



EST. 1946

**HOOVER**

**COMMUNITY SCHOOL**

**Board Presentation  
March 11, 2025**

# LCAP GOAL #1

By June of 2024, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford, Henry Ford.

Improve Attendance rate by 2% each year in all groups.

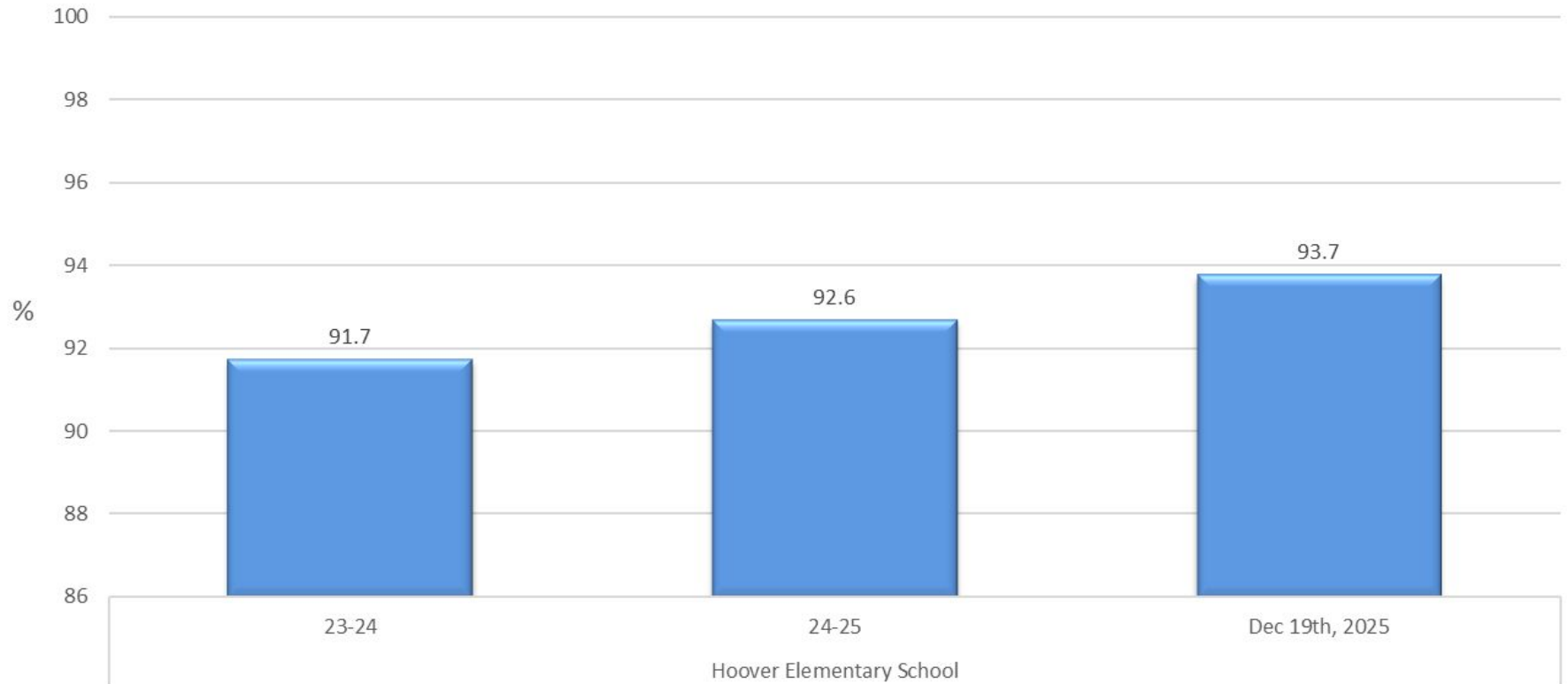
Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.

## Hoover Elementary CA Dashboard and Red Indicators

2022-2023	2023-2024	2024-2025
<p>English Language Arts (ELA): (Red)</p> <ul style="list-style-type: none"> <li>• Sub group: <b>English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities</b></li> </ul> <p>Mathematics: (Orange)</p> <ul style="list-style-type: none"> <li>• Sub Group: <b>Students with Disabilities</b></li> <li>•</li> </ul> <p>English Learner Progress (<b>Red</b>)</p>	<p>English Language Arts (ELA): (Red)</p> <ul style="list-style-type: none"> <li>• Sub group in red: <b>English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities</b></li> </ul> <p>Mathematics: (Red)</p> <ul style="list-style-type: none"> <li>• Sub Group in red: <b>English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities</b></li> </ul> <p>Chronic Absenteeism: ( Orange)</p> <ul style="list-style-type: none"> <li>• Sub group in Red: <b>Homeless</b></li> </ul> <p>Suspension: ( Orange)</p> <ul style="list-style-type: none"> <li>• Sub group in Red: <b>Homeless</b></li> </ul>	<p>ELA: Orange</p> <p>Mathematics: Orange</p> <p>English Learner: Orange</p> <p>Chronic Absenteeism: Yellow</p> <p>Suspension: Blue</p> <p style="text-align: center;"><b>No students in Red for any category!!!</b></p>
<p>ATSI:Hoover</p>	<p>ATSI:Hoover</p>	<p>Exited ATSI</p>

ATSI: Additional Targeted Support and Improvement

## Attendance Rate

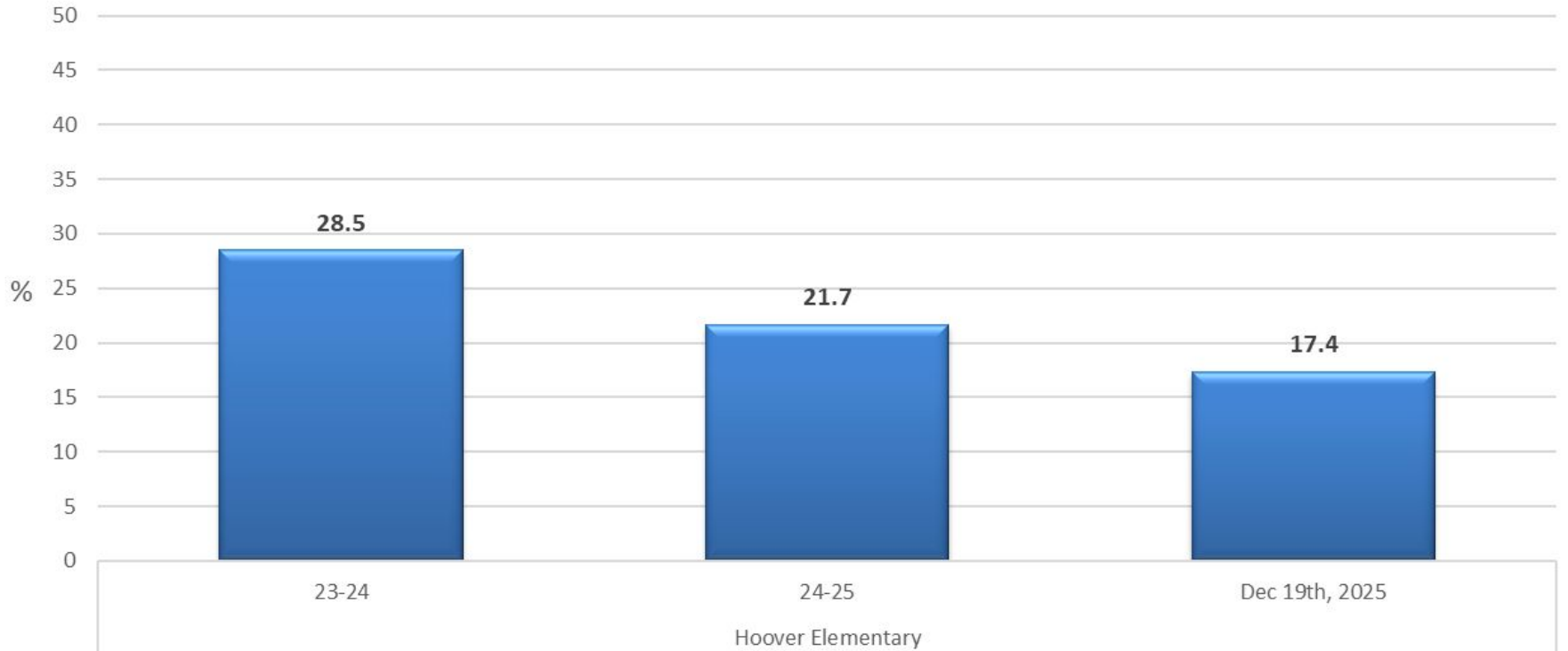


# Attendance Rate

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid Year rate
Attendance Rate	Improve Attendance Rate by 2% each year	All students	Increase	91.7%	93.7%	92.6%	94.6%	93.7%

Base	Year 1 difference	Year 2 difference ( Mid year data) Difference from Year 1
91.7	+ 0.9	+1.1

## Chronic Absenteeism Rate

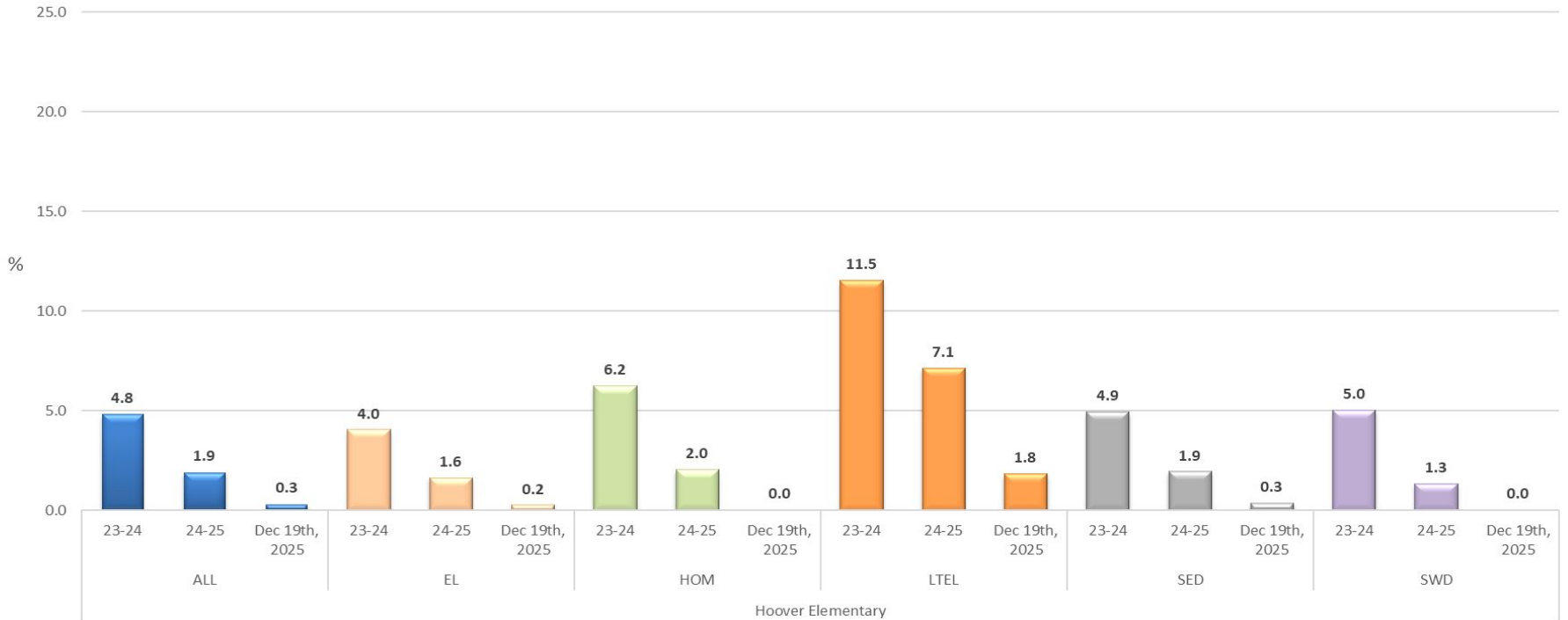


# Chronic Absenteeism

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid Year rate
Chronic Absenteeism	Reduce Chronic Absenteeism Rate by 3% each year	All students	Decrease	28.5%	25.5%	21.7%	18.7%	17.4%

Base	Year 1 difference	Year 2 difference ( Mid year data) Difference from Year 1
91.7	-6.8	-4.3

## Suspension Rate



\* Student groups of less than 10 are not presented

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid Year rate
<b>Suspension Rate</b>  * Student groups of less than 10 are not presented	Reduce by 0.5% annually (district avg & SED, ELs, Homeless), 1% annually for African American, SWD, LTELs	All students	Decrease	4.8%	4.3%	1.9%	1.4%	0.3%
		Social Economically Disadvantaged	Decrease	4.9%	4.4%	1.9%	1.4%	0.3%
		EL	Decrease	4.0%	3.5%	1.6%	1.1%	0.2%
		Homeless	Decrease	6.2%	5.7%	2.0%	1.5%	0.0%
		SWD	Decrease	5.0%	4.0%	1.3%	0.3%	0.0%
		LTEL	Decrease	11.5%	10.5%	7.1%	6.1%	1.8%

	Base	Year 1 difference	Year 2 difference		Base	Year 1 difference	Year 2 difference
<b>All Students</b>	4.8%	-2.9		<b>Homeless</b>	6.2%	-4.2	-4.2
<b>SED</b>	4.8%	-2.9	-1.87	<b>SWD</b>	5.0%	-3.7	-1.3
<b>EL</b>	4.0%	-2.4	-1.6	<b>LTEL</b>	11.5%	-1.0	-5.3

# Goal 1: Takeaways and Next steps

## Attendance + Chronic Absence (What we're doing)

- Attendance is improving, and chronic absenteeism is decreasing through consistent Tier 1–3 attendance systems and relationship-based outreach.
- Daily phone calls go out when students are absent so we can problem-solve barriers early
- We hold monthly SESP meetings to set goals, review patterns, and create an intervention plan with families.
- For our highest-need students (Tier 3), I work closely with our Dean of Students to build individualized attendance plans, including home visits and coordination with partners to provide wraparound support.
- We have sent out 122 SESP letters and have met with x families in person. Approximately 48% (58/122) students reside on the other side of El Camino Real (past Target), closer to the freeway side of Bay Road, and more than 2 miles from Hoover, respectively.
- We have had 29 initial SSTs with 14 waiting to be scheduled. We currently have 55 active SSTs, since some were transitioned to 504s and others were moved to APs.
- Home Visits and close collaboration with our partners to design individualized support plans to increase school attendance.
- Attendance has risen to 93.7% (mid-year 25–26) and chronic absenteeism has dropped to 17.4% (mid-year 25–26).

# Goal 1: Takeaways and Next steps

## School Climate + Suspensions (What we're doing)

- Suspensions are down because we address issues early through PBIS, Wayfinder SEL, and restorative practices.
- We address small issues right away with restorative conversations, counseling/mediation, and clear re-teaching of expectations, and we look for alternatives to suspension whenever possible.
- We start every day with an SEL check-in, and we teach weekly SEL lessons that follow a scope and sequence.
- Our School Culture Committee reviews behavior data and plans activities and assemblies that build belonging, reinforce expectations, and celebrate students.
- Mid-year result: Suspension rate is 0.3% (25–26 mid-year).

## Alternatives to suspension we use (quick examples)

- Restorative conversation/circle + repair plan
- Check-in/check-out with a trusted adult
- “Reset” space with reflection + re-entry plan
- Skill-building reteach (self-regulation, conflict resolution)
- Counseling session(s) and family meeting

## Next Steps

- Tighten Tier 2 supports and strengthen SESP follow-through; target Grade 8 and other high-need grades with check-ins/mentorship.
- Keep PBIS/Wayfinder consistent, expand alternatives to suspension, and review data more frequently to respond quickly.

Bottom line: Earlier intervention + targeted supports = stronger attendance and more learning time.

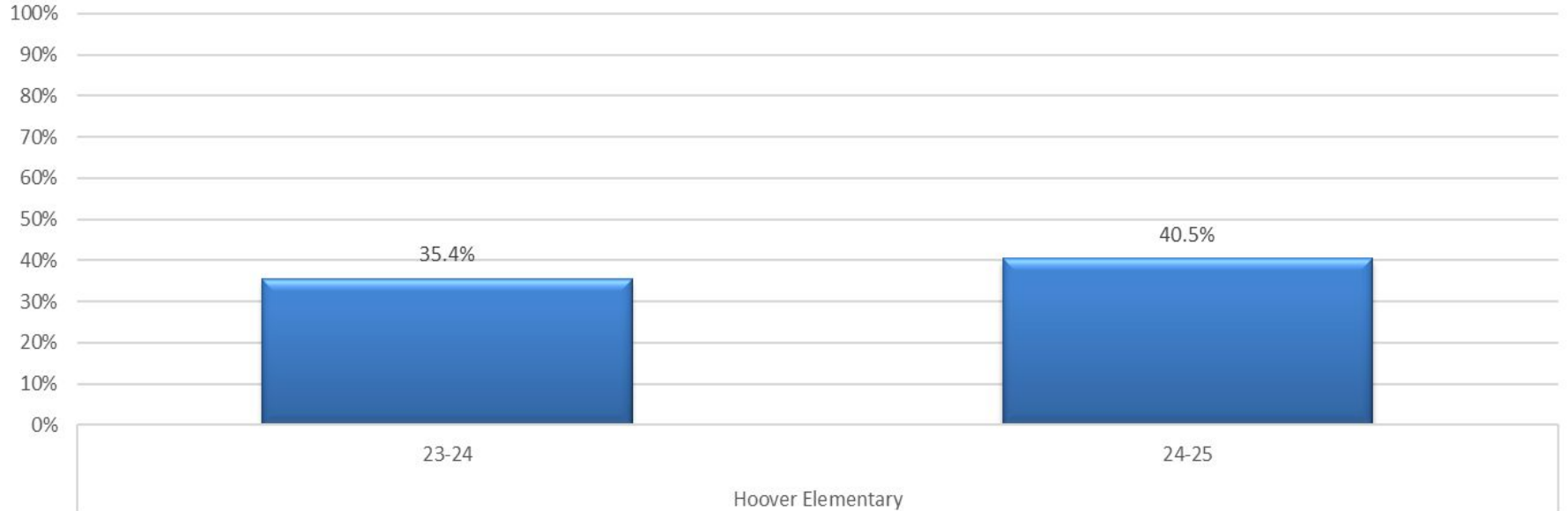
## LCAP Goal #2

By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.

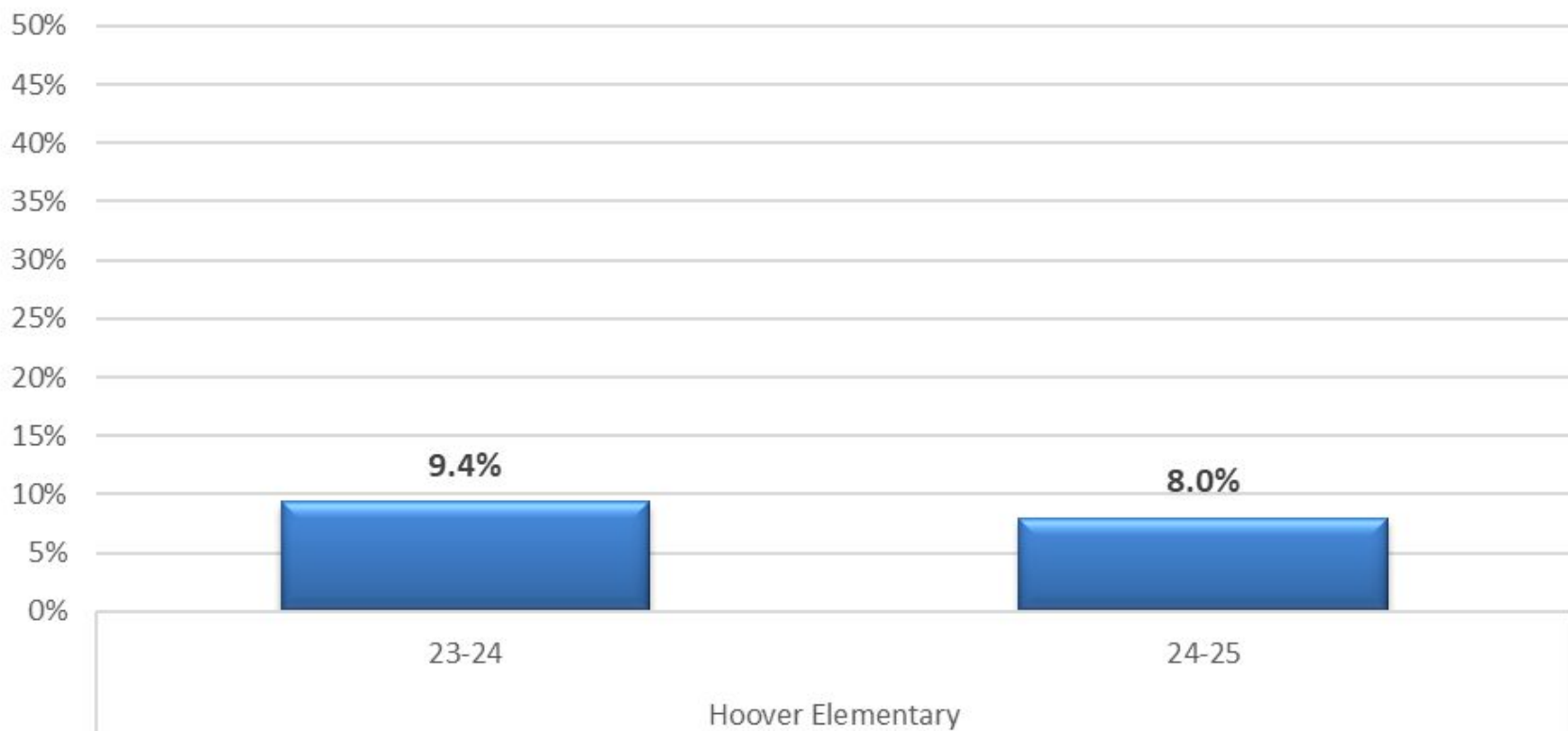
Increase our reclassification rate to 20%.

Decrease our Long Term English Learner to 10%

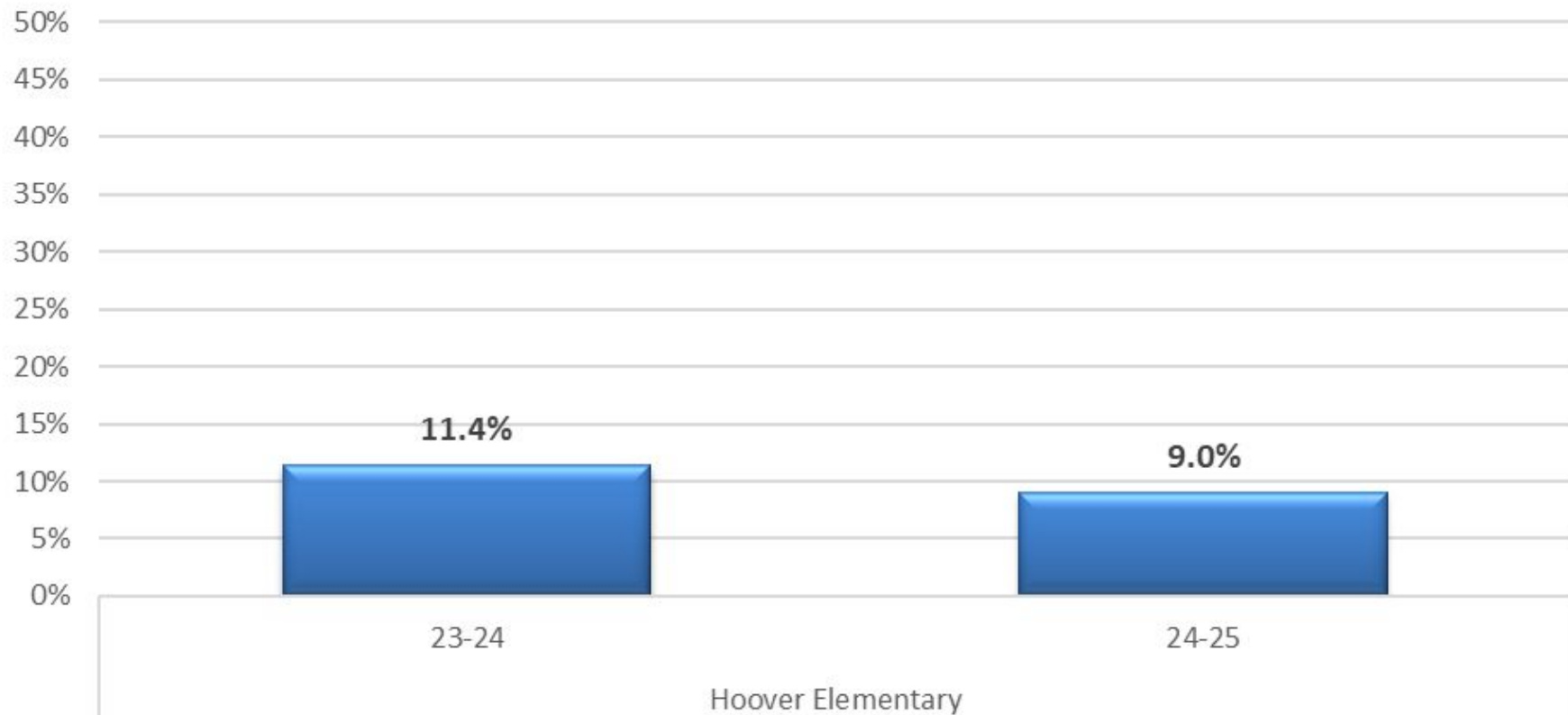
## ELPAC Level growth Grade 2-8 ELs increased at least 1 ELPAC level



## RFEF Rate



## LTEL rate



Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome
ELPAC Level Progress	55% of EL students will increase at least 1 ELPAC level	EL students 2–8	Increase	35.4%	41.9%	40.5%	47.8%
Reclassification Rate	20%	ELs	Increase	9.4%	12.9%	8.0%	14%
LTEL Rate	10%	ELs	Decrease	11.4%	10.9%	9.0%	10.0%

	Base	Year 1 difference
<b>ELPAC Progress</b>	35.4%	+5.1
<b>Reclassification Rate</b>	9.4%	-1.4
<b>LTEL Rate</b>	11.4%	-2.4

## Goal 2 Takeaways and Next steps

### English Learner Progress (What we're doing)

- We're strengthening EL progress through consistent designated + integrated ELD across TK–8, with a strong focus on academic language and writing.
- We're supporting teachers through coaching and PLC inquiry cycles (SMART goals, student work analysis, common expectations/rubrics) to tighten instruction and increase language production.
- We're providing targeted supports for students who need more: small groups/newcomer supports in 3–8, intervention time, and push-in/pull-out help as available.
- Progress: EL progress improved to 40.5% (24–25 actual), LTEL decreased to 9.0%, and reclassification is 8% (still an area to improve).

### Next Steps

- Increase reclassification by tightening the “reclassification pipeline”: identify students close to criteria, monitor monthly, and target instruction to the skills that move students (writing organization, evidence/elaboration, academic vocabulary, and language conventions).
- Target Grades 6–8 (LTEL focus) with more consistent small-group acceleration and progress monitoring.
- Strengthen Tier 1 ELD consistency across classrooms through coaching, shared language routines, and continued PLC calibration using student work.

Bottom line: Keep EL instruction consistent schoolwide, target the students closest to reclassification, and intensify middle school supports to reduce LTEL and accelerate language growth.

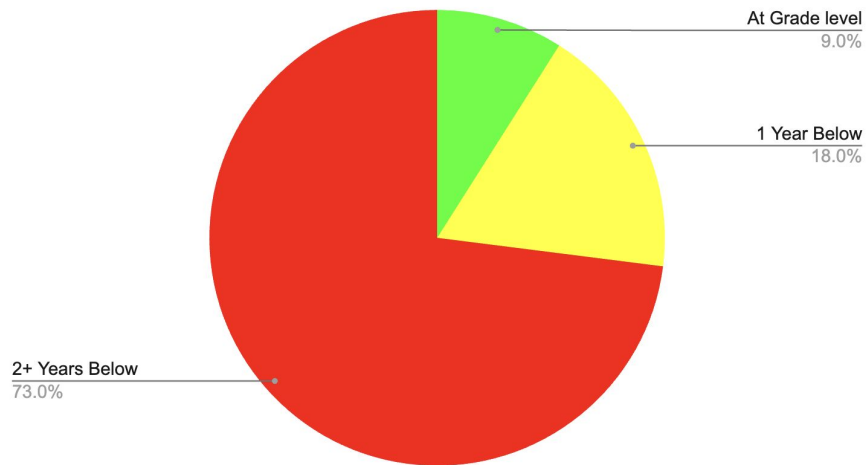
## LCAP Goal #3

By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on i-Ready, the district's local assessment program.

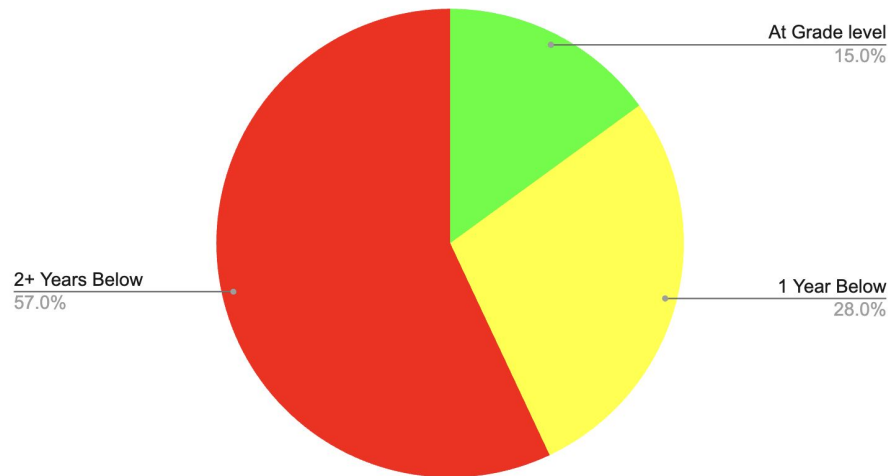
English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

# Iready ELA Overall

ELA Hoover Fall 2025



ELA Hoover Winter 2026



	Fall	Winter	Difference
<b>At Grade Level</b>	9%	15%	+6%
<b>1 Year Below</b>	18%	28%	+10%
<b>2 + Year Below</b>	73%	57%	-16%

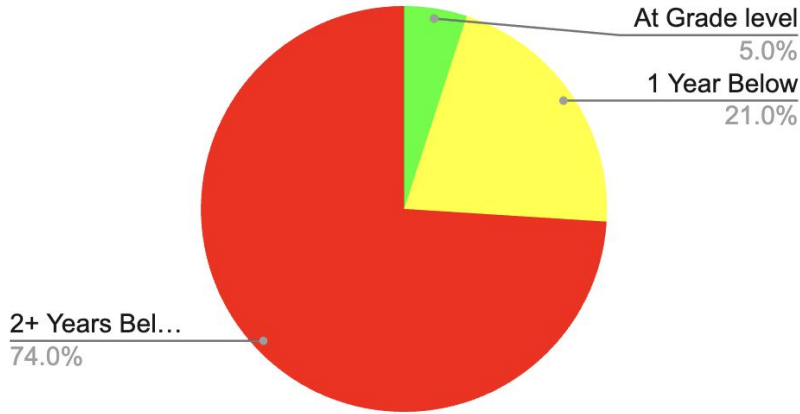
# i-Ready Reading

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid-Year Outcome
i-Ready <b>Reading</b> Expected Growth	4% increase each year	All students	Increase	44.9%	48.9%	55.8%	59.8%	59.6%

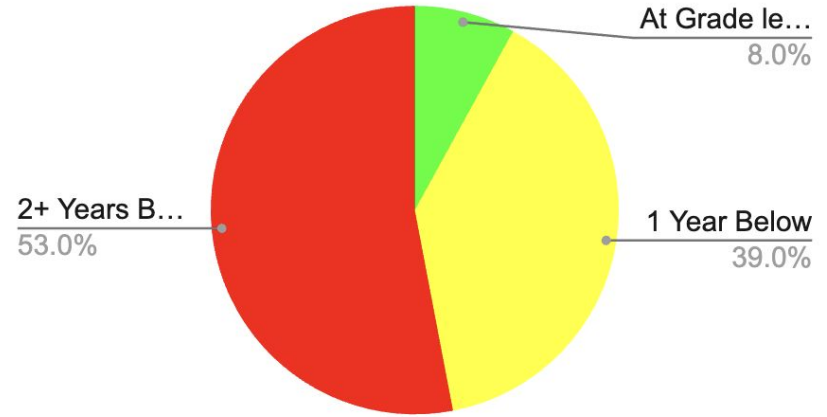
Base	Year 1 difference	Year 2 difference ( Mid year data) Difference from Year 1
44.9	<b>+10.9</b>	<b>+3.8</b>

# i-Ready Math Overall

Math Hoover Fall 2025



Math Hoover Winter 2026



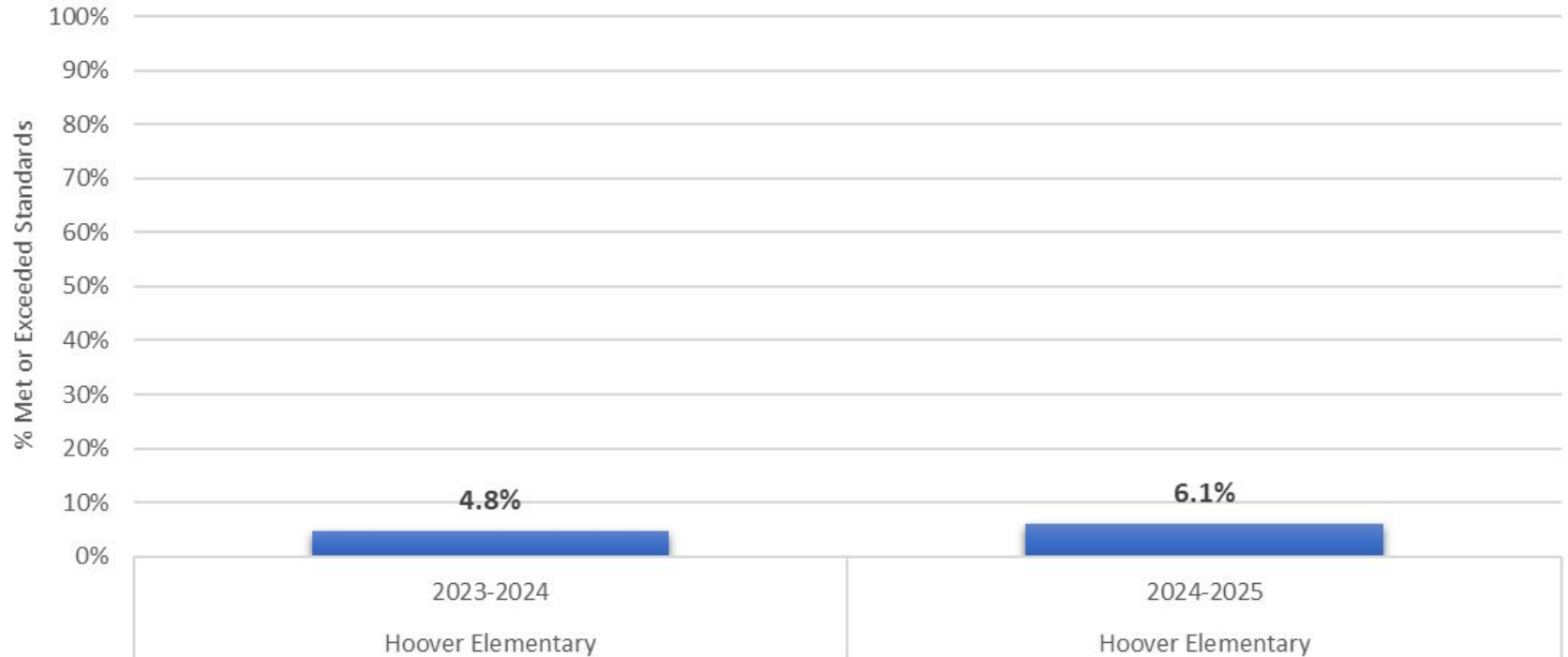
	Fall	Winter	Difference
<b>At Grade Level</b>	5%	8%	+3
<b>1 Year Below</b>	21%	39%	+17
<b>2 + Year Below</b>	74%	53%	-21

# i-Ready Math

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid-Year Outcome
i-Ready <b>Math</b> Expected Growth	4% increase each year	All students	Increase	31.6%	35.6%	43.1%	47.1%	49.3%

Base	Year 1 difference	Year 2 difference ( Mid year data) Difference from Year 1
31.6	+11.5	+6.2

# English Learners ELA - Met or Exceeded Standards



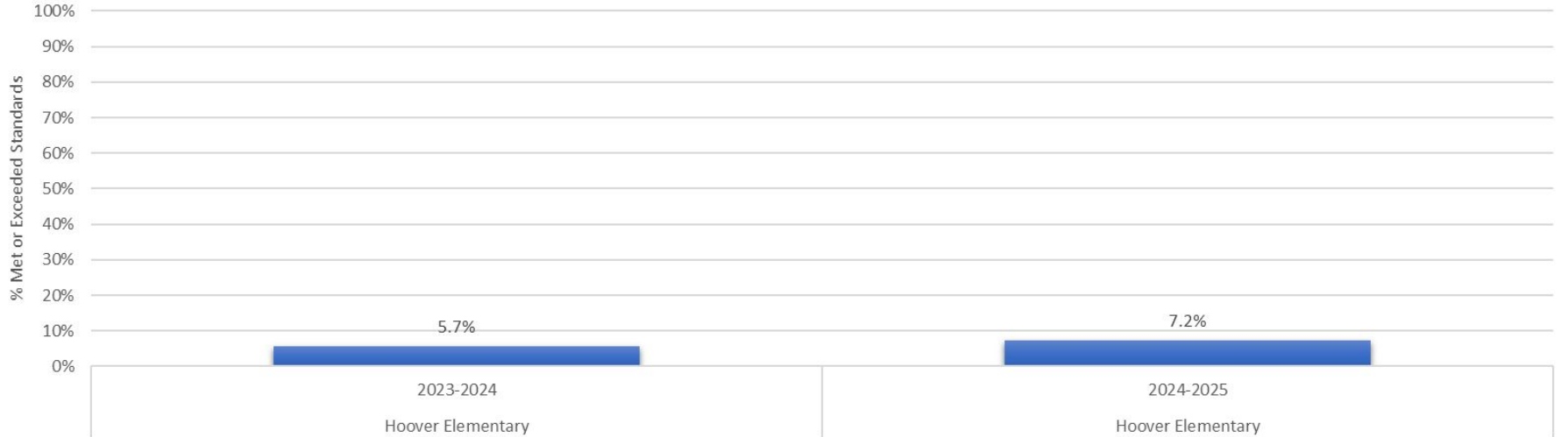
+1.3 increase of students - Met or Exceeded standards

# CAASPP ELA: English Learners

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome
CAASPP ELA (ELs grades 3–8)	20% Met/Exceeded standard	ELs 3–8	Increase	4.8%	9.9%	6.1%	13.0%

Base	Year 1 difference
4.8	+1.3

## English Learners Math - Met or Exceeded Standards



+1.5 increase of students - Met or Exceeded standards

# CAASPP Math: English Learners

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome
CAASPP Math (ELs grades 3–8)	16% Met/Exceeded standard	ELs 3–8	Increase	5.7%	9.1%	7.2%	11.6%

Base	Year 1 difference
5.7	+1.5

## Goal 3: Takeaways and Next steps

### Academic Achievement in ELA and Math (What we're doing)

- We're strengthening outcomes by tightening Tier 1 instruction and using consistent PLC/data cycles to plan reteach, enrichment, and small-group support.
- Our PLC work is centered on SMART goals and writing across the curriculum, using common rubrics and student work analysis to keep expectations consistent.
- We're expanding targeted supports through intervention blocks, specialist support, and after-school tutoring for students performing below grade level.
- In math, we support students in two ways:
  - Accelerated pathway: a double math period in Grade 8 for students in accelerated math to deepen instruction and ensure success in advanced coursework.
  - Intervention: small-group math support for Grades 6–8 during TIG class, focused on filling foundational gaps and building access to grade-level standards.

### Next Steps

- Keep PLC cycles tight and consistent: clear targets, common assessments, and progress checks each cycle.
- Prioritize students 3+ years below grade level with protected intervention time and tutoring aligned to skill gaps.
- Increase daily opportunities for academic discourse and writing-to-learn across content areas to strengthen reasoning and comprehension.
- Continue strengthening Tier 1 instruction through coaching and shared practices so growth translates into proficiency.

Bottom line: Stronger Tier 1 + consistent PLC cycles + targeted intervention time will move more students into grade-level work and reduce subgroup gaps, while also supporting students in accelerated math to success.

Questions? Thank you!