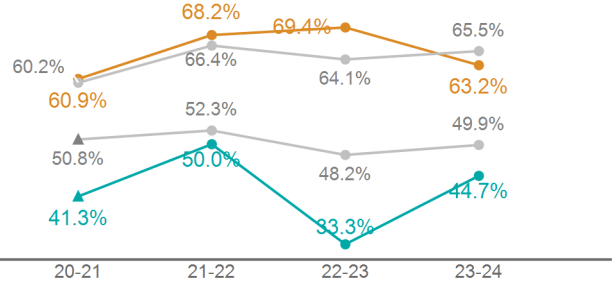
**Hoover
All Students**



African American



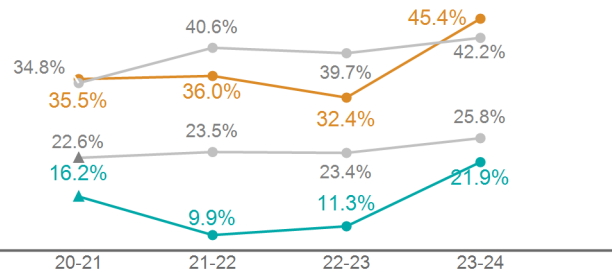
Asian



Filipino

Subgroup with fewer than 20 students.

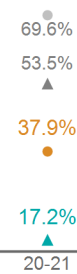
Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

White

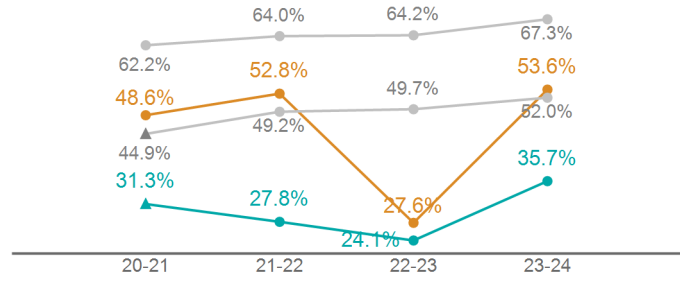


Percent of Students with Achievement Level of Met or Exceeded in SBAC

Native American

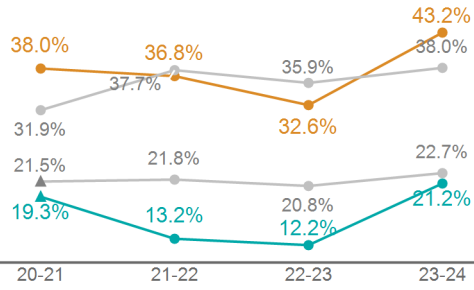
Subgroup with fewer than 20 students.

Other

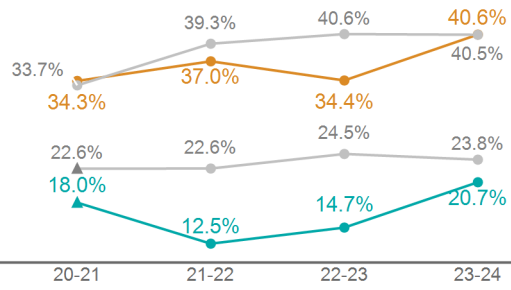


Percent of Students with Achievement Level of Met or Exceeded in SBAC

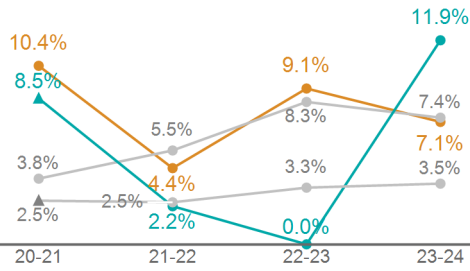
EL + RFEP



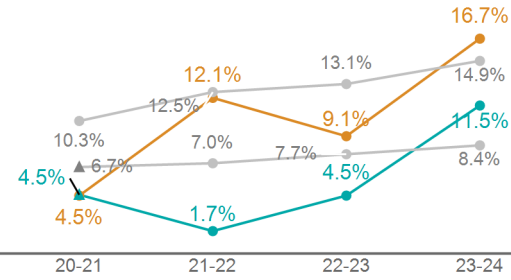
Low SES



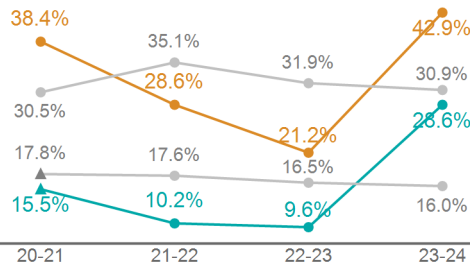
English Learner



Special Education



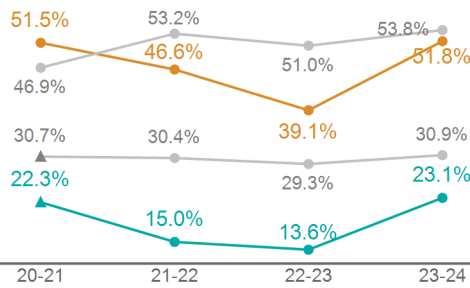
Homeless



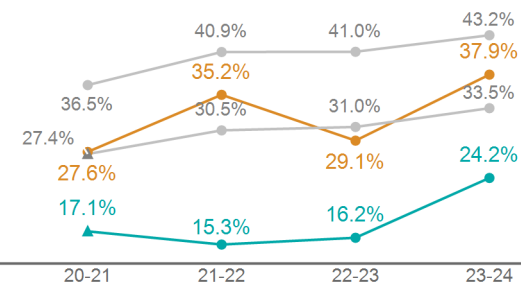
Foster Youth

Subgroup with fewer than 20 students.

Female



Male



N's are from the current year.
Subgroups under 20 students are not included.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/17/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	11,695	50%	29	21	24	26	50%	↑2	↑3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/17/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All Elementary	11,758	55%	29	26	23	22	45%	↑1	↓3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/17/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All Elementary	3,904	68%	17	52	20	12	32%	↑2	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					Met+Exceeded	2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded		Chg	Chg	Chg
All Middle	11,560	49%	26	23	32	19	51%	↑3		↓2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/17/26

All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All Middle	11,563	65%	40	25	17	18	35%	↑2	↑1

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/17/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	3,859	72%	15	58	19	8	28%	↑3		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/17/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	3,576	44%	25	20	27	29	56%	↑4	↑-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/17/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	3,573	54%	31	23	20	25	46%	↑4	↑3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/17/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All K-8	1,218	65%	14	51	23	13	35%	↑3	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/17/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All High	4,565	46%	25	21	29	25	54%	↑2	↑5

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/17/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,556	73%	50	23	16	11	27%	↑3		↓7

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/17/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,336	76%	15	62	18	6	24%	↑-		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/17/26

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	31,396	48%	27	22	28	24	52%	↑2		↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/17/26

All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	31,450	62%	36	25	19	19	38%	↑2	↓4

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/17/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,317	72%	15	57	19	9	28%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2025

School Name	Overall		Grade 6		Grade 7		Grade 8		Lowest Performing		
	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Avalon	19.0%	-4.6%	16.7%	-1.0%	12.5%	-16.5%	36.0%	18.5%	Hispanic	16.0%	-4.2%
Bancroft	57.7%	4.6%	54.0%	6.9%	56.8%	1.6%	62.4%	5.3%	African American	38.5%	0.5%
Cubberley	70.5%	1.6%	68.7%	-3.0%	73.4%	6.2%	69.8%	9.9%	African American	26.5%	-16.7%
Franklin	34.5%	-0.5%	26.9%	0.0%	32.4%	-7.6%	43.6%	6.3%	African American	29.2%	-0.8%
Hamilton	39.2%	2.4%	37.6%	3.7%	40.0%	3.0%	39.9%	0.7%	African American	29.6%	-3.4%
Hoover	42.6%	-2.5%	42.9%	4.1%	41.4%	-9.5%	43.4%	-1.8%	African American	27.1%	-5.6%
Hughes	55.4%	5.5%	54.7%	6.0%	60.1%	10.8%	51.3%	-0.1%	African American	38.6%	1.2%
Jefferson	55.9%	5.1%	48.6%	7.4%	58.8%	6.0%	60.1%	1.9%	African American	45.7%	0.9%
Keller	68.8%	3.7%	67.0%	10.0%	71.2%	0.5%	68.6%	0.1%	Hispanic	65.5%	3.8%
Lindbergh	35.3%	0.8%	35.5%	0.3%	36.3%	-0.6%	33.9%	2.4%	African American	26.5%	1.5%
Lindsey	37.0%	2.0%	31.1%	-2.7%	41.8%	4.6%	38.2%	4.3%	African American	24.3%	3.9%
Marshall	61.7%	-0.5%	62.1%	4.2%	64.8%	1.9%	58.3%	-7.6%	African American	42.2%	-13.0%
Muir	46.6%	6.0%	48.6%	8.4%	49.1%	5.2%	53.2%	1.7%	African American	42.3%	5.8%
Nelson	36.1%	3.3%	33.9%	4.1%	39.8%	1.5%	34.4%	4.1%	African American	25.3%	8.9%
Newcomb	81.1%	1.9%	80.8%	-3.4%	83.7%	1.9%	80.6%	-0.9%	African American	71.9%	9.4%
Powell	36.9%	4.5%	40.7%	18.8%	33.3%	-2.2%	41.6%	15.5%	African American	28.2%	-0.9%
Robinson	32.8%	4.0%	35.8%	14.4%	44.0%	-5.5%	43.8%	15.2%	African American	28.7%	3.3%
Rogers	70.7%	5.4%	64.8%	4.4%	78.0%	12.1%	69.4%	0.2%	African American	58.1%	21.2%
Stanford	67.7%	-0.1%	60.6%	-3.9%	73.2%	0.1%	69.6%	3.9%	African American	49.6%	5.4%
Stephens	53.3%	-0.8%	46.5%	-2.8%	55.1%	-1.4%	58.6%	2.3%	African American	39.4%	-10.6%
Tincher	73.8%	1.5%	69.5%	-1.1%	73.9%	1.7%	64.4%	-3.4%	African American	53.8%	2.6%
Washington	32.5%	3.4%	27.9%	0.1%	33.2%	4.4%	36.1%	5.4%	African American	26.9%	6.0%

SBAC ELA 2025

	Difference	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
169	17.4%	White	33	11.8%	-2.6%	0.0%	0.0%	3.6%	-2.9%	3.3%	-3.1%
91	47.6%	Filipino	36	49.5%	8.4%	24.1%	-6.6%	21.8%	-3.8%	22.0%	-1.1%
49	62.8%	Asian	28	55.3%	11.1%	38.9%	-13.1%	32.1%	-18.7%	24.0%	-7.4%
106	33.3%	Asian,Cambodian	56, 56	32.3%	-1.0%	20.6%	-10.7%	12.4%	2.7%	9.7%	2.5%
81	56.1%	Asian	21	33.6%	0.3%	20.5%	-5.0%	13.2%	0.7%	9.0%	0.8%
118	44.7%	Cambodian	39	42.0%	-1.2%	50.0%	8.6%	11.8%	-11.5%	12.9%	-3.8%
202	45.3%	White	93	45.5%	4.6%	46.6%	13.2%	13.5%	-4.3%	13.7%	-1.2%
151	30.3%	Asian	79	50.7%	3.8%	40.8%	5.2%	24.4%	4.2%	19.5%	3.6%
394	16.3%	White	55	62.2%	11.8%	66.7%	20.5%	7.7%	1.8%	13.3%	7.5%
83	17.0%	Cambodian	23	32.9%	-1.3%	9.3%	-19.3%	10.0%	2.5%	7.5%	1.1%
103	31.7%	Cambodian	25	36.2%	0.2%	24.2%	-8.1%	9.6%	0.8%	9.4%	1.2%
90	41.1%	Filipino	24	48.7%	2.1%	37.5%	-1.7%	22.2%	-8.0%	26.6%	3.1%
52	22.2%	Filipino	79	35.8%	1.2%	35.1%	-0.2%	4.3%	-0.4%	6.1%	3.1%
91	30.7%	Asian	150	30.8%	3.3%	23.1%	8.8%	17.9%	4.3%	11.3%	1.0%
32	24.6%	Asian	28	54.5%	-9.5%	80.0%	-10.9%	41.7%	8.9%	51.6%	18.8%
110	11.7%	Hispanic	331	31.7%	2.2%	24.4%	4.0%	6.3%	-4.4%	5.4%	-6.6%
80	4.4%	Hispanic	380	28.3%	2.2%	15.8%	-15.8%	10.5%	0.7%	11.3%	1.5%
43	23.1%	White	309	41.3%	0.6%	52.4%	19.0%	30.8%	-0.2%	27.6%	5.8%
119	30.5%	White	291	41.7%	-1.6%	36.8%	4.7%	33.9%	-3.2%	31.5%	2.4%
71	42.9%	Filipino	68	51.1%	-0.3%	44.7%	12.8%	12.5%	-0.6%	9.9%	0.3%
39	46.2%	Cambodian	24	60.5%	7.4%	50.0%	-8.3%	19.1%	-6.8%	26.4%	1.0%
93	6.0%	Hispanic	629	31.4%	1.7%	21.3%	3.8%	4.2%	-9.5%	8.1%	-2.5%

SBAC ELA 2025

Gender Diff
6.9%
10.3%
10.4%
11.8%
12.9%
17.1%
10.6%
7.0%
16.3%
3.2%
10.2%
9.4%
6.3%
12.5%
8.2%
9.3%
7.6%
12.7%
15.1%
9.3%
6.1%
15.1%

Hoover

2024-2025

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2024-2025	YR	All	All	6	65	7	
		Grade	Gr. 06	1	14	2	
			Gr. 07	3	26		
			Gr. 08	2	25	5	
		Ethnicity	African American	3	32	3	
			Hispanic	2	30	4	
			Other		1		
			Pacific Islander		1		
			White	1	1		
		Gender	Female	3	20	5	
			Male	3	44	2	
			Nonbinary		1		
		Fluency	EL + RFEP	2	7	3	
			ELL	1	3	3	
			RFEP	1	4		
		Foster	Foster		4		
		GATE/Excel	GATE/Excel		5		
		Homeless	Homeless		5	1	
		LowSES	Low SES	5	48	5	
		SPED	Special Ed.	1	31	1	
SPED-Speech/RSP	Spec Ed. Speech/RSP	1	6				

Hoover

2023-2024

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2023-2024	YR	All	All	2	30	11	
		Grade	Gr. 06	1	9	4	
			Gr. 07	1	16	6	
			Gr. 08		5	1	
		Ethnicity	African American	1	9	5	
			Asian		1		
			Hispanic	1	19	6	
			White		1		
		Gender	Female	2	20	7	
			Male		10	4	
		Fluency	EL + RFEP		9	2	
			ELL		6	1	
			RFEP		3	1	
		Homeless	Homeless	1	4	5	
		LowSES	Low SES	2	18	9	
		SPED	Special Ed.		7	3	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		7	1	

Hoover

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken	
2022-2023	YR	All	All	3	77	16		
		Grade	Gr. 06		19	5		
			Gr. 07	2	14	1		
			Gr. 08	1	44	10		
		Ethnicity	African American	1	33	5		
			Asian		2	1		
			Hispanic	2	37	8		
			Other		4	2		
			White		1			
		Gender	Female			43	7	
			Male	3		34	9	
		Fluency	EL + RFEP			10	1	
			ELL			7	1	
			RFEP			3		
		Foster	Foster			2	2	
		GATE/Excel	GATE/Excel	1		5	2	
		Homeless	Homeless			15		
		LowSES	Low SES	2		77	16	
		SPED	Special Ed.	1		10	4	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1		7	3	

Hoover

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	3	128	16	3
		Grade	Gr. 06	2	33	7	1
			Gr. 07	1	49	5	2
			Gr. 08			46	4
		Ethnicity	African American		39	4	2
			Asian			4	
			Filipino			5	
			Hispanic	3	65	11	1
			Other			7	1
			White			8	
		Gender	Female		40	3	2
			Male	3	88	13	1
		Fluency	EL + RFEP	2	24	1	1
			ELL	2	9	1	
			RFEP			15	1
		Foster	Foster		3		
		GATE/Excel	GATE/Excel		14	1	
		Homeless	Homeless		23	2	1
		LowSES	Low SES	3	88	9	3
		SPED	Special Ed.	2	29	10	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		20	7	

Hoover

2020-2021

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken	
2020-2021	YR	All	All			3	2	
		Grade	Gr. 06			1	1	
			Gr. 07			1	1	
			Gr. 08			1		
		Ethnicity	African American			1	1	
			Hispanic			2		
			White				1	
		Gender	Female			1		
			Male			2	2	
		Fluency	EL + RFEP			1		
			RFEP			1		
		Homeless	Homeless					1
		SPED	Special Ed.				1	1
		SPED-Speech/RSP	Spec Ed. Speech/RSP				1	1

Hoover

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All		78	31	
		Grade	Gr. 06		22	10	
			Gr. 07		31	10	
			Gr. 08		25	11	
		Ethnicity	African American		16	8	
			Asian		2	1	
			Filipino			1	
			Hispanic		45	15	
			Other		8	2	
			Pacific Islander		3	3	
			White		4	1	
			Gender	Female		22	12
		Male			56	19	
		Fluency	EL + RFEP		20	7	
			ELL		7	4	
			RFEP		13	3	
		Foster	Foster		4	2	
		GATE/Excel	GATE/Excel		4		
		Homeless	Homeless		10	8	
		LowSES	Low SES		63	25	
		SPED	Special Ed.		16	8	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		11	5	

Hoover

24-25

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type). Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

		YR	
subgroup			
Category		# Records	Percent by Category
All Students	All	78	83 9 8
Grade	Gr. 06	17	82 12 6
	Gr. 07	29	90 10
	Gr. 08	32	78 16 6
Ethnicity	African American	38	84 8 8
	Hispanic	36	83 11 6
	Other	1	100
	Pacific Islander	1	100
	White	2	50 50
Gender	Female	28	71 18 11
	Male	49	90 4 6
	Nonbinary	1	100

Hoover

24-25

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type). Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

		YR			
subgroup					
Category		# Records	Percent by Category		
Special Populations	EL + RFEP	12	58	25	17
	ELL	7	43	43	14
	Foster	4	100		
	GATE/Excel	5	100		
	Homeless	6	83		17
	Low SES	58	83	9	9
	RFEP	5	80		20
	Spec Ed. Speech/RSP	7	86		14
	Special Ed.	33	94		3

Hoover

24-25










Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
All Students	All	47	40 60
Grade	Gr. 06	14	21 79
	Gr. 07	16	38 63
	Gr. 08	17	59 41
Ethnicity	African American	20	60 40
	Hispanic	23	30 70
	Other	1	100
	Pacific Islander	1	100
	White	2	100
Gender	Female	16	50 50
	Male	30	37 63
	Nonbinary	1	100

Hoover

24-25

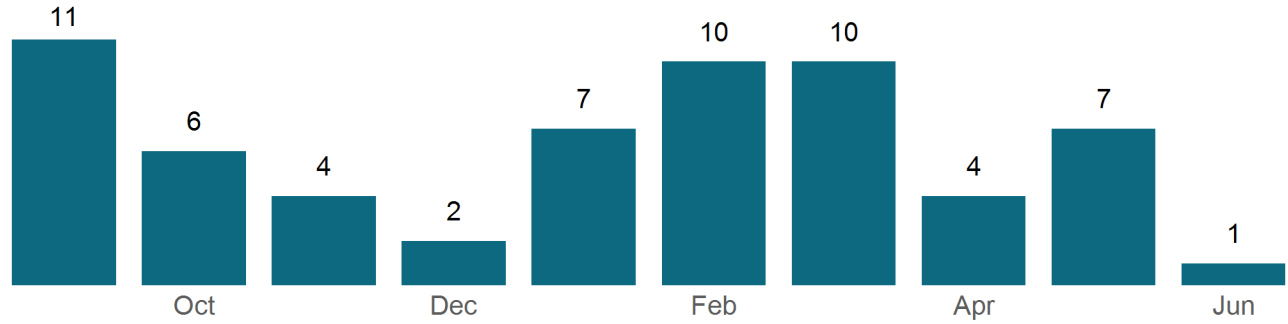
Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
Special Populations	EL + RFEP	8	 13 88
	ELL	3	 33 67
	Foster	2	 50 50
	GATE/Excel	3	 33 67
	Homeless	6	 100
	Low SES	36	 36 64
	RFEP	5	 100
	Spec Ed. Speech/RSP	5	 40 60
	Special Ed.	17	 53 47

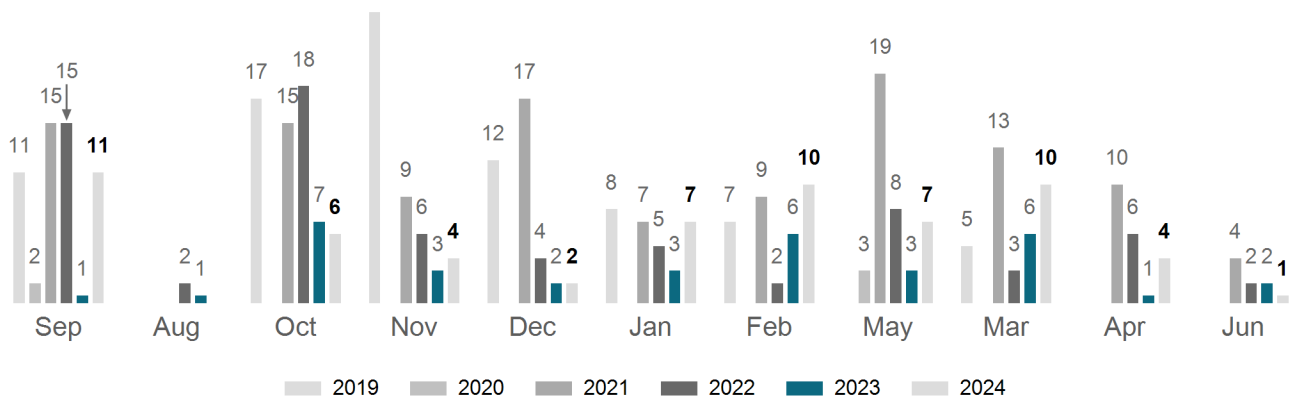
Hoover

24-25

By Month for 24-25



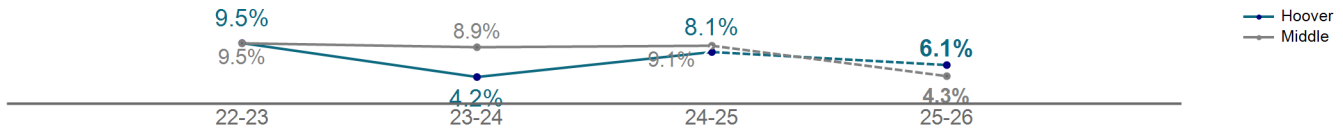
By Month- 5-year comparison



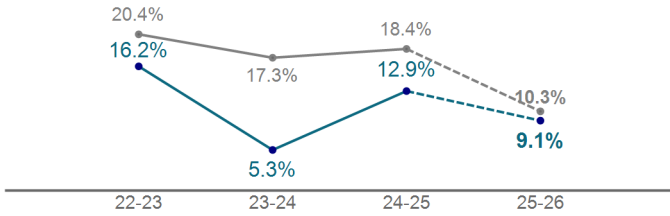
	19-20	20-21	21-22	22-23	23-24	24-25
Sep		11	2	15	15	1
Aug					2	1
Oct		17		15	18	7
Nov		24		9	6	3
Dec		12		17	4	2
Jan		8		7	5	3
Feb		7		9	2	6
May			3	19	8	3
Mar		5		13	3	6
Apr				10	6	1
Jun				4	2	2

Suspension Rate

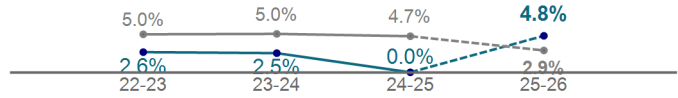
Hoover
All Students
N = 493



African American
N = 121



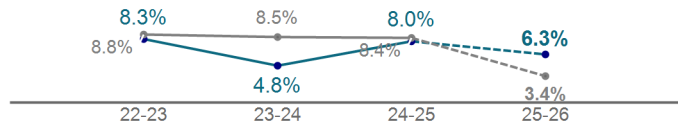
Asian
N = 42



Filipino

Subgroup with fewer than 20 students.

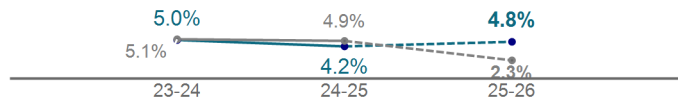
Hispanic
N = 256



Pacific Islander

Subgroup with fewer than 20 students.

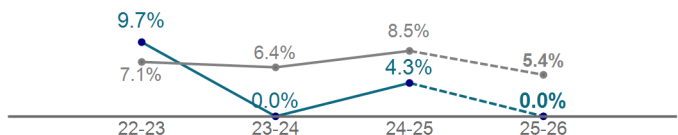
White
N = 21



Native American

Subgroup with fewer than 20 students.

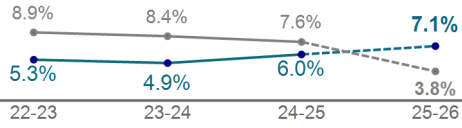
Other
N = 27



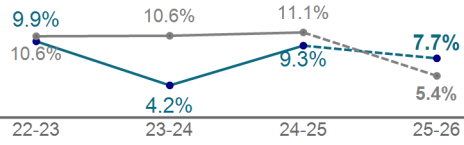
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

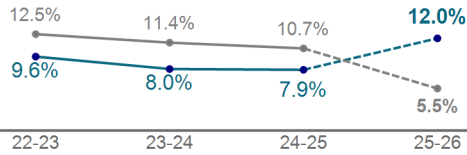
EL + RFEP
N = 99



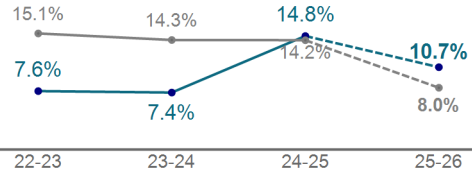
Low SES
N = 299



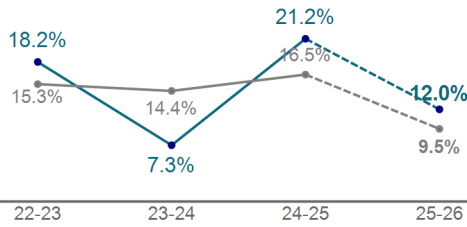
English Learner
N = 50



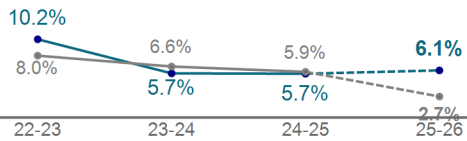
Special Education
N = 112



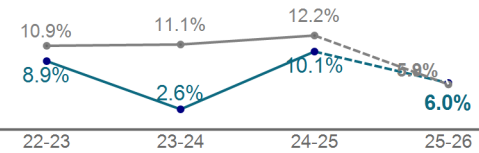
Homeless or Foster Youth
N = 25



Female
N = 245



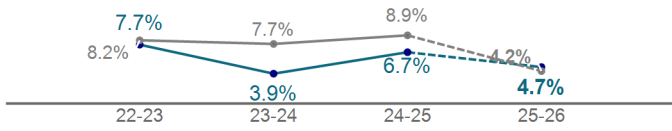
Male
N = 248



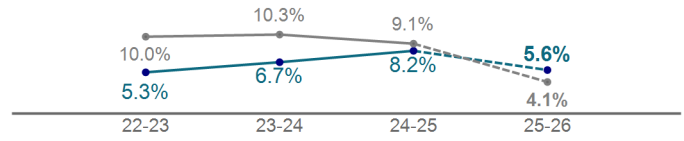
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

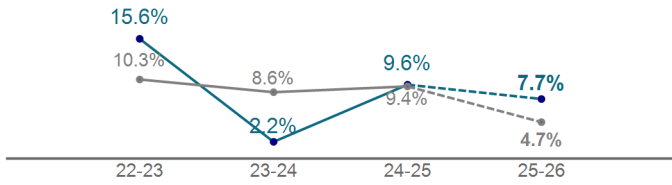
Gr. 06
N = 148



Gr. 07
N = 177



Gr. 08
N = 168



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

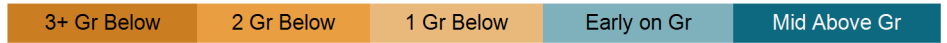
i-Ready Math Overall Relative Placement

School Data by Subgroup

Hoover 2024-2025 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
6	All Students	All	1	157	30	15	37	13	6	
			2	162	22	12	34	18	14	
			3	161	22	11	26	24	16	
	Teacher	Bornstein, C		1	111	28	16	42	9	5
				2	114	22	13	34	20	11
				3	115	23	10	29	25	13
		Felix, M		1	11	100				
				2	10	90		10		
				3	10	80		20		
		Haley, K		1	1	100				
				2	1	100				
				3	1	100				
	Okamoto, Y		1	35	17	14	31	26	11	
			2	35	3	11	43	14	29	
			3	35		14	26	29	31	

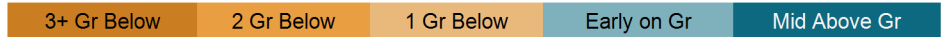
i-Ready Math Overall Relative Placement

School Data by Subgroup

Hoover 2024-2025 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Ethnicity	African American	1	36	42	14	33	11	
			2	38	26	18	34	18	3
			3	37	27	22	22	16	14
		Asian	1	13	8	46	15	31	
			2	14	7	36	14	43	
			3	14			7	50	43
		Filipino	1	2				50	50
			2	2		50		50	
			3	2				50	50
		Hispanic	1	87	33	13	40	11	2
			2	89	27	8	35	20	10
			3	89	25	10	28	26	11
		Pacific Islander	1	5	40		40	20	
			2	5	40		40	20	
			3	5		80		20	
		White	1	7	29	43	14	14	
			2	7	14	43	14	14	14
			3	7	29	14	43	14	
		Other	1	7	14	14	29	29	14
			2	7	14	29	14	43	
			3	7	29	14	29	29	
Gender	Female	1	77	23	19	40	16	1	
		2	84	23	11	39	18	10	
		3	83	23	8	28	27	14	
	Male	1	80	36	10	34	10	10	
		2	78	22	14	28	18	18	
		3	78	22	14	24	22	18	
Special Populations	Low SES	1	104	35	13	38	9	6	
		2	111	27	13	33	15	12	
		3	110	27	12	27	19	15	
	ELL	1	12	83		17			
		2	11	73		9	9	9	
		3	12	50	25	17	8		

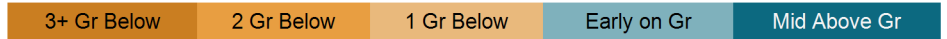
i-Ready Math Overall Relative Placement

School Data by Subgroup

Hoover 2024-2025 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category							
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr			
6	Special Populations	RFEP	1	9	11	33	44	11				
			2	9			11	22	56	11		
			3	11			9	27	36	27		
		EL + RFEP	1	21		52	14	29	5			
			2	20			40	10	15	30	5	
			3	23			26	17	22	22	13	
		Special Ed.	1	35			71	3	23	3		
			2	34			65	12	15	6	3	
			3	34			62	15	12	9	3	
		Spec Ed. Speech/RSP	1	16			56	6	38			
			2	17			53	18	24	6		
			3	17			47	18	24	12		
		Homeless	1	6			33		50	17		
			2	6			33	17	33	17		
			3	5				40	20	40		
		GATE/Excel	1	42				7	33	38	21	
			2	42					2	21	29	48
			3	43					2	12	35	51

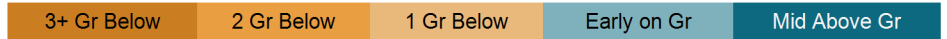
i-Ready Math Overall Relative Placement

School Data by Subgroup

Hoover 2024-2025 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	All Students	All	1	153	39	18	27	14	1
			2	155	32	12	31	17	8
			3	155	28	14	26	18	14
	Teacher	Dickinson, E	1	141	35	19	28	16	1
			2	144	27	13	34	18	8
			3	143	23	15	28	20	15
		Felix, M	1	10	100				
			2	8	100				
			3	8	100				
		Haley, K	1	2	100				
			2	3	100				
			3	3	100				
	Ethnicity	African American	1	37	68	8	24		
			2	41	54	15	27	2	
			3	42	45	19	21	5	10
		Asian	1	14	29	14	14	29	14
			2	14	21	21	36	21	
			3	14	7	14	29	21	29
		Filipino	1	6	67			33	
			2	6				50	50
			3	6	17			50	33
		Hispanic	1	76	30	25	33	12	
			2	72	26	10	43	18	3
			3	73	25	11	34	19	11
		Pacific Islander	1	6	33	17	17	33	
			2	6	17	50	17	17	
			3	6	17	17	50	17	
White	1	8	63	13	13	13			
	2	9	33	22	22	11	11		
	3	8	38	38	13	13			
Other	1	6		17	17	67			
	2	7		29	14	43	14		
	3	6		17	17	50	17		

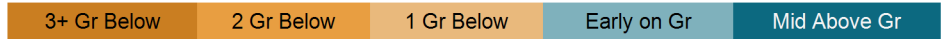
i-Ready Math Overall Relative Placement

School Data by Subgroup

Hoover 2024-2025 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	Gender	Female	1	72	33	21	31	14	1
			2	71	30	10	37	17	7
			3	73	23	11	34	19	12
		Male	1	81	44	15	25	15	1
			2	83	35	13	27	17	8
			3	81	32	17	19	17	15
		Nonbinary	2	1					100
			3	1	100				
		Special Populations	Low SES	1	104	42	17	30	10
	2			104	34	13	35	13	7
	3			104	33	12	30	13	13
	ELL		1	12	75	8	17		
			2	10	60	10	10	10	10
			3	14	57	14	14	7	7
	RFEP		1	28	11	21	46	18	4
			2	28	4	14	50	21	11
			3	28	11	7	46	14	21
	EL + RFEP		1	40	30	18	38	13	3
			2	38	18	13	39	18	11
			3	42	26	10	36	12	17
	Special Ed.	1	32	84	3	9	3		
2		33	73	9	3	12	3		
3		34	71	15	6	6	3		
Spec Ed. Speech/RSP	1	5	60	20	20				
	2	4	50	25	25				
	3	5	60	20	20				
Homeless	1	9	33	11	44	11			
	2	7	57	29	14				
	3	7	43	14	29	14			
GATE/Excel	1	31	10	39	45	6			
	2	29	3	28	45	24			
	3	29	14	41	45				
Foster	2	2	50	50					
	3	3	33	33	33				

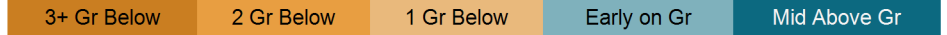


i-Ready Math Overall Relative Placement

School Data by Subgroup

Hoover 2024-2025 Grade 8

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	All Students	All	1	148	50	11	21	13	5
			2	149	38	9	23	21	9
			3	150	36	10	22	18	14
	Teacher	Bornstein, C	1	29	69	7	7	14	3
			2	29	48	10	10	21	10
			3	28	46	7	7	14	25
		Felix, M	1	8	100				
			2	7	86			14	
			3	8	88			13	
		Haley, K	1	2	100				
			2	3	100				
			3	2	100				
	Okamoto, Y	1	112	42	14	25	13	5	
		2	113	31	10	28	20	11	
		3	114	27	11	29	21	12	

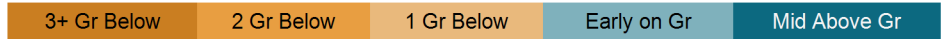
i-Ready Math Overall Relative Placement

School Data by Subgroup

Hoover 2024-2025 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
8	Ethnicity	African American	1	36	72	8	14	33		
			2	37	62	3	22	5	8	
			3	35	51	20	11	6	11	
		Asian	1	10	30	10	20	30	10	
			2	11	27	27	18	27		
			3	11	27	27	18	27		
		Filipino	1	3				33	67	
			2	3				33	67	
			3	3				33	67	
		Hispanic	1	84	46	14	24	12	4	
			2	85	32	12	24	27	6	
			3	85	32	9	28	16	14	
		Pacific Islander	1	4	50	25	25			
			2	4	25	25	25	25		
			3	4	50	25	25			
		White	1	6	50	50				
			2	4	50	50				
			3	6	50	17	33			
		Other	1	5			20	80		
			2	5	20	20	40	20		
			3	6			17	83		
		Gender	Female	1	74	42	12	28	12	5
				2	71	34	8	27	18	13
				3	72	33	10	28	17	13
Male	1		74	58	11	14	14	4		
	2		78	42	9	19	23	6		
	3		78	38	10	17	19	15		
Special Populations	Low SES	1	91	53	11	21	10	5		
		2	93	46	11	17	18	8		
		3	90	40	14	19	13	13		
	ELL	1	8	88	13					
		2	5	60		40				
		3	5	60	20	20				



i-Ready Math Overall Relative Placement

School Data by Subgroup

Hoover 2024-2025 Grade 8

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
8	Special Populations	RFEP	1	31	39	16	32	6	6	
			2	32	25	19	25	25	6	
			3	30	27	13	30	23	7	
		EL + RFEP	1	39	49	15	26	5	5	
			2	37	30	16	22	27	5	
			3	35	31	14	26	20	9	
		Special Ed.	1	29	86	7	3	3		
			2	31	68	10	10	10	3	
			3	30	67	10	7	7	10	
		Spec Ed. Speech/RSP	1	12	92				8	
			2	13	54	15	8	15	8	
			3	12	58	8	8		25	
		Homeless	1	5	60	20		20		
			2	5	60	20		20		
			3	6	67	17		17		
		GATE/Excel	1	34		6	12	21	44	18
			2	39		5	3	23	46	23
			3	40		5	5	10	48	33

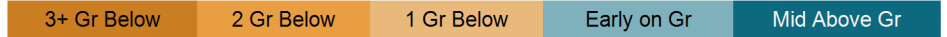
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hoover 2024-2025 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
6	All Students	All	1	150	40	10	23	11	16	
			2	159	29	15	22	18	16	
			3	157	27	11	23	13	26	
	Teacher	Brown, G	1	10	100					
			2	10	100					
			3	10	100					
		Haley, K	1	2	100					
			2	2	100					
			3	2	100					
		Huizar, L	1	86	38	7	27	13	15	
			2	90	26	19	20	18	18	
			3	92	25	12	22	16	25	
	Kane, J	1	56	29	18	21	11	21		
		2	61	20	15	30	21	15		
		3	60	22	12	27	10	30		

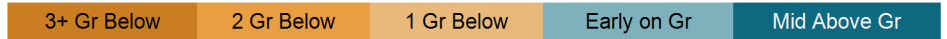
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hoover 2024-2025 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Ethnicity	African American	1	34	53	6	21	18	3
			2	37	41	11	22	14	14
			3	36	44	6	22	6	22
		Asian	1	13	15	8	38	38	
			2	15	13	7	27	27	27
			3	14	7	14	21	29	29
		Filipino	1	2	50		50		
			2	2	50		50		
			3	2	50		50		
		Hispanic	1	84	40	13	21	10	15
			2	88	30	18	20	18	14
			3	87	28	13	21	13	26
		Pacific Islander	1	4	25		25	25	25
			2	5	20	40		20	20
			3	4	50		25	25	
		White	1	6	50	17	17	17	
			2	6	17	50	17	17	
			3	7	14	29	29	14	14
		Other	1	7	29	14	14	43	
			2	6	17	17	33	33	
			3	7	14	29	57		
Gender	Female	1	77	36	10	22	14	17	
		2	84	26	14	27	20	12	
		3	84	26	11	24	13	26	
	Male	1	73	44	10	23	8	15	
		2	75	32	16	16	16	20	
		3	73	29	11	22	12	26	
Special Populations	Low SES	1	99	46	8	19	12	14	
		2	106	35	14	21	11	19	
		3	108	32	7	21	12	27	
	ELL	1	12	83	17				
		2	10	70	20	10			
		3	11	64	27	9			

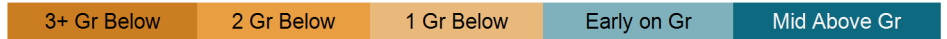
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hoover 2024-2025 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Special Populations	RFEP	1	7	29	29	29	14	
			2	9	22	56	22		
			3	11	18	45	18	18	
		EL + RFEP	1	19	63	21	11	5	
			2	19	37	21	32	11	
			3	22	32	23	23	14	9
		Special Ed.	1	32	84	6	6	3	
			2	34	79	12	3	6	
			3	33	73	6	12	9	
		Spec Ed. Speech/RSP	1	15	80	13	7		
			2	15	80	20			
			3	16	63	13	19	6	
		Homeless	1	5		60		40	
			2	6		67		33	
			3	6		33	17	50	
GATE/Excel	1	40		8	5	20	23	45	
	2	43		9	16	33	42		
	3	41		2	2	15	24	56	

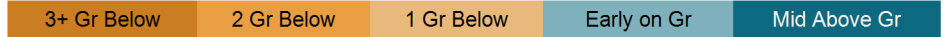
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hoover 2024-2025 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
7	All Students	All	1	148	38	15	24	11	11	
			2	149	32	11	25	14	19	
			3	148	32	10	19	18	21	
	Teacher	Brown, G	1	8	100					
			2	6	100					
			3	7	100					
		De La Torre, E	1	89	36	20	21	8	15	
			2	89	27	15	24	15	20	
			3	89	25	15	22	15	24	
		Haley, K	1	4	100					
			2	6	100					
			3	8	100					
	Huizar, L	1	55	42	7	27	18	5		
		2	56	34	9	29	11	18		
		3	59	37	8	19	20	15		

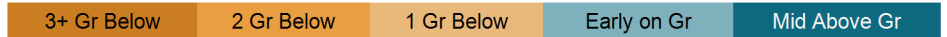
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hoover 2024-2025 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	Ethnicity	African American	1	37	54	24	14	8	
			2	39	44	21	21	10	5
			3	38	55	5	18	16	5
		Asian	1	14	36	7	14	21	21
			2	14	29	7	14	14	36
			3	14	21	7		43	29
		Filipino	1	6	33	17	17	17	17
			2	6	50			17	33
			3	6	17	33			50
		Hispanic	1	71	37	13	28	11	11
			2	69	30	7	30	12	20
			3	69	29	14	19	17	20
		Pacific Islander	1	6	17	17	33		33
			2	6	17	17	17		50
			3	6	17	17	33		33
		White	1	8	13	13	50		25
			2	8	25	13	25	13	25
			3	8	13	13	38	13	25
		Other	1	6	17		33		50
			2	7			29	29	43
			3	7			29	14	57
Gender	Female	1	71	24	15	37	11	13	
		2	71	24	11	27	17	21	
		3	74	27	8	23	22	20	
	Male	1	76	51	14	13	12	9	
		2	77	39	10	23	12	16	
		3	73	38	12	15	14	21	
	Nonbinary	1	1					100	
		2	1					100	
		3	1					100	
Special Populations	Low SES	1	101	46	14	24	9	8	
		2	99	33	10	29	12	15	
		3	96	36	10	19	19	16	

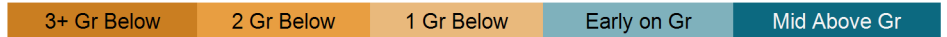
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hoover 2024-2025 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
7	Special Populations	ELL	1	11	82	9	9			
			2	9	78		22			
			3	12	58	17	25			
		RFEP	1	26		15	15	38	27	4
			2	27		19	4	33	15	30
			3	27		11	11	22	30	26
		EL + RFEP	1	37		35	14	30	19	3
			2	36		33	3	31	11	22
			3	39		26	13	23	21	18
		Special Ed.	1	30		77		13	10	
			2	28		68	4	18	11	
			3	33		73	9	33	12	
		Spec Ed. Speech/RSP	1	2		50		50		
			2	4		25		75		
			3	4		50		50		
		Foster	1	1						100
			2	1						100
			3	3			67		33	
		Homeless	1	9		33	22	33	11	
			2	5				40	20	40
			3	5				40	20	40
GATE/Excel	1	30			3	23	33	40		
	2	28				14	32	54		
	3	27				7	26	67		

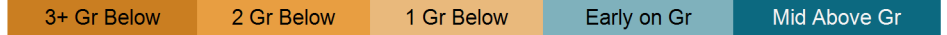
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hoover 2024-2025 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
8	All Students	All	1	146	44	8	19	13	16	
			2	153	32	10	22	16	20	
			3	153	30	7	20	21	22	
	Teacher	Brown, G	1	7	100					
			2	8	75	25				
			3	8	63	13	13	13		
		De La Torre, E	1	55	35	11	16	20	18	
			2	58	28	10	17	21	24	
			3	58	19	9	26	22	24	
		Haley, K	1	4	100					
			2	6	100					
			3	6	100					
	Kane, J	1	87	48	7	22	10	13		
		2	89	28	10	29	15	18		
		3	90	34	6	17	21	22		

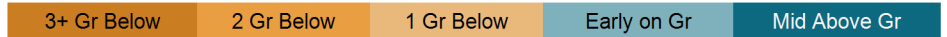
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hoover 2024-2025 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
8	Ethnicity	African American	1	35	57	9	14	9	11	
			2	38	47	11	18	13	11	
			3	38	50	8	21	11	11	
		Asian	1	11	36	18	27	18		
			2	11	9	18	36	18	18	
			3	11	9	18	9	55	9	
		Filipino	1	3	67	33				
			2	3	100					
			3	3	33	67				
		Hispanic	1	85	40	9	22	13	15	
			2	86	27	10	21	20	22	
			3	84	25	5	23	21	26	
		Pacific Islander	1	3	33	33	33			
			2	4	50	50				
			3	4	50	25	25			
		White	1	5	80	20				
			2	5	60	20	20			
			3	7	43	29	14	14		
		Other	1	4	25	75				
			2	6	33	17	50			
			3	6	17	17	17	50		
		Gender	Female	1	73	40	5	23	11	21
				2	74	28	8	22	20	22
				3	73	26	7	23	19	25
Male	1		73	48	11	15	15	11		
	2		79	35	13	22	11	19		
	3		80	34	6	18	23	20		
Special Populations	Low SES	1	90	48	9	22	9	12		
		2	99	38	10	23	17	11		
		3	95	36	6	25	16	17		
	ELL	1	7	100						
		2	6	100						
		3	6	100						

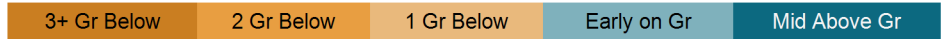
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hoover 2024-2025 Grade 8



Legend

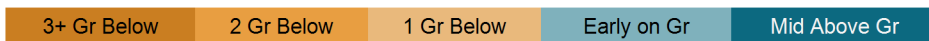


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	Special Populations	RFEP	1	33	27	15	27	15	15
			2	32	16	9	31	25	19
			3	28	14	7	29	21	29
		EL + RFEP	1	40	40	13	23	13	13
			2	38	29	8	26	21	16
			3	34	29	6	24	18	24
		Special Ed.	1	30	77	7	10	3	3
			2	33	64	15	12	3	6
			3	32	56	6	19	13	6
		Spec Ed. Speech/RSP	1	12	83	8	8		
			2	12	50	17	17	8	8
			3	12	42	8	17	25	8
		Homeless	1	4	100				
			2	6	50	17	33		
			3	6	50		33	17	
GATE/Excel	1	36		6	3	25	31	36	
	2	37			33	14	19	62	
	3	39			3	3	13	33	49

i-Ready Math Overall Relative Placement School Data by Subgroup Hoover 2024-2025



Legend



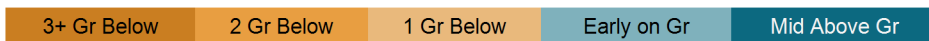
Category		Diagnostic Window	# Students	Percent by Category				
All Students	472	3	472	29	12	25	20	14
Grade	Gr. 06	3	163	23	12	26	24	16
	Gr. 07	3	156	28	14	26	18	13
	Gr. 08	3	153	35	10	23	18	14
Ethnicity	African American	3	116	41	20	18	9	11
	Asian	3	40	13	5	20	30	33
	Hispanic	3	250	27	10	30	20	12
	White	3	21	38	19	24	10	10
Gender	Female	3	228	26	10	30	21	13
	Male	3	243	31	14	20	19	16
Special Populations	Low SES	3	308	32	13	26	16	13
	ELL	3	32	53	19	16	6	6
	RFEP	3	70	16	10	37	21	16
	EL + RFEP	3	102	27	13	30	17	13
	Special Ed.	3	101	66	14	8	7	5
	Spec Ed. Speech/RSP	3	34	53	15	12	12	9
	GATE/Excel	3	112	2	3	12	41	43

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Hoover 2024-2025



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students	486	3	486	31	10	20	17	22
Grade	Gr. 06	3	165	29	11	22	13	25
	Gr. 07	3	161	34	11	19	16	19
	Gr. 08	3	160	31	7	19	21	21
Ethnicity	African American	3	120	49	8	21	11	12
	Asian	3	40	15	10	13	40	23
	Hispanic	3	258	30	11	20	16	23
	White	3	22	23	14	32	14	18
	Other	3	20	15	5	15	10	55
Gender	Female	3	237	27	10	23	17	23
	Male	3	248	36	10	18	16	20
Special Populations	Low SES	3	317	36	9	21	15	19
	ELL	3	32	72	16	9	3	
	RFEP	3	70	13	10	29	24	24
	EL + RFEP	3	102	31	12	23	18	17
	Special Ed.	3	108	69	7	10	6	8
	Spec Ed. Speech/RSP	3	35	57	14	14	9	6
	GATE/Excel	3	111			33	13	28

The percentages may not equal 100% due to rounding.



ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Hoover

Site Level Overall Performance Level Summary



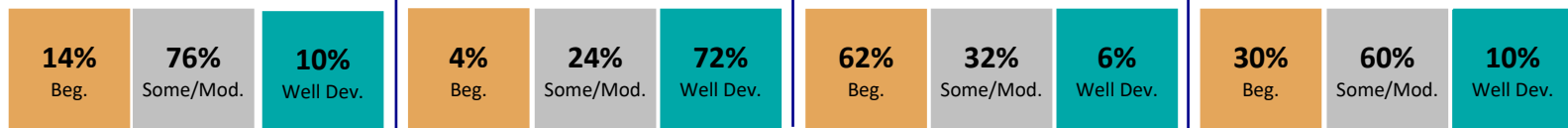
Site Level Domain Performance Level Summary

Listening

Speaking

Reading

Writing



Grade Level Performance Summary (Overall and by Domain)

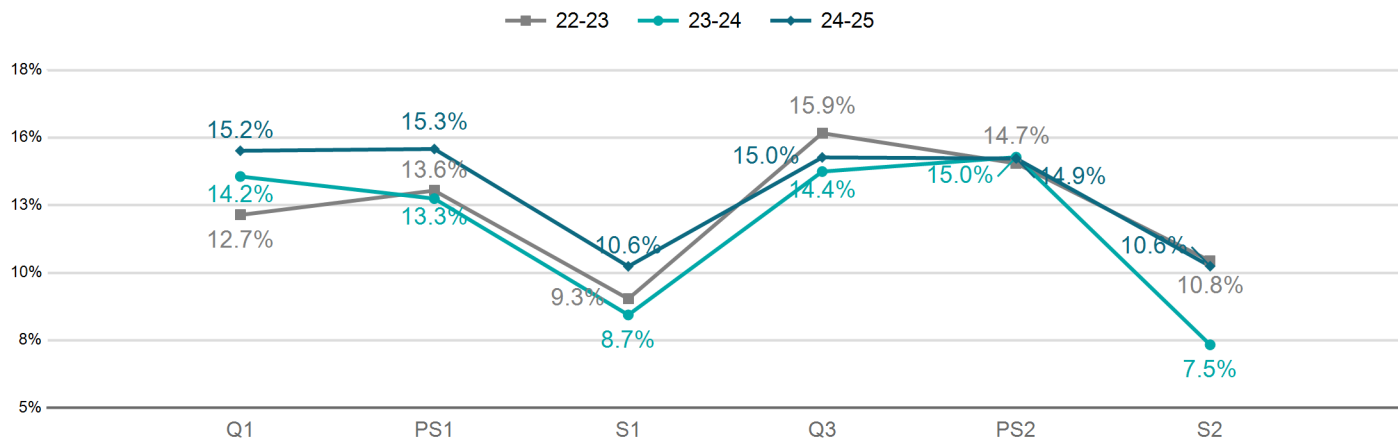
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
06	11%	39%	44%	6%	11%	78%	11%	6%	28%	67%	39%	50%	11%	28%	72%	0%
07	24%	29%	48%	0%	19%	81%	0%	5%	29%	67%	76%	24%	0%	33%	52%	14%
08	9%	45%	27%	18%	9%	64%	27%	0%	9%	91%	73%	18%	9%	27%	55%	18%

Hoover D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: All Students



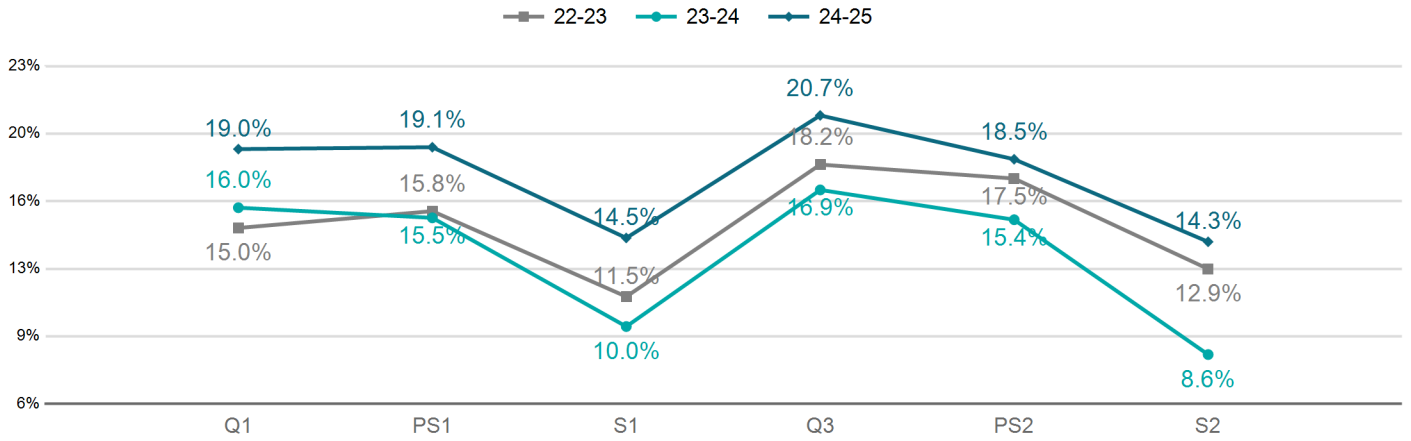
Graphs for subgroups on following pages.

Hoover D/F Rate - 3 year Comparison

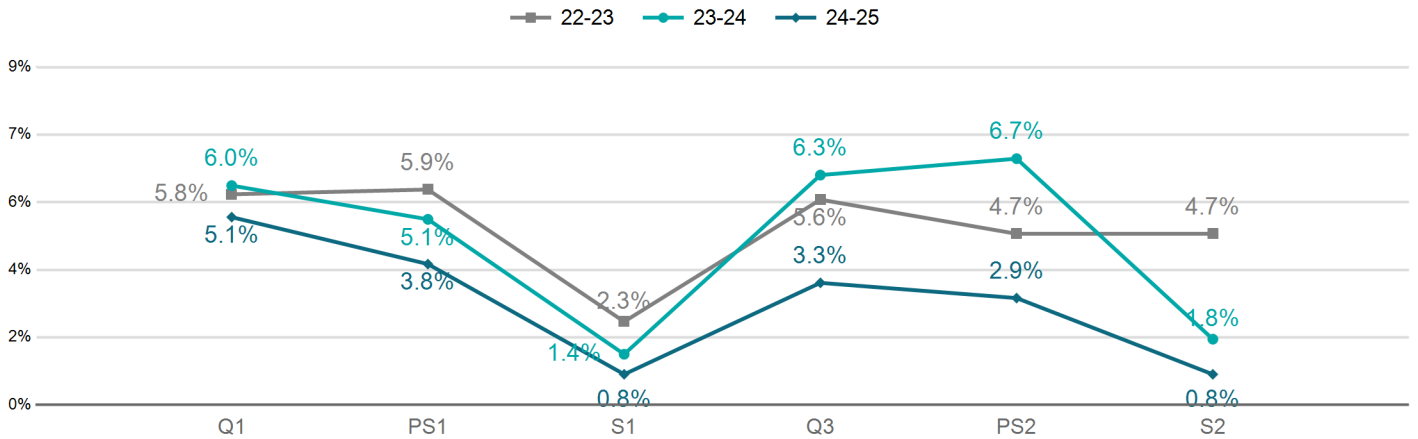
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

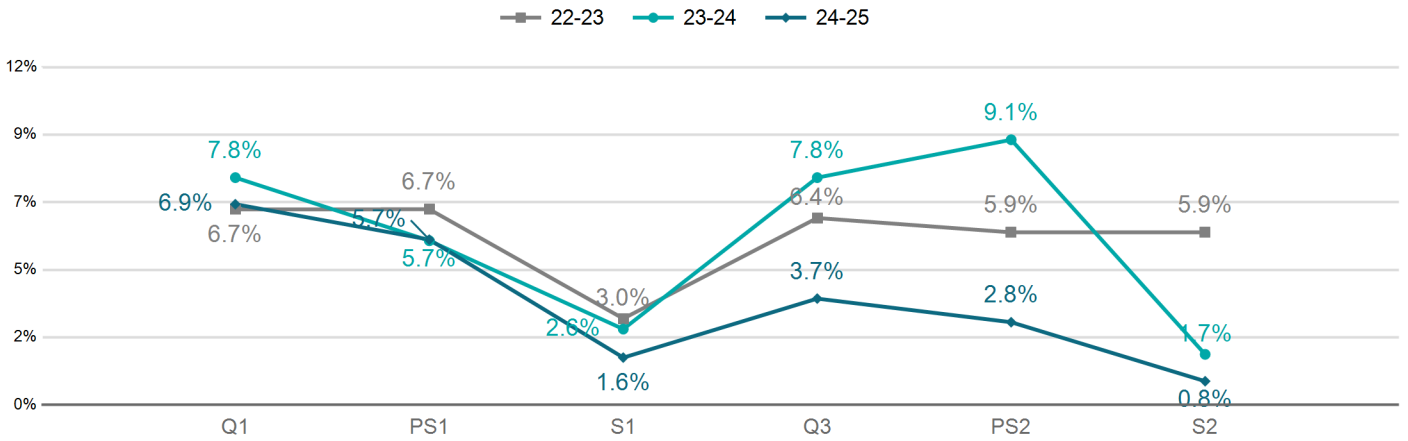
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: Asian



Category: Ethnicity - Subgroup: Cambodian

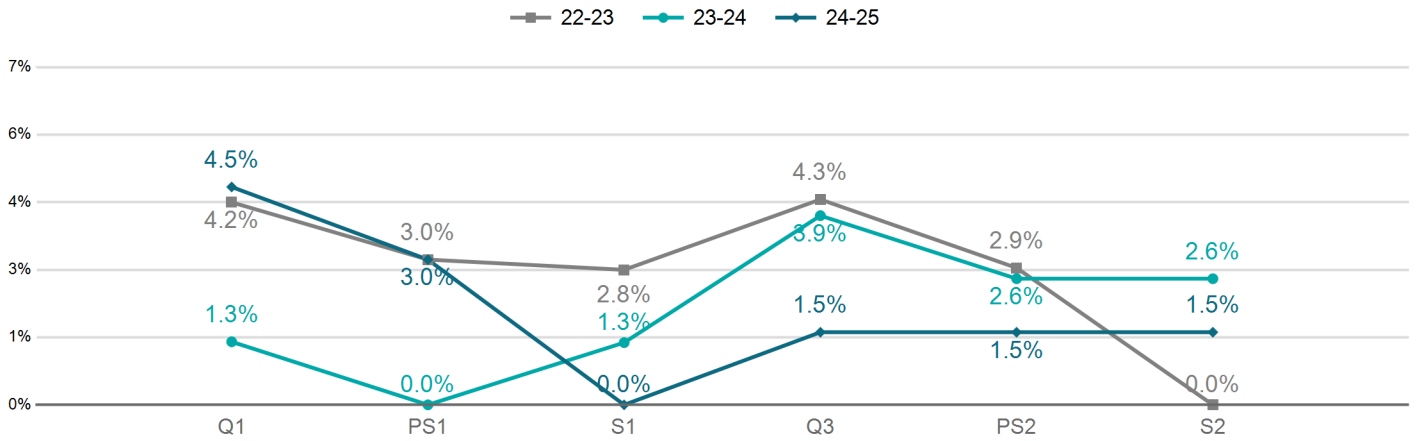


Hoover D/F Rate - 3 year Comparison

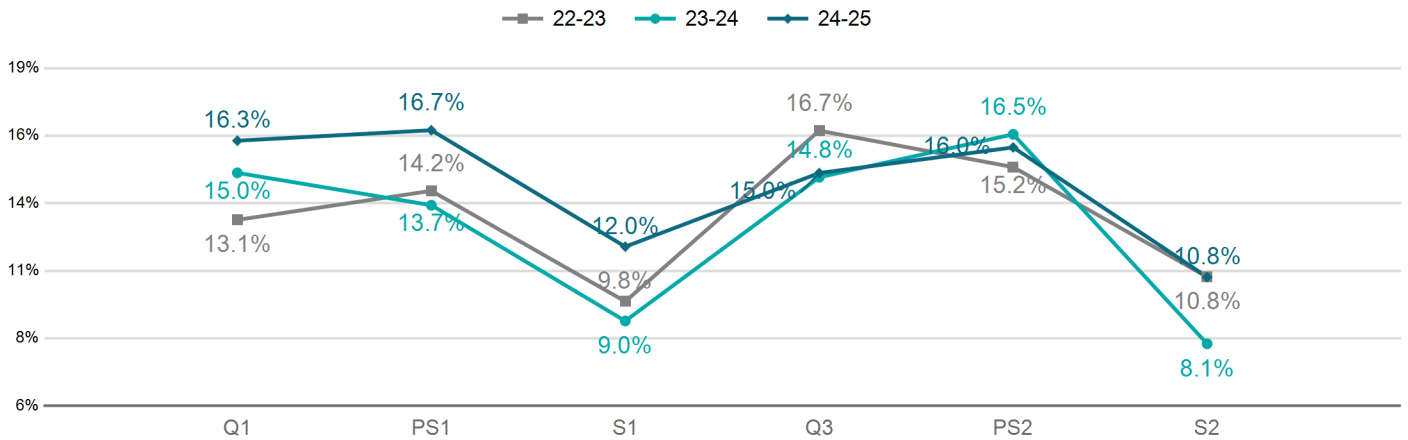
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial
Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino



Category: Ethnicity - Subgroup: Hispanic

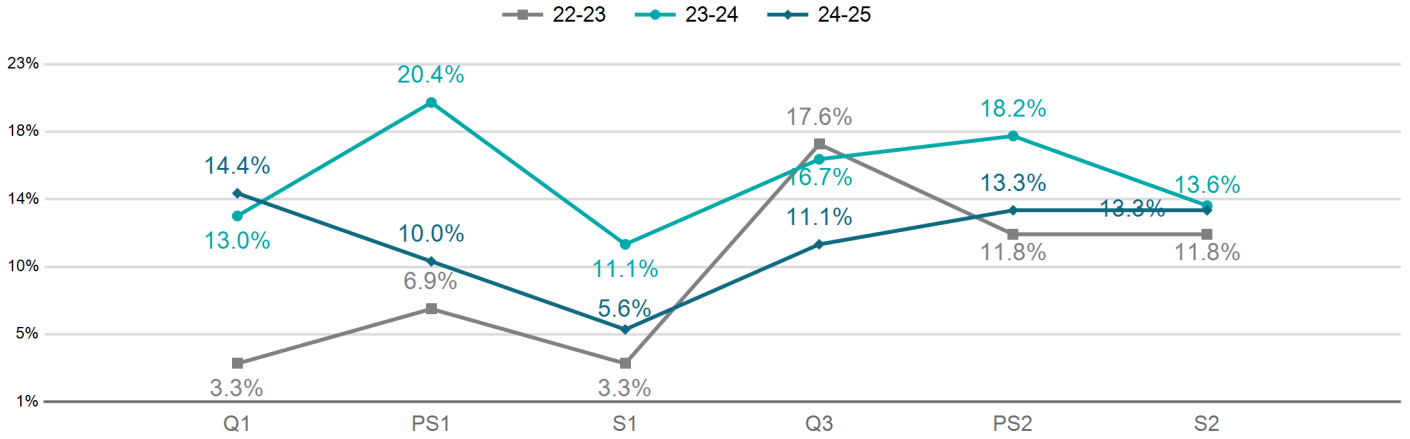


Category: Ethnicity - Subgroup: Pacific Islander

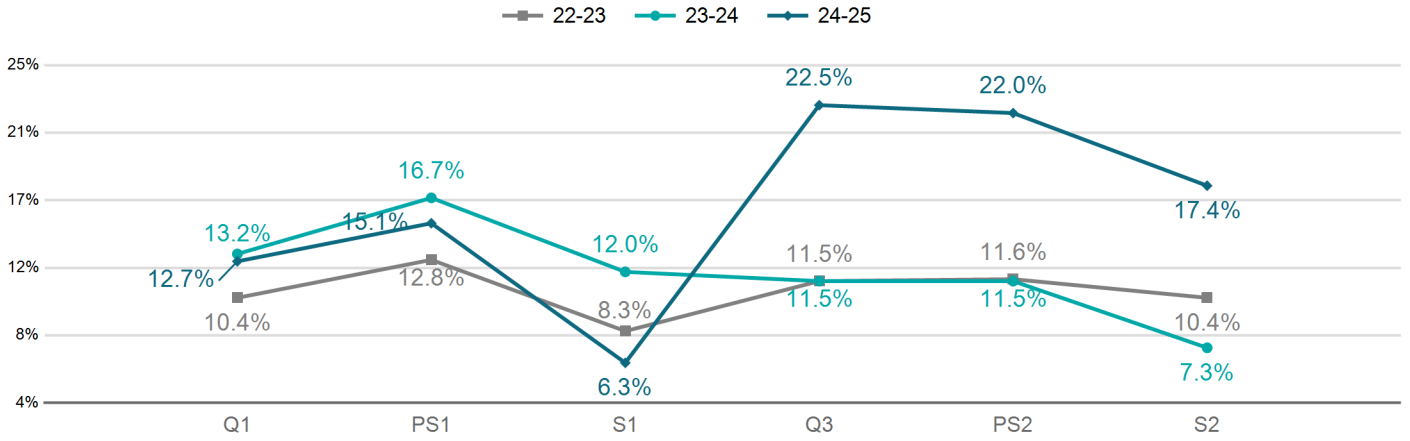
Hoover D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

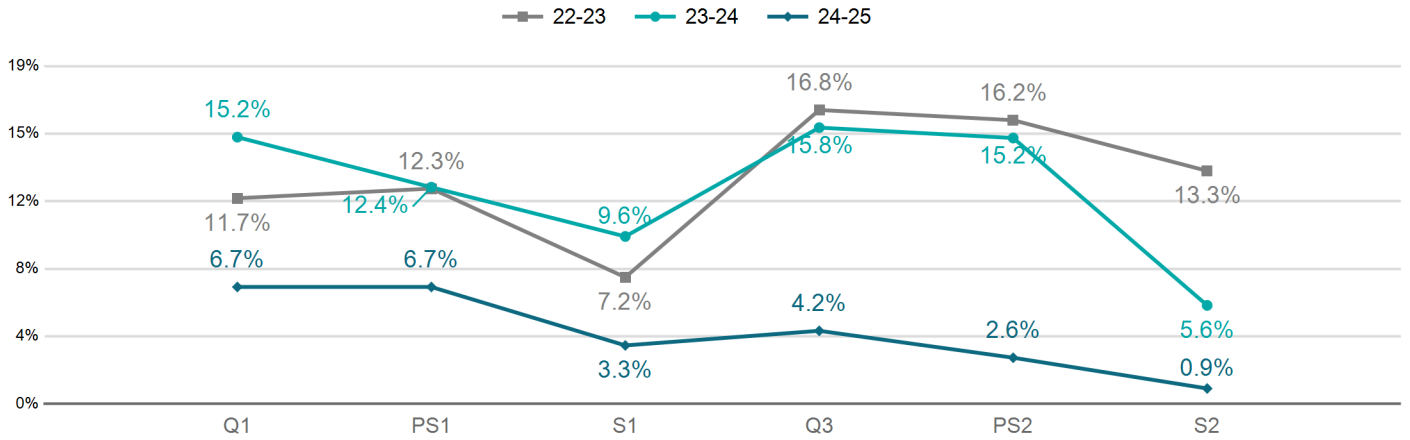
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Ethnicity - Subgroup: White



Category: Ethnicity - Subgroup: Other

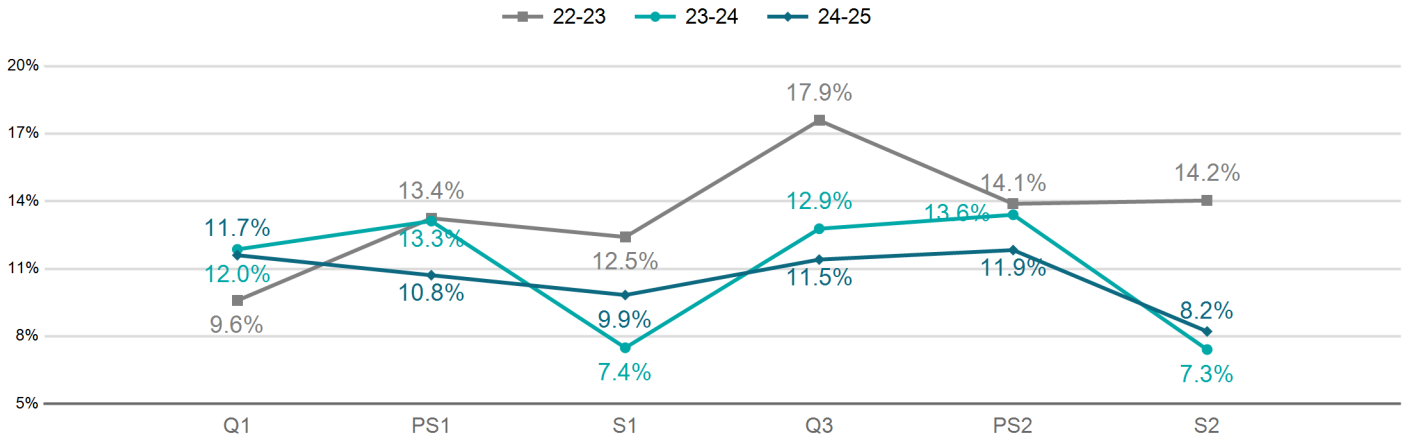


Hoover D/F Rate - 3 year Comparison

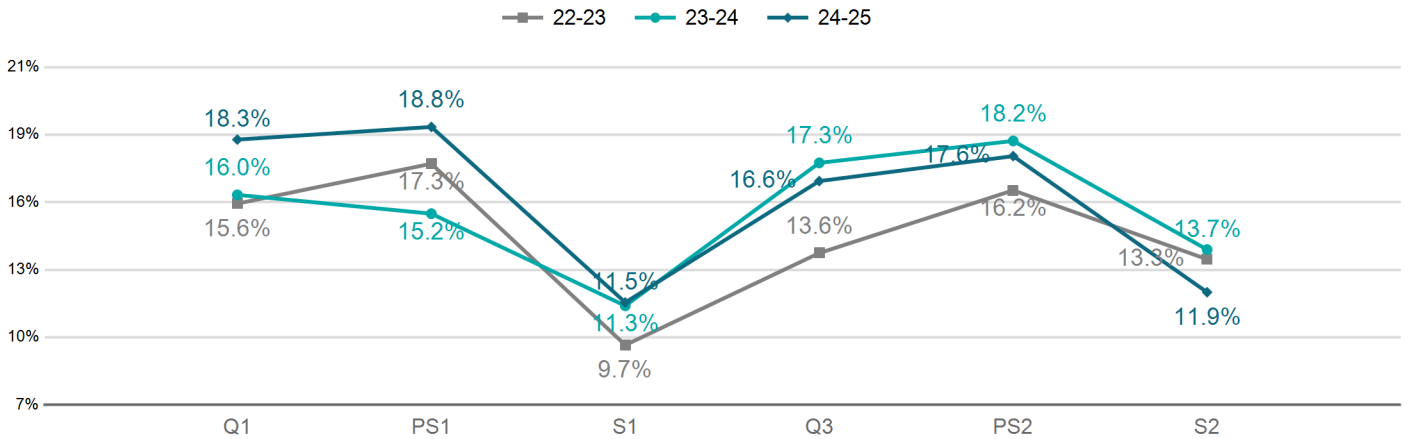
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

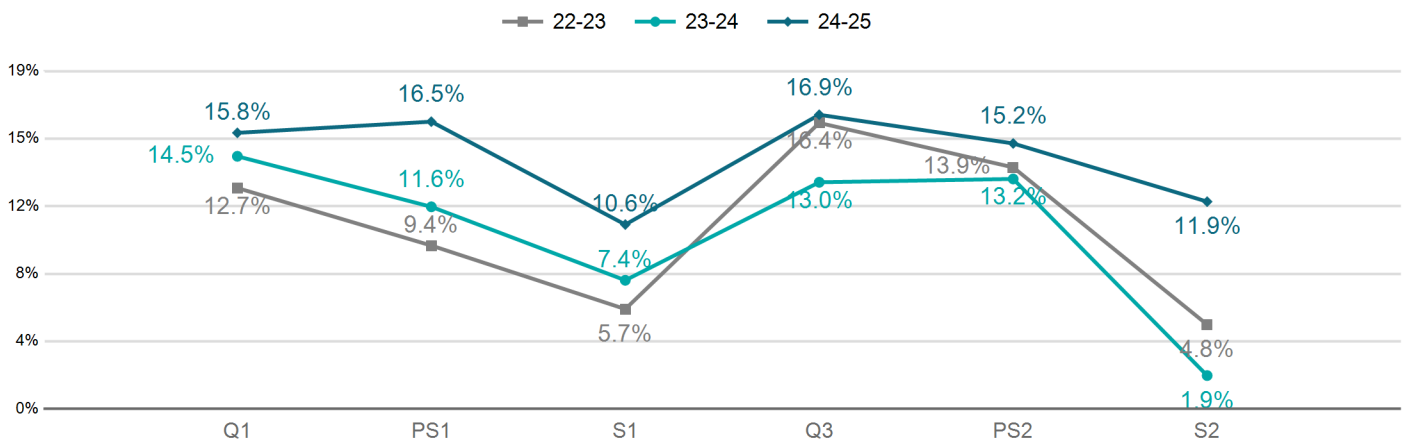
Category: Grade - Subgroup: Gr. 06



Category: Grade - Subgroup: Gr. 07



Category: Grade - Subgroup: Gr. 08

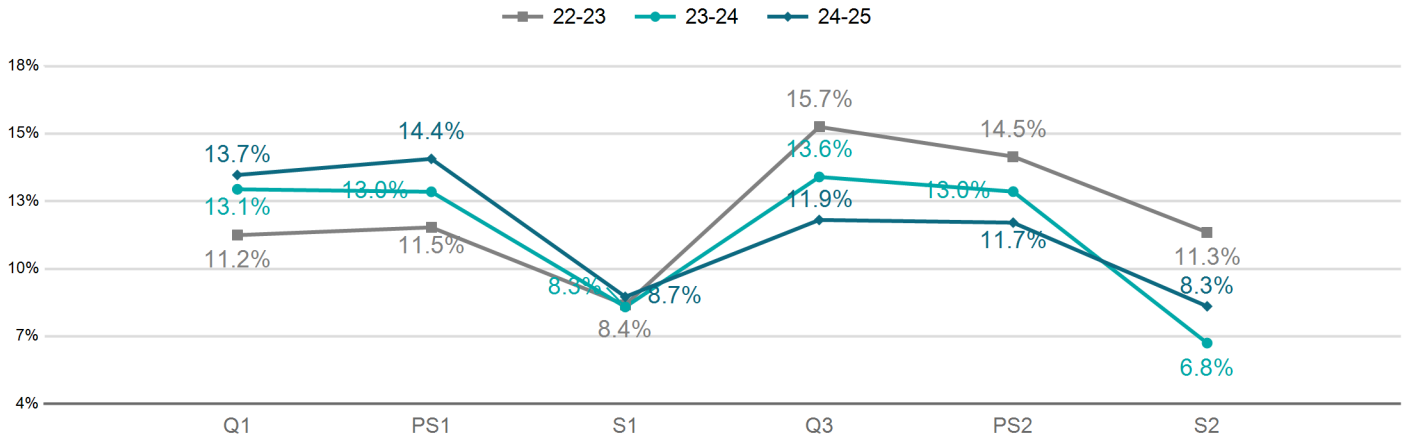


Hoover D/F Rate - 3 year Comparison

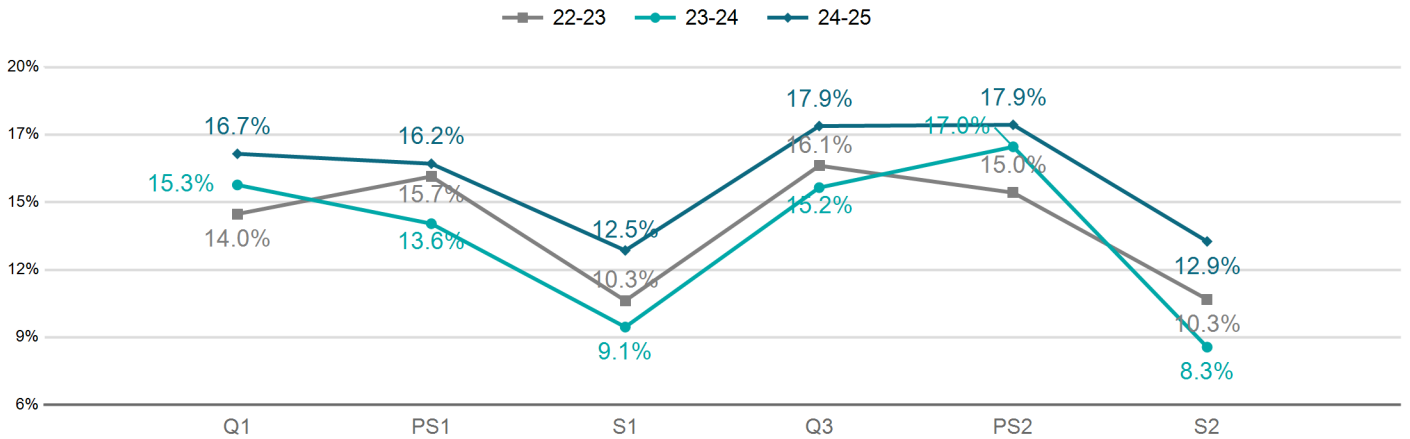
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male

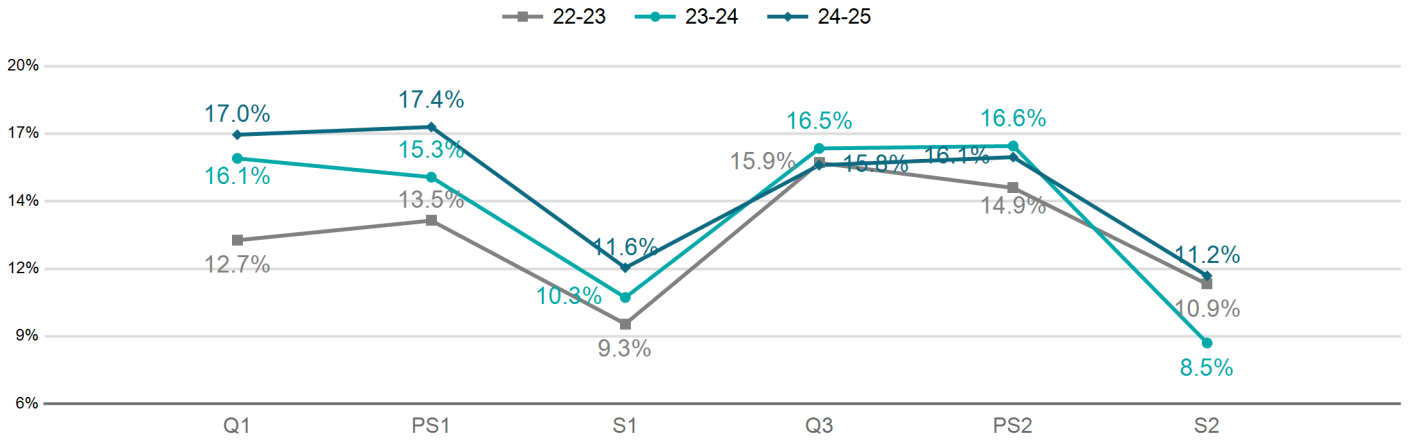


Hoover D/F Rate - 3 year Comparison

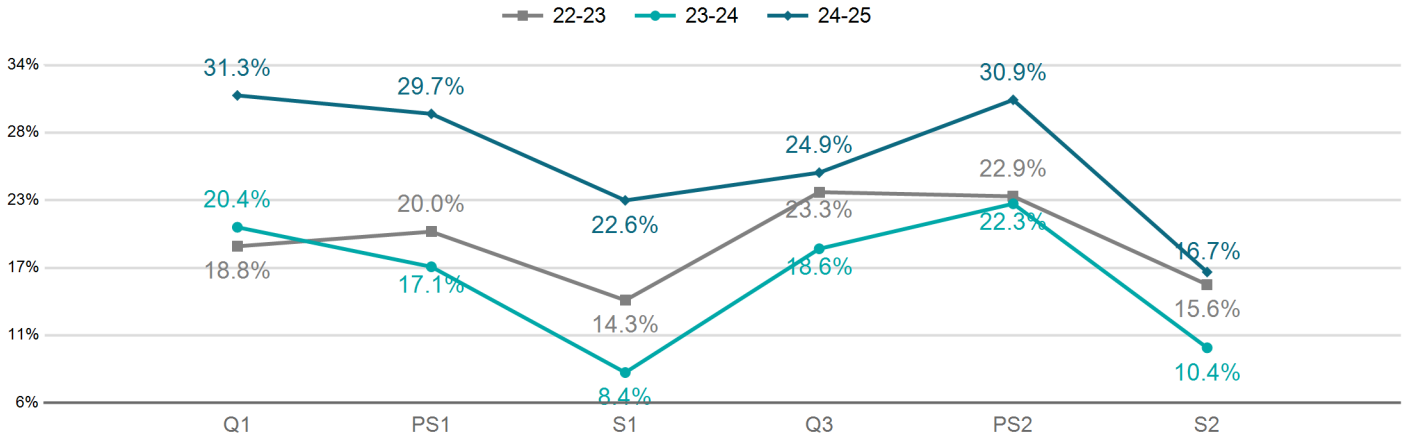
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

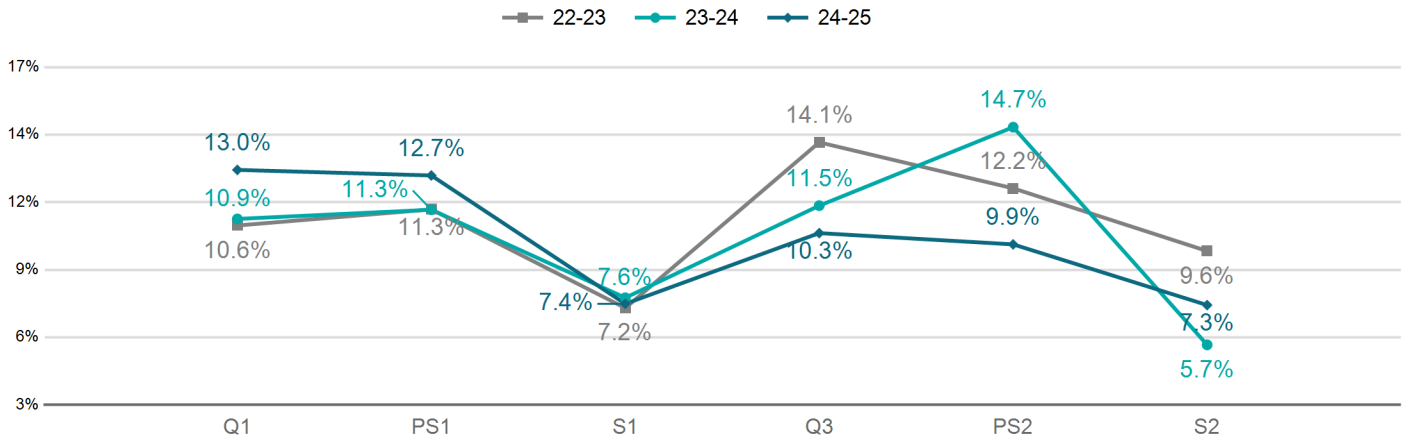
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP

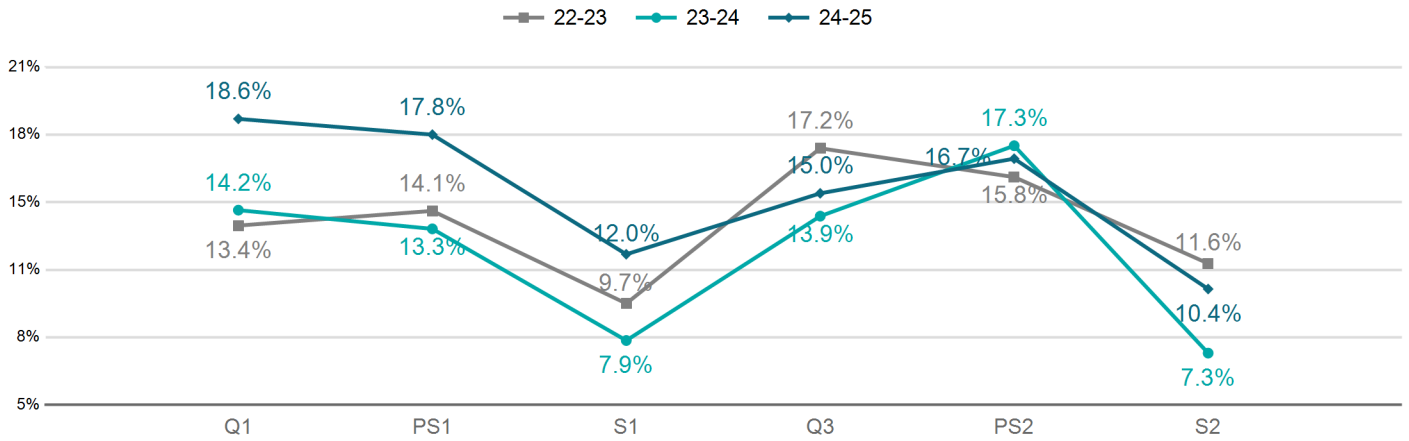


Hoover D/F Rate - 3 year Comparison

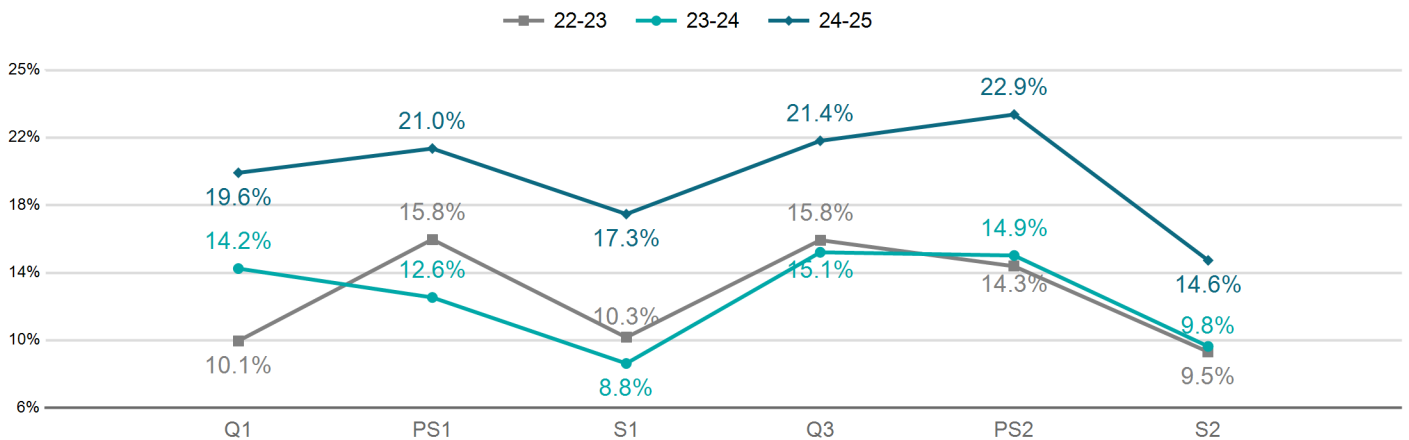
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

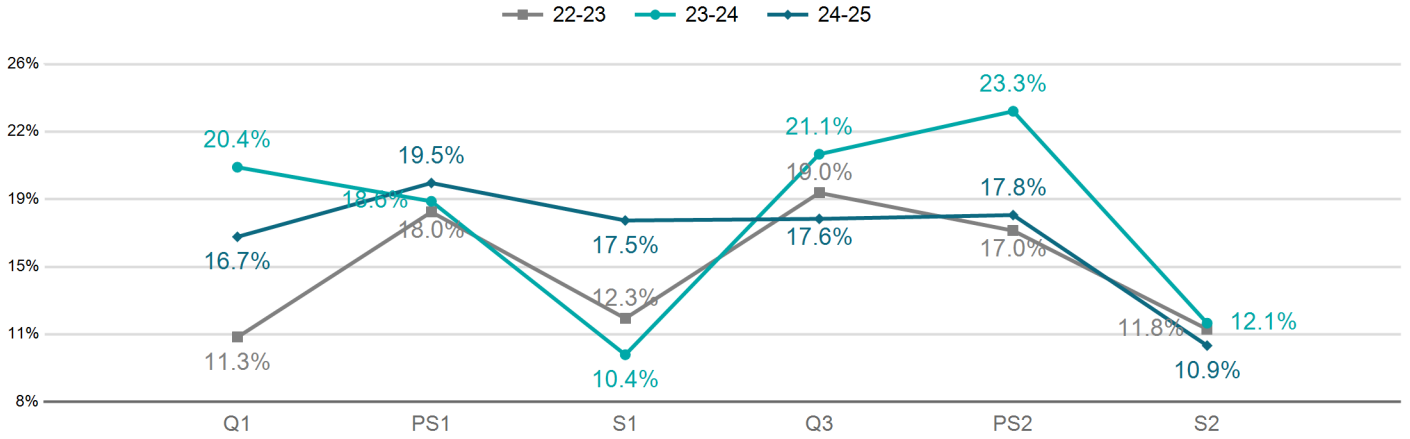


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

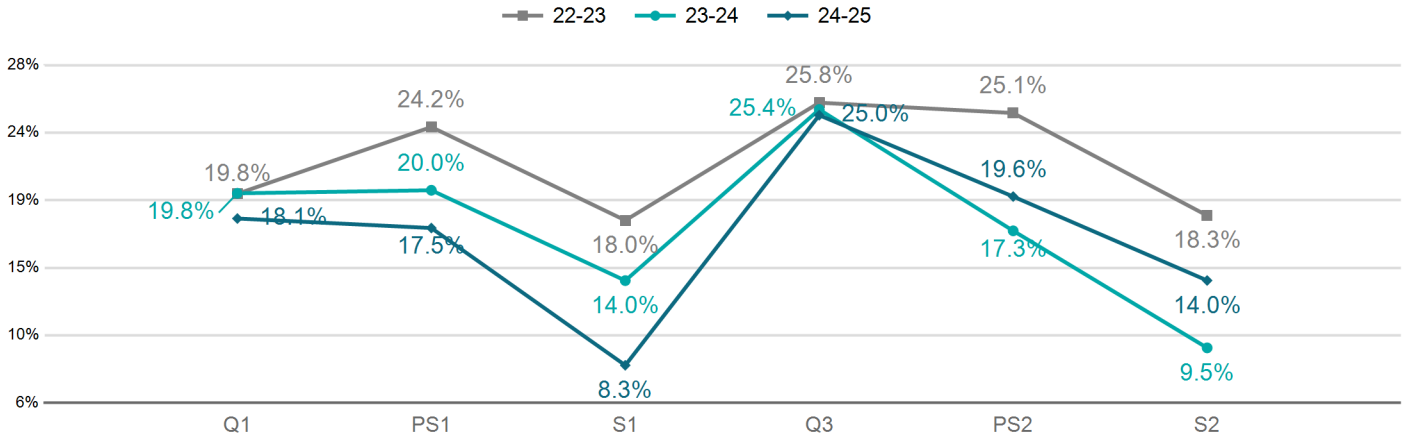
Hoover D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

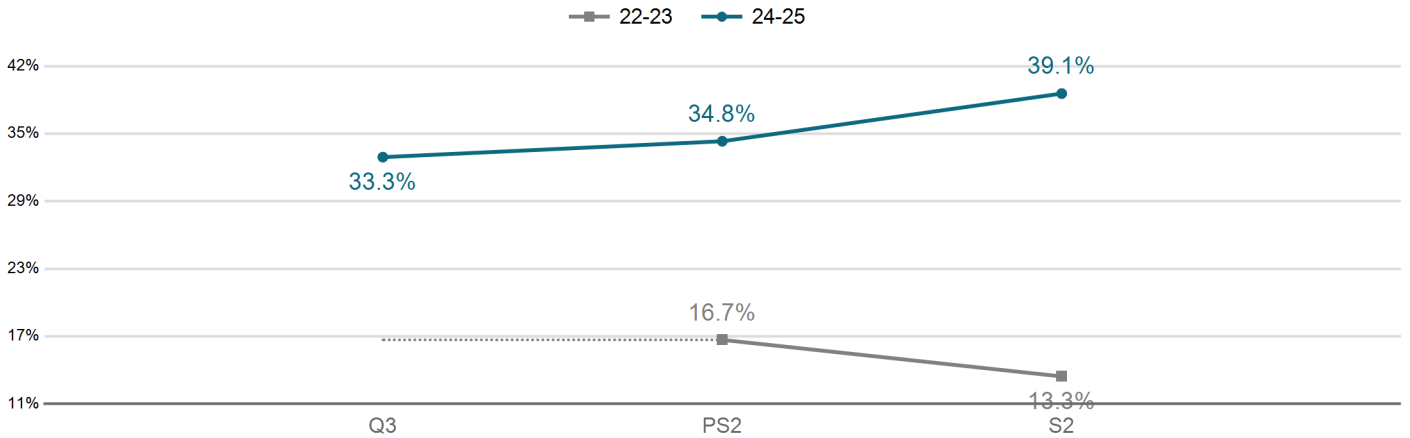
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

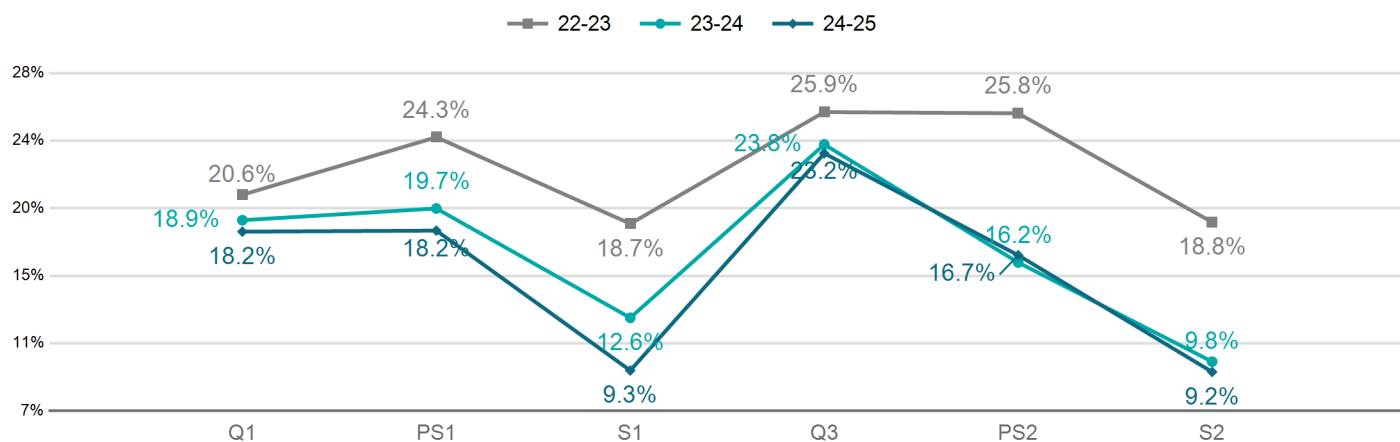


Category: Special Populations - Subgroup: Homeless

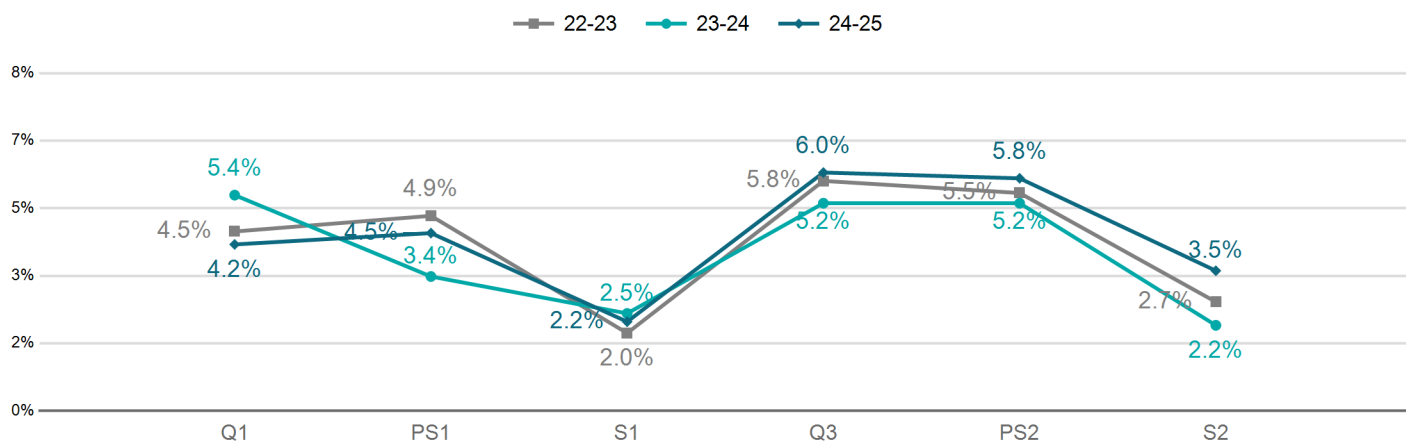
Hoover D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: GATE/Excel



Legend
F
D
C
B
A

Grade Distribution - Hoover 2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks	Percent by Category				D/F Rate	A/B/C Rate			
All Students	2,980	2,980	3	8	18	24	45	10.5%	89.5%	
Grade	Gr. 06	1,014	1	7	17	26	48	8.2%	91.8%	
	Gr. 07	1,007	2	9	23	25	36	11.7%	88.3%	
	Gr. 08	959	4	8	14	20	51	11.7%	88.3%	
Ethnicity	African American	749	3	11	24	28	32	13.9%	86.1%	
	Asian	240		8	15		76	0.8%	99.2%	
	Cambodian	246		9	13		76	0.8%	99.2%	
	Filipino	66		2	12		85	1.5%	98.5%	
	Hispanic	1,589	3	8	19	24	43	10.8%	89.2%	
	Pacific Islander	90	2	11	10	22	52	13.3%	86.7%	
	White	132	5	11	22	25	33	16.7%	83.3%	
	Other	114		7	15		75	0.9%	99.1%	
Gender	Female	1,434	2	6	15	23	53	8.0%	92.0%	
	Male	1,540	3	10	21	25	39	12.9%	87.1%	
	Nonbinary	6				67	17	0.0%	100.0%	
Special Populations	Low SES	1,940	3	8	20	26	40	11.1%	88.9%	
	ELL	204	3	13	24	20	26	16.7%	83.3%	
	RFEP	423	2	6	12	25	55	7.3%	92.7%	
	EL + RFEP	627	2	8	16	23	45	10.4%	89.6%	
	Special Ed.	669	3	11	29	24	29	14.3%	85.7%	
	Spec Ed. Speech/RSP	202		10	25	30	32	10.9%	89.1%	
	Homeless/Foster	143	3	9	27	23	34	12.6%	87.4%	
	Foster	23	13	22		43	4	9	34.8%	65.2%
	Homeless	120	2	7	24	27	38	8.3%	91.7%	
	GATE/Excel	681	3	6	18		72	3.5%	96.5%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Hoover 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
All Students	2,978	2,978	5	10	19	24	40	14.8%	85.2%
Grade	Gr. 06	1,014	4	8	16	29	42	11.9%	88.1%
	Gr. 07	1,005	6	12	23	24	32	17.4%	82.6%
	Gr. 08	959	6	9	18	18	46	15.2%	84.8%
Ethnicity	African American	747	6	12	26	27	26	18.2%	81.8%
	Asian	240	3	7	19	70		2.9%	97.1%
	Cambodian	246	2	8	19	70		2.8%	97.2%
	Filipino	66	2	2	15	80		1.5%	98.5%
	Hispanic	1,589	6	10	18	25	39	16.0%	84.0%
	Pacific Islander	90	6	8	12	28	44	13.3%	86.7%
	White	132	8	14	28	14	33	22.0%	78.0%
	Other	114	2	11	18	68		2.6%	97.4%
Gender	Female	1,431	4	8	15	26	46	11.6%	88.4%
	Male	1,541	7	11	23	23	35	17.9%	82.1%
	Nonbinary	6			67	17		0.0%	100.0%
Special Populations	Low SES	1,936	6	10	21	26	35	16.1%	83.9%
	ELL	204	14	17	16	26	17	30.9%	69.1%
	RFEP	426	4	6	15	23	51	9.9%	90.1%
	EL + RFEP	630	7	10	15	24	40	16.7%	83.3%
	Special Ed.	669	8	14	28	23	24	22.6%	77.4%
	Spec Ed. Speech/RSP	202	6	11	26	26	28	17.8%	82.2%
	Homeless/Foster	143	6	13	25	24	27	18.2%	81.8%
	Foster	23	17	13	48	4	9	30.4%	69.6%
	Homeless	120	3	13	21	28	31	15.8%	84.2%
GATE/Excel	684	2	47	20	66		5.8%	94.2%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Hoover

2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
All Students	2,983	2,983	5	9	19	23	41	14.8%	85.2%
Grade	Gr. 06	1,009	4	8	17	29	42	11.5%	88.5%
	Gr. 07	1,002	5	11	22	23	36	16.3%	83.7%
	Gr. 08	972	7	10	17	17	46	16.8%	83.2%
Ethnicity	African American	744	7	13	25	24	29	20.3%	79.7%
	Asian	240	3	8	15	72		3.3%	96.7%
	Cambodian	246	3	8	15	72		3.7%	96.3%
	Filipino	66	2	5	14	79		1.5%	98.5%
	Hispanic	1,585	6	9	18	25	39	14.9%	85.1%
	Pacific Islander	90	4	7	16	26	46	11.1%	88.9%
	White	138	7	16	22	20	30	22.5%	77.5%
	Other	120	2	3	39	20	65	4.2%	95.8%
Gender	Female	1,426	4	7	15	24	47	11.7%	88.3%
	Male	1,551	7	11	22	23	35	17.7%	82.3%
	Nonbinary	6			33	33	17	0.0%	100.0%
Special Populations	Low SES	1,951	6	10	20	25	37	15.6%	84.4%
	ELL	201	11	14	18	23	23	24.9%	75.1%
	RFEP	426	4	6	14	21	52	10.3%	89.7%
	EL + RFEP	627	6	9	15	22	43	15.0%	85.0%
	Special Ed.	678	7	14	27	23	26	21.1%	78.9%
	Spec Ed. Speech/RSP	210	6	11	25	29	26	17.6%	82.4%
	Homeless/Foster	136	7	16	23	17	34	22.8%	77.2%
	Foster	24	17	13	33	13	17	29.2%	70.8%
	Homeless	112	4	17	21	18	38	21.4%	78.6%
GATE/Excel	684	3	3	37	22	65	6.0%	94.0%	

The percentages may not equal 100% due to rounding.

Legend
F
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C
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Grade Distribution - Hoover

2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate	A/B/C Rate		
All Students	2,926	2,926	2	9	20	28	39	10.5%	89.5%	
Grade	Gr. 06	1,014	2	8	19	29	41	9.9%	90.1%	
	Gr. 07	966	1	10	23	30	32	11.4%	88.6%	
	Gr. 08	946	2	8	17	25	44	10.1%	89.9%	
Ethnicity	African American	732	2	12	26	31	27	14.2%	85.8%	
	Asian	240		1	11	18	68	0.8%	99.2%	
	Cambodian	246	1	12	19	66		1.6%	98.4%	
	Filipino	66		6	17	76		0.0%	100.0%	
	Hispanic	1,552	2	10	19	29	38	11.8%	88.2%	
	Pacific Islander	90	2	3	12	31	49	5.6%	94.4%	
	White	126		6	29	31	31	6.3%	93.7%	
	Other	120		3	10	22	63	3.3%	96.7%	
Gender	Female	1,404		1	7	17	27	45	8.5%	91.5%
	Male	1,516	2	10	23	28	34	12.3%	87.7%	
	Nonbinary	6				67	17	0.0%	100.0%	
Special Populations	Low SES	1,945	2	9	22	29	34	11.4%	88.6%	
	ELL	186	4	18	27	22	18	22.0%	78.0%	
	RFEP	420		6	16	25	49	7.4%	92.6%	
	EL + RFEP	606	2	10	20	24	39	11.9%	88.1%	
	Special Ed.	649	1	16	30	26	24	17.1%	82.9%	
	Spec Ed. Speech/RSP	211		1	7	25	27	27	17.5%	82.5%
	Homeless/Foster	120		8	33	26	30	8.3%	91.7%	
	Foster	12				42	42	8	0.0%	100.0%
	Homeless	108		8	31	24	32	9.3%	90.7%	
GATE/Excel	669		2	9	23	66	2.2%	97.8%		

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Hoover

2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
All Students	2,957	2,957	4	12	20	25	37	15.2%	84.8%
Grade	Gr. 06	1,021	2	9	19	26	43	10.8%	89.2%
	Gr. 07	977	3	15	22	26	29	18.8%	81.2%
	Gr. 08	959	6	11	17	23	40	16.2%	83.8%
Ethnicity	African American	744	5	14	25	29	24	19.0%	81.0%
	Asian	234	3	7	22	66		3.8%	96.2%
	Cambodian	246	5	8	22	64		5.7%	94.3%
	Filipino	66	3	3	15	77		3.0%	97.0%
	Hispanic	1,577	4	13	20	25	36	16.6%	83.4%
	Pacific Islander	90	3	7	19	22	47	10.0%	90.0%
	White	126	14	25	28	29		15.1%	84.9%
	Other	120	6	9	18	66		5.8%	94.2%
Gender	Female	1,441	3	11	17	24	42	14.2%	85.8%
	Male	1,510	4	12	22	26	33	16.2%	83.8%
	Nonbinary	6				67	17	0.0%	100.0%
Special Populations	Low SES	1,982	4	13	21	26	33	17.3%	82.7%
	ELL	185	9	21	19	22	18	29.7%	70.3%
	RFEP	432	2	10	18	24	43	12.5%	87.5%
	EL + RFEP	617	4	13	18	24	35	17.7%	82.3%
	Special Ed.	630	5	16	26	25	25	20.8%	79.2%
	Spec Ed. Speech/RSP	210	2	17	25	27	26	19.5%	80.5%
	Homeless/Foster	143	3	15	23	27	27	17.5%	82.5%
	Foster	6				67	17	0.0%	100.0%
	Homeless	137	3	15	21	28	27	18.2%	81.8%
GATE/Excel	671	4	9	22	64		4.3%	95.7%	

The percentages may not equal 100% due to rounding.

Legend
F
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C
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Grade Distribution - Hoover

2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate	A/B/C Rate
All Students	2,964	2,964	4	11	18	22	43	15.1%	84.9%
Grade	Gr. 06	1,026	2	10	18	22	47	11.7%	88.3%
	Gr. 07	978	5	13	20	25	34	18.2%	81.8%
	Gr. 08	960	6	10	15	19	46	15.7%	84.3%
Ethnicity	African American	753	6	13	22	26	30	19.0%	81.0%
	Asian	234	2	37	15		71	5.1%	94.9%
	Cambodian	246	25	8	17		67	6.9%	93.1%
	Filipino	66	53	11		80		4.5%	95.5%
	Hispanic	1,575	4	12	18	22	41	16.2%	83.8%
	Pacific Islander	90	2	12	14	18	51	14.4%	85.6%
	White	126	5	8	24	31	29	12.7%	87.3%
	Other	120	6	11	13		68	5.8%	94.2%
Gender	Female	1,445	4	10	16	20	48	13.6%	86.4%
	Male	1,513	5	12	19	24	38	16.6%	83.4%
	Nonbinary	6	17	17		50		16.7%	83.3%
Special Populations	Low SES	1,978	5	12	19	23	38	16.9%	83.1%
	ELL	192	6	24	18	17	23	30.7%	69.3%
	RFEP	432	4	9	15	20	50	13.0%	87.0%
	EL + RFEP	624	5	14	16	19	41	18.4%	81.6%
	Special Ed.	628	5	15	25	24	29	19.4%	80.6%
	Spec Ed. Speech/RSP	210	2	15	26	23	31	16.7%	83.3%
	Homeless/Foster	138	6	12	22	26	29	18.1%	81.9%
	Foster	6	17	17		50		16.7%	83.3%
	Homeless	132	6	12	23	25	30	18.2%	81.8%
	GATE/Excel	669	3	8	19		68	4.0%	96.0%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category				D/F Rate	
All Middle	78,300	78,300	6	9	17	23	37	15.6%
Bancroft	5,265	5,265	8	9	15	19	34	17.1%
Franklin	5,804	5,804	8	11	21	25	29	18.6%
Hamilton	5,107	5,107	6	10	16	21	28	16.9%
Hoover	2,980	2,980	3	8	18	24	45	10.5%
Hughes	7,246	7,246	4	10	17	25	43	14.0%
Jefferson	5,975	5,975	9	12	21	26	31	20.6%
Keller	4,104	4,104		15	15	28	50	6.0%
Lindbergh	3,257	3,257	6	12	23	23	27	17.8%
Lindsey	3,987	3,987	9	11	19	24	31	20.2%
Marshall	6,605	6,605	4	8	16	24	44	12.8%
Nelson	4,906	4,906	10	14	20	19	31	24.8%
Rogers	4,549	4,549	5	5	12	21	55	10.3%
Stanford	8,120	8,120	6	7	12	19	40	12.5%
Stephens	5,080	5,080	3	6	17	23	42	8.8%
Washington	5,305	5,305	10	12	17	21	28	22.3%
All K8	14,921	14,921	5	8	14	20	45	13.0%
Cubberley	2,877	2,877	2	6	12	19	54	8.4%
Muir	2,658	2,658	8	9	16	20	31	17.1%
Newcomb	2,126	2,126		2	6	15	70	3.3%
Powell	1,971	1,971	6	12	20	25	33	17.3%
Robinson	2,108	2,108	11	11	18	20	32	21.9%
Tincher	2,450	2,450	4	6	13	18	51	9.8%
All High	127,165	127,165	8	9	18	23	42	17.1%
Avalon	1,087	1,087	7	10	17	20	47	16.4%
		724	7	10	15	23	37	16.6%
Browning	1,933	1,933	13	13	27	25	22	25.6%
Cabrillo	10,531	10,531	12	12	21	21	33	24.5%
CAMS	4,555	4,555		1	6	16	77	1.8%
Jordan	14,966	14,966	11	13	23	23	28	24.9%
Lakewood	14,569	14,569	8	11	21	23	37	19.2%
McBride	4,364	4,364		25	15	25	53	6.2%
Millikan	22,203	22,203	4	7	16	24	47	11.7%
PAAL	447	447	7	15	36	25	14	22.1%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,300	84.4%
Bancroft	5,265	82.9%
Franklin	5,804	81.4%
Hamilton	5,107	83.1%
Hoover	2,980	89.5%
Hughes	7,246	86.0%
Jefferson	5,975	79.4%
Keller	4,104	94.0%
Lindbergh	3,257	82.2%
Lindsey	3,987	79.8%
Marshall	6,605	87.2%
Nelson	4,906	75.2%
Rogers	4,549	89.7%
Stanford	8,120	87.5%
Stephens	5,080	91.2%
Washington	5,305	77.7%
All K8	14,921	87.0%
Cubberley	2,877	91.6%
Muir	2,658	82.9%
Newcomb	2,126	96.7%
Powell	1,971	82.7%
Robinson	2,108	78.1%
Tincher	2,450	90.2%
All High	127,165	82.9%
Avalon	1,087	83.6%
		83.4%
Browning	1,933	74.4%
Cabrillo	10,531	75.5%
CAMS	4,555	98.2%
Jordan	14,966	75.1%
Lakewood	14,569	80.8%
McBride	4,364	93.8%
Millikan	22,203	88.3%
PAAL	447	77.9%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/17/2026



Grade Distribution - All 2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category					D/F Rate
Polytechnic	24,596	24,596	8	9	18	23	42	17.5%
Reid	186	186	23		48	23	6	22.6%
Renaissance	2,611	2,611	4	6	18	26	45	10.1%
Sato	3,628	3,628	2	11		26	59	3.1%
Wilson	21,631	21,631	10	10	18	21	41	19.4%
District	220,386	220,386	7	9	17	23	40	16.3%



Grade Distribution - All

2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,596	82.5%
Reid	186	77.4%
Renaissance	2,611	89.9%
Sato	3,628	96.9%
Wilson	21,631	80.6%
District	220,386	83.7%



Grade Distribution - All 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate	
All Middle	78,007	78,007	8	10	17	23	33	18.3%	
Bancroft	5,074	5,074	9	11	15	21	30	20.3%	
Franklin	5,788	5,788	9	11	21	25	27	20.4%	
Hamilton	5,106	5,106	8	11	18	20	25	18.9%	
Hoover	2,978	2,978	5	10	19	24	40	14.8%	
Hughes	7,246	7,246	5	11	18	26	39	16.2%	
Jefferson	5,987	5,987	11	14	21	24	28	24.3%	
Keller	4,096	4,096		2	6	17	31	44	7.4%
Lindbergh	3,265	3,265	9	13	23	22	23	22.8%	
Lindsey	3,892	3,892	13	12	18	23	27	25.4%	
Marshall	6,611	6,611	6	9	16	25	40	15.1%	
Nelson	4,900	4,900	13	16	18	20	28	28.2%	
Rogers	4,548	4,548	6	7	14	24	48	13.0%	
Stanford	8,114	8,114	6	8	12	20	38	13.6%	
Stephens	5,079	5,079	4	8	18	23	38	11.7%	
Washington	5,279	5,279	13	12	17	21	25	24.8%	
All K8	14,892	14,892	7	8	15	20	42	15.2%	
Cubberley	2,871	2,871	4	7	13	21	50	10.2%	
Muir	2,642	2,642	9	11	16	21	27	20.1%	
Newcomb	2,126	2,126		2	3	7	15	68	4.3%
Powell	1,974	1,974	9	11	20	25	31	19.8%	
Robinson	2,101	2,101	14	11	18	20	29	25.7%	
Tincher	2,441	2,441	4	7	14	19	49	10.6%	
All High	126,095	126,095	11	11	18	23	36	22.0%	
Avalon	1,064	1,064	12	12	16	20	41	23.7%	
		716	9	12	20	24	28	21.4%	
Browning	1,899	1,899	17	15	25	24	19	31.4%	
Cabrillo	10,468	10,468	17	13	20	19	29	30.6%	
CAMS	4,552	4,552		3	8	22	66	4.0%	
Jordan	14,722	14,722	17	16	21	22	24	32.8%	
Lakewood	14,493	14,493	11	13	21	23	32	23.9%	
McBride	4,362	4,362		3	7	19	29	43	9.8%
Millikan	22,042	22,042	7	9	18	25	41	15.6%	
PAAL	378	378	18	14	25	19	16	31.5%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,007	81.7%
Bancroft	5,074	79.7%
Franklin	5,788	79.6%
Hamilton	5,106	81.1%
Hoover	2,978	85.2%
Hughes	7,246	83.8%
Jefferson	5,987	75.7%
Keller	4,096	92.6%
Lindbergh	3,265	77.2%
Lindsey	3,892	74.6%
Marshall	6,611	84.9%
Nelson	4,900	71.8%
Rogers	4,548	87.0%
Stanford	8,114	86.4%
Stephens	5,079	88.3%
Washington	5,279	75.2%
All K8	14,892	84.8%
Cubberley	2,871	89.8%
Muir	2,642	79.9%
Newcomb	2,126	95.7%
Powell	1,974	80.2%
Robinson	2,101	74.3%
Tincher	2,441	89.4%
All High	126,095	78.0%
Avalon	1,064	76.3%
		78.6%
Browning	1,899	68.6%
Cabrillo	10,468	69.4%
CAMS	4,552	96.0%
Jordan	14,722	67.2%
Lakewood	14,493	76.1%
McBride	4,362	90.2%
Millikan	22,042	84.4%
PAAL	378	68.5%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/17/2026



Grade Distribution - All 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
Polytechnic	24,541	24,541	11	11	19	23	37	21.8%
Reid	163	163	23		44	26	7	22.7%
Renaissance	2,610	2,610	5	8	17	27	43	13.1%
Sato	3,626	3,626	1	4	13	29	53	4.9%
Wilson	21,255	21,255	13	12	18	21	36	24.7%
District	218,994	218,994	10	11	18	23	36	20.2%



Grade Distribution - All

2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,541	78.2%
Reid	163	77.3%
Renaissance	2,610	86.9%
Sato	3,626	95.1%
Wilson	21,255	75.3%
District	218,994	79.8%



Grade Distribution - All 2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
All Middle	78,273	78,273	8	10	17	23	35	18.3%
Bancroft	5,375	5,375	9	10	15	20	32	19.1%
Franklin	5,787	5,787	10	11	21	25	27	21.0%
Hamilton	5,069	5,069	8	11	17	20	27	18.7%
Hoover	2,983	2,983	5	9	19	23	41	14.8%
Hughes	7,218	7,218	6	9	16	25	43	14.6%
Jefferson	5,986	5,986	11	13	20	24	28	24.9%
Keller	4,120	4,120	2	6	15	30	45	8.2%
Lindbergh	3,215	3,215	10	15	21	22	24	24.1%
Lindsey	3,775	3,775	15	11	18	23	28	26.1%
Marshall	6,591	6,591	7	9	15	24	42	15.9%
Nelson	4,944	4,944	12	13	18	21	29	25.7%
Rogers	4,550	4,550	6	7	14	24	48	13.3%
Stanford	8,085	8,085	5	7	11	21	40	12.4%
Stephens	5,079	5,079	6	7	18	22	38	13.2%
Washington	5,297	5,297	14	11	17	21	24	25.1%
All K8	14,861	14,861	7	8	14	20	43	15.0%
Cubberley	2,837	2,837	3	6	11	21	52	9.3%
Muir	2,617	2,617	9	9	16	21	28	18.5%
Newcomb	2,126	2,126	1	4	7	15	67	5.1%
Powell	1,975	1,975	10	10	16	24	35	19.7%
Robinson	2,111	2,111	13	12	19	19	29	25.4%
Tincher	2,441	2,441	5	7	12	18	49	11.9%
All High	127,043	127,043	11	11	17	22	38	21.8%
Avalon	1,075	1,075	12	8	14	21	45	20.4%
		725	8	12	18	21	33	20.3%
Browning	1,943	1,943	17	13	21	25	22	30.7%
Cabrillo	10,577	10,577	19	12	18	20	31	31.0%
CAMS	4,555	4,555	3	9	22	22	64	3.9%
Jordan	14,853	14,853	16	14	21	21	27	29.6%
Lakewood	14,537	14,537	12	12	19	23	34	23.9%
McBride	4,362	4,362	3	8	17	27	45	10.9%
Millikan	22,153	22,153	7	9	16	25	43	15.7%
PAAL	498	498	7	14	31	26	16	20.7%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,273	81.7%
Bancroft	5,375	80.9%
Franklin	5,787	79.0%
Hamilton	5,069	81.3%
Hoover	2,983	85.2%
Hughes	7,218	85.4%
Jefferson	5,986	75.1%
Keller	4,120	91.8%
Lindbergh	3,215	75.9%
Lindsey	3,775	73.9%
Marshall	6,591	84.1%
Nelson	4,944	74.3%
Rogers	4,550	86.7%
Stanford	8,085	87.6%
Stephens	5,079	86.8%
Washington	5,297	74.9%
All K8	14,861	85.0%
Cubberley	2,837	90.7%
Muir	2,617	81.5%
Newcomb	2,126	94.9%
Powell	1,975	80.3%
Robinson	2,111	74.6%
Tincher	2,441	88.1%
All High	127,043	78.2%
Avalon	1,075	79.6%
		79.7%
Browning	1,943	69.3%
Cabrillo	10,577	69.0%
CAMS	4,555	96.1%
Jordan	14,853	70.4%
Lakewood	14,537	76.1%
McBride	4,362	89.1%
Millikan	22,153	84.3%
PAAL	498	79.3%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/17/2026



Grade Distribution - All 2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
Polytechnic	24,517	24,517	12	10	18	22	39	21.7%
Reid	148	148	14		40	37	9	14.2%
Renaissance	2,608	2,608	6	9	16	25	44	14.9%
Sato	3,642	3,642	1	4	11	28	55	5.5%
Wilson	21,368	21,368	14	11	16	20	38	25.0%
District	220,177	220,177	10	10	17	22	37	20.1%



Grade Distribution - All 2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,517	78.3%
Reid	148	85.8%
Renaissance	2,608	85.1%
Sato	3,642	94.5%
Wilson	21,368	75.0%
District	220,177	79.9%



Grade Distribution - All 2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate	
All Middle	78,600	78,600	5	9	17	24	38	14.0%
Bancroft	5,425	5,425	6	10	15	21	33	15.8%
Franklin	5,686	5,686	5	9	20	27	33	13.1%
Hamilton	4,994	4,994	5	10	18	24	25	15.0%
Hoover	2,926	2,926	2	9	20	28	39	10.5%
Hughes	7,218	7,218	2	9	17	25	45	11.3%
Jefferson	5,947	5,947	7	13	19	25	34	20.0%
Keller	4,112	4,112	1	4	12	25	56	5.3%
Lindbergh	3,184	3,184	6	13	25	22	26	18.7%
Lindsey	3,948	3,948	8	11	20	24	30	19.3%
Marshall	6,554	6,554	4	8	14	23	48	11.4%
Nelson	4,926	4,926	6	12	20	25	32	18.2%
Rogers	4,527	4,527	4	5	12	22	56	9.1%
Stanford	8,056	8,056	4	7	11	20	42	11.5%
Stephens	5,085	5,085	2	7	17	25	41	9.3%
Washington	5,267	5,267	6	13	18	23	29	19.0%
All K8	14,960	14,960	4	7	14	21	46	11.0%
Cubberley	2,888	2,888	2	4	12	24	52	6.2%
Muir	2,663	2,663	7	8	16	22	32	14.6%
Newcomb	2,121	2,121	2	5	12	19	76	2.1%
Powell	1,948	1,948	5	12	18	25	36	16.4%
Robinson	2,100	2,100	7	12	20	22	32	19.3%
Tincher	2,413	2,413	2	5	12	19	55	6.8%
All High	131,361	131,361	7	9	18	24	41	16.4%
Avalon	1,120	1,120	8	12	17	19	43	20.3%
		704	3	11	18	24	35	14.5%
Browning	2,393	2,393	9	11	25	28	26	19.9%
Cabrillo	10,960	10,960	11	12	19	22	35	23.0%
CAMS	4,611	4,611	1	6	19	74	1.5%	
Jordan	15,355	15,355	11	13	22	24	28	24.6%
Lakewood	14,785	14,785	6	11	20	26	37	17.2%
McBride	4,397	4,397	1	5	17	26	51	6.3%
Millikan	22,543	22,543	3	7	16	25	49	10.1%
PAAL	499	499	9	16	33	20	12	25.1%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,600	86.0%
Bancroft	5,425	84.2%
Franklin	5,686	86.9%
Hamilton	4,994	85.0%
Hoover	2,926	89.5%
Hughes	7,218	88.7%
Jefferson	5,947	80.0%
Keller	4,112	94.7%
Lindbergh	3,184	81.3%
Lindsey	3,948	80.7%
Marshall	6,554	88.6%
Nelson	4,926	81.8%
Rogers	4,527	90.9%
Stanford	8,056	88.5%
Stephens	5,085	90.7%
Washington	5,267	81.0%
All K8	14,960	89.0%
Cubberley	2,888	93.8%
Muir	2,663	85.4%
Newcomb	2,121	97.9%
Powell	1,948	83.6%
Robinson	2,100	80.7%
Tincher	2,413	93.2%
All High	131,361	83.6%
Avalon	1,120	79.7%
		85.5%
Browning	2,393	80.1%
Cabrillo	10,960	77.0%
CAMS	4,611	98.5%
Jordan	15,355	75.4%
Lakewood	14,785	82.8%
McBride	4,397	93.7%
Millikan	22,543	89.9%
PAAL	499	74.9%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/17/2026



Grade Distribution - All 2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

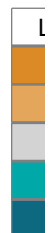
Category		Count of Marks	Percent by Category				D/F Rate	
Polytechnic	24,799	24,799	6	9	18	24	43	14.7%
Reid	96	96	16		25	35	16	15.6%
Renaissance	2,576	2,576	4	7	17	26	46	10.7%
Sato	3,684	3,684	3		13	27	56	3.8%
Wilson	21,853	21,853	9	10	18	22	40	19.0%
District	224,921	224,921	6	9	17	23	41	15.2%



Grade Distribution - All 2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,799	85.3%
Reid	96	84.4%
Renaissance	2,576	89.3%
Sato	3,684	96.2%
Wilson	21,853	81.0%
District	224,921	84.8%



Grade Distribution - All 2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate	
All Middle	79,010	79,010	6	10	16	24	37	15.8%	
Bancroft	5,449	5,449	7	10	15	21	31	17.0%	
Franklin	5,719	5,719	6	11	20	26	31	16.3%	
Hamilton	5,047	5,047	6	11	16	23	27	17.0%	
Hoover	2,957	2,957	4	12	20	25	37	15.2%	
Hughes	7,230	7,230	4	9	16	25	45	13.3%	
Jefferson	5,992	5,992	10	13	18	23	34	22.4%	
Keller	4,104	4,104		25	12	27	53	6.7%	
Lindbergh	3,192	3,192	7	13	21	24	25	20.3%	
Lindsey	4,039	4,039	10	12	17	23	30	22.2%	
Marshall	6,539	6,539	4	8	14	23	47	12.7%	
Nelson	4,944	4,944	6	11	18	26	32	17.6%	
Rogers	4,527	4,527	5	6	12	25	51	10.5%	
Stanford	8,028	8,028	5	7	11	20	41	12.1%	
Stephens	5,106	5,106	4	6	15	23	40	10.1%	
Washington	5,274	5,274	11	12	18	23	25	22.3%	
All K8	15,010	15,010	5	8	14	21	45	12.4%	
Cubberley	2,880	2,880		25	13	24	51	6.8%	
Muir	2,653	2,653	7	9	15	20	32	16.2%	
Newcomb	2,128	2,128		25	14		73	2.5%	
Powell	1,969	1,969	6	12	18	26	34	17.8%	
Robinson	2,115	2,115	9	14	20	21	28	22.8%	
Tincher	2,414	2,414		25	11	20	55	6.7%	
All High	130,810	130,810	9	10	17	24	38	19.9%	
Avalon	1,123	1,123	10	12	17	21	38	21.5%	
		694	6	11	15	19	41	17.3%	
Browning	2,320	2,320	14	12	22	26	22	26.0%	
Cabrillo	11,100	11,100	15	13	18	21	33	27.5%	
CAMS	4,610	4,610		2	8	23	66	2.6%	
Jordan	14,874	14,874	14	14	21	23	27	28.5%	
Lakewood	14,795	14,795	9	12	19	25	35	20.9%	
McBride	4,404	4,404		2	7	17	27	47	9.2%
Millikan	22,420	22,420	5	8	15	26	46	12.4%	
PAAL	382	382	23	15	28	18	10	38.2%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	79,010	84.2%
Bancroft	5,449	83.0%
Franklin	5,719	83.7%
Hamilton	5,047	83.0%
Hoover	2,957	84.8%
Hughes	7,230	86.7%
Jefferson	5,992	77.6%
Keller	4,104	93.3%
Lindbergh	3,192	79.7%
Lindsey	4,039	77.8%
Marshall	6,539	87.3%
Nelson	4,944	82.4%
Rogers	4,527	89.5%
Stanford	8,028	87.9%
Stephens	5,106	89.9%
Washington	5,274	77.7%
All K8	15,010	87.6%
Cubberley	2,880	93.2%
Muir	2,653	83.8%
Newcomb	2,128	97.5%
Powell	1,969	82.2%
Robinson	2,115	77.2%
Tincher	2,414	93.3%
All High	130,810	80.1%
Avalon	1,123	78.5%
		82.7%
Browning	2,320	74.0%
Cabrillo	11,100	72.5%
CAMS	4,610	97.4%
Jordan	14,874	71.5%
Lakewood	14,795	79.1%
McBride	4,404	90.8%
Millikan	22,420	87.6%
PAAL	382	61.8%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/17/2026



Grade Distribution - All 2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category					D/F Rate
Polytechnic	24,801	24,801	9	10	18	24	39	19.1%
Reid	75	75	9		41	39	11	9.3%
Renaissance	2,605	2,605	6	10	16	24	44	15.1%
Sato	3,675	3,675	6		16	29	49	6.4%
Wilson	21,484	21,484	11	10	17	23	38	21.7%
District	224,830	224,830	8	10	17	24	38	18.0%



Grade Distribution - All 2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,801	80.9%
Reid	75	90.7%
Renaissance	2,605	84.9%
Sato	3,675	93.6%
Wilson	21,484	78.3%
District	224,830	82.0%



Grade Distribution - All 2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate		
All Middle	79,016	79,016	6	9	15	22	41	14.9%	
Bancroft	5,435	5,435	6	8	14	21	37	14.5%	
Franklin	5,779	5,779	5	10	20	25	34	15.0%	
Hamilton	5,077	5,077	7	9	15	21	32	15.3%	
Hoover	2,964	2,964	4	11	18	22	43	15.1%	
Hughes	7,199	7,199	5	9	14	23	48	13.6%	
Jefferson	5,941	5,941	8	11	17	22	40	19.8%	
Keller	4,102	4,102		24	10	22	61	6.0%	
Lindbergh	3,223	3,223	7	11	20	23	30	18.0%	
Lindsey	4,004	4,004	9	13	16	24	31	21.7%	
Marshall	6,549	6,549	5	7	12	20	53	11.8%	
Nelson	4,943	4,943	6	10	18	28	33	15.8%	
Rogers	4,519	4,519	4	5	11	23	56	9.1%	
Stanford	8,012	8,012	5	7	10	19	44	11.3%	
Stephens	5,084	5,084	4	8	14	21	40	12.5%	
Washington	5,184	5,184	11	11	17	23	26	22.3%	
All K8	15,002	15,002	5	7	12	19	49	11.7%	
Cubberley	2,864	2,864		1	4	11	21	55	5.4%
Muir	2,666	2,666	7	8	15	19	35	15.5%	
Newcomb	2,127	2,127		1	2	5	12	75	3.1%
Powell	1,953	1,953	7	10	17	23	38	17.4%	
Robinson	2,067	2,067	10	11	18	22	31	21.2%	
Tincher	2,423	2,423		24	8	18	60	6.1%	
All High	132,672	132,672	9	10	16	23	42	18.9%	
Avalon	1,135	1,135	9	10	15	19	47	19.3%	
		735	7	11	16	18	42	17.7%	
Browning	2,313	2,313	14	10	22	23	24	24.0%	
Cabrillo	11,102	11,102	14	12	18	20	35	26.3%	
CAMS	4,607	4,607		2	8	20	69	3.1%	
Jordan	15,175	15,175	14	13	19	22	30	27.4%	
Lakewood	14,668	14,668	8	11	17	24	40	18.7%	
McBride	4,396	4,396		2	6	15	26	51	8.3%
Millikan	22,475	22,475	4	7	13	25	51	10.4%	
PAAL	529	529	6	14	28	27	16	20.0%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	79,016	85.1%
Bancroft	5,435	85.5%
Franklin	5,779	85.0%
Hamilton	5,077	84.7%
Hoover	2,964	84.9%
Hughes	7,199	86.4%
Jefferson	5,941	80.2%
Keller	4,102	94.0%
Lindbergh	3,223	82.0%
Lindsey	4,004	78.3%
Marshall	6,549	88.2%
Nelson	4,943	84.2%
Rogers	4,519	90.9%
Stanford	8,012	88.7%
Stephens	5,084	87.5%
Washington	5,184	77.7%
All K8	15,002	88.3%
Cubberley	2,864	94.6%
Muir	2,666	84.5%
Newcomb	2,127	96.9%
Powell	1,953	82.6%
Robinson	2,067	78.8%
Tincher	2,423	93.9%
All High	132,672	81.1%
Avalon	1,135	80.7%
		82.3%
Browning	2,313	76.0%
Cabrillo	11,102	73.7%
CAMS	4,607	96.9%
Jordan	15,175	72.6%
Lakewood	14,668	81.3%
McBride	4,396	91.7%
Millikan	22,475	89.6%
PAAL	529	80.0%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/17/2026



Grade Distribution - All 2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate	
Polytechnic	24,914	24,914	8	9	17	23	42	17.6%
Reid	32	32	9		38	34	19	9.4%
Renaissance	2,613	2,613	6	8	14	23	48	13.7%
Sato	3,686	3,686	26		13	28	52	7.4%
Wilson	21,929	21,929	12	10	16	21	41	21.2%
District	226,690	226,690	8	9	15	22	42	17.0%

The percentages may not equal 100% due to rounding.



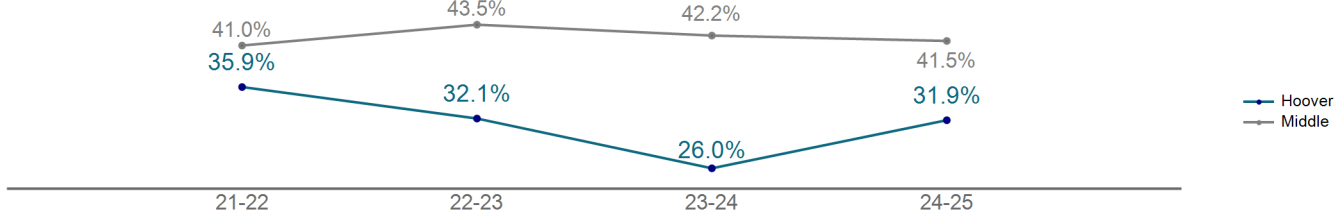
Grade Distribution - All 2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

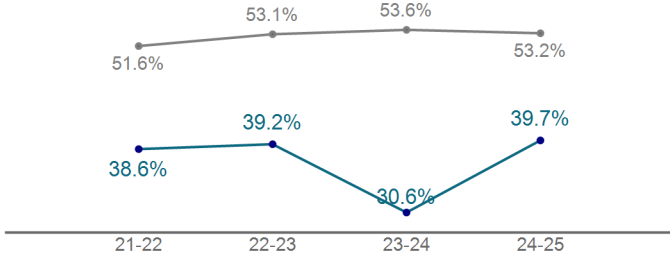
Category		A/B/C Rate
Polytechnic	24,914	82.4%
Reid	32	90.6%
Renaissance	2,613	86.3%
Sato	3,686	92.6%
Wilson	21,929	78.8%
District	226,690	83.0%

Semester 2 Students with One or More D/F

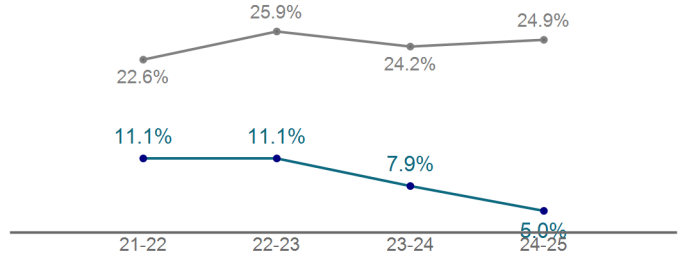
**Hoover
All Students
N = 499**



**African American
N = 126**



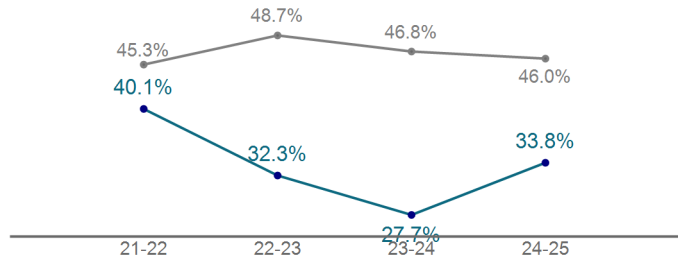
**Asian
N = 40**



Filipino

Subgroup with fewer than 20 total grades.

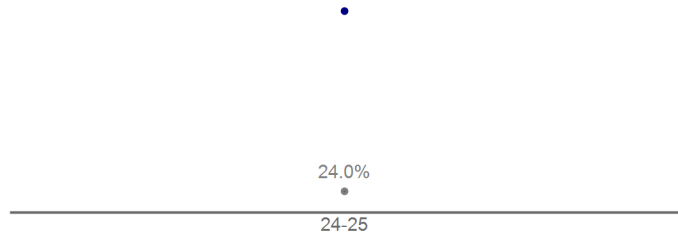
**Hispanic
N = 266**



Pacific Islander

Subgroup with fewer than 20 total grades.

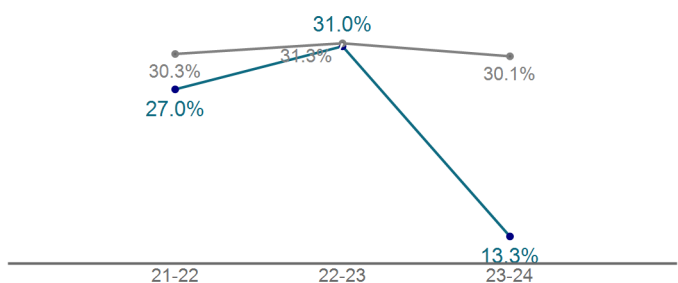
**White
N = 22
45.5%**



Native American

Subgroup with fewer than 20 total grades.

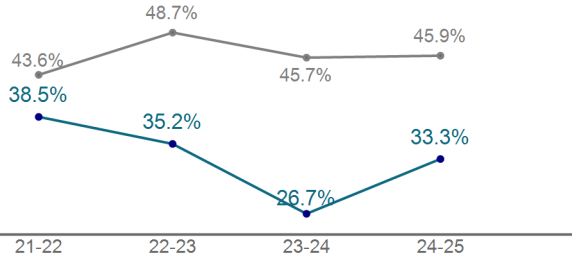
Other



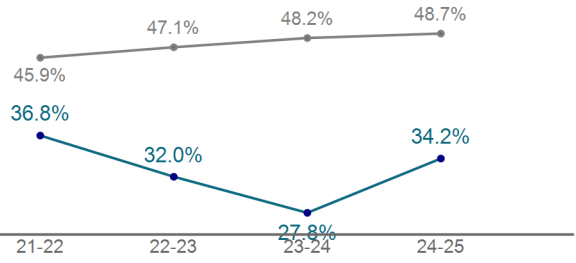
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 students are not included.

Semester 2 Students with One or More D/F

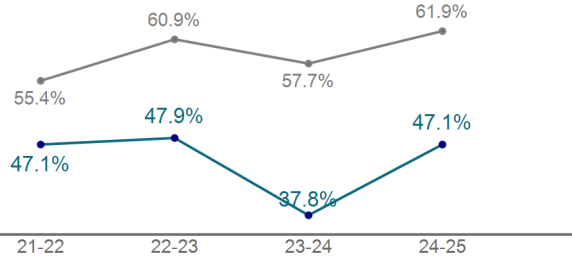
EL + RFEP
N = 105



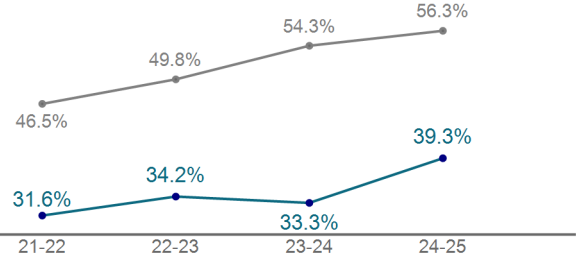
Low SES
N = 325



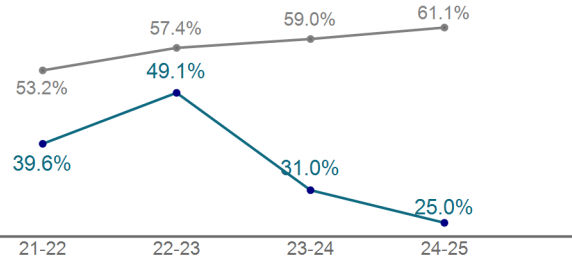
English Learner
N = 34



Special Education
N = 112



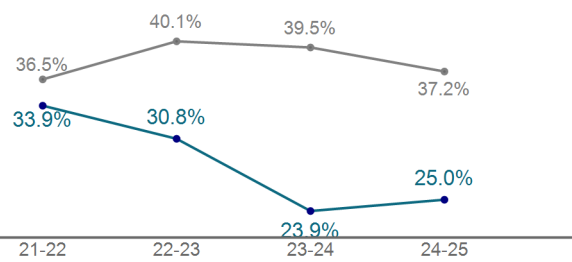
Homeless
N = 20



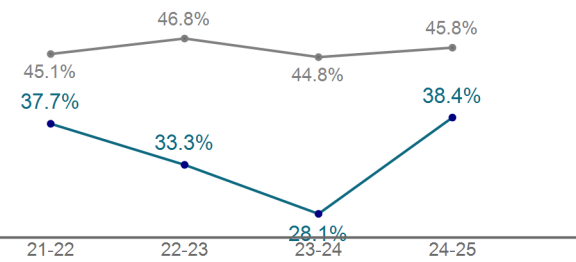
Foster Youth

Subgroup with fewer than 20 total grades.

Female
N = 240



Male
N = 258



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 students are not included.

Grade Distribution - Hoover 2024-2025 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category				1 or more D or F			
All Students		499	3	8	8	12	68	31.9%		
Grade	Gr. 06	169	5	7	14	73	27.2%			
	Gr. 07	168	4	5	13	7	70	29.8%		
	Gr. 08	162	4	15	4	16	61	38.9%		
Ethnicity	African American	126	3	13	9	15	60	39.7%		
	Asian	40				3	3	95	5.0%	
	Cambodian	41				5		95	4.9%	
	Filipino	11				9		91	9.1%	
	Hispanic	266	4	7	10	13	66	33.8%		
	Pacific Islander	15				13	13	7	67	33.3%
	White	22	5	23		18	55	45.5%		
	Other	19				5		95	5.3%	
Gender	Female	240			1	8	6	10	75	25.0%
	Male	258	5	9	10	15	62	38.4%		
	Nonbinary	1						100	0.0%	
Special Populations	Low SES	325	3	9	9	13	66	34.2%		
	ELL	34	6	9	21	12	53	47.1%		
	RFEP	71			1	7	11	73	26.8%	
	EL + RFEP	105	3	8	11	11	67	33.3%		
	Special Ed.	112	5	7	11	16	61	39.3%		
	Spec Ed. Speech/RSP	34	6	12		21	62	38.2%		
	Homeless/Foster	24	4	13	4	8	71	29.2%		
	Foster	4	25		25		50	50.0%		
	Homeless	20		10	5	10	75	25.0%		
GATE/Excel	114				4	4	90	9.6%		

The percentages may not equal 100% due to rounding.

Grade Distribution - Hoover 2024-2025 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Student Count	Percent by Category					1 or more D or F		
All Students	499	499	8	13	7	13	59	40.9%		
Grade	Gr. 06	169	5	12	6	15	62	38.5%		
	Gr. 07	168	8	11	10	11	59	41.1%		
	Gr. 08	162	10	15	6	12	57	43.2%		
Ethnicity	African American	126	9	17	10	17	48	51.6%		
	Asian	40				3	10	88	12.5%	
	Cambodian	41			2	12	85	14.6%		
	Filipino	11				9	91	9.1%		
	Hispanic	266	9	13	8	13	57	43.2%		
	Pacific Islander	15			13	7	13	67	33.3%	
	White	22	14	18	5	14	50	50.0%		
	Other	19				11	89	10.5%		
Gender	Female	240	5	13	5	10	67	33.3%		
	Male	258	11	12	10	15	52	48.1%		
	Nonbinary	1					100	0.0%		
Special Populations	Low SES	325	8	15	7	13	57	43.1%		
	ELL	34	21	26	12	12	29	70.6%		
	RFEP	71			3	15	43	75	25.4%	
	EL + RFEP	105	9	19	7	6	60	40.0%		
	Special Ed.	112	11	21	10	15	44	56.3%		
	Spec Ed. Speech/RSP	34	3	32	9	18	38	61.8%		
	Homeless/Foster	24	8	17	13	8	54	45.8%		
	Foster	4			50		50	50.0%		
	Homeless	20		20	15	10	55	45.0%		
GATE/Excel	114				3	5	3	7	82	17.5%

The percentages may not equal 100% due to rounding.

Grade Distribution - Hoover 2024-2025 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Student Count	Percent by Category					1 or more D or F
All Students	502	502	9	12	7	15	57	43.0%
Grade	Gr. 06	170	5	10	8	15	61	38.8%
	Gr. 07	169	8	11	8	15	59	41.4%
	Gr. 08	163	12	16	6	15	51	49.1%
Ethnicity	African American	125	10	18	10	16	46	54.4%
	Asian	40			3	13	83	17.5%
	Cambodian	41	5	15			80	19.5%
	Filipino	11				9	91	9.1%
	Hispanic	266	10	12	7	15	56	44.0%
	Pacific Islander	15	7	7	13	7	67	33.3%
	White	23	13	13	9	22	43	56.5%
	Other	22			9	5	9	77
Gender	Female	239	7	11	5	12	65	34.7%
	Male	262	10	13	10	18	49	50.8%
	Nonbinary	1					100	0.0%
Special Populations	Low SES	330	9	13	9	15	55	45.5%
	ELL	34	21	18	9	15	38	61.8%
	RFEP	71	4	14	4	11	66	33.8%
	EL + RFEP	105	10	15	6	12	57	42.9%
	Special Ed.	114	10	17	11	19	43	57.0%
	Spec Ed. Speech/RSP	35	6	26	11	20	37	62.9%
	Homeless/Foster	25	12	12	20	16	40	60.0%
	Foster	6	33	17	17	33	66.7%	
	Homeless	19	5	16	21	16	42	57.9%
	GATE/Excel	114			3	10	35	80

The percentages may not equal 100% due to rounding.

Grade Distribution - Hoover 2024-2025 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category				1 or more D or F		
All Students		499	10	10	17	64	36.5%		
Grade	Gr. 06	172	10	10	13	66	33.7%		
	Gr. 07	166	6	11	19	63	36.7%		
	Gr. 08	161	13	7	18	61	39.1%		
Ethnicity	African American	126	13	13	20	54	46.0%		
	Asian	40			3	3	95	5.0%	
	Cambodian	41			2	7	90	9.8%	
	Filipino	11					100	0.0%	
	Hispanic	263	10	11	20	59	41.1%		
	Pacific Islander	15			13	7	7	73	26.7%
	White	21	5	10	14	71	28.6%		
	Other	23			9	4	4	83	17.4%
Gender	Female	238	8	7	15	70	29.8%		
	Male	260	12	12	18	57	42.7%		
	Nonbinary	1					100	0.0%	
Special Populations	Low SES	333	11	10	17	62	38.4%		
	ELL	31	3	13	16	35	32	67.7%	
	RFEP	71			16	7	15	70	29.6%
	EL + RFEP	102	2	8	10	22	59	41.2%	
	Special Ed.	109	6	23	16	55	45.0%		
	Spec Ed. Speech/RSP	35	3	26	26	46	54.3%		
	Homeless/Foster	23	13	4	22	61	39.1%		
	Foster	4	25	25	50	50.0%			
	Homeless	19	11	5	21	63	36.8%		
	GATE/Excel	113			2	2	7	89	10.6%

Grade Distribution - Hoover 2024-2025 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Student Count	Percent by Category					1 or more D or F	
All Students	506	506	5	14	13	12	57	43.1%	
Grade	Gr. 06	174	11	10	13	65	35.1%		
	Gr. 07	167	4	14	17	14	51	48.5%	
	Gr. 08	165	10	16	11	10	54	46.1%	
Ethnicity	African American	129	7	19	11	14	49	51.2%	
	Asian	39			3	5	87	12.8%	
	Cambodian	41			2	10	2	85	14.6%
	Filipino	11				9	91	9.1%	
	Hispanic	268	4	15	15	13	53	47.4%	
	Pacific Islander	15		7	7	7	13	67	33.3%
	White	21	5	24	14	57	42.9%		
	Other	23		4	4	9	4	78	21.7%
Gender	Female	245	4	10	12	11	62	37.6%	
	Male	260	5	17	13	14	52	48.5%	
	Nonbinary	1					100	0.0%	
Special Populations	Low SES	341	5	16	14	12	53	47.2%	
	ELL	32	6	41	19	6	28	71.9%	
	RFEP	74	3	11	15	9	62	37.8%	
	EL + RFEP	106	4	20	16	8	52	48.1%	
	Special Ed.	106	5	19	13	14	49	50.9%	
	Spec Ed. Speech/RSP	35	3	9	23	20	46	54.3%	
	Homeless/Foster	27	4	19	7	26	44	55.6%	
	Foster	3	33	33	33		66.7%		
	Homeless	24	4	17	8	25	46	54.2%	
	GATE/Excel	113			3	6	5	86	14.2%

The percentages may not equal 100% due to rounding.

Grade Distribution - Hoover 2024-2025 Q1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Percent by Category	1 or more D or F
All Students	507	7 13 13 12 56	44.4%
Grade	Gr. 06	2 7 15 12 63	36.6%
	Gr. 07	6 16 17 11 50	50.3%
	Gr. 08	12 15 6 13 53	46.7%
Ethnicity	African American	11 15 12 15 48	52.3%
	Asian	3 5 5 5 82	17.9%
	Cambodian	2 7 7 5 78	22.0%
	Filipino	9 9 82	18.2%
	Hispanic	6 14 15 13 52	47.8%
	Pacific Islander	7 20 20 53	46.7%
	White	10 10 5 10 67	33.3%
	Other	9 17 74	26.1%
Gender	Female	7 9 12 11 61	39.4%
	Male	6 16 13 13 51	48.8%
	Nonbinary	100	100.0%
Special Populations	Low SES	8 13 13 15 50	49.7%
	ELL	12 18 33 15 21	78.8%
	RFEP	5 16 9 9 59	40.5%
	EL + RFEP	7 17 17 11 48	52.3%
	Special Ed.	7 12 16 12 52	47.6%
	Spec Ed. Speech/RSP	11 20 14 54	45.7%
	Homeless/Foster	8 23 15 12 42	57.7%
	Foster	33 33 33	100.0%
	Homeless	9 22 13 9 48	52.2%
	GATE/Excel	5 4 7 84	15.9%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,021	12,021	10	11	9	12	58	41.5%
Bancroft	793	793	13	15	8	13	52	48.0%
Franklin	980	980	11	12	9	11	56	43.6%
Hamilton	746	746	10	15	11	13	51	49.5%
Hoover	499	499	3	8	8	12	68	31.9%
Hughes	1,208	1,208	6	8	10	12	64	36.0%
Jefferson	999	999	10	20	8	12	49	51.3%
Keller	513	513	24	5	12	76	23.8%	
Lindbergh	414	414	11	12	15	18	44	56.0%
Lindsey	674	674	14	10	10	13	54	46.4%
Marshall	944	944	7	9	9	13	61	38.6%
Nelson	818	818	16	12	13	11	48	52.3%
Rogers	768	768	7	6	3	7	76	24.3%
Stanford	1,169	1,169	11	8	6	10	65	34.7%
Stephens	651	651	6	4	8	11	71	28.9%
Washington	845	845	14	17	9	15	44	55.7%
All K8	1,973	1,973	10	9	8	10	63	36.8%
Cubberley	382	382	5	4	9	5	76	23.6%
Muir	311	311	14	19	5	15	47	53.1%
Newcomb	312	312	2	2	3	4	89	10.9%
Powell	278	278	11	10	11	12	55	44.6%
Robinson	311	311	21	11	10	14	45	55.3%
Tincher	288	288	9	7	7	13	65	35.4%
All High	19,046	19,046	11	11	8	11	59	41.4%
Avalon	156	156	10	9	8	17	56	44.2%
		91	13	8	9	13	57	42.9%
Browning	311	311	17	24	6	12	41	58.5%
Cabrillo	1,542	1,542	20	13	10	11	46	54.0%
CAMS	666	666	2	2	5	92	8.0%	
Jordan	2,192	2,192	17	14	12	15	42	57.8%
Lakewood	2,222	2,222	11	17	9	14	49	50.9%
McBride	666	666	24	6	8	79	20.9%	
Millikan	3,333	3,333	6	9	6	11	68	31.9%
PAAL	110	110	7	14	11	19	49	50.9%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F
Polytechnic	3,725	3,725	12	9	8	10	61	38.9%
Reid	62	62	13			29	58	41.9%
Renaissance	375	375	6	6	6	9	73	26.7%
Sato	541	541				33	68	12.2%
Wilson	3,207	3,207	14	13	8	11	54	45.9%
District	33,040	33,040	11	11	8	11	59	41.2%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,017	12,017	13	13	9	13	52	47.6%
Bancroft	791	791	16	15	8	13	48	51.8%
Franklin	979	979	14	13	9	12	52	47.6%
Hamilton	746	746	15	16	10	13	46	54.3%
Hoover	499	499	8	13	7	13	59	40.9%
Hughes	1,208	1,208	8	10	10	12	60	40.2%
Jefferson	1,002	1,002	15	21	7	15	41	58.6%
Keller	512	512	4	5	8	11	72	27.7%
Lindbergh	416	416	16	22	13	19	30	70.2%
Lindsey	674	674	20	15	8	12	45	54.7%
Marshall	944	944	10	14	9	12	55	44.7%
Nelson	817	817	19	14	12	12	42	57.8%
Rogers	768	768	10	7	5	11	67	33.2%
Stanford	1,168	1,168	12	9	7	10	62	37.8%
Stephens	652	652	9	8	9	15	60	40.2%
Washington	841	841	19	20	8	14	39	60.9%
All K8	1,972	1,972	14	11	8	12	56	44.0%
Cubberley	382	382	8	5	7	10	70	30.4%
Muir	308	308	17	21	8	15	39	60.7%
Newcomb	314	314	3	4	2	5	86	14.3%
Powell	278	278	18	10	10	14	47	52.9%
Robinson	313	313	26	17	11	12	35	64.9%
Tincher	287	287	10	7	9	14	59	40.8%
All High	19,043	19,043	17	14	8	13	48	51.5%
Avalon	155	155	17	17	5	20	41	59.4%
		90	20	9	14	14	42	57.8%
Browning	311	311	23	26	6	13	32	68.2%
Cabrillo	1,541	1,541	28	16	9	12	35	65.0%
CAMS	666	666	2	4	9	84	15.9%	
Jordan	2,192	2,192	27	18	11	14	30	70.2%
Lakewood	2,226	2,226	16	21	9	14	39	60.8%
McBride	666	666	4	7	8	11	70	30.3%
Millikan	3,331	3,331	10	11	7	13	59	41.0%
PAAL	108	108	18	20	5	14	44	56.5%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F
Polytechnic	3,727	3,727	17	12	8	12	51	49.0%
Reid	59	59			10	24	66	33.9%
Renaissance	375	375	9	7	10	9	65	34.7%
Sato	541	541			4	12	80	20.3%
Wilson	3,204	3,204	20	16	8	13	44	56.5%
District	33,032	33,032	15	14	8	13	50	49.7%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,011	12,011	14	15	8	13	51	48.8%
Bancroft	789	789	16	15	7	14	48	51.8%
Franklin	981	981	15	15	8	12	49	50.6%
Hamilton	740	740	15	16	10	15	44	55.7%
Hoover	502	502	9	12	7	15	57	43.0%
Hughes	1,203	1,203	8	12	7	13	60	40.3%
Jefferson	1,004	1,004	16	22	8	15	39	60.8%
Keller	517	517	4	7	8	13	69	31.3%
Lindbergh	410	410	17	20	16	20	26	74.4%
Lindsey	667	667	23	17	7	11	42	57.7%
Marshall	940	940	10	17	8	13	52	48.1%
Nelson	825	825	20	14	9	11	46	54.4%
Rogers	768	768	10	7	6	10	67	33.2%
Stanford	1,166	1,166	10	10	6	11	63	37.2%
Stephens	654	654	12	13	6	12	57	42.8%
Washington	845	845	22	20	7	12	39	60.8%
All K8	1,972	1,972	13	12	8	10	56	44.5%
Cubberley	381	381	8	4	8	8	72	28.1%
Muir	308	308	19	19	7	12	43	56.8%
Newcomb	315	315	3	5	4	7	82	18.1%
Powell	277	277	17	17	9	14	42	57.8%
Robinson	312	312	23	19	12	11	36	64.4%
Tincher	288	288	12	11	9	10	58	42.4%
All High	19,120	19,120	17	16	7	13	46	53.6%
Avalon	156	156	17	17	6	11	49	50.6%
	91	91	14	18	11	18	40	60.4%
Browning	318	318	25	26	7	11	31	69.2%
Cabrillo	1,556	1,556	30	18	8	11	33	67.0%
CAMS	666	666	4	3	8	84	16.1%	
Jordan	2,206	2,206	25	21	9	14	32	68.4%
Lakewood	2,236	2,236	19	20	9	15	37	63.0%
McBride	665	665	4	9	8	15	64	36.2%
Millikan	3,342	3,342	10	13	7	14	56	44.3%
PAAL	113	113	11	13	6	24	46	54.0%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,726	3,726	17	15	7	12	49	51.0%	
Reid	61	61			10	11	79	21.3%	
Renaissance	376	376	10	11	10	13	57	43.1%	
Sato	543	543			17	4	13	75	24.9%
Wilson	3,217	3,217	22	17	7	14	41	59.1%	
District	33,103	33,103	16	15	8	13	49	51.3%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F		
All Middle	12,043	12,043	8	10	9	13	61	39.3%		
Bancroft	800	800	11	12	9	11	58	42.3%		
Franklin	972	972	7	9	8	11	65	34.8%		
Hamilton	742	742	8	12	10	14	55	44.6%		
Hoover	499	499	10	10	17	64	36.5%			
Hughes	1,210	1,210	3	8	10	12	68	31.7%		
Jefferson	1,002	1,002	11	15	10	14	51	49.3%		
Keller	516	516			24	7	9	77	22.9%	
Lindbergh	410	410	12	12	17	15	44	56.3%		
Lindsey	675	675	14	12	9	13	53	46.8%		
Marshall	935	935	5	12	6	15	61	38.7%		
Nelson	830	830	10	11	12	13	54	46.4%		
Rogers	775	775			7	7	3	7	76	23.9%
Stanford	1,169	1,169	8	10	7	11	64	35.8%		
Stephens	658	658	5	7	9	11	67	32.7%		
Washington	850	850	10	12	11	18	49	51.3%		
All K8	1,980	1,980	7	8	9	11	66	34.0%		
Cubberley	385	385			52	6	9	78	21.8%	
Muir	312	312	13	14	7	12	54	45.8%		
Newcomb	315	315				2	33	91	8.6%	
Powell	275	275	9	9	12	14	56	44.4%		
Robinson	312	312	14	13	13	13	47	52.9%		
Tincher	286	286			4	6	8	13	70	30.4%
All High	19,473	19,473	10	11	8	13	58	41.9%		
Avalon	159	159	13	16	10	12	50	50.3%		
		95	8	5	18	16	53	47.4%		
Browning	332	332	18	20	8	17	37	63.0%		
Cabrillo	1,611	1,611	18	14	9	12	47	52.9%		
CAMS	673	673				2	14	93	7.4%	
Jordan	2,251	2,251	18	15	11	16	39	60.6%		
Lakewood	2,279	2,279	9	17	10	17	48	52.2%		
McBride	671	671			1	46	12	77	23.1%	
Millikan	3,377	3,377			5	7	7	11	70	30.0%
PAAL	121	121	15	13	12	17	42	57.9%		

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,774	3,774	9	9	8	11	63	37.3%	
Reid	46	46			7	20	74	26.1%	
Renaissance	385	385	8	9	6	11	65	34.5%	
Sato	550	550				34	10	83	17.1%
Wilson	3,290	3,290	14	13	8	12	53	47.1%	
District	33,496	33,496	9	11	8	12	59	40.5%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,111	12,111	10	13	9	13	55	44.6%
Bancroft	804	804	12	15	8	12	53	47.3%
Franklin	984	984	8	11	10	13	57	42.9%
Hamilton	750	750	11	14	10	14	51	48.9%
Hoover	506	506	5	14	13	12	57	43.1%
Hughes	1,212	1,212	6	11	9	11	64	36.3%
Jefferson	1,012	1,012	15	18	8	14	45	54.5%
Keller	515	515	3	6	9	11	71	28.7%
Lindbergh	414	414	16	16	15	18	35	64.7%
Lindsey	692	692	17	16	9	14	44	56.1%
Marshall	936	936	7	11	8	14	59	40.9%
Nelson	832	832	10	12	12	13	53	47.5%
Rogers	775	775	7	9	4	9	70	29.7%
Stanford	1,164	1,164	9	10	6	12	63	37.4%
Stephens	661	661	7	11	7	13	62	37.8%
Washington	854	854	15	25	7	15	39	61.2%
All K8	1,989	1,989	8	9	8	13	61	38.9%
Cubberley	383	383	4	4	7	12	73	26.9%
Muir	312	312	14	13	10	16	47	53.2%
Newcomb	318	318	4	25		89	11.3%	
Powell	279	279	13	10	11	15	51	49.1%
Robinson	315	315	15	19	14	12	40	60.0%
Tincher	286	286	3	8	5	14	69	30.8%
All High	19,609	19,609	14	15	8	13	49	50.5%
Avalon	159	159	15	18	7	16	45	55.3%
		96	13	7	11	25	44	56.3%
Browning	331	331	26	28	7	9	30	70.4%
Cabrillo	1,652	1,652	26	16	8	13	37	63.4%
CAMS	673	673	3	36		88	11.6%	
Jordan	2,250	2,250	22	20	10	15	32	68.1%
Lakewood	2,290	2,290	13	21	11	15	41	59.1%
McBride	676	676	2	8	8	14	68	32.2%
Millikan	3,394	3,394	7	11	7	13	62	38.1%
PAAL	125	125	22	28	5	12	33	67.2%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,802	3,802	14	14	7	13	51	49.1%	
Reid	37	37				19	81	18.9%	
Renaissance	389	389	11	12	10	15	52	47.6%	
Sato	549	549			4	7	14	74	26.4%
Wilson	3,319	3,319	18	16	7	13	46	53.9%	
District	33,709	33,709	12	14	8	13	52	47.7%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,107	12,107	10	14	8	14	55	45.1%
Bancroft	803	803	11	14	7	12	56	44.3%
Franklin	995	995	9	11	9	14	56	43.5%
Hamilton	755	755	12	14	8	11	55	45.4%
Hoover	507	507	7	13	13	12	56	44.4%
Hughes	1,209	1,209	6	13	6	14	61	39.2%
Jefferson	1,004	1,004	13	17	10	13	47	53.5%
Keller	516	516	3	8	6	13	70	29.8%
Lindbergh	419	419	13	22	11	18	36	63.7%
Lindsey	687	687	16	16	10	16	42	57.6%
Marshall	940	940	9	13	6	12	59	41.0%
Nelson	833	833	10	13	9	13	55	44.8%
Rogers	773	773	5	9	4	10	71	28.7%
Stanford	1,165	1,165	9	10	6	13	63	37.4%
Stephens	659	659	8	16	8	18	51	49.5%
Washington	842	842	17	25	6	16	36	63.8%
All K8	1,983	1,983	9	11	7	12	61	38.6%
Cubberley	383	383	4	4	7	8	78	22.2%
Muir	313	313	14	17	10	12	47	53.4%
Newcomb	319	319	2	6	6	85	14.7%	
Powell	276	276	13	16	8	12	50	49.6%
Robinson	307	307	19	18	8	17	39	61.2%
Tincher	287	287	4	7	5	16	68	31.7%
All High	19,776	19,776	14	15	7	14	50	50.5%
Avalon	161	161	16	12	7	14	52	48.4%
		98	16	5	12	18	48	52.0%
Browning	332	332	29	27	5	10	29	71.4%
Cabrillo	1,645	1,645	24	16	9	12	38	62.1%
CAMS	673	673	3	27	86	13.5%		
Jordan	2,268	2,268	23	22	9	16	30	70.1%
Lakewood	2,309	2,309	13	20	8	17	42	57.8%
McBride	679	679	3	7	8	14	68	31.7%
Millikan	3,410	3,410	6	10	6	13	65	34.9%
PAAL	130	130	8	18	12	17	45	55.4%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q1

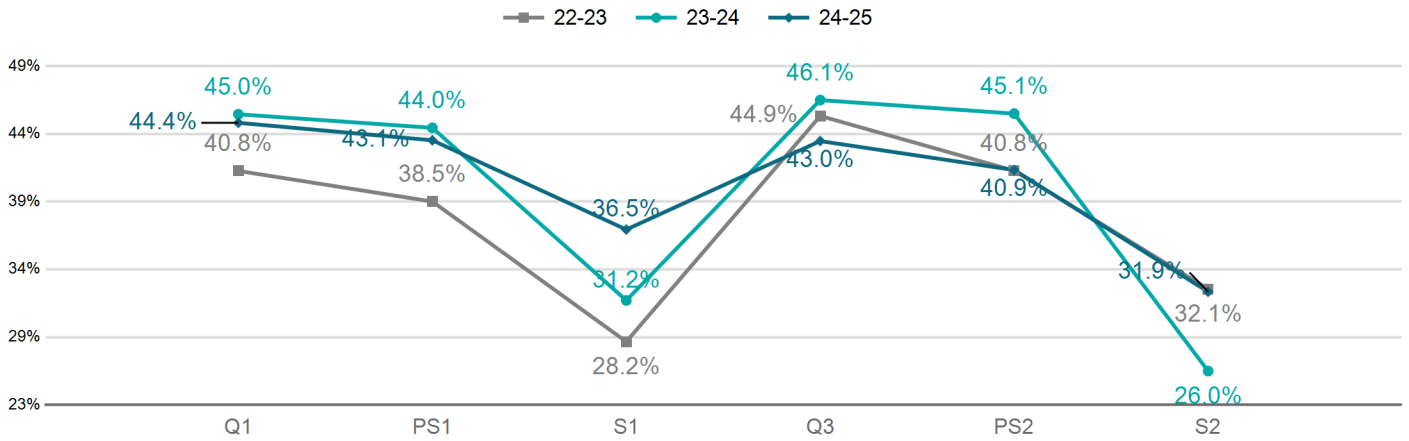
Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,821	3,821	13	15	7	14	50	49.5%	
Reid	25	25				12	88	12.0%	
Renaissance	397	397	13	12	5	20	51	49.1%	
Sato	552	552		1	9	6	14	69	31.2%
Wilson	3,399	3,399	20	17	6	13	44	55.6%	
District	33,866	33,866	13	15	7	14	52	47.9%	

The percentages may not equal 100% due to rounding.

Percent of Students with 1+ D or F - 3 year Comparison Hoover

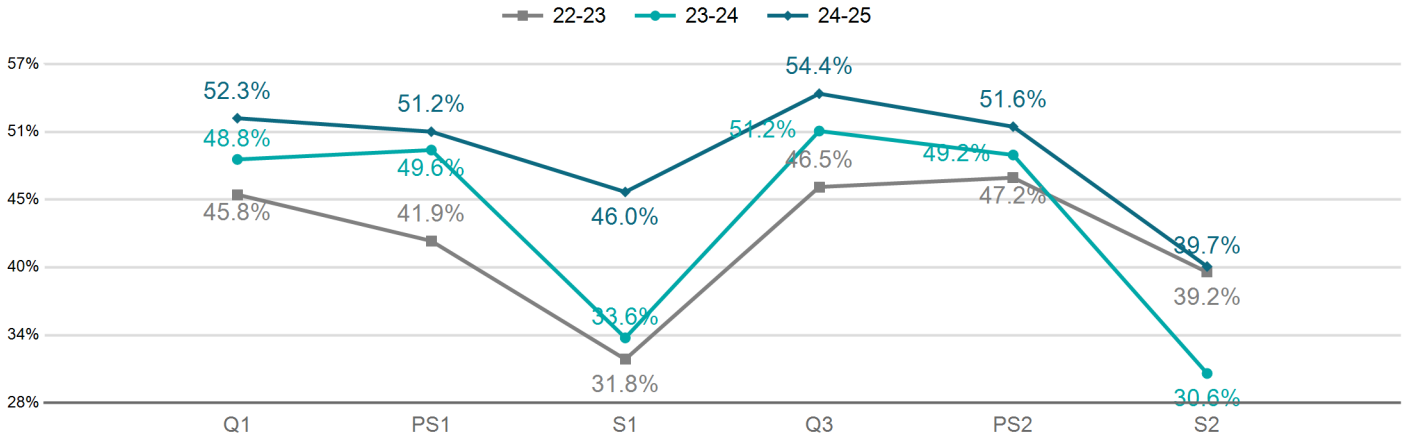
Category: All Students



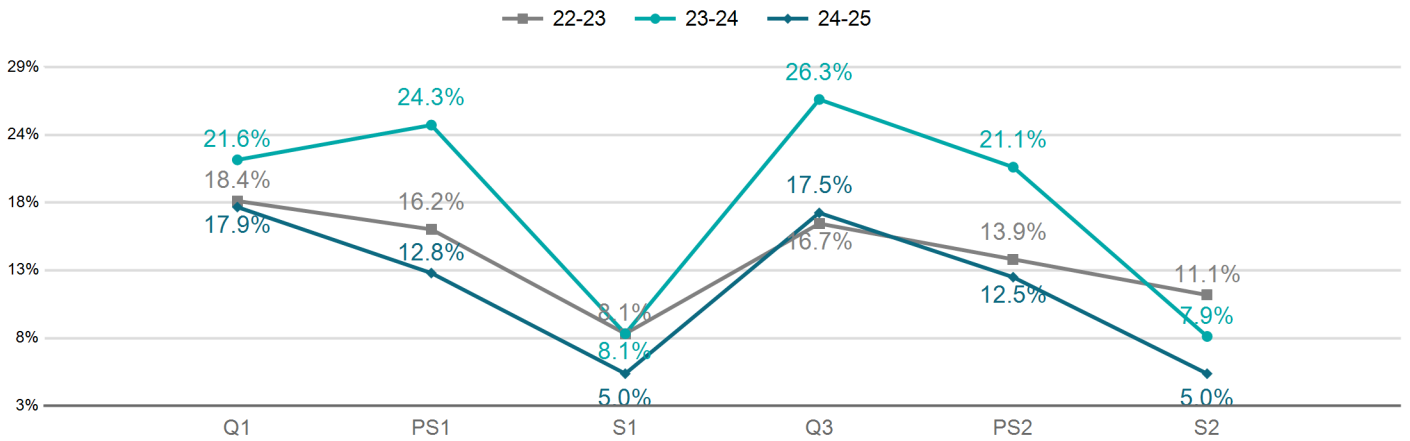
Graphs for subgroups on following pages.

Percent of Students with 1+ D or F - 3 year Comparison Hoover

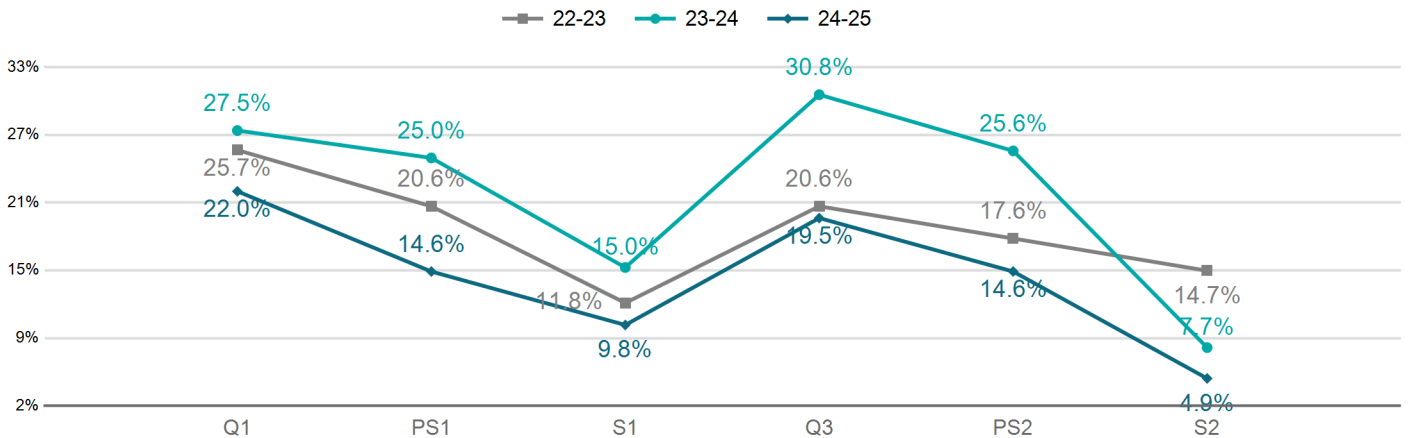
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: Asian



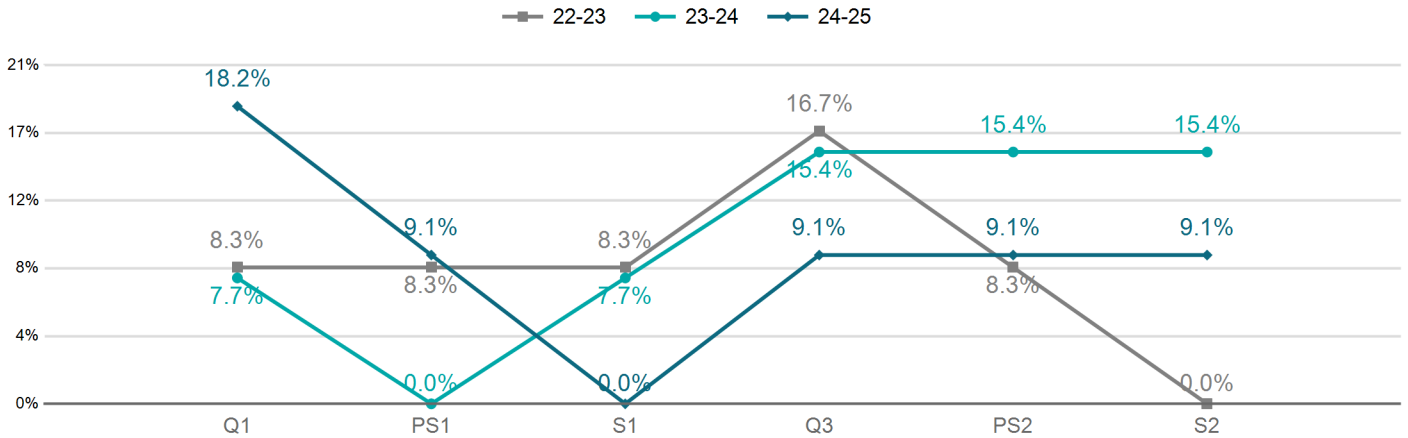
Category: Ethnicity - Subgroup: Cambodian



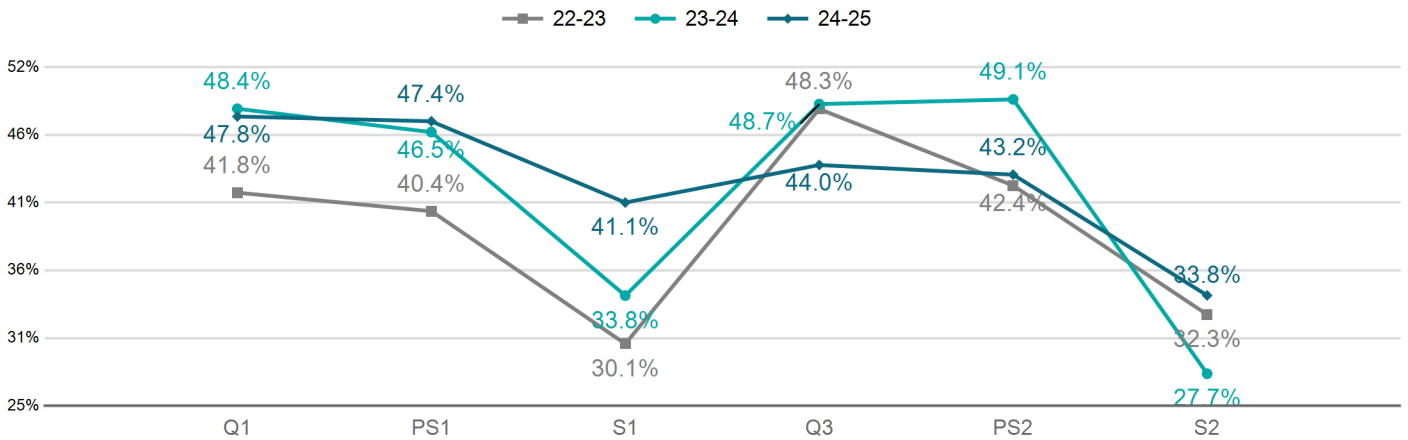
Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Percent of Students with 1+ D or F - 3 year Comparison Hoover

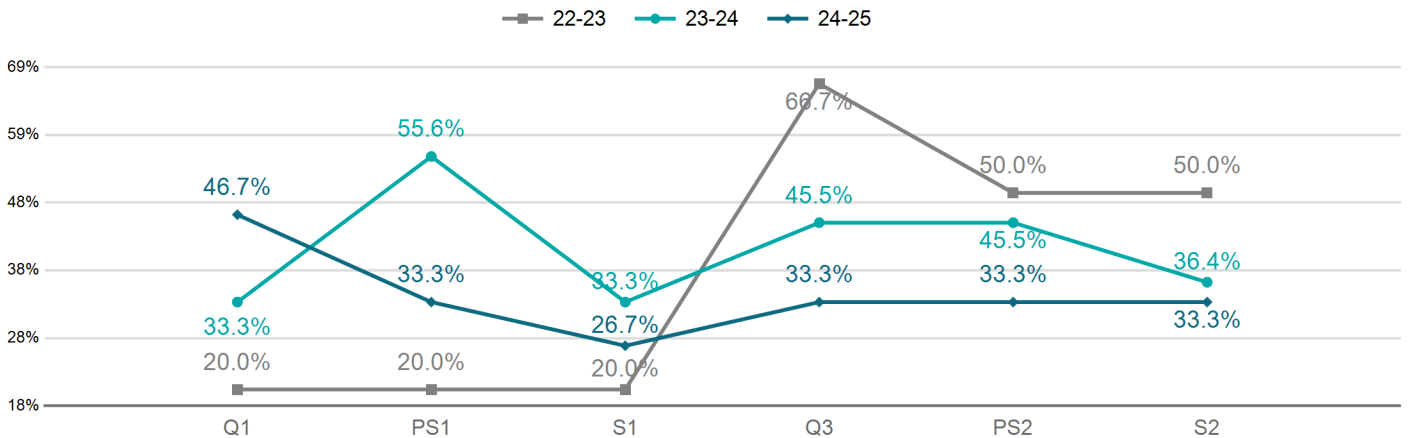
Category: Ethnicity - Subgroup: Filipino



Category: Ethnicity - Subgroup: Hispanic

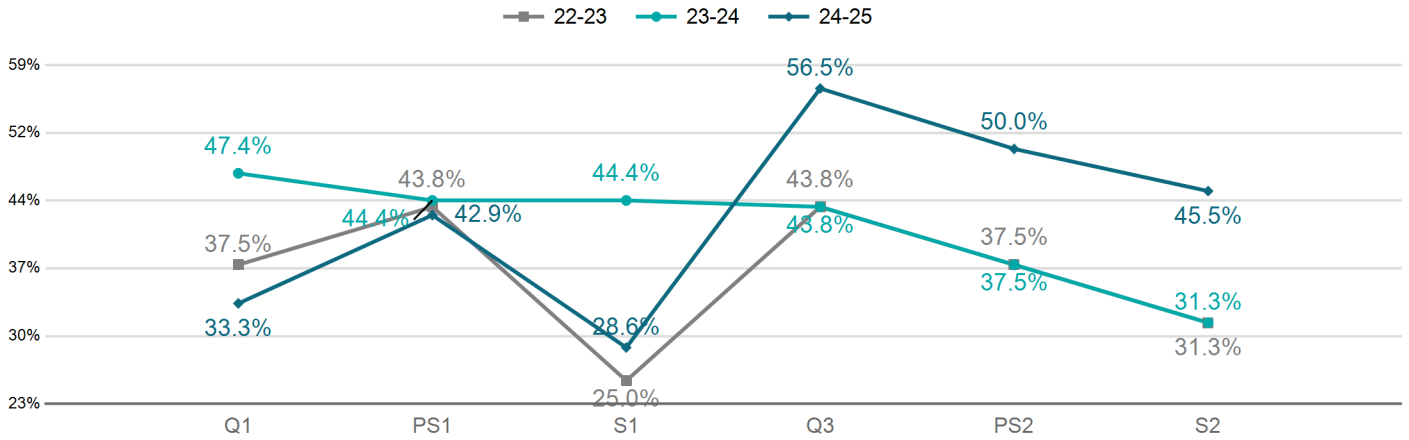


Category: Ethnicity - Subgroup: Pacific Islander

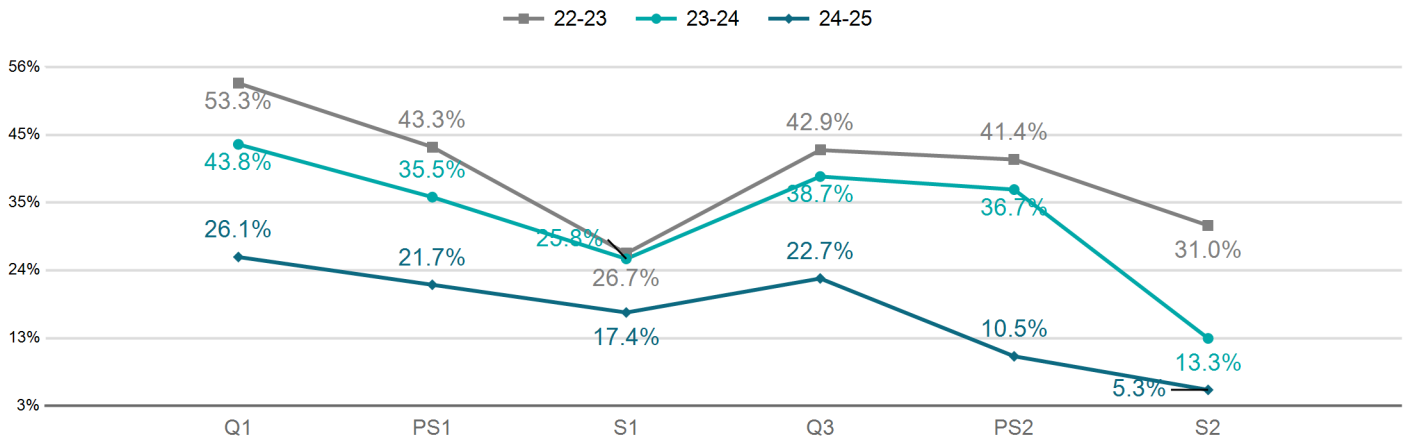


Percent of Students with 1+ D or F - 3 year Comparison Hoover

Category: Ethnicity - Subgroup: White

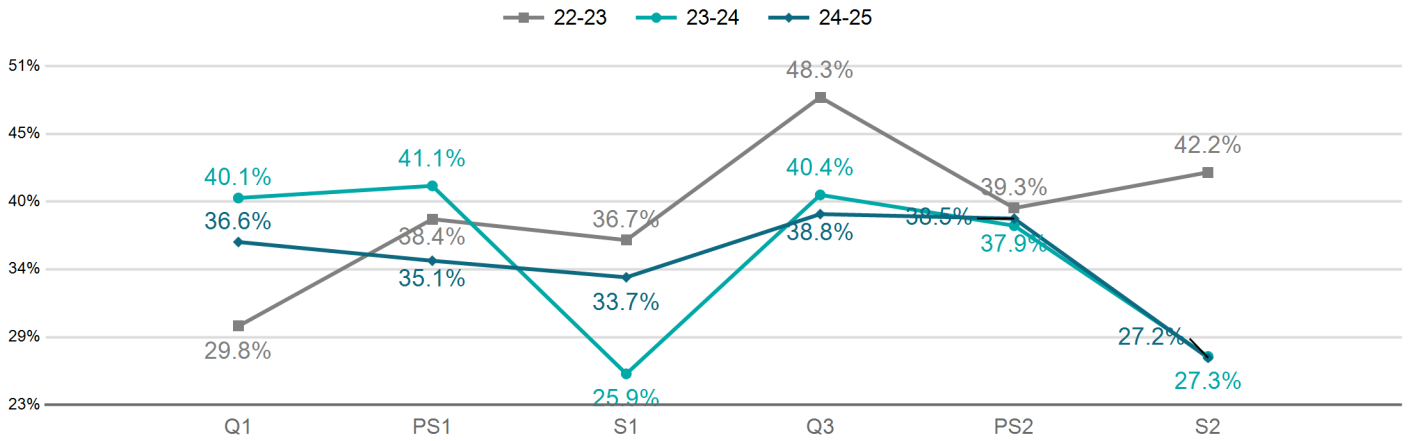


Category: Ethnicity - Subgroup: Other

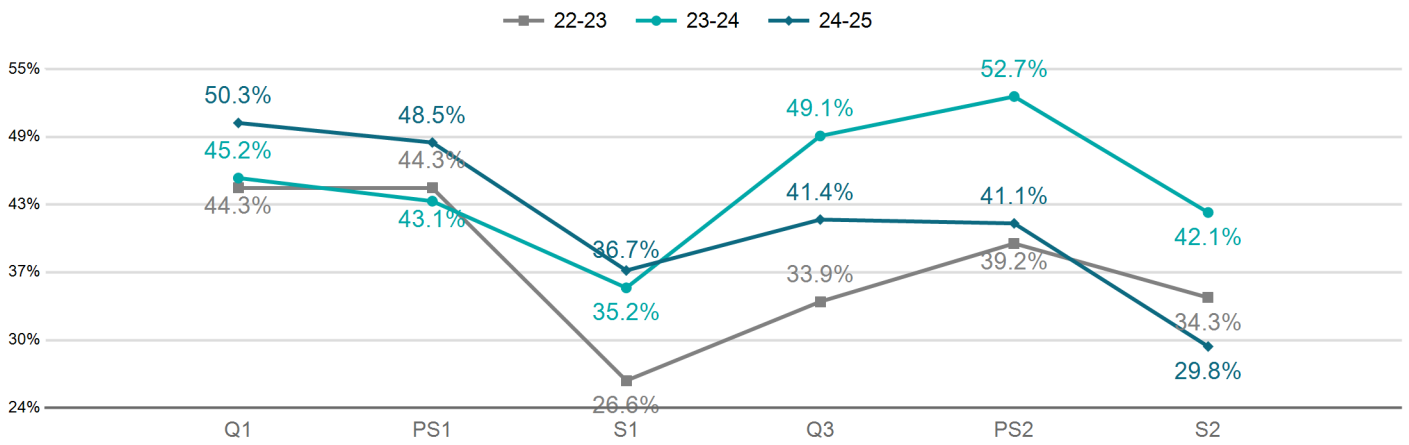


Percent of Students with 1+ D or F - 3 year Comparison Hoover

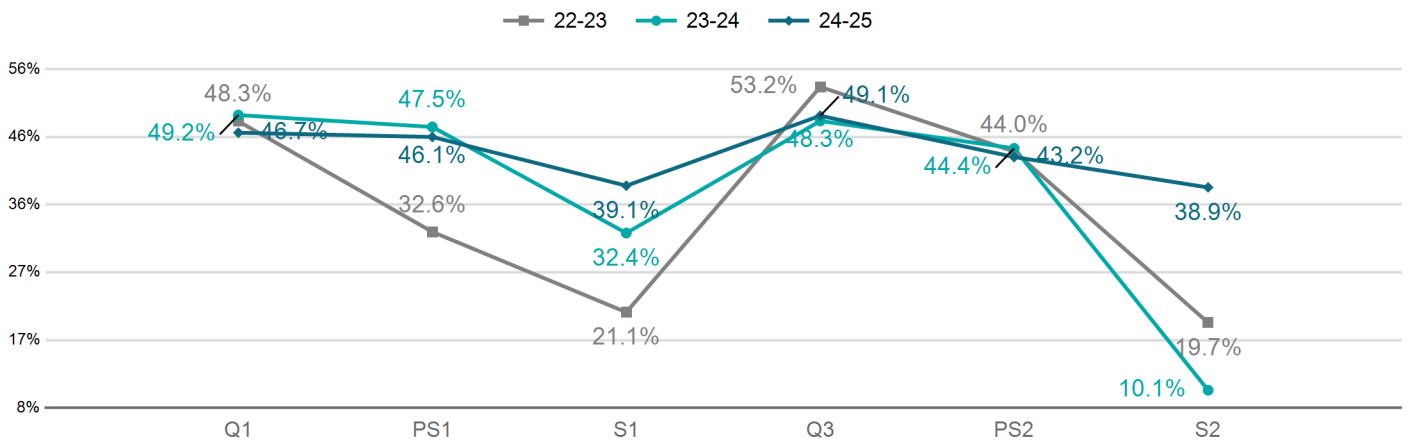
Category: Grade - Subgroup: Gr. 06



Category: Grade - Subgroup: Gr. 07

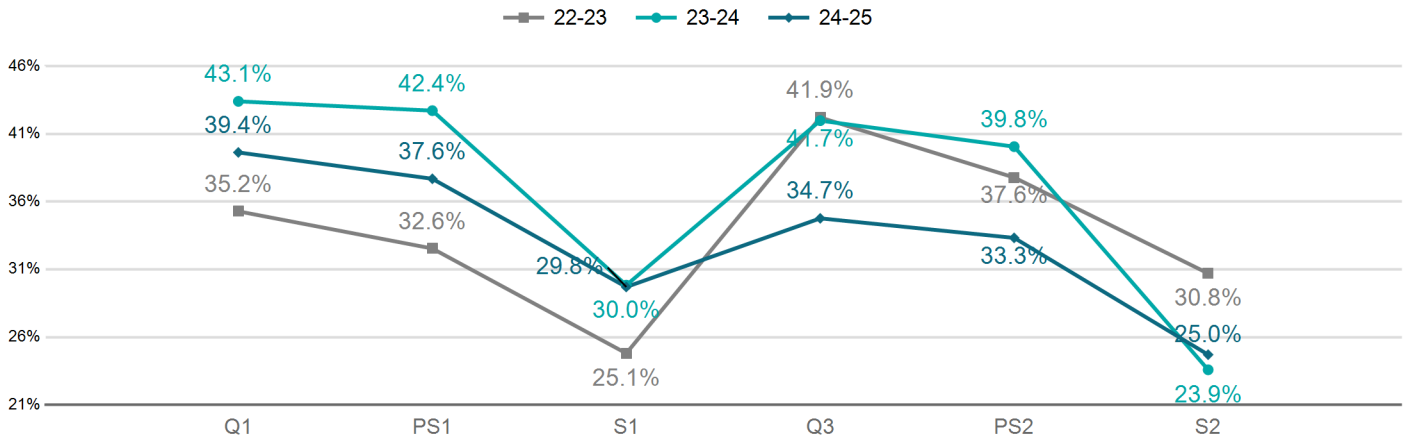


Category: Grade - Subgroup: Gr. 08

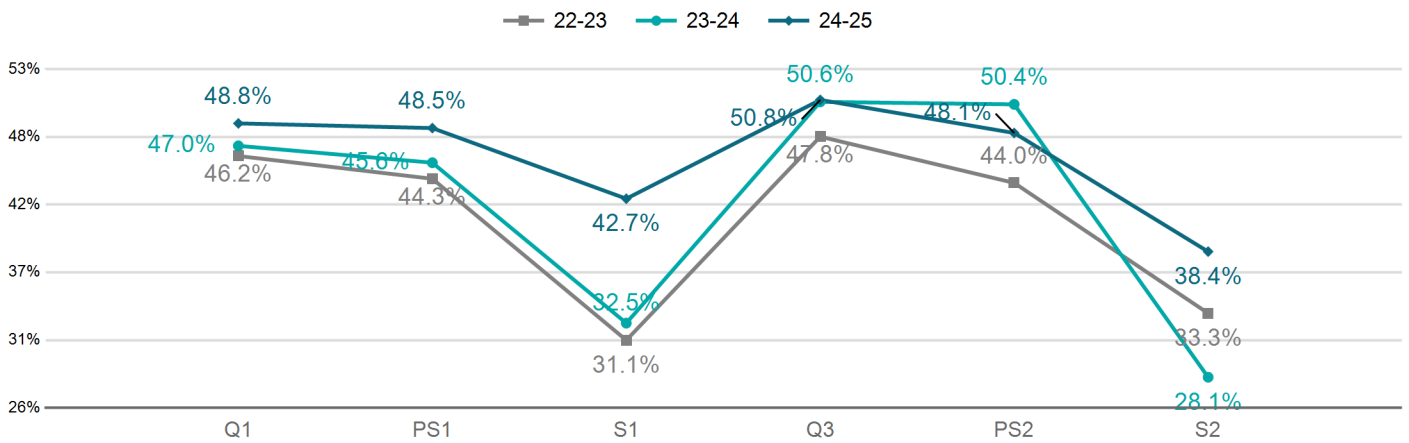


Percent of Students with 1+ D or F - 3 year Comparison Hoover

Category: Gender - Subgroup: Female

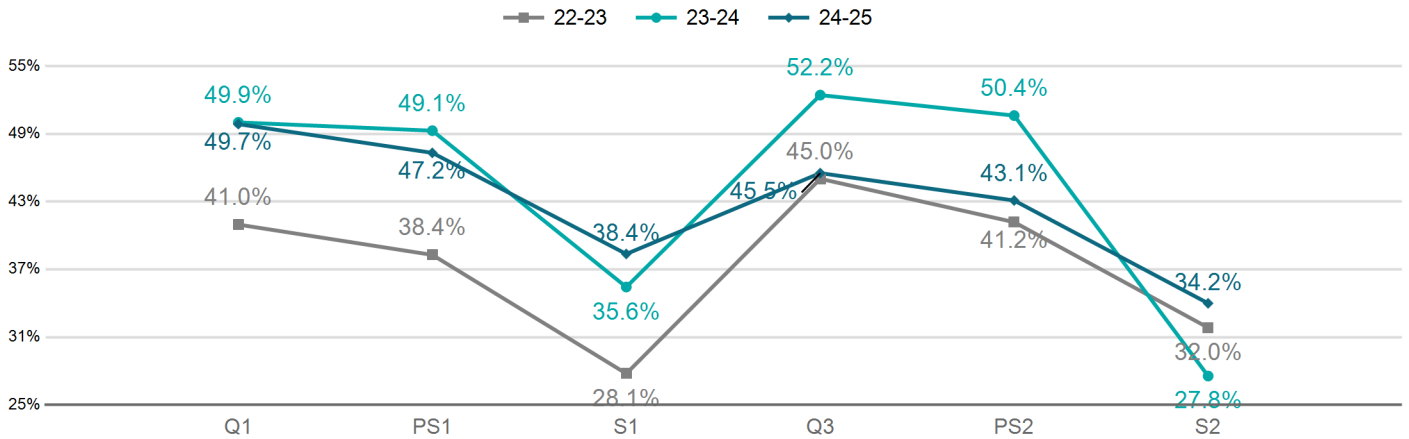


Category: Gender - Subgroup: Male

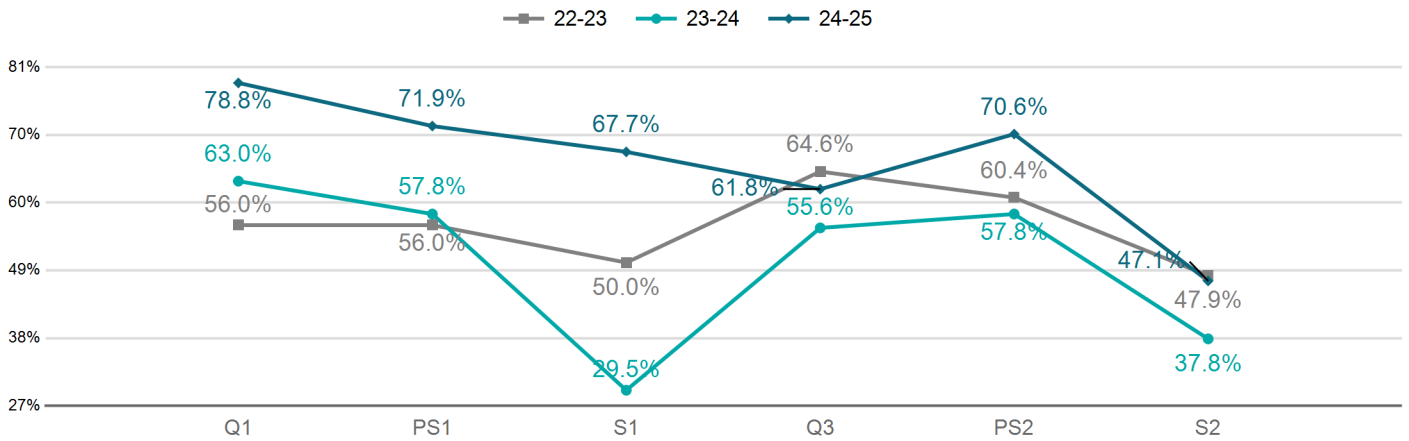


Percent of Students with 1+ D or F - 3 year Comparison Hoover

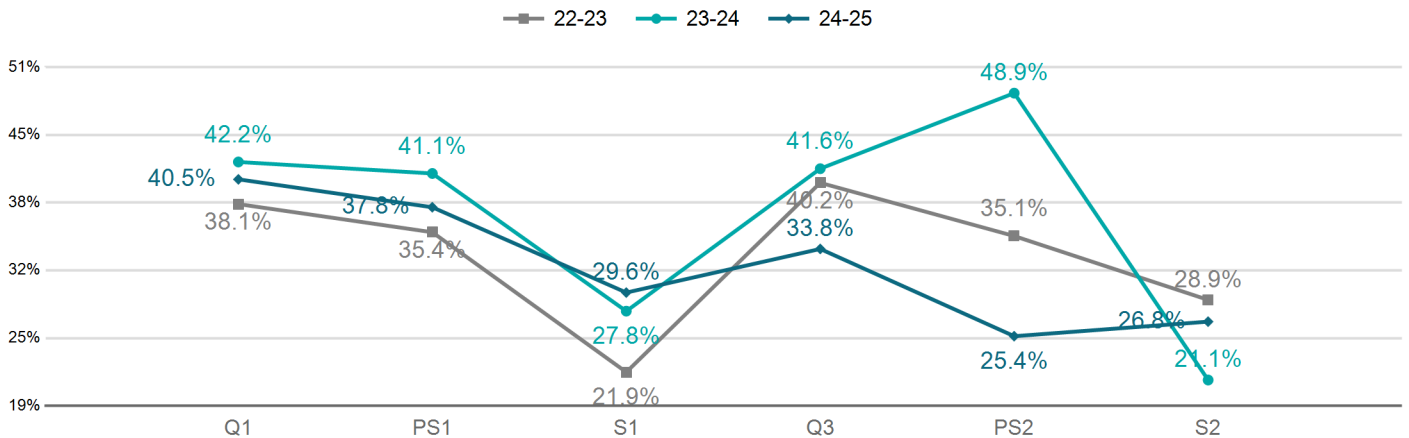
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL

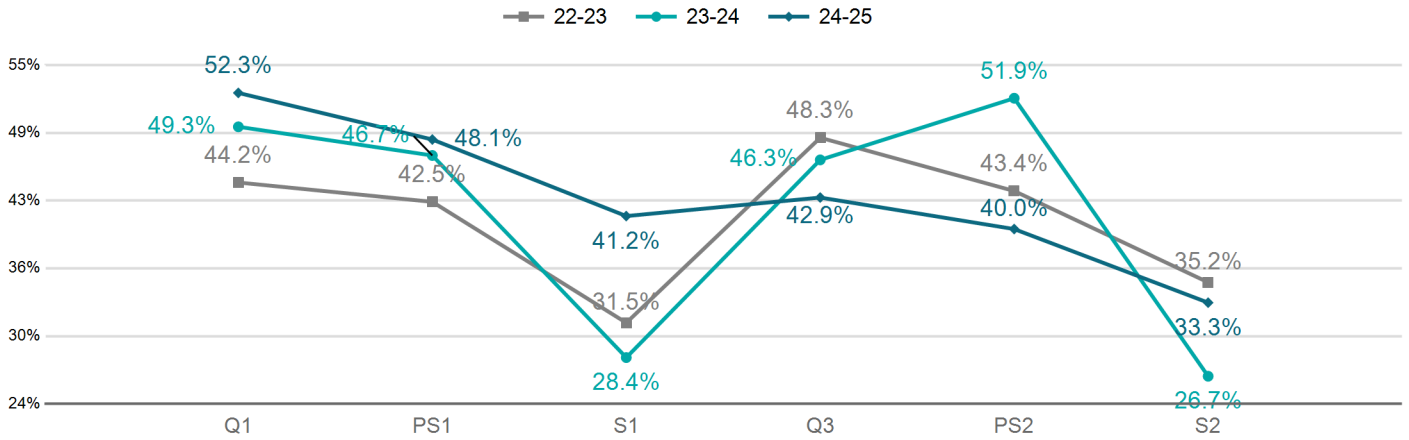


Category: Special Populations - Subgroup: RFEP

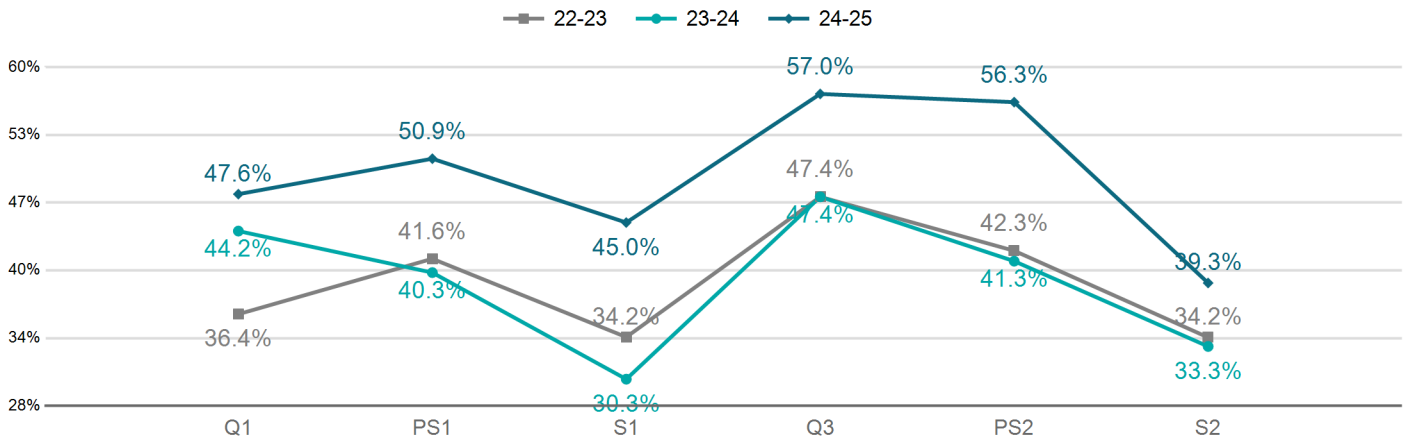


Percent of Students with 1+ D or F - 3 year Comparison Hoover

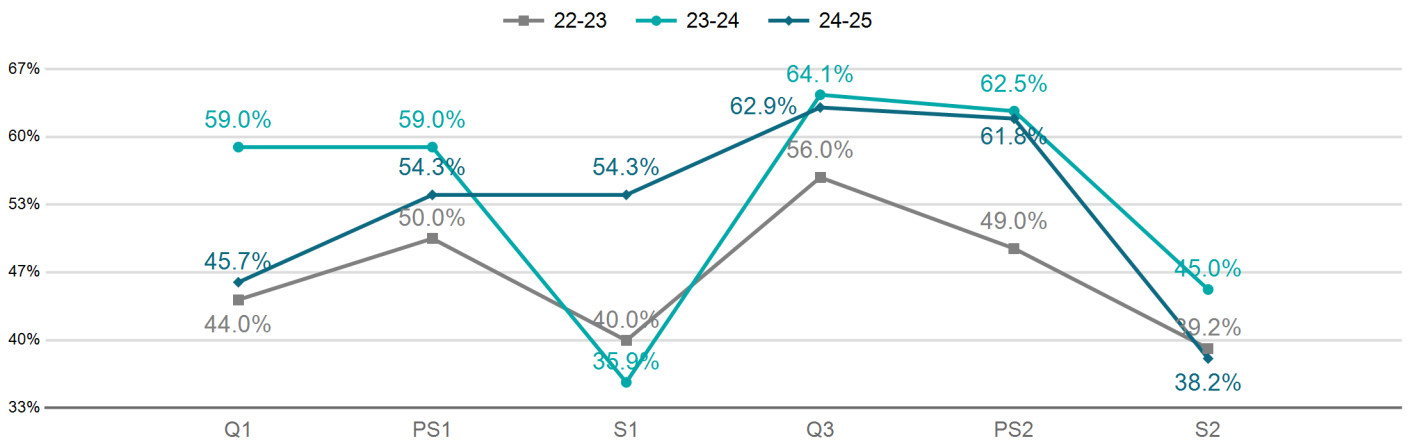
Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

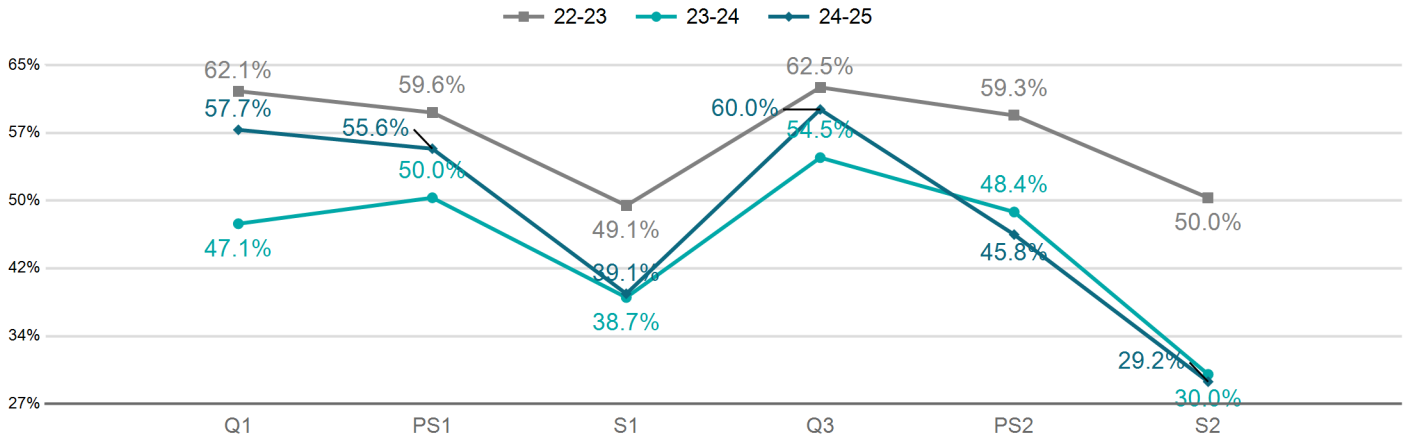


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

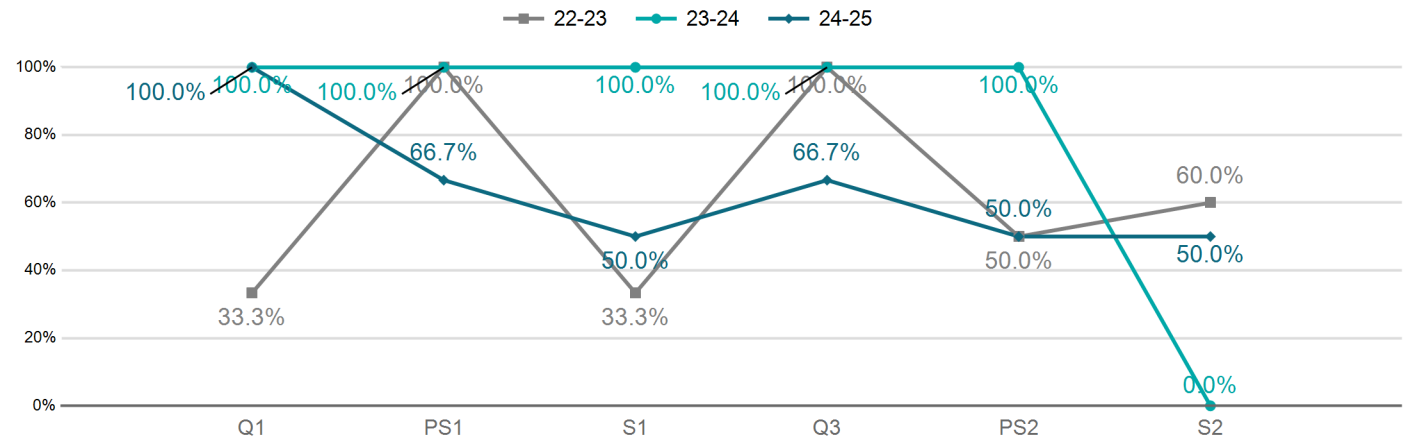


Percent of Students with 1+ D or F - 3 year Comparison Hoover

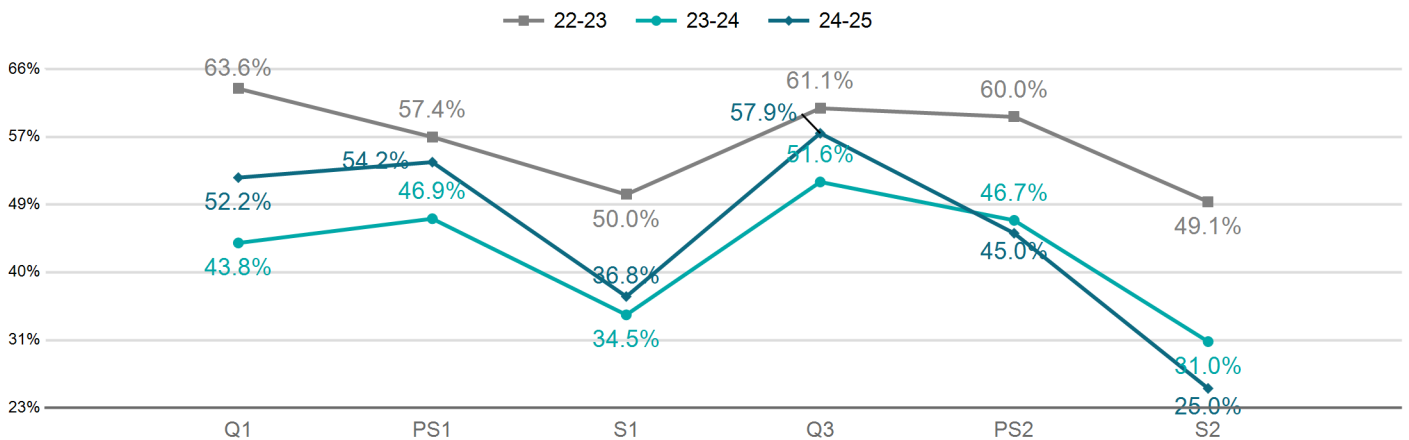
Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

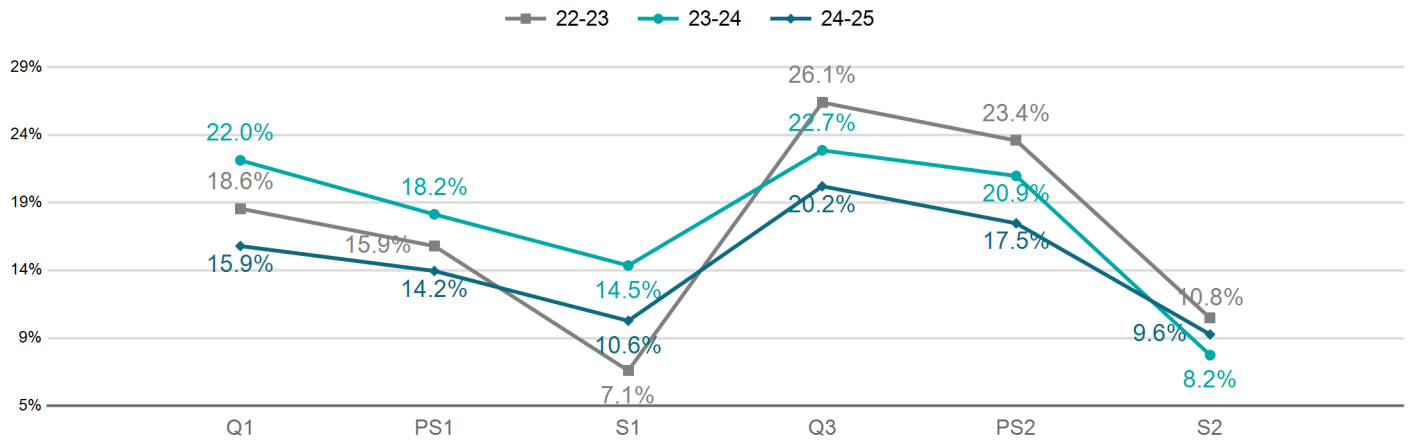


Category: Special Populations - Subgroup: Homeless



Percent of Students with 1+ D or F - 3 year Comparison Hoover

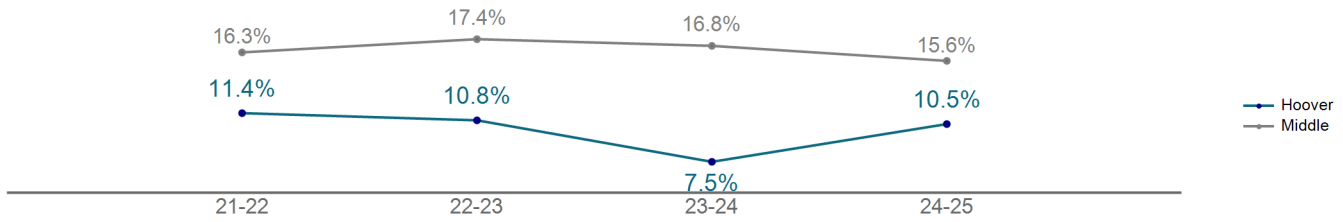
Category: Special Populations - Subgroup: GATE/Excel



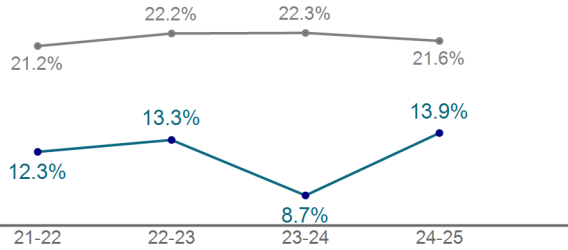
Semester 2 - D/F Rate

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

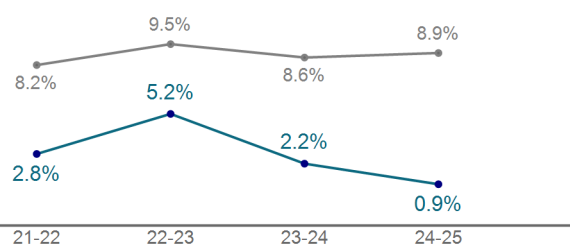
**Hoover
All Students
N = 2,971**



**African American
N = 748**



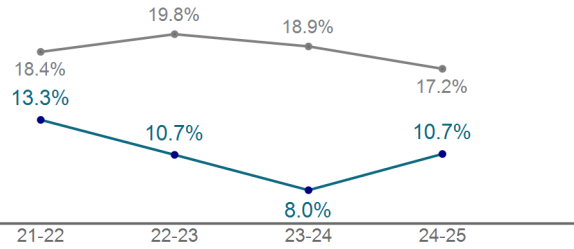
**Asian
N = 217**



Filipino

Subgroup with fewer than 20 total grades.

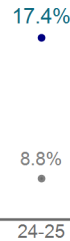
**Hispanic
N = 1,583**



Pacific Islander

Subgroup with fewer than 20 total grades.

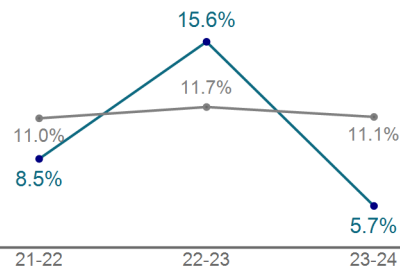
**White
N = 109**



Native American

Subgroup with fewer than 20 total grades.

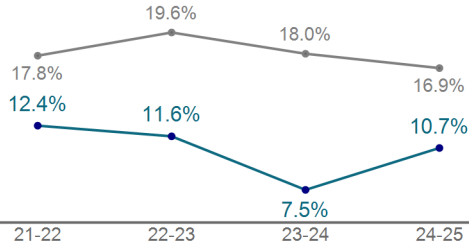
Other



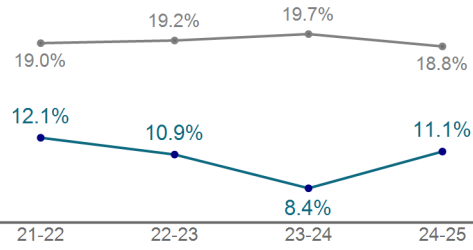
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included.

Semester 2 - D/F Rate

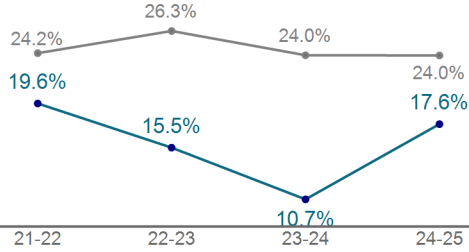
EL + RFEP
N = 606



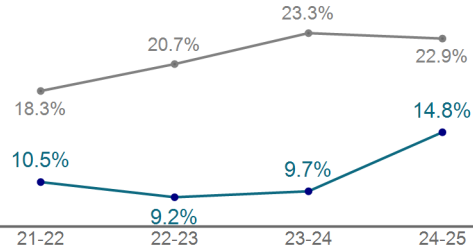
Low SES
N = 1,933



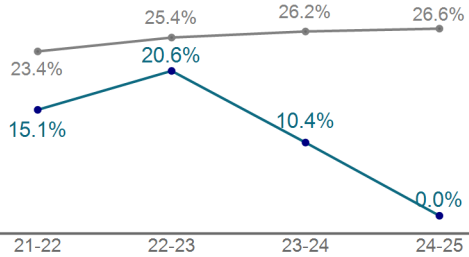
English Learner
N = 187



Special Education
N = 642



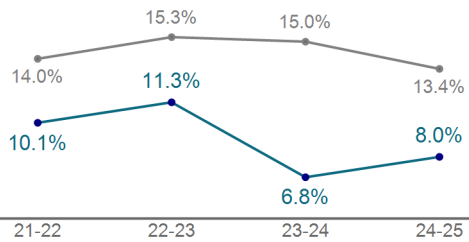
Homeless
N = 20



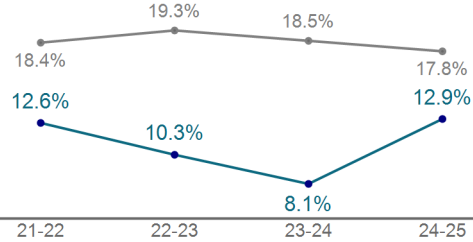
Foster Youth

Subgroup with fewer than 20 total grades.

Female
N = 1,433



Male
N = 1,532

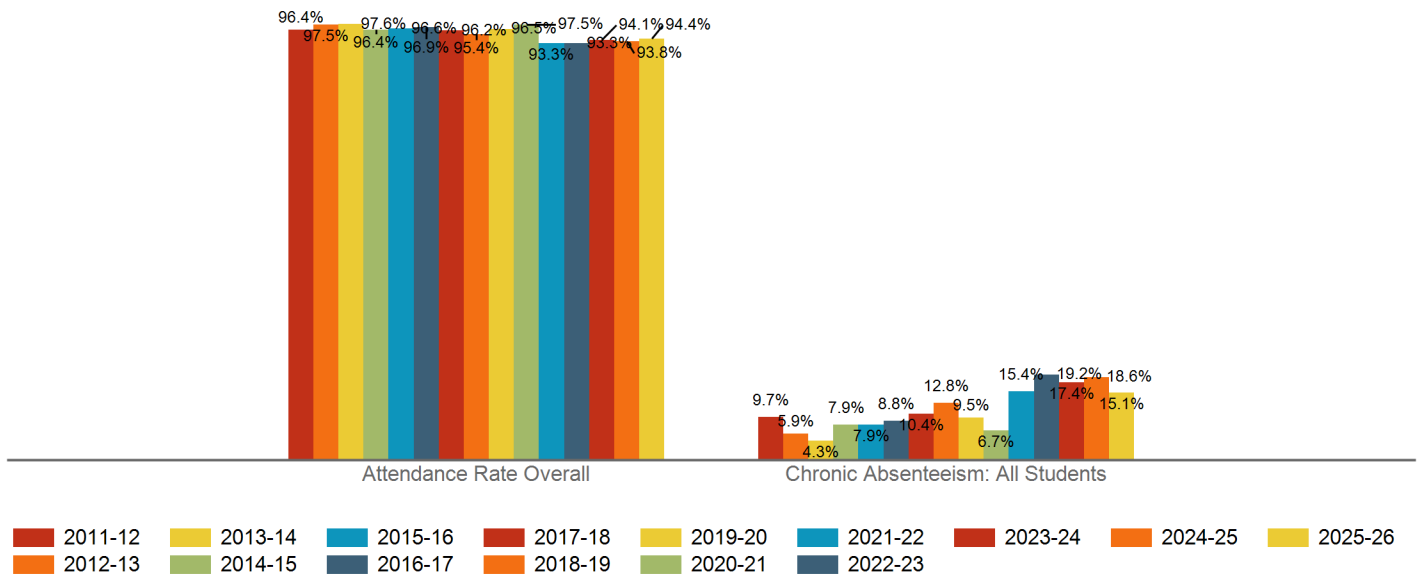


N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included.

Attendance/Chronic Absenteeism Rate

School Year: 24-25

Goals	Description
Culture/Climate Goals	<p>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 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 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:</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: Progress will be monitored by post meeting (next month) with students who receive RJ support.</p>
Culture/Climate Goals	<p>By the end of 2024/2025 Pulse survey results will show a 5-7% increase in Hoover's Sense of Belonging.</p> <p>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:</p> <ul style="list-style-type: none"> 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 <p>These goals will be achieved the work of several school committees and initiatives.</p>



Attendance/Chronic Absenteeism Rate

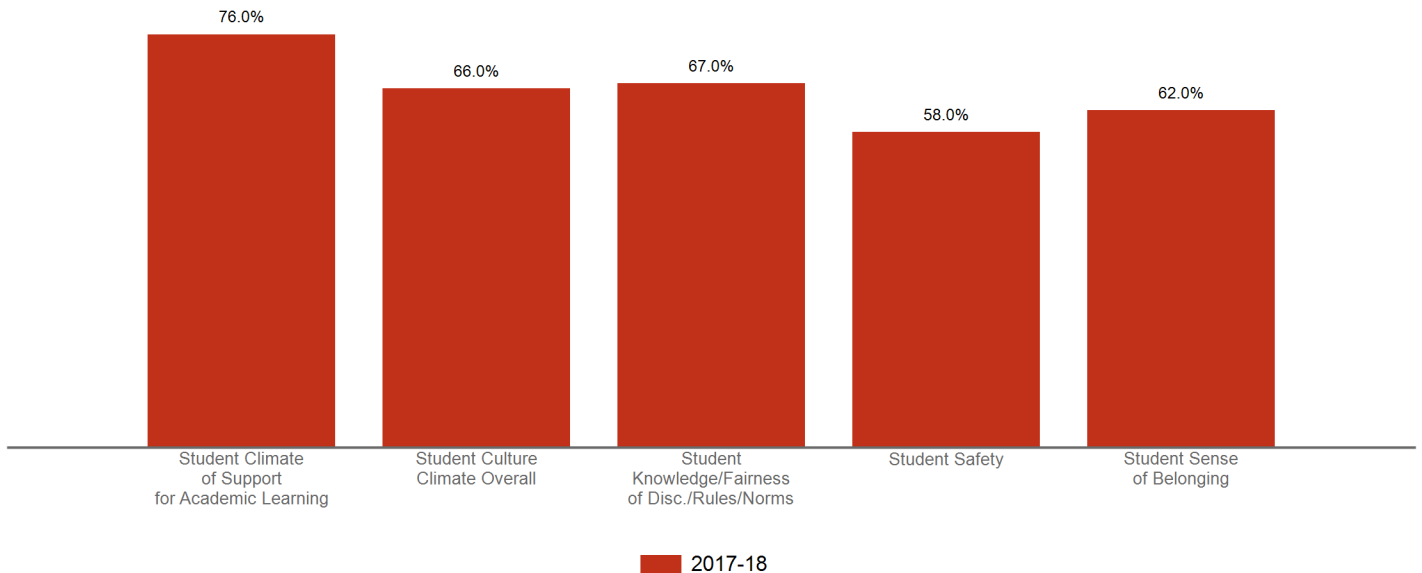
School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	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.		Asst. Principal Middle
Total			

Culture-Climate Survey (Student-Staff)

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>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 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 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:</p> <p>Works strategically as a team in support of our goals Guides & supports the implementation of standards-based curriculum, instruction & assessments Develops, implements, and monitors systems that result in increased student achievement for all students Provides individual & collective professional learning opportunities in Understanding and Expectations 1 and 3(practice 3) that result in high staff performance Monitors and adjusts action plans based on equitable access, opportunities, and outcomes for our BIPOC students and teachers: Deliver standards aligned instruction Establish classroom climates built on warm, caring relationships Communicates clearly and consistently with parents/guardians through various methods Set high expectations and provides necessary supports for student success Create a safe learning environment that values diversity, trust, and respectful communication then our students will experience academic success and be better prepared for high school and beyond.</p> <p>Progress Monitoring: Progress will be monitored by post meeting (next month) with students who receive RJ support.</p>
Culture/Climate Goals	<p>By the end of 2024/2025 Pulse survey results will show a 5-7% increase in Hoover's Sense of Belonging.</p> <p>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</p> <p>These goals will be achieved the work of several school committees and initiatives.</p>



Culture-Climate Survey (Student-Staff)

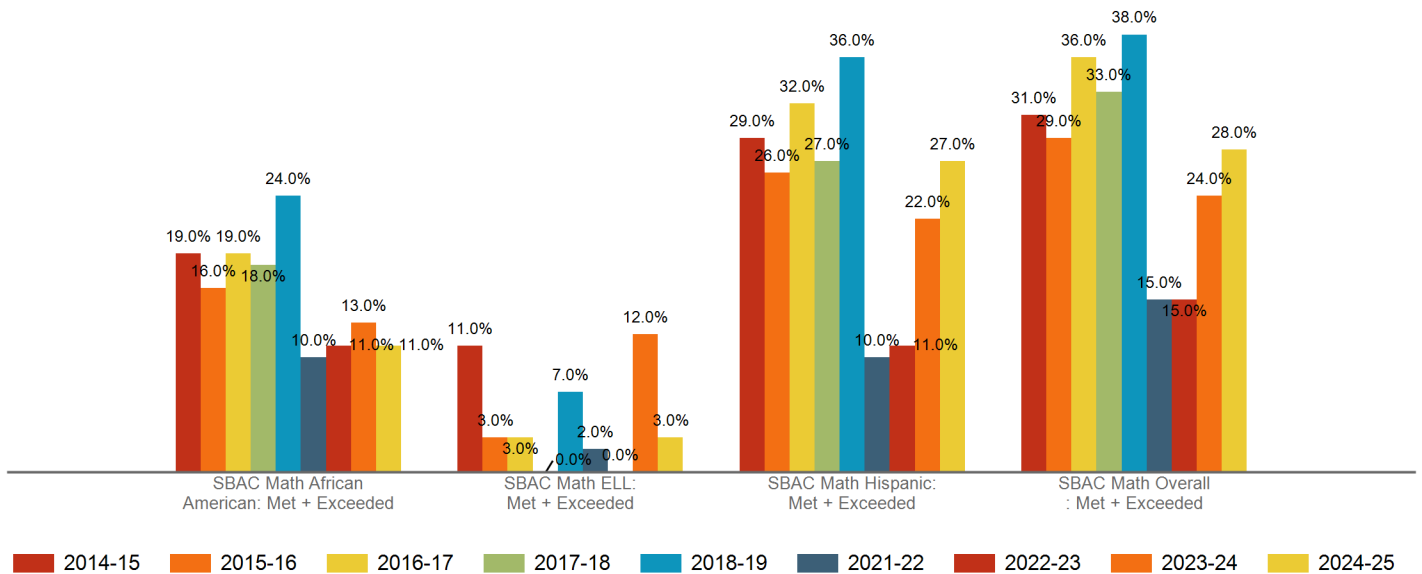
School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	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.		Asst. Principal Middle
Total			

SBAC Math

School Year: 24-25

Area	Description
Math Goals	<p>Action Plan Summary: 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 Professional Development Quality Core Instruction training.</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. Progress Monitoring</p> <p>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-i-t and Prove-i-t 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.</p>
Math Goals	<p>Goals:</p> <p>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.</p> <p>All: Students will increase their avg. score of unit 1 exam from 38% (2022) to 45% this year.</p> <p>AA: African American students will increase avg. score of unit 1 exam from 41% (2022) to 51%</p> <p>Hispanic: students will increase avg. score of unit 1 exam from 41% (2022) to 51%</p> <p>Homeless youth: 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>SWD/SED: Students with IEP will increase their avg unit 1 score from 32% (2022) to 37% this year</p> <p>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.</p>



SBAC Math

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	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.		Substitute teacher full day
Total			

African-American

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	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.	\$101,765	
2	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.	\$13,530	
Total		\$115,295	

All Students

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	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.	\$101,765	
2	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.	\$13,530	
Total		\$115,295	

English Learners

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	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.	\$101,765	
2	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.	\$13,530	
Total		\$115,295	

Hispanic

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	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.	\$101,765	
2	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.	\$13,530	
Total		\$115,295	

School Plan for Student Achievement Addendum 2025-2026

Additional Targeted Support and Improvement (ATSI) ▾

Hoover Middle School ▾

CSDE/LEP Identify subgroups:

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input checked="" 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 above 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/TSI 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/TSI responsibilities.

Date Approved by SSC

11/12/25

Signature of Principal

[Redacted Signature]

11/12/25

Signature of SSC Chair

[Redacted Signature]

11/12/25

Resource Inequities

Schools eligible for CSI, TSI, 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/TSI targeted student groups.

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

- There are no resource inequalities in our SPSA.** Our CSI/ATSI/TSI targeted students are a priority and receive 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/TSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities (*optional*)

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.
- Based on the research and “gap” analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD’s “intervention tracker” or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

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

More broadly, the LROIX platform developed by LBUSD’s Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are “at-promise” across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

LONG BEACH
UNIFIED SCHOOL DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2025-2026

Apoyo y Mejora Específica Adicional (ATSI) -

Hoover Middle School -

Marque con una X, o multiplique los grupos con:

- Afroamericanos
- Indio americanos
- Asiático-americanos
- Estudiante que está aprendiendo inglés
- Filipinos
- Jóvenes en hogares de crianza
- Hispanos
- Sin hogar
- Isleños del pacífico
- Desfavorecidos socioeconómicamente
- Estudiantes con discapacidades
- Dos o más razas
- Blancos

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)* / Apoyo y Mejora Específica Adicional (ATSI)* / Apoyo y Mejora Específica (TSI)*.

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/TSI. 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/TSI.

**por sus siglas en inglés*

Fecha de aprobación por el SSC

11/12/25

Firma del director

[Redacted Signature]

11/12/25

Firma del presidente del SSC

[Redacted Signature]

11/12/25

Inequidad de recursos

Las escuelas elegibles para CSI, TSI 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/TSI 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/TSI está dirigido:

- No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI/ATSI/TSI 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/TSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos *(opcional)*

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear “listas de vigilancia”, es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa.
- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD

promovió en este proceso de toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.

Hoover Middle School

Student/ Parent/ School Compact

2025-2026

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.

Parent Conferences:

Our district deeply values family partnership as essential to student success. We warmly invite and encourage your involvement in your child's education. To ensure we can provide the best support possible, we ask that appointments be scheduled in advance when possible. Conferences will focus on your child's needs, and we are committed to working together in a respectful, solution-oriented manner. If you need language support, scheduling assistance, or other accommodations, we're here to help.

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.

Per SSC Authorization 9-24-2025 (VIII-A)

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. Hágalos 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
Parent Involvement Guidelines 2025-2026

The Hoover Middle School has jointly developed with School Site Council members and distributed to parents of participating children the School Parent Involvement Guidelines, which contain information required by Section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish the school's expectations. HooverMS regarding 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 Parent Involvement Guidelines.

PART I

Hoover parents & guardians agrees to implement the following requirements:

- Jointly develop and distribute to parents of participating children the School Parent Engagement Guidelines that the school and parents of participating children agree upon.
- Notify parents about the School Engagement Guidelines in an understandable and uniform format; to the extent possible, distribute these guidelines to parents in a language they can understand.
- Make the School Parent Involvement Guidelines available to the local community.
- Periodically update the School Parent Engagement Guidelines to address the changing needs of parents and the school.
- Adopt the home-school compact as a component of the School Parent Involvement Guidelines.
- Agree to be governed by the following legal definition of parental involvement, and to carry out programs, activities, and procedures in accordance with this definition:

PART H

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE MANDATORY COMPONENTS OF THE SCHOOL ENGAGEMENT GUIDELINES FOR PARENTS

1. Hoover will take the following actions to include parents in the joint development and alignment with the School Parental Involvement Guidelines and its school-wide plan, if applicable, in an organized, ongoing, and timely manner pursuant to Section 1118(b) of the ESEA:
 - The attendance is one of four trainings the District holds for the School Site Council of parents and teams.
Topics include:
 - I. Responsibilities and role of the SSC and its members
 - II. Composition of the SSC (School Site Council)
 - III. Budgetary considerations, if applicable
 - IV. Single Plan for Academic Achievement
 - Plan a meeting with SSC and ELAC parents to review the Single Plan for Academic Achievement and the previous year's Guidelines
 - I. Invite other parents and interested parties to attend the meeting
 - ii. Newsletter
 - III. Back-to-School Night
 - At the meeting
 - I. Review the previous year's School Plan and Guidelines and the School/Parent/School Compact. As a group, note changes and make adjustments (deletions or additions) as needed.
 - ii. Rewrite or update the School Parent Involvement Guidelines and the Student/Parent/School Compact
 - III. Oral and written translations available for Spanish-speaking parents to enable discussion

2. Hoover will take the following actions to distribute the School Parent Involvement Guidelines to parents of participating children and the local community:• SSC y ELAC
 - Reference in the newsletter
 - Parent-teacher conferences upon request
 - Back to School Night
 - CANVAS notifications
 - Workshops for parents
 - Mail from school messenger for parents or announcements on the school website

3. Hoover will periodically review or update its School Parent Engagement Guidelines to address the changing needs of parents and the school each school year:
 - public notifications of school choice
 - • supplementary services
 - • interventions
 - • at the SSC and ELAC meetings
 - • informational meetings for parents

4. Hoover will convene an Annual Meeting to inform parents of the following:• your right to be a participant: via published flyers, *school messenger*
 - Meetings offered in the morning and afternoon during Back-to-School Night, Parent Workshops and/or orientation
 - invitations/flyers that are sent by *CANVAS*, *School Messenger*, school website
 - Announcements can be made on the school's marquee,*CANVAS*, school website, or in a quarterly newsletter

5. Hoover will hold a flexible number of meetings at various times, and will offer childcare and/or home visits paid for with Title I funds as long as these services are related to parent involvement:
 - Notifications via flyers/electric signs – school newsletter, businesses in the community
 - Meetings are offered in the morning and evening
 - Ads/flyers are sent by *CANVAS*, *School Messenger* [School Messenger], school website
 - Childcare and incentives will be provided if needed
 - Family Nights at the District Parent Resource Center

- 2

6. Hoover will provide parents of participating children with a description and explanation of the curriculum used at the school, the academic assessment forms used to measure student progress, and the proficiency levels students are expected to achieve:
 - at various meetings, such as Back-to-School Night, parent-teacher conferences, PTA, parent nights
 - which includes the SSC and ELAC
 - school newsletters
 - *CANVAS*
 - *ParentVUE*
 - *School Messenger* [School Messenger]
 - school website

7. Hoover will provide parents of participating children, upon request, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions related to their children's education, and will respond to such suggestions as soon as possible. Parental suggestions/issues will be based on:
 - talks with the director
 - parent surveys
 - meetings with parents
 - workshops for parents

8. Hoover will submit to the district any comments from a parent if the school-level plan under section (1114)(b)(2) is not satisfactory to the parents of participating children.

PART HI

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Hoover will build school and parent capacity to strengthen parental involvement, to ensure effective parental participation and support of the school-parent-community partnership to improve student academic achievement, through the following activities, when permitted by state and local health departments, as described below:
 - Parent education evenings and workshops
 - Publish schedules for parent workshops offered by LBUSD• Hoover Middle School provides each student with a planner and a place to communicate with parents within it.
 - maintain a school website(www.lbschools.net)
 - book fair
 - Volunteers in Public Schools (VIPS)
 - Back-to-School Night and Open House
 - Sixth-grade orientation and enrollment meeting for eighth-grade students
 - SSC, ELAC
 - WRAP After-School Program
 - Student sporting events and student performances (e.g., music)
 - Where everyone belongs (WEB)

2. Hoover will incorporate the student/parent/school compact as a component of the School Parent Involvement Guidelines:
 - The contract will be discussed and reviewed with the SSC and ELAC members.
 - The contract will be updated to meet the needs of the school, parents, and students.
 - Contract distribution will occur at the beginning of the school year in the student planner. • A section of slips will be sent home with each student.

- 3

3. Hoover, with the assistance of the district, will 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 alternative assessments
 - Title I requirements
 - how to monitor your child's progress

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

- DCAC and ELAC meetings
- LBUSD Website: Parent Involvement
- District Level Resource Center

- workshops for parents
 - Parent resources at the Hoover Library
4. Hoover, with the assistance of the district, will provide materials and training to help parents work with their children to improve academic achievement, such as literacy training, and the use of technology, as appropriate, to foster parental involvement, through:
 - Parent Resource Centers
 - Parent Workshops
 5. Hoover, with the assistance of the district and parents, will educate its teachers, pupil services personnel, principals, or other personnel in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of parent contributions, and how to implement and coordinate parent programs and create ties between parents and schools, by:
 - Training of teachers/school staff to communicate with parents as interested partners
 - Share methods for building home-school ties at faculty meetings and grade-level team meetings
 6. The school, to the extent possible and appropriate, will take the following actions to ensure that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format that is understandable and uniform, and includes alternative formats upon request and, to the extent practical, in a language that parents can understand:
 7. Hoover Middle School staff will facilitate translations of written materials/notifications sent to parents.
 - At Hoover Middle School, we value the partnership between educators and families in fostering a supportive learning environment. To maintain the integrity of our instructional time while accommodating your interest in observing classroom activities, we have established the following visitation guidelines:

Eligibility for Classroom Observation

- To maintain our integrity and dedication to safety on campus, parents or legal guardians with documented educational rights are invited to observe classroom instruction at any time.

Scheduling An Observation

- Please communicate and schedule your visit with the classroom teacher at **least 24 hours in advance**. Our teachers will confirm the observation time, ensuring it does not conflict with assessments or other sensitive activities.

On the day of your visit

- Please report to the main office, present an identification, to sign in and get a visitors pass. A staff member will escort you to and from the classroom.

Observation Guidelines

- To preserve the educational environment, please limit interactions with students and refrain from engaging with the teacher during instruction. Please do not bring other guests during the observation. This might include younger children or other family members. Refrain from using electronic devices, including taking photos or recordings. Maintain confidentiality regarding all students that observed during your visit.
- Please know that we invite all our families to have an active participation in our school culture. We insist that these guidelines are not followed, the observation may be ended early and future visits could be limited.
- We appreciate your cooperation in adhering to these procedures, which are designed to ensure a safe and productive learning environment for all students. Should you have any questions or require further clarification, please do not hesitate to contact the school office.

* * * * *

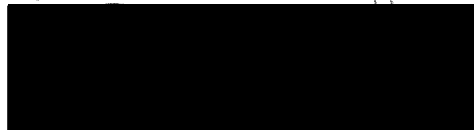
PART IV. ARROGATION

These School Parent Engagement Guidelines have been developed jointly with and in consultation with parents, as demonstrated by Principal Dr. David Costa.

4

This document was adopted by Hoover High School on 24 September 2025 and will be in effect for a period of one year. The school will distribute the Guidelines to all parents in September 24 of 2025 through *School Messenger* and paper copies will be available in the main office. Hoover High School will notify parents of the Guidelines, and they will be provided in an understandable and uniform format. To the extent possible, a copy of the document will be translated into a language parents can understand.

Signature of the authorized official

A large black rectangular redaction box covering the signature of the authorized official.

September 24, 2025

La Escuela Secundaria Herbert Hoover
Directrices de Participación para Padres de Familia 2025-2026

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

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.

4

Este documento fue adoptado por la Escuela Secundaria Hoover el 17 de septiembre de 2025 y estará vigente por un periodo de un año. La escuela distribuirá las Directrices a todos los padres de familia en septiembre 17 del 2025 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

A large black rectangular redaction box covering the signature of the authorized official.

24 de septiembre de 2025