



# S.P.A.R.C



## Support Personnel Accountability Report Card 2008

A continuous improvement document sponsored by the California Department of Education and the Los Angeles County Office of Education

**Herbert Hoover  
Middle School**  
*"Home of the Hawks"*

**Hoover Middle School**  
2290 14<sup>th</sup> Avenue, San Francisco, CA 94116  
Ph: 415.759.2783 fax: 415.759.2881  
San Francisco Unified School District  
**GRADE LEVELS: 6-8**  
**PRINCIPAL: Judy Dong**

**ENROLLMENT: 1207**  
**SCHOOL YEAR: Traditional**

### Principal's Comments

Hoover Middle School is very proud of our talented and hardworking Student Support Personnel Team (SSPT). We are strongly committed to implementing the National Counseling Standards as we support our students. Our SSPT is a crucial part of our school's mission, working in a highly focused way to support student academic success and emotional/personal development. This year AB1802 funding has reduced the counselor/student ratio, enabling us to begin meeting with all of our students to review their academic progress, and to make plans for their success at Hoover, as they move into high school, and beyond.

### Student Support Personnel Team (SSPT)

Our SSPT takes the lead in designing, coordinating, evaluating and implementing our student support system, with a major emphasis on addressing issues of equity and access within our school.

The Team	Title
Thomas Graven, APPPS	Assistant Principal
Niki Gibbons, MS, MA, PPSC, MFT	Head Counselor
Gina Schuran-Castillo, MA, PPS	Counselor
Frank Leonard, MSSC, PPS	Counselor
Kenneth Koppes, MSSC, PPS	Counselor
Joanna Wardell, PPS	Counselor
Leslie Wax, MSW, ASW	Learning Support Prof.
Chris Drayson, MA	Learning Support Prof.
Dr. Betty Crowder, PHD	Therapist
Elizabeth Bartling, MS	School Psychologist
Sarah Otto, MA	Special Education Chair
Cameron Burch	YMCA Afterschool Prog.
Judith Lucero	Teacher
Sally Meneely	Teacher
Jennifer Gallardo Payne	Teacher
Paul Abulencia	Counseling Secretary
Cecilia Nastor	Attendance Secretary
Jennifer Grannuci - SF Police Dept.	School Resource Officer
Linda Renteria	Parent Liaison
Chloe Krueger	Student Representative
Greg Simmons	Security Aide
Anne Sellers	Security Aide
Candy Ashe	Security Aide
Edwin Menjivar	Security Aide
Lorraine Duddy	Security Aide

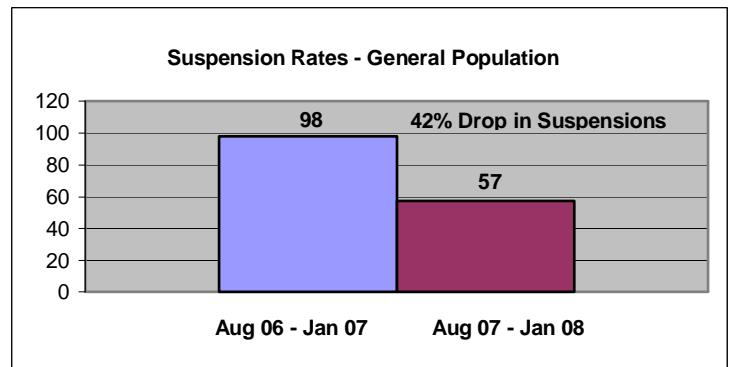
All team members belong to their professional organizations.

### School Climate and Safety

The SSPT is dedicated to supporting the optimal school environment for academic success and personal/social growth for all students. We participate directly in designing and implementing the school safety plan. We are also in the second year of implementing several programs:

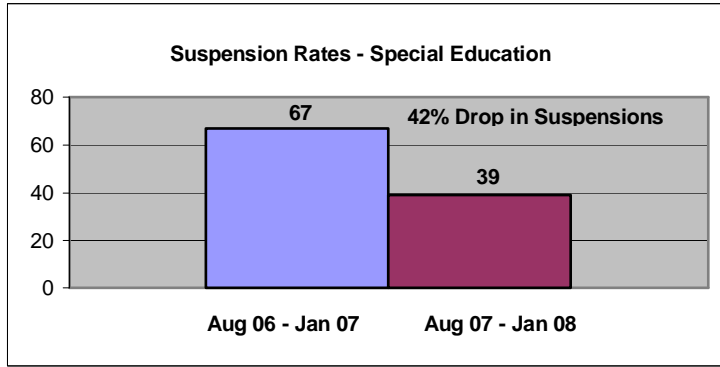
- The **School Climate Committee** addresses issues related to the overall health, wellness, and environment of our school site. It develops and implements a school-wide homeroom curriculum around issues of safety, community building, and personal development. It is developing a peer conflict resolution program, provides study support groups, and addresses behavioral issues.
- **Professional Development** - All staff participate in training that teaches the de-escalation of conflict
- **National Counseling Standards** are addressed through classroom curriculum delivery by grade level counselors
- **The San Francisco Police Department G.R.E.A.T. Program** (Gang Resistance Education and Training for 6th Graders)

As the graph below indicates, in our second year of the above listed programs, our suspension rates in the general population of students at Hoover dropped 42% from the first semester of the 06/07 school year to the first semester of the 07/08 school year.



Last year the SSPT reviewed the scheduling of Special Education (SPED) students to determine areas of concern. The team determined that certain developmental needs of this group were not being met due to the limitations of their schedule. The previous breakdown was two Special Day Classes (SDC), one a 6th/7th, the other a 7th/8th, and one

Emotionally Disabled class (ED), with 6th through 8th grades combined. As a result, the schedule placed these students outside their grade level, both inside and outside of the classroom (including lunchtime and electives). The schedule was reworked to place SDC and ED students together by grade level, appropriate grade level curriculum was implemented, classroom consultants were brought in, and a therapist from the Bay View Hunters Point Foundation came in to implement AB3632 counseling. The number of suspensions dropped dramatically, at the same 42% rate as the general population.



### Student Results

A top priority of the SSPT is to maintain and improve our student achievement, with particular focus on the achievement gap and underperforming target groups. Achievement data is analyzed and acted upon through the lens of the National Counseling Standards. Based on the data, the SSPT designs and adapts the school program to best fit the academic, career, and personal/social developmental needs of our students.

#### Academic Development Standard A:

*Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.*

Academic Performance Index (API)					
API Data	02-03	03-04	04-05	05-06	06-07
API Base Score	759	795	819	841	837
Statewide Rank *	8	9	9	9	9
Similar Schools Rank *	2	5	7	6	7
Growth Target **	2	1	A	A	A
Percent Tested	99	99	99	100	100
Actual Growth	40	24	22	-1	-10
API Growth Score	799	819	841	840	827

\* These rankings are based on previous year's data.

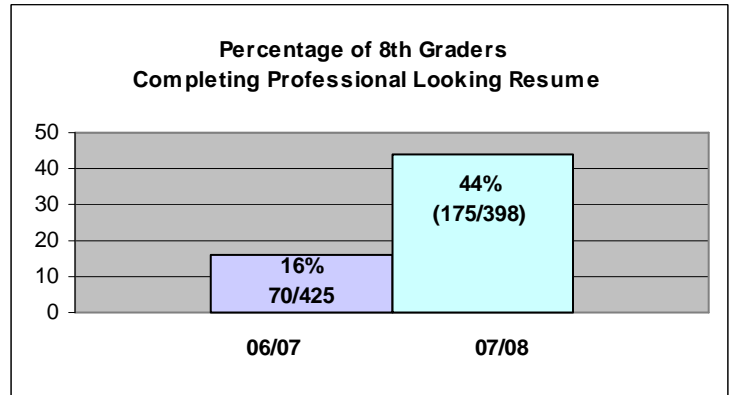
\*\* "A" means the school scored at or above the statewide performance target of 800 in 2005.

Actions of the SSPT include appropriate student placement, individual and group counseling, tutoring, monitoring of progress, and classroom presentations on academic and social skills. These are some of the contributions we make as a part of the entire school community's goal of success for our students.

#### Career Development Standard A:

*Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.*

As a part of career development, 8th grade students acquire resume writing skills practice as part of their high school application process. Counselors and teachers work together to provide resume writing instruction and follow up. The number of students who completed the process of creating a typed, professional looking resume increased significantly this year.



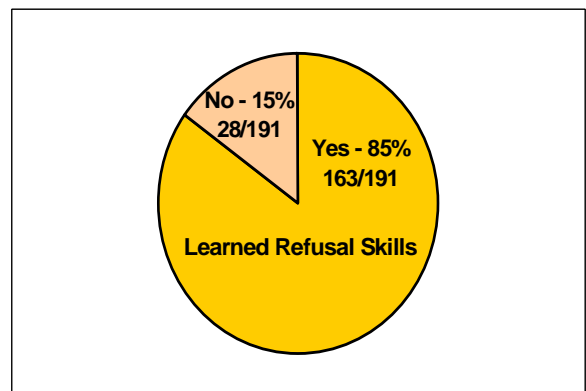
Hoover's principal and counselors also coordinate and monitor the completion of 5 hours of community service for each graduating 8th grader.

#### Personal/Social Development Standard A:

*Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.*

The Counseling Staff offers individual and group sessions to all students who request or are assigned such support. We offer grief, anger management, and social skills groups. This year a Conflict Managers Program was implemented using peers to help peers. Fifty students have been trained.

The SSPT partners with the San Francisco Police Department and our School Resource Officer, Jennifer Granucci, to provide 13 weeks of GREAT lessons (Gang Resistance and Training) to all of our 6th grade students. Students who participated in the program were asked several weeks after the training whether they felt they had learned skills that would help them refuse drugs, alcohol, tobacco, crime, violence, and gang involvement. This was their response:



## Major Achievements

We at Hoover are very proud of our achievements this year. Here is a partial list of them:

- **AB1802:** Counselors in coordination with the District developed a six year plan for 7th grade students, helping them look to the future and begin developing a personal academic and post secondary career path. A major goal of AB1802 is to create and implement a standardized curriculum and documentation process.
- **Afterschool Program:** The SSPT, in conjunction with the Stonestown YMCA, instituted a program that provides after school care, tutoring, and enrichment to targeted students.
- **Advisory Curriculum:** SSPT created and delivered weekly advisory curriculum that addressed the academic and personal/social needs of all students.
- **Safe Passages to Wellness Program**  
Hoover has just received federal funding for a Safe Passages to Wellness Center. This grant supplies two Learning Support Professionals, a Parent Liaison, and a School Nurse. These additions to our team will significantly increase our ability to focus on school-wide health, direct mental health services, and violence prevention. Additionally, it will help us build strong, cooperative relationships with other governmental and non-governmental student support agencies. The SSPT is working hard this year to develop systems and protocols which will allow us to use these new resources optimally.
- **SPARC:** The SSPT collaborated to produce our first SPARC document.

## Measurements

The SSPT is committed to using a variety of data to assess our effectiveness and guide our future efforts as we work to improve the support we provide to our students. The following are measurements we have found to be most useful.

### Academic

**STAR results:** Used by the SSPT for master program design and for deploying support services where they are most needed.

**SPED Testing results:** Used by the SSPT to determine student placement in programs and other services around academic, behavioral, and emotional needs.

**California English Language Development Test: (CELDT)** This English language assessment is used by the ELD Department and the SSPT to appropriately place students into academic programs.

**Student Success Team Data:** The SSPT uses Student Success Team (SST) meetings to generate information from students, families, and teachers to design appropriate aids and interventions for student success.

**Report Cards:** Data on student grades is reviewed at regular six-week intervals to monitor individual student progress, as well as to assess larger program effectiveness.

### Personal/Social Development

**Student and Staff Climate Survey:** Used by the SSPT to design and modify Advisory curriculum according to student and staff needs.

**Healthy Kids Survey:** District wide survey used by the SSPT to identify health issues from the wider community that need to be addressed in advisory curriculum and other services.

**Health Screenings:** The SSPT works with the District to do annual Scoliosis, Vision, and Hearing screenings. The team uses the screening results to make sure that students receive necessary adaptations and support.

**Attendance Data:** Individual as well as larger group attendance data is used by the SSPT to inform individual student interventions as well as overall program modification.

### Career

**Parent and Student Surveys:** Used by the SSPT to measure growth in number of students and parents participating in High School Night, High School Classroom Presentations, and the Harvard Club College Fair.

As we continue to sponsor these events, we will continue to monitor their growth and impact on those who participate. This will be especially important in identifying the needs of our disenfranchised students and their families.

## Community Partnerships/Resources

The SSPT collaborates with a number of community partners to provide a wide variety of resources and services to our students as an integral part of our program. These services include the After School Program, Mental Health Services, support groups, and various curricula within the school.

### Academic

**Y.M.C.A. After School Program,** includes tutoring and enrichment classes for targeted students

**826 Valencia Writer's Project** for enrichment of English curriculum - support for reading and writing standards

**School of the Arts Creative Writing Department** - provides weekly language enrichment classes to reading and ELD students

## Personal/Social

**Girls 2000** - conducts cultural awareness groups

**Hunter's Point Family** - implements a culturally relevant program for our children of color to address achievement gap

**Bayview Hunters Point Foundation for Mental Health Services** - provides AB3632 counseling

**Girls After School Academy** - Weekly Girls Group

**Japantown Youth Community Center** - Weekly Boys Group

**San Francisco Police Department** - GREAT curriculum

## Career

The following groups provide mentoring for our students:

**Society of Hispanic Engineers** for Science Night

**San Francisco Symphony** for music tutoring

**Women Engineers Society** for science classes

## **Volunteer Involvement**

The Hoover SSPT relies on parents and other volunteers to perform a variety of important functions within our guidance program. Some of the most significant are:

- Participating on the Climate Committee and SSPT
- Translation into different languages for families
- Organizing school activities such as High School Night, Back to School Night, Ice Cream Social for Incoming Students, and Science Night
- Organizing and running support groups for our African American and Latino students
- Maintaining bulletin boards with information on SSPT activities

Our PTA is very active and we use this invaluable resource to assist in our recruiting efforts for many volunteer activities.

Volunteers are always welcome and can get involved by contacting Assistant Principal for Pupil Services, Thomas Graven. He can be contacted at 415.613.5424 or by email at [gravent@sfusd.edu](mailto:gravent@sfusd.edu).

## **Our Focus for Improvement**

Consistent with San Francisco Unified District's academic goals, the SSPT is committed to maintaining the academic growth of high performing students at the same time as we focus intensely on the achievement gap affecting our low performing students. We are committed to further developing our targeted counseling services.

Having reviewed the different measuring instruments listed previously in this document, the SSPT chose the two following goals for increased focus:

**Goal #1:** In support of the school-wide goal of increasing the number of students who score proficient and above on English Language Arts and Math STAR testing, the following interventions have been put in place:

- Supplemental Reading Classes
- Tutoring
- Study Groups
- Organizational and Time Management Programs
- LINKS - Staff members "adopt" individual at-risk students

**Goal #2:** In order to address the achievement gap, our second goal is to increase the number of Community Based Organizations offering culturally relevant delivery of services to our students. This includes soliciting input from families at focus groups, training all Hoover faculty in specific methods of inclusion, and providing group activities that offer tutoring and mentoring.

This is our first year in SPARC, and next year we look forward to reporting our ongoing successes.

## **Keeping You Informed**

Hoover Middle School is committed to keeping our school community informed. A copy of our SPARC will be shared with faculty, administration, local governing boards, and the community via the school website, board presentations, home communications, and mailings.

**Personal Contact:** 6th Grade Ice Cream Social, Back To School Night, Science Night, High School Night, daily attendance phone calls, ongoing family meetings, SST's, 504's, school tours, Individual Education Plans (IEP's), PTA representation, Site Council representation

**Electronic:** Emails for all staff, phone calls returned within 24 hours, Website

**Print:** SPARC, SARC, Individual contracts with counselor, Weekly Progress Reports, Student Handbook, Daily Planner, Hoover Happenings Weekly Newsletter, Hawkeye News Daily Bulletin, Counseling Bulletin Boards in three languages, DFI letters, school brochure

Every effort is made to provide information in a student's primary language, for example, by utilizing parent volunteers as translators, and providing Student Progress Reports in three languages.

Our SSPT staff is available every day from 8:30am to 4:00pm.