Hoover High

10621666006068

Principal's Name: Courtney Curtis

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth. School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Courtney Curtis	X				
2. Chairperson – Patrick Sauceda		X			
3. Stella Perez		X			
4. Crystal Johnson		X			
5. Zaire Carrell				X	
6. Dala Ramirez				X	
7. Jessica Randal					X
8. Zachary Mendoza-Mathers					X
9. Madilyn Colvin				X	
10. Vacant					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☒ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Hoover High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Courtney Curtis	*[signature]*	4/10/24
SSC Chairperson	Patrick Sauceda	*[signature]*	4/10/24

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Hoover - 0235

ON-SITE ALLOCATION

3010	Title I	$226,700	*
7090	LCFF Supplemental & Concentration	$593,640	
7091	LCFF for English Learners	$82,472	

TOTAL 2024/25 ON-SITE ALLOCATION   **$902,812**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$61,868
Remaining Title I funds are at the discretion of the School Site Council	$164,832
Total Title I Allocation	$226,700

January 24, 2024

Hoover High 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4			14.3 %	2023-2024	16.4 %
Passed all semester 1 courses with C- grade or better		38.74 %	37.3 %	2023-2024	40 %
SBAC ELA - Average distance from standard	✔	-29 pts	-31.6 pts	2023-2024	27 pts
SBAC ELA - Average distance from standard (English Learner)	✔		-106.7 pts	2023-2024	-91.7 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✔		-167.6 pts	2023-2024	-152.6 pts
SBAC ELA - percentage of students met/exceeded standard	✔	39.12 %	45.4 %	2023-2024	50.4 %
SBAC Math - Average distance from standard	✔	-120 pts	-138.7 pts	2023-2024	-123.7 pts
SBAC Math - Average distance from standard (English Learner)	✔		-204.8 pts	2023-2024	-189.8 pts
SBAC Math - Average distance from standard (Hispanic)	✔		-146.2 pts	2023-2024	-141 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✔		-234.7 pts	2023-2024	-219.7 pts
SBAC Math - Average distance from standard (White)	✔		-142.4 pts	2023-2024	-127.4 pts
SBAC Math - percentage of students met/exceeded standard	✔	7.64 %	9.9 %	2023-2024	14.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Literacy and Math Actions 1 & 2:

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Although Hoover utilizes co-teachers, we have had a difficult time successfully implementing the co-teaching model. New co-teaching pairs in Algebra 1 and Geometry had little training on what an effective co-teaching

In an effort to improve performance for all students in CCSS by the end of 2023-2024, our approach was based on a foundation of strong PLC work and high-quality first instruction. Strong PLC work was to include high functioning PLCs that utilized common assessments, common grading practices, and collaboration around good teaching practices that promote conceptual understanding. This PLC work was impacted by us being in a WASC year which meant that PLC time was often cut short for WASC Focus Group Meetings.

The mathematics department continued to strategically use the PLUS and special education co-teachers. Math teachers have continued the use of technological platforms like EdCite, Big Ideas Math, and Delta Math, that allow for monitoring student work and providing immediate feedback to students. The math team did not consistently use SBAC Interim Assessment Blocks (IABs) as called out in the SPSA. Tutors were placed in Algebra 1 and Algebra/Geometry III classrooms to provide additional support within the class. Students who fell behind were offered intervention options over winter and summer session credit recovery. Students have also been given the opportunity to participate in after school credit recovery in the form of 7th/8th period scheduling.

model looks like. District training to onboard new co-teach pairings was offered as an optional PL but not utilized by some staff. Co-teaching pairs were given common preps, although co-teaching pairs inconsistently used the time to plan together. Housing instability, social-emotional challenges, and inconsistently leveraged culturally responsive teaching strategies complicate academic acceleration for some student groups. PLCs in Math and ELA did not consistently look at data at a deep level that included looking at the performance levels of each sub-group of students (i.e. SPED, EL, White, Hispanic, Black, Asian, etc.). Also, we had to continually pivot over the course of the year with our EL population due to class size growth for our newcomers over the course of the year which impacted the supports that they were able to receive.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Intention of continuing to leverage strong PLC work to collaborate around good teaching practices proved to be difficult with limited PLC meeting time due to WASC.
- Intention of placing college tutors in each Algebra 1 class was challenging and some class periods were left unsupported due to scheduling conflicts with tutor's availability.
- Intention to use iReady as a data set to support ELA and Math instruction but the focus ended up ending up being on piloting new District Interim Assessments.
- Intention of using SBAC IABs regularly in all math course, this did not happen as planned.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes for 2024 - 2025:
- Greater specificity around how funds will be specifically used to target EL students and other groups that fell in the "Red" category as outlined in metrics from the California School Dashboard.
- Added metric for ELPAC results and growth.
- Add the use of common assessments within the verbiage of Action 2: ELA Concepts for All students. Also, the title of this action will be updated to, "Action 1: Increase Proficiency in Literacy," to signify the importance of ALL subject areas owning literacy, not just ELA teachers.
- The current SPSA states that, "The instructional leadership team (ILT) will meet monthly to identify needs for professional learning and make recommendations". This statement will be updated to match the language of our schoolwide growth areas, to state that "the Instructional Leadership Team with input from all stakeholders will create agreed upon instructional norms for the entire site (i.e., protocols for posting learning objectives, agreed upon evidence-based instructional methodologies, norms around use of teacher clarity questions, methods to make curriculum connections to real-world contexts, etc.)".
- Addition of Prep Buyout of Math to budget to decrease class sizes in Algebra 1.
- Funds for classroom technology, which was not 2022 -2023 budget in order to ensure that Math and ELA classes have back-up devices to ensure that instruction occurs with fidelity when student computers are needed for lessons.
- Addition of action around D's and F's and funding for the 9th Grade BTSC team.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- More SPED supports needed in the form of an FTE, ISGI, and/or IEP days.
- Additional supports needed for students with Special needs and African American students.
- More supports need in math for ALL groups of students.
- Professional Learning opportunities around EL instruction.
- Tutorial supports for students taking advanced coursework.
- After school tutorial for students with D's and F's.

2 ELAC:

- Certificated tutors for intervention development
- Substitutes for teacher training
- Planning and professional development
- Bilingual instructional assistants
- Student incentives
- Extended learning
- Instructional materials.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Additional math supports in the form of extra FTEs to lower class size, in-class tutors, and lunch/after school tutorial
- Funds for professional learning, computers, classroom software, teacher planning days, classroom materials and supplies, and educational field trips.
- Funds for push-in support of EL students
- Curriculum supports for students with special needs
- Funds for additional Lead Teachers to lead PLC work
- Supports for students failing one or more classes with a specific focus on 9th grade students

Action 1

Title: Increase Proficiency in Literacy

Action Details:

By the end of 2024-25, increase performance levels for all students in CCSS as measured by SBAC "Distance from Standard". Each PLC will be trained in PLC+ in order to create the foundation needed to:

- come to an agreement on our site's instructional focus
  - create a schoolwide focus on literacy
  - create agreed upon research-based instructional strategies used across all subject area to support literacy
- strengthen our use of an equity centered multi-tiered system of support (MTSS)
- come to an agreement on the shared use of SBAC IABs and FIABs, not just in ELA but in ALL courses, to ensure that instruction and assessments match the rigor and style of SBAC

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
==Formal assessments== (SBAC, iReady, PSAT, District Interim) are monitored after each relevant assessment cycle by Principal and PLC's and shared with Admin team and appropriate staff.	Principal and VP over English	4 times annually

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Professional Learning Communities will develop/refine/use ==common formative assessments==, then analyze and use the results of the CFA's to monitor student progress and plan instruction.	VP over English and Lead Teacher	At least once during each unit of study

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
PLC team agendas and artifacts (especially analysis protocols) reviewed by ILT and VPs to ensure student performance is analyzed by teams and actionable plans are established to follow up.	Lead Teachers, Admin Team	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Agendas from Professional Learning sessions and Admin meetings show the implementation of planned PL.	Principal	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Weekly classroom walks using the Instructional Practice Guide and use of Teacher Feedback Loops to identify fidelity of usage of agreed upon instructional focus in ALL subject areas.	Admin Team	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
PLC teams will backwards map and align CFA's within the first weeks of school. Adjusting pacing calendar will be based on assessed student needs and done through weekly PLC time.	VP over ELA and Lead teacher	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
VP will monitor English Learners' grades and attendance, with the support of the Plus teachers, home school liaison, and other staff.	VP of Caseload, Home School Liaison	Every six weeks

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
ELPAC results will be analyzed and aligned to other data sources (i-Ready, PSAT, SBAC) for progress monitoring of English Learners.	VP Over ELL, ILT	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
9th grade on Track team will monitor ELA 9th students' grades and provide teachers with resources and professional development.	VP over 9th grade on track & VP over ELA	Every 2 weeks

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
SBAC IABs/FIABs will be administered regularly to ensure students have exposure to Smarter Balance format, questions, and rigor. Test data will be analyzed by teachers to guide instruction and monitor student progress.	Teachers	For each unit as outlined on the distict scope and seqence documents

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Provide InterAct Teaching Fellows to support the comprehension and academic progress of EL students by working directly with students in classrooms throughout the day.
- Provide targeted specific Tutorials for English Learners, emphasizing writing and literacy development in all classes. Development and expansion of lunchtime and after-school tutorial, with options to support writing.
- Provide additional SpringBoard novels and supplemental materials to support all students having access to resources.
- Provide additional materials and supplies, including technology, to support the instructional program.
- Provide support for students to have opportunities to use Khan Academy resources to develop and practice skills in Evidence-Based Reading and Writing.

- Provide site licenses to support English Learners and Special Education students through supplemental resources to develop literacy.
- Special Education and core English teachers will co-teach classes to provide support and differentiation for students with special needs in mainstream classes.
- Students will be provided with opportunities to monitor their own progress toward college and career readiness using reflection tools and data analysis (after PSAT, SBAC, I-Ready).
- Provide supplemental contracts to provide additional services to students in support of the instructional program.
- Provide SpringBoard Reading Foundational Skills resources for SDC reading intervention.
- Provide office equipment lease to assist teachers with providing supplemental materials (e.g., primary source documents, alternate readings for EL and SPED needs) to support student learning.
- Create a celebration wall and activity to recognize students who have achieved the milestone of redesignation or achieved the Seal of Biliteracy.
- Provide EL-specific tutorials focused on writing, reading, and listening.
- Provide supplemental resources and materials, including technology, to support engagement and differentiation opportunities in EL instruction.
- Provide substitutes for ELPAC testing to create optimal testing conditions for students.
- Provide substitutes for CAASPP testing to create optimal testing conditions for students.
- Establish a team to research and build Tier 2 and 3 academic support systems; and provide resources for those Tier 2 and 3 academic supports (e.g., reading support).
- Provide supplemental contracts for ELD teachers to meet monthly as a PLC to align supports for ELD students to accelerate progress of English language acquisition.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing in class supports and afterschool supports vis Education and Leadership Foundation (ELF) tutoring. The goal is to have tutors who can help provide language support in classrooms outside of ELA and in after school settings.   Funds will also be used for books, additional digital subscriptions, and classroom technology to support EL students and instruction.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing planning time for the ELD teachers and team, funds for additional classroom technology, ELPAC assessors, contracts for teachers to provide EL support at lunch and/or after school, funds for materials and supplies to support EL Redesignation along with student incentives, and funds for the ELF contract (split funded 3010/7090/7091).

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Specialized tutorials for EL students in writing in order to support students in developing the writing skills needed for most classes.

InterAct Teaching Fellows in content classes to support EL students. InterAct TF monitor EL student's grades and attendance weekly.

Increase redesignation and progress on ELPAC by providing English Learners with learning experiences that directly build literacy skills in alignment with Common Core State Standards for ELD and ELA/Literacy while progressing in the acquisition of academic content in all areas.

Provide Nearpod to support technological and visual support for EL.

Site team of English Learner PLC will:

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

The STUDENTS WITH DISABILITIES and the EL student population are performing at the lowest level in SBAC ELA.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support STUDENTS WITH DISABILITIES by providing funds for additional classroom technology, books, and digital subscriptions for SDC ELA classrooms. We will also provide a Home School Liaison to help bridge the gap between parents and SDC case managers to ensure that there is regular communication between the school and families of SDC students.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support STUDENTS WITH DISABILITIES by providing funds to SDC case managers / teachers to have planning time to identify best research-based practices to support students with disabilities. There will also be funds for additional site licenses to support instruction, additional funds for classrooms materials and supplies, funds for additional classroom technology, funds for professional learning around Special Education, and funds for a School Readiness Facilitator to help bridge the gap between families and the site. The School Readiness Facilitator plays a vital role in ensure that the scheduling of IEPs take place to best meet the needs to students and families.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Implement the Fresno Unified model for students receiving Special Education services, including the expansion of Co-Teaching support to additional grade levels.

Provide resources for onsite credit recovery for students with disabilities.

Provide supplemental Reading A-Z curriculum materials for DHH program to support student literacy development.

- Support their EL caseload in the integrated ELA classroom
- Support their EL caseload in the Algebra I classroom
- Support the content area teachers by bringing forward the EL learner needs for support and scaffolding.
- Utilize National Geographic Learning Cengage Learning Levels for ELD beginning, Early Advanced, and Advanced & Spring Board English for grade levels 9-11 and the use of ERWC in 12th.
- Monitor the attendance and the D's/F's of their EL caseload
- Encourage their EL caseload to become active in school activities which will increase their time at school in a setting that subjects them to increased verbal interaction time (Goal 3).
- Offer the opportunity for intervention/enrichment to their EL caseload by encouraging them to attend Hoover's after-school Program, EL afterschool tutoring, and tutor.com.
- Work with Home School Liaison to contact parents & set up parent conferences, as needed, to discuss student progress

Academic Coach will:

- Work with SDAIE teachers and new teachers to deliver strategic, common strategies.
- Provide feedback to teachers on the strategies in practice.

Provide support for Tier 2 academic options for Mild/Moderate Special Education students through a caseload manager/mentor.

Special Education staff will fully participate as members of content-based Professional Learning Communities.

Teachers and leaders will receive professional learning focused on the needs of students with disabilities.

Provide professional learning support and release time for Special Education and General Education co-teachers to learn cross-cutting instructional strategies focused on literacy development.

Provide support for Foster Youth in collaboration with CCSW to increase school connectedness, attendance, graduation rate, and academic performance by sponsoring activities, mentoring, and enrichment.

Provide support with A4 through mentorship, the coordination of an advisor/s, and enrichment support for African American student group.

Para Educators in ELA classes support with attendance and achievement monitoring.

Utilizing Edgenuity involving extended learning opportunities to support/encourage student credit recovery on campus.

Provide strategic support for students with disabilities, African American and Foster Youth student groups by monitoring achievement and planning for action steps to improve outcomes.

Action 2

Title: Increase Proficiency in Mathematics

Action Details:

By the end of 2024-25, increase performance levels for all students in CCSS as measured by SBAC "Distance from Standard". Each PLC will be trained in PLC+ in order to create the foundation needed to:

- come to an agreement on our site's instructional focus
  - create agreed upon research-based instructional strategies used across all subject area to support literacy which has an impact on math
  - identify how and which of the 8 Mathematical Practices can be used across subject areas so that mathematical thinking is not isolated to one subject area per day.
- strengthen our use of an equity centered multi-tiered system of support (MTSS)
  - Tier 1 supports include a strong functioning Professional Learning Community with common assessments including IABs, common grading practices, and instructional practices that promote conceptual understanding; Tier 2 supports include the use of flexible groupings, the strategic use of PLUS and Special Education co-teachers, use of Tutorial, and the use of peer mentors and college tutors directly in the Algebra I class; and Tier 3 supports include immediate Credit Recovery options.
- come to an agreement on the shared use of SBAC IABs and FIABs, not just in Math but in ALL courses, to ensure that instruction and assessments match the rigor and style of SBAC

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Weekly classroom walks using the Instructional Practice Guide and use of Teacher Feedback Loops to identify fidelity of usage of agreed upon instructional focus in ALL subject areas along with infusion of the 8 Mathematical Practices as agreed upon.	Admin Team	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target

9th grade on Track team and MATH PLUS teacher will monitor Algebra 1 9th students' grades and provide teachers with resources and professional development.

Owner(s):
BTSC Team, Math PLUS teacher, and Math VP

Timeline:
Every 2 weeks

Details: Explain the data which will specifically monitor progress toward each indicator target

PLC teams will backwards map and align CFA's within the first weeks of school. Adjusting pacing calendar will be based on assessed student needs and done through weekly PLC time.

Owner(s):
VP over Math and Lead teacher

Timeline:
Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Formal assessments (SBAC, iReady, PSAT, District Interim) monitored after each relevant assessment cycle by Principal and PLC's and shared with Admin team and appropriate staff.

Owner(s):
Principal and VP over Math

Timeline:
4 times annually

Details: Explain the data which will specifically monitor progress toward each indicator target

VP over mathematics will monitor progress of students after each District Interim to ensure that PLC teams are analyzing progress and share with Admin team and relevant staff.

Owner(s):
VP over Mathematics

Timeline:
Annually

Details: Explain the data which will specifically monitor progress toward each indicator target

PLC team agendas and artifacts (especially analysis protocols) reviewed by ILT and VP over mathematics to ensure student performance is analyzed by teams and actionable plans are established for follow up response.

Owner(s):
Lead Teachers and VP over Mathematics

Timeline:
Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Agendas from Professional Learning sessions and Admin meetings show implementation of planned PL.

Owner(s):
Principal

Timeline:
Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Professional Learning Communities will develop/refine/use common formative assessments, then analyze and use the results of the CFA's to monitor student progress and plan instruction.

Owner(s):
Lead Teachers

Timeline:
At least once during each unit of study

Details: Explain the data which will specifically monitor progress toward each indicator target

SBAC IABs/FIABs will be administered regularly to ensure students have exposure to Smarter Balance format, questions, and rigor. Test data will be analyzed by teachers to guide instruction and monitor student progress.

Owner(s):
Teachers

Timeline:
For each unit as outlined on the distict scope and seqence documents

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Development and expansion of lunchtime and after-school Tutorial, with an emphasis on support in mathematics.
- Provide supplemental contracts and/or release time for math teachers to plan for and work with IABs and ICA.
- Provide Interact Teaching Fellows to push into mathematics classrooms during the school day to assist with small group instruction and tutoring. College tutors will be embedded directly in Algebra I and Algebra/Geometry III classes to provide direct tutorial support and assist in linking students to other tutorial resources (after-school tutoring, Tutor.com).
- Algebra I students who fail the first semester will have the opportunity for immediate S1 credit recovery in the 2nd semester (supplemental contracts for teachers to offer credit recovery over winter break, immediate credit recovery during the 2nd semester).
- Provide additional materials and supplies to support the instructional program (e.g., graphing calculators).
- Master schedule developed strategically to maximize opportunities for students in Algebra I to receive responsive acceleration or intervention based on formative assessment information. (Includes additional staffing to allow for strategic class size reduction as available, use of PLUS, scheduling of classes to allow for teacher collaboration)
- On-track 11th and 12th graders who may otherwise have an open period will be in a Peer Helpers class to serve as tutors and mentors in Algebra I classes.
- The instructional leadership team (ILT) will meet monthly to identify needs for professional learning and make recommendations.
- Provide targeted tutorials to support students in accelerated Algebra II/Precalculus class.
- Provide additional FTE in mathematics, as available, to support class size reduction to allow for differentiation and additional student support.
- Students will be provided with opportunities to monitor their own progress toward college and career readiness using reflection tools and data analysis (after IABs, iReady results)
- Provide supplemental or ELF contracts to provide additional services to students in support of the instructional program.
- Provide supplemental or ELF contracts for math enrichment and acceleration.
- CAASPP Math Saturday Academy to be offered to Juniors in the early 2nd semester to prepare them for the upcoming CAASPP assessment, in partnership with UC Merced.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of mathematics.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing extra pay contracts for teachers to provide lunch time and after school tutoring, TSAs to provide push in support, materials and supplies to support instruction, a Home School Liaison to support with parent outreach and involvement, online supplemental instruction for credit recovery, and interpreters for meetings with parents.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing InterAct Tutors in content classes to support EL students, funding for substitute teachers to give teachers opportunities to attend professional learning and planning time, incentives for students who redesignate or make progress on ELPAC, food for meetings with parents, and opportunities for field trips.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Continue implementation of the Fresno Unified master plan for English Learners

- Provide InterAct Teaching Fellows trained by EL Services to support EL students in the content.

PLUS teacher will receive a caseload of 9th grade EL students. Academic Coach will work with teachers monthly to develop and implement effective instructional practices.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

The following student populations are performing at the lowest level in area of Mathematics.

HISPANIC

STUDENTS WITH DISABILITIES

WHITE

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support each student group as follows:

HISPANIC: Online supplemental instruction for credit recovery. Interpreters for meetings with parents. Supplemental contracts for teachers to tutor students. TSAs to provide push in support in classes. Math materials and supplies to support instruction. Home School Liaison to support with parent outreach and involvement.

STUDENTS WITH DISABILITIES: Co-teaching pairs, instructional aides and support personnel to support instruction. Online supplemental instruction for credit recovery. Interpreters for meetings with parents. Supplemental contracts for teachers to tutor students. TSAs to provide push in support in classes. Math materials and supplies to support instruction. Home School Liaison to support with parent outreach and involvement.

WHITE: Online supplemental instruction for credit recovery. Interpreters for meetings with parents. Supplemental contracts for teachers to tutor students. TSAs to provide push in support in classes. Math materials and supplies to support instruction. Home School Liaison to support with parent outreach and involvement.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- PLUS teacher will:
  - Support the EL caseload in math classes.
  - Support math teachers by bringing forward the EL needs for support and scaffolding.
  - Encourage attendance at Tutorial and after-school programs.
  - Work with the Home School Liaison to contact parents and set up parent conferences, as needed, to discuss student progress.

With 7090 or 7091 funds we plan to support each student group as follows:

HISPANIC: Subs for teachers to observe exemplary lessons, plan instruction, and receive training. Supplemental contracts for teachers to tutor students. Food for parent meetings. Student incentives. Supplemental staff for after school tutoring program. Opportunities for field trips for students.

STUDENTS WITH DISABILITIES: Subs for co-teaching pairs to observe exemplary lessons, plan instruction, and receive training. Supplemental contracts for teachers to tutor students. Food for parent meetings. Student incentives. Supplemental staff for after school tutoring program. Opportunities for field trips for students.

WHITE: Subs for teachers to observe exemplary lessons, plan instruction, and receive training. Supplemental contracts for teachers to tutor students. Food for parent meetings. Student incentives. Supplemental staff for after school tutoring program. Opportunities for field trips for students.

4. As a site: What are planned actions to support this student group? *Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.*

HISPANIC: Provide professional development opportunities for teachers. Implementation of common formative assessments, RTI, and grading practices. Administration of Math IABs.

STUDENTS WITH DISABILITIES: Provide professional development opportunities for teachers. Implementation of common formative assessments, RTI, and grading practices. Administration of Math IABs. Provide common prep for co-teaching pairs.

WHITE: Provide professional development opportunities for teachers. Implementation of common formative assessments, RTI, and grading practices. Administration of Math IABs.

Action 3

Title: Increase number of students meeting HS & A-G requirements

Action Details:

By the end of the 2024 - 2025, we will increase the percentage for students meeting graduation and A-G requirements. We will do this by:

- Beginning an Academic Response to Intervention program that will include after-school & lunch tutoring, learning labs, targeted interventions, classroom supports, and enrichment opportunities for students. Focus will be on increasing the amounts of students reaching mastery and increasing the number of students on track for High school Graduation and A-G course completion; therefore, increasing the number of students who are college and career-ready. Growing Academically: Increasing the number of students meeting High School and A-G requirements by decreasing number of D's and F's per quarter grades.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Vice-Principal and plus teacher will meet monthly to review D & F data and PowerBi Data showing On-Track status.	Vice Principal, PLUS Team, and Project Counselor	Bi-Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Plus teacher will monitor ==student grades== and communicate with students and parents about tutorials and interventions. Plus teacher will monitor ==student attendance== to interventions to ensure high-risk students are receiving support services.	Plus teacher, Office Assistant, and Vice Principal	Once a month
Details: Explain the data which will specifically monitor progress toward each indicator target	**Owner(s):**	**Timeline:**
AP Teachers-Dual Enrollment/ Intervention Coordinator will closely monitor ==student grades== via grade checks. Review academic concerns with students, parents, and fellow teachers as well as monitor student tutorial participation.	AP/Dual Enrollment Coordinator., AP/DE teachers, and VP over AP/Dual Enrollment	Monthly
Details: Explain the data which will specifically monitor progress toward each indicator target	**Owner(s):**	**Timeline:**
Pathway Coordinator will monitor ==D/F data== during every grading period: progress report, quarterly run grade reports by pathway and share data with pathway teachers, counselors and administrators.	Pathway Coordinators, Pathway teachers, VP over Pathways	Monthly
Details: Explain the data which will specifically monitor progress toward each indicator target	**Owner(s):**	**Timeline:**
BTSC will monitor ==9th graders grades== and communicate with students and parents about tutorials and interventions. BTSC Vice Principal will monitor student's attendance to interventions to ensure high-risk students are receiving support services.	9th grade teachers BTSC Vice Principal BTSC support team	Bi weekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier I: PLC's will plan common formative assessments aligned to focus standards., review student's grades and provide Tier I academic support in the classroom.
Tier II: PLC's and the Academic support team will collaboratively review data and plan RTI for Academic Tier II students.
PLC's and Lead Teachers will conduct CCI process once per quarter to monitor student progress and identify instructional needs.
Tier III: Systematic intervention groups will be formed based on student needs to meet content standards.

Tier III: Differentiated instruction based on results of assignments or assessments. Lessons may include use- of front loading strategies, re-engagement, re-teaching, collaborative learning or enrichment strategies.
Aligned curriculum that vertically articulates and assesses progress uniformly. Culturally consistent classrooms which foster student engagement and support student-centered learning will be monitor by teachers and administrators.
Consistent grading practices in departments in alignment with Fresno Unified Board Policy. Student grades and attendance will be monitored by teachers, administration, counselors, and support services staff. Technology, incentives, books materials and supplies to support instruction for all students. Tutorials will include but are not limited to: technology-based learning programs, teaching fellows, after school tutoring, supplemental contracts for content teachers, Saturday academy, and small group instruction within the classroom.
Tutorial and credit recovery scheduling/monitoring will be monitored by Plus teachers/Vice Principals overseeing the programs.
Subs and Supplemental contracts will support the tiered level support as listed above

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The ==FOSTER YOUTH== student population is performing at the lowest level in the percentage of students on graduation track and A-G track.

2. Using Title I funds Only: What are the planned expenses to support this student group?

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing in class supports and afterschool supports vis Education and Leadership Foundation (ELF) tutoring. The goal is to have tutors who can help provide language support in classrooms outside of ELA and in after school settings. Funds will also be used for books, additional digital subscriptions, and classroom technology to support EL students and instruction.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing planning time for the ELD teachers and team, funds for additional classroom technology, ELPAC assessors, contracts for teachers to provide EL support at lunch and/or after school, funds for materials and supplies to support EL Redesignation along with student incentives, and funds for the ELF contract (split funded 3010/7090/7091).

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- PLUS teachers will work with specific groups of EL students (LTEL's) to provide support as well as work with teachers regarding instructional strategies to best support EL's.
- EL Support Teacher will work with PLC's to ensure proper implementation of ELD CCSS
- EL students will be provided with the opportunity to attend content tutorials and/or EL Tutorials.
- Newcomer EL students will be provided with support from inter-act fellows during classroom, lunch and after school.
- Teachers will be provided with Professional Learning to support integrated and designated EL in all classes and ensure proper support of instruction across the school.

With Title I funds we plan to support FOSTER YOUTH by providing funds for supplemental contracts for lunch and afterschool tutorial.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support FOSTER YOUTH by Funds for supplemental contracts for teachers and other classified staff to plan and provide SEL supports which impacts instruction.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Tier II Intervention Specialist to provide SEL Learning and skill building.
- Project Access Worker to provide students with needed supports which impact student academic outcomes for Foster Youth.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Funds for Books and Digital Subscriptions	15,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Funds for classrooms technology: student laptops and chargers	28,709.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Funds for additional site licenses to support instruction (i.e.. Gimkit, Kahoot, DeltaMath, Blooket, etc.)	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Funds for classroom materials and supplies (in place of unit 0125 used prior)	100,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Funds for Extra Richo Machines	17,385.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout to support ELD Instruction	13,598.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Funds for ELPAC Assessors	3,064.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Funds to support lunch and after school tutorial teacher contracts to increase redesignation rates	8,584.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Funds for materials and supplies to support EL Redesignation	38,081.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Funds for Prep Buyout to support additional sections of Math (Algebra 1 focus)	13,598.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts (9th Grade Success PLC, continued WASC work, additional Lead Teacher contracts)	24,520.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Funds for additional student computers and chargers for classrooms	20,000.00

$287,539.00

05/10/2024

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
CCI - percentage of students who are Prepared (Students w/ Disabilities)	✔		5.5 %	2023-2024	10.5 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	70.29 %	67.1 %	2023-2024	75.1 %
Graduation Rate	✔	90.72 %	90 %	2023-2024	92.1 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

AP and Linked Learning/CTE Actions 1 and 2:

Linked Learning and CTE: Hoover continued to build engaging and worthwhile experiences in the Arts Media Entertainment, Eco-technology, Construction, Teacher Academy, and Public Service Pathways. Hoover provided and maintained a vehicle to be used by CTE and Pathway classes to gain access to real world learning experiences and application opportunities to minimize transportation issues. Students had access to tutorial options that are personalized and increase accountability. CTE and Pathways teachers were organized into additional PLC teams to increase collaboration and alignment on real-world experience-based projects. Career and Industry partners came to classrooms to provide enhanced learning experiences from those currently in the specific field and builds necessary soft skills. Supplemental technology and industry specific tools were provided and maintained to ensure students have access to the most current resources in the related field. Our Pathway Coordinator monitored success and completion of project-based learning and staff implementation of best practices. Professional learning was scheduled with all pathways to ensure all teachers are collaborating on their collaborative projects to allow students to receive their CTE completion certificate. Pathway Coordinator monitored all D/Fs by collaborating with counselors to run reports of students who are struggling in their classes. Additionally, our Coordinator attended PLC meetings alongside CTE and Linked Learning teachers to ensure collaboration and student data is being monitored.

Recruitment and retention enrollment of CTE and linked Learning courses was monitored by Pathway coordinator to ensure the program remains relevant and engaging to students. Teachers and Pathway Coordinator collaborated to provide meaningful work-based learning opportunities for all CTE and pathway students. Opportunities for Students with Disabilities have continued to increase as the result of the removal of course restrictions. Para-professionals are assigned to support students in CTE English and elective classes to ensure learning needs are met and a variety of scheduling options are available for students with

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

In class / "just in time" supports for EL students and Students with Disabilities continue to be lacking in AP/CTE programs which has contributed to disproportionality. There continues to be a lack of fidelity with lunch and after school supports offered for student. Currently supports depend on which teacher students have and whether or not they choose to offer this additional support for all students.

There is a lack of planning time for AP teachers to collaborate on best practices, to discuss and plan for students (many of whom have multiple AP courses), and to have professional learning on how best to support ALL groups of students regardless of how they enter the course at the start of the school year.

More work needs to be done to specifically target certain groups of students to learn about each pathway, for example, targeting African American males to learn about and potentially join the Teacher Academy Pathway.

disabilities.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Intention was to have consistent tutorial for all AP students, this did not happen with fidelity.
- Intention was to increase AP Program but Dual enrollment offerings siphoned off many students from the AP program.
- Intention was to use Mock interview tool, TalkHiring was not used with fidelity and the contract will not be renewed.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes for 2024 - 2025:

- Begin regular monthly meetings between Head Counselor, Principal, VP, AP Coordinator, CTE Coordinator, and DE Coordinator to analyze data and calibrate student supports.
- Plan and monitor engagement with an equity lens / culturally competent framework for recruitment, scheduling, instruction, and ongoing support.
- Funds to supplemental contracts for lunch / after school tutorial for AP / DP / CTE programs
- Funds to support PL for Dual Enrollment

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
- Additional supports needed for students with Special needs and African American students. - Professional Learning opportunities around EL instruction. - Tutorial supports for students taking advanced coursework. - After school tutorial for students with D's and F's.	- Certificated tutors for intervention development - Substitutes for teacher training - Planning and professional development - Bilingual instructional assistants - Student incentives - Extended learning - Instructional materials.	- Funds for professional learning, computers, classroom software, teacher planning days, classroom materials and supplies, and educational field trips. - Funds for push-in support of EL students - Curriculum supports for students with special needs - Funds for additional Lead Teachers to lead PLC work

Action 1

Title: Advanced Placement and Dual Enrollment Retention and Success

Action Details:

By the end of 2024 - 25, will increase diversity of CTE / AP programs to better represent the diversity of our student population while increasing retention and success in these programs. Hoover High School will:

- build a comprehensive program to support students for rigorous courses such as Advanced Placement and dual enrollment through focused attention on building skills in earlier grade levels
- communicating the importance of advanced courses
- providing professional learning for teachers
- supporting students with experiences and tutorials
- monitoring progress
- celebrating accomplishments.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Data Indicators related to AP and A-G monitored and shared with Extended Admin team and staff.	AP Coordinator, Head Counselor	4 times annually
College Board AP Exam analysis reports reviewed by each AP teacher for instructional planning and goal-setting.	AP Teachers	August
Grades in AP classes monitored by AP Coordinator to identify support needs.	AP Coordinator	Weekly
Agendas from AP PLC meetings and subject-area PLC meetings reviewed by AP team to ensure outcomes analyzed by teams.	AP Coordinator	Monthly
Site records including attendance logs and grade analysis of targeted groups of students examined to review effects of tutorial and other support efforts.	AP Coordinator	Monthly
EL students will be provided with real-world experiences to universities and other educational opportunities.	VP over EL and EL team	Every semester
Support of students by counselors through various activities that promote growth towards A-G and College readiness.	Head Counselor	Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

AP Ambassadors team (Led by AP scholars)

- Student led focus group
- Students share successful learning strategies and support growth in SEL competencies (self-management, self-efficacy, growth mindset).
- Peer tutors (11th and 12th graders in AP courses) who have room in their schedules will be assigned to GATE courses to support students in readiness.

AP Supports

- Students in AP Human Geography will have the opportunity for a ramp-up summer course to prepare them for the AP course. They will also be provided with specialized tutorials throughout the year.
- AP Bootcamp to provide students with strategies for success in AP.
- Students will receive access to Khan Academy teaching and test preparation resources in SAT and AP. They will have SAT prep course options with teacher and tutor support, access to technology, and incentives for those who complete the preparation program.

Student Recognition system to support AP

- Celebration of students and families who have earned a qualifying score (3,4,5)
- Celebration and recognition structures including activities, rewards, and incentives
- AP scholars are recognized at graduation and Academic Awards
- Highlighting achievement at site along with graduation/senior recognition

Additional materials and supplies to provide differentiated experiences for GATE/AP students (e.g., graphing calculators, supplemental texts).

Targeted tutorials for particular advanced classes as demonstrated by needs (e.g., AP Human Geography, AP European History, AP Chemistry, AP Calculus).

Provide supplemental contracts and materials/supplies for 11th graders to participate in after-school and Saturday sessions to use PSAT feedback to prepare for SAT and AP courses.

Provide supplemental contracts for on-site staff, materials and supplies, and independent services contract with Ivy League Project to enable students to develop skills and strategies to apply to competitive universities.

All 10th graders will have the opportunity to take a field trip to a college to increase college awareness and build a college-going culture.

All on-track 11th graders will have the option to participate in a free administration of the SAT during the school day.

Provide resources to support academic-based competitions to encourage and celebrate academic achievement (e.g., Academic Decathlon, Mock Trial, MESA, Physics Bowl).

PATES of Distinction and PATE Pride awards will be given to encourage positive engagement in all AP and A-G courses.

Provide resources to encourage appropriate use of technology in support of academic achievement.

Counselors and AP Coordinator will collaborate to increase support and communication for students in the preregistration process to understand the value of rigorous courses and plan their success strategy, with goal of increasing retention.

Promote academic success through Honor Roll program and Academic Awards.

Provide support for college field trips for on-track juniors.

Leverage Men's and Women's Alliance classes, Leadership, and BSU to ensure they have an academic focus as well as a social-emotional one (identity-building in a college and career-ready culture).

Counselors and VPs will monitor students of concern and connect them with appropriate interventions.

Provide students with the opportunity to use Edgenuity for acceleration and credit recovery.

Provide support for the UC Merced CAASPP Workshop.

Provide support for summer bridge and summer bridge field trip to promote self-efficacy and get students started on the right track towards high school graduation and college acceptances

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English language arts and

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

The STUDENTS WITH DISABILITIES student population is performing at the lowest level in areas of college and

Mathematics.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students with supplemental contracts for algebra intersession and additional lead teacher contracts, student laptops, tablets, accessories, classroom monitors, document cameras, sub days for teacher PL, pay for a home school liaison and tutoring through ELF.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students with supplemental contracts for teachers for credit recovery support, 9th grade onTrack training, and materials and supplies.

4. As a site: What are planned actions to support English learner students? *Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.*

Specialized tutorials for EL students in writing in order to support students in developing the writing skills needed for most AP courses.

VPs, Counselors, and AP Coordinator will monitor progress in AP and A-G courses, suggesting resources and tutorials as needed.

EL PLC will share various options and provide instructional support as necessary.

career readiness.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support STUDENTS WITH DISABILITIES with supplemental contracts for algebra intersession and additional lead teacher contracts, and extra technology in the classroom.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support STUDENTS WITH DISABILITIES through sub days for AP PLC and inclusion PLC training, and incentives/rewards,

4. As a site: What are planned actions to support this student group? *Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.*

Expand elective opportunities and explore CTE connections for students with disabilities.

Student success conferences for students that fail two or more classes in the first semester with attention to students with disabilities, African American, and Foster Youth student groups.

Progress checks and follow-up to support students with disabilities, African American, and Foster Youth student groups.

Action 2

Title: Increase diversity in Linked Learning/CTE programs

Action Details:

By the end of 2024 - 2035, diversity in who is enrolled in Linked Learning / CTE programs will increase by:

- building engaging and worthwhile experiences in the Arts Media Entertainment, Eco-technology, Construction, Teacher Academy, and Public Service Pathways.
- using Linked Learning pathways to support students interests in careers and teachers will connect relevant course work and allows them to apply their knowledge in real-world settings through internships, externships, dual enrollment, and job shadows.
- intentionally analyzing current enrollment data and creating a plan to increase diversity of programs by ethnicity, gender, and EL status, etc. using a CCI process over the course of the school year.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Grades, behavior, and attendance data in ATLAS monitored by teachers in pathways and shared with counselors and CTE coordinator.	Teachers/CTE coordinator/VP over pathway	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Lessons in pathways will be observed using the IPG tool and an established rubric.	CTE Coordinator/VP/Head Counselor/Principal/pathway teachers	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Progress toward A-G completion within Pathways and **student completion of pathway sequences** will be monitored.	CTE Coordinator/Head Counselor/VPs over pathways	August/Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Experiences outside of the classroom for students to explore the industry which they are aligned to in the pathways. **Career/Industry experiences** support students in soft skills needed in each pathway.	CTE Coordinator/VP over pathways	August/Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Pathway teachers and the Pathway Coordinator will monitor grades of students within pathways and encourage Tutorial support. Pathway-specific tutorials will be offered to encourage personalization of tutorial experiences and accountability.

CTE Ambassadors

Provide supplemental resources and technology to promote engagement and ensure industry-specific resources are in student hands.

Provide resources and teacher release time for student field trips, guest speakers, internships, and job shadowing.

- to support industry field trips and job shadowing a vehicle will be maintained at Hoover High School.

The Job Developer, Pathway Coordinator, and counseling team will support students through:

- work permits
- work-based learning experiences
- industry guest experiences
- resume workshops
- paid and unpaid internships
- career interest inventories
- volunteer and service learning information and opportunities
- college and career-readiness grade level presentations
- ASVAB testing
- college application support
- FAFSA/Dream Act support
- Fresno Adult School presentations and support
- personal statement workshops
- SAT/ACT registration
- scholarship information and support
- career fairs
- college and industry visits
- College Night
- Career-Technical Education Night
- Technical program visits
- Khan Academy

8th grade students will receive information and presentations to understand the role of pathways and career-technical education and make selections.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English language arts and Mathematics.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students with supplemental contracts for algebra intersession and additional lead teacher contracts, student laptops, tablets, accessories, classroom monitors, document cameras, sub days for teacher PL, pay for a home school liaison and tutoring through ELF.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students with supplemental contracts for teachers for credit recovery support, 9th grade onTrack training, and materials and supplies.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

TSA and Academic Coach support for English Learners include core classes within Linked Learning Pathways.

CTE and Pathway electives are available to EL students at early levels of proficiency even if students are not able to participate in the full pathway of courses.

Counselors to identify EL students for various CTE pathways and provide them with information.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

The STUDENTS WITH DISABILITIES population is performing at the lowest level in areas of college and career readiness.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support STUDENTS WITH DISABILITIES with extra technology in the classrooms.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support STUDENTS WITH DISABILITIES Subs for teachers for linked learning PLC training and field trip costs.

4. As a site: What are planned actions to support this student group? *Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.*

Expand elective opportunities and explore CTE connections for students with disabilities.

Ensure access to pathway participation for students with disabilities (e.g., if a particular core course is needed per IEP, student may still take the elective course in the pathway).

Provide resources and support for students in Alternative Learning Pathways (ALPs) program to participate in work-based learning experiences.

Provide resources and support for students with disabilities to engage in post-secondary planning and transition planning.

Provide additional resources to support participation in college and career ready experiences for Foster Youth (e.g., bus tokens to support transportation needs).

Provide support for improved CTE/Pathway learning experiences for African American and Foster Youth student groups.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)	

G2 - Expand student-centered and real-world learning experiences							
Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Subs			Funds to support teacher release time for education field trips	9,555.00

$9,555.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		31.5 %	2023-2024	28.5 %
Suspension Rate - Semester 1	✔	3.03 %	5.5 %	2023-2024	4 %
Suspension Rate - Semester 1 (Foster Youth)	✔		10.5 %	2023-2024	9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student Engagement Action 1:

Student engagement continued to grow over the 2023 - 2023 school year as many of the actions outlined took place. Engagement was further helped by a marked change in schoolwide structures that changed to make school feel safer which allowed students to focus on being engaged versus the worry of safety.

Attendance Action 2:

Attendance continued to increase due to many of the actions outlined in the 2023 - 2024 SPSA being carried out. Attendance was further helped by a marked change in schoolwide structures around tardies and time out of class through the use of 5Star. There was a marked decrease in tardies and a large decrease in the number of students out of class during instructional time.

PBIS and Intentional Climate Building Action 3:

For action 3 titled PBIS and Intentional climate building most of the instructional services are in place and being implemented. The restorative team works in collaboration with the staff over Tier 1, 2, and 3 services. Data from misbehaviors is discussed with all team members to better address the diverse needs of the students on campus. Systems are being put in place for more consistent tier 1 schoolwide expectations and practices. For example, 5Star has been put in place that allows staff to see what students are out of class with the appropriate passes. There is a clearly identified phone policy for classrooms. We are still working on making Class Meetings and SchoolConnect as systematic parts of daily instruction. The school culture manager along with the leadership students provide many opportunities throughout the year for students and staff to connect.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

White students continued to have the highest percentage of chronic absenteeism. We failed to hire an Attendance Resource Counseling Assistant for the 23 - 24 school year and failed to fully implement a solid tiered system of supports for attendance.

Foster Youth are being suspended at the highest rate possibly due to a lack of community resources. There may also be a lack of resources, knowledge and supports to address Foster Youth as their needs tend to fall in the Tier 2 and 3 category, with inconsistent external supports and minimal internal supports for high needs and behavioral challenges.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Intention was to hire a Spanish Resource Counseling Assistant, but this did not occur due to lack of interest which meant some students and families did not get timely support.
- Intention was to leverage A4 staff to support African American students, this did not happen with fidelity from A4 team due to changing staff but we did create an onsite support for African American students through the use of an assigned teacher who had a caseload of African American students to receive regular ongoing support in academics and SEL.
- Intention was to teach SEL skills with fidelity across the campus, this did not happen due to a rotating schedule and lack of teacher fidelity. Also, staff had to learn a new platform, School Connect.
- Change in where students were supported and who did the support. Supports for behavior were centralized in Re-engagement Center with VP of the Day, RCA, and Rec Teacher all in one place.
- Intention was to have all support staff in a central location on campus for students to easily access, this did not happen until January 2024 due to new facility not being ready until then.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes for 2024 - 2025:

- Potential change in structure for Class Meeting to ensure greater fidelity of SEL being taught.
- Hiring on a Resource Counseling Assistant to support with social emotional supports in current SE center.
- Revamped, attendance intervention plan with three tiered levels.
- New funds to improve school climate (campus beautification funds, funds for 5Star Student Store items, funds to support Tier 1 structures that build climate - food, Hoover gear, etc.).
- New use of 5Star calendar to notify students of club meeting dates and times.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- Discussed the use of an equity audit to identify potential equity issues related to culture and climate
- Funds to strengthen relationships

2 ELAC:

- Certificated tutors for intervention development
- Substitutes for teacher training
- Planning and professional development
- Bilingual instructional assistants
- Student incentives
- Extended learning
- Instructional materials.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Peer sponsors/mentoring to support engagement
- Funds for campus beatification / campus service projects to create student ownership
- Intramural Sports at lunch
- More funds to support lunch time activities
- Funds for 5Star Student Store and more student incentives
- Continued Birthday celebrations for students
- More guest speakers
- Extra clothes for students for Dress Code Closet
- More technology for engagement
- Funds for field trips (clubs)
- Funds to fix equity issues (i.e. no light system for bells for DHH students)
- Funds for Hoover gear for students

- Funds for cultural items around campus (cultural flags, etc.)

Action 1

Title: Greater Student Engagement

Action Details:

By the end of 2024-25, Hoover will increase participation in school activities as seen through engagement data in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and class-sponsored activities by:

- providing an inclusive school climate focused on intentional relationship building opportunities. Relationship building will be supported through a program of the celebration of successes, increased efforts to engage parents, and building time and resources to enhance staff-student and student-student relationships.
- Strategically implemented strategies will engage all students in the full community that is Hoover, through participation in activities, with attention given to reducing disproportionality in Goal 2 participation.
- Hoover will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target
Data from Student Engagement Tool in ATLAS shows participation in engagement opportunities (arts, athletics, activities; one-time vs ongoing), and is used to monitor participation and review as part of a Cycle of Continuous Improvement.

Owner(s):
VP over engagements/Campus Culture Director/Athletic Director/Class Sponsors

Timeline:
Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target
School Climate Survey from Panorama Ed, given in the spring, will be analyzed by question and by subgroup as part of a Cycle of Continuous Improvement; this analysis will be compared to ATLAS engagements to identify opportunities to engage more students.

Owner(s):
VP over engagements

Timeline:
August/ End of Semester/ prior to surveys held in spring

Details: Explain the data which will specifically monitor progress toward each indicator target
In order to support the inclusion of all students: Parent responses in the "Sense of Belonging (School Connectedness)" section School Climate Survey from Panorama Ed, given in the spring, will be analyzed by question and by subgroup to monitor parents' sense of welcomeness at the school.

Owner(s):
VP over Parent Involvement

Timeline:
August (from Spring data)/ End of Semester/ prior to spring surveys May

Details: Explain the data which will specifically monitor progress toward each indicator target
Participation in Athletics, with data about student grades and retention, monitored by Athletic Director and shared with Extended Admin team.

Owner(s):
Athletic Director

Timeline:
Monthly/Extended Admin.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
<mark>Linked Learning Pathway schedule and other calendars</mark> that show opportunities for field trips and other engagement activities.	CTE Coordinator and VP over Field Trips	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
<mark>Calendars and artifacts from Pate Pack</mark> (formerly Link Crew) and Student Leadership show opportunities to engage campus in a positive school climate.	Pate Pack Advisers/ Campus Culture Director	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Hoover students will utilize <mark>5Star App</mark> to notify students of upcoming school events, engagements, lunchtime activities, dress-up days, rallies, etc.	Students, staff, Campus Culture Director, Counselors	Daily

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Student body Senate meetings every Monday morning, which are open to all students to attend.
- Support Tutorials: Provide resources to keep students athletically eligible.
  - Tutorial services
- Engagement strategies and recognition of Engagements provided for students will include:
  - Regional nights
  - Weekly lunchtime activities for all students to participate
  - Intramurals
  - Superfan activities and recognition
  - Rally work nights: allows any and all students to come and help their class finalize their assignments for the rallies.
  - School community service days
  - Athlete of the Week
  - Pates of Distinction
  - Cultural Celebrations and events
  - Pate Pride
  - Special Olympics
- Provide support in the form of teacher release time and/or supplemental contracts to build a comprehensive program to attract and retain students in extended engagement activities such as athletics.
- Support opportunities for students to attend conferences off-site to build connections and broaden their knowledge in a variety of different ways.
- Incoming 9th graders will visit Hoover the spring before entry to select electives, learn about Goal 3 opportunities, and gain a sense of the culture and climate of Hoover and how to best enter.
  - Incorporation of Summer Bridge to increase engagement in school activities
  - Coordinators from Summer Bridge work to engage students in activities
  - Hoover students will visit feeder schools to welcome incoming 9th graders
- 9th-grade students will be supported with an expanded Pate Pack program including monthly activities, both academic and social. Provide supplemental contracts to Pate Pack coordinators and resources for freshman orientation activities.
- Students entering Hoover at any point after the beginning of the year will have a student buddy identified who will onboard them with engagement opportunities, availability of tutorials, a campus tour, and textbook check-out.
- Provide resources and coordination to ensure strong cultural clubs.
- Provide transportation (i.e., bus tokens) in some cases as needed to remove a barrier of transportation from students who could not otherwise participate in activities.
- Provide resources for incentives to encourage participation in culture and climate activities (e.g., students who reach a certain level of participation earn a small prize).
- Increase staff attendance at student events and build staff culture by creating a system of staff competitions (e.g., staff team that gets most staff attending student events wins).
- Provide materials and resources to support advertising and promotion of involvement opportunities, including Message Boards for the cafeteria and quad.
- Provide substitute release time for band directors to work side-by-side with middle school colleagues at our feeder middle schools to develop a stronger pathway from middle to high school and retain students in music programs.

- Provide additional resources for VAPA performance programs to increase student pride and ownership in performances, as funds available.
- Provide opportunities for student leadership and develop stronger pathways from feeder schools in the Hoover region by supporting regional leadership conferences, activities, and community service opportunities.
- Increase opportunities to solicit student voice in school-wide decisions.
- Provide additional stipends and/or release time, as available, to enable additional staff to support Campus Culture Director and provide services to students.
- Support student attendance at and participation in cultural conferences.
- Involve students in video programs (e.g., video pathway, digital photography) in promoting campus culture events to build interest. Increase strategies for promoting and advertising campus events.
- Ensure a safe environment for all school functions related to student engagement (i.e. Dances, student vs staff events, and other events)
- Provide support for clubs and activities that promote academic, social or emotional development goals of the school like ACADEC etc.
- Provide professional development (CADA and Pate Pack training) for staff participating in school culture and Pate Pack events.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 3 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by offering tutoring that meets the specific needs of EL students. Funding for supporting parents with understanding resources for testing, academic, and social-emotional support. This will be done through providing the necessary resources for Home School Liaison.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing opportunities for Parents to connect with school staff about supports and resources needed to support their children. This is also bringing in outside resources and speakers to let parents know of Tutoring and other supportive services the community can provide (such as Parent university and local churches).

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Home School Liaison will work with families of EL students, who have historically been under-involved in Hoover's campus, to engage parents in understanding the role of engagements in students' academic success.

Home School Liaison, VP over EL, and TSA will identify EL students and provide incentives and encouragement to attend school events.

Presentation in ELD class once per semester in primary language to encourage students to become involved.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

In the area of engagement HOMELESS and FOSTER YOUTH students have the highest rate of chronic absenteeism and have the highest suspension rate of any other student group as identified in the SPSA PowerBI. According to the California Dashboard, Homeless youth has the highest rate of suspensions.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support HOMELESS and FOSTER YOUTH by using funds for more tier 1 incentives and to continue to build tier 1 structures through Class meeting, explicit SEL instruction along with strengthening REC structure and resources. Fill the REC position with funds along with providing an opportunity to get parent/caregiver input about challenges and opportunities for our Foster and Homeless student population.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support HOMELESS and FOSTER YOUTH students by working with Project Access Social Worker in identifying better ways to use funds to support these students. Increase of REC staff and resources to address specific social-emotional, academic and/or mental health needs in order to decrease the rate of suspensions among this group and increase engagement in other school activities. This includes working with the school Culture Liaison to look at activities that increase student engagement and a sense of belonging.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

An Engagement Leadership Team will meet quarterly for Cycles of Review to analyze data related to students with disabilities, coordinate programs, and create follow-up actions (Campus Culture Director, Pate Pack Advisor, VP, Athletic Director, counselor, class sponsors).

- Monthly monitoring of student engagement data and opportunities for participation and exposure to activities, athletics and the arts for the following student groups:
  - Students with disabilities
  - Foster youth
  - African-American
  - English Learners

Provide support and coordination for participation in Special Olympics, Unified Sports, and United Sound program to expand opportunities for participation for students with disabilities.

Expand collaboration in athletics to increase recruitment, retention, and aligned support of all of student athletes.

Action 2

Title: Improve Daily Attendance

Action Details:

By the end of 2024-25, Hoover will increase ADA and decrease chronic absences through:

- supporting the attendance of students by providing a comprehensive, tiered program of attendance monitoring appropriate interventions. Hoover will regularly analyze attendance data in order to identify root causes behind attendance issues; link families with resources to improve attendance and provide solid Tier 1 systems across the school to support regular attendance and ensure students are quickly caught up and re-integrated into the learning following an absence.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
For overall monitoring of **Chronic Absence rate and ADA (ATLAS and PowerBi)**: - The Chronic Absence rate reviewed monthly by VP over Attendance and Attendance Intervention Team. - ADA is reviewed quarterly by VP over Attendance and Attendance PLC, Admin Team, and Culture and Climate Team.	Vice Principal over Attendance	Monthly
Attendance PLC will collaborate monthly to monitor and plan for interventions which will result in improved student attendance rates as a site. **(Attendance Team Logs)**	Vice Principal over attendance and Tiered Attendance Intervention Team.	Daily
Site records (attendance call logs, home visit logs, attendance from A1 parent meetings) monitored weekly by VP over Attendance to ensure intervention strategies being implemented.	Vice Principal over Attendance	Weekly
Communication logs monitored monthly by VP over Attendance to ensure communication to families about attendance is occurring (School Messenger, ParentSquare).	Vice principal over Attendance	Monthly
Agendas and records from Parent workshops and A1 meetings show implementation of planned attendance education/intervention sessions with parents.	Attendance Clerk/Community School Liaison	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Agendas from Professional Learning sessions and Admin meetings show implementation of planned PL.	Principal	Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Attendance Resource Counseling Assistant and Home School Liaison will work with Tier 3 attendance issues (below 90%) ADA. Will do calls home and home visits regularly.
- School Readiness Facilitator will work with Tier 2 attendance issues (90% - 94%), making calls weekly to discover reasons for truancy.
- Both attendance clerks will work with attendance issues, speaking with parents and students daily, helping facilitate A1 meetings, and making changes in attendance as needed.
- School Readiness Facilitator will monitor attendance patterns; communicate with homes of those with excessive absences; and schedule conferences with counselors, home school liaison, or vice-principal to assess root causes behind poor attendance and connect with services.
- The Attendance Resource Counseling Assistant position will function to support student academic engagement. They will support student behavior in the classroom by collaborating with teachers, counselors and administrators to support classroom instruction.
- Provide Home School Liaison and resources/supports to follow up on Tier 2 attendance intervention through home visits, coordination with counselors, and caseload management.
- Mini-lessons taught by all teachers at beginning of each semester will include lessons focused on the importance of regular attendance.
- The importance of regular attendance will be coordinated with other incentive and recognition programs, using such strategies as: 1) seniors who have off-campus lunch privileges must have 95% rate or higher to keep privilege; 2) Pate Pride incentive and recognition program includes the opportunity for students to be recognized for improved attendance; 3) pizza parties after school-wide mini-lessons on attendance for classes that earn top scores on follow-up assessments; 4) students with perfect attendance recognized and incentives provided.
- Provide resources for "Start on Time" program to discourage students being tardy to class, including:
  - Supplemental Contracts for staff (lunch and after school detention for tardies, support during transition periods)
  - Materials and supplies
- Student incentives for good attendance.
- Provide transportation (bus tokens) for students in unstable situations who need assistance with transportation.
- Effective positive behavior intervention systems used by Tier 2 support like Check-in/Check-out to assist in monitoring and supporting positive attendance.
- Provide onsite drug and alcohol counseling to address underlying issues that can interfere with attendance.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.	Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.
1. Identify English learner students in Red and all the areas that they are identified in.	**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**
English Learner student population is performing at the lowest level in area of attendance.	The following student populations are performing at the lowest level in areas of attendance.
2. Using Title I funds Only: What are the planned expenses to support English learner students?	**- STUDENTS WITH DISABILITIES**
	- FOSTER YOUTH
With Title I funds we plan to support English learner students by funding positions for Home School Liaison, School Readiness Facilitator, and Resource Counseling Assistant to support with tiered interventions. We plan to fund social emotional support staff to provide support for students whose underlying attendance need is social emotional. We plan to fund a TSA to provide academic support for our ELs and to monitor and support with redesignation for students whose underlying attendance need is academic.	**- HOMELESS YOUTH**
	2. Using Title I funds Only: What are the planned expenses to support this student group?
	With Title I funds we plan to support each student group as follows:
3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?	**STUDENTS WITH DISABILITIES:** Home School Liaison, School Readiness facilitator, and an Attendance Resource Counseling Assistant to support with tiered interventions, parent/ guardian outreach, and parent/guardian involvement. We plan to fund social emotional support staff to provide support for students whose underlying attendance need is social emotional. Co-teaching pairs, instructional aides and support personnel to support instruction for students whose attendance underlying need is academic. Online supplemental instruction for credit recovery. Interpreters for meetings with parents. Supplemental contracts for teachers to tutor students. TSAs to provide push in support in content classes. Materials and supplies to support instruction.
With 7090 or 7091 funds we plan to support English learner students by funding InterAct Tutors to support in content classes and to provide subs for teachers to plan, observe exemplary lessons, or receive training for students whose underlying attendance need is academic. We plan to provide student incentives for good attendance. We plan to provide opportunities for fieldtrips to re-engage students and incentivize good attendance. We plan to provide interpreters and food for parents to attend attendance related meetings. We plan to provide bus passes to students whose underlying attendance need is transportation.	
4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you	**FOSTER YOUTH:** Home School Liaison, School Readiness Facilitator, and an Attendance Resource Counseling Assistant to support with tiered interventions, parent/ guardian outreach, and parent/guardian involvement. We plan

do not fund out of the SPSA.

- Home School Liaison and School Readiness Facilitators will coordinate and run small group sessions to educate EL parents about attendance monitoring and intervention.
- Attendance Resource Counseling Assistant and Home School Liaison will connect with EL Parents about attendance monitoring and intervention.
- Communication from school will come in multiple languages to ensure all students and families are informed of opportunities and expectations.
- Information communication to ELD courses about available bus passes provided for students to alleviate transportation challenges or other hardships.

to fund social emotional support staff to provide support for students whose underlying attendance need is social emotional. Online supplemental instruction for credit recovery. Interpreters for meetings with guardians. Supplemental contracts for teachers to tutor students. TSAs to provide push in support in content classes. Materials and supplies to support instruction for students whose underlying attendance need is academic.

HOMELESS YOUTH: Home School Liaison, School Readiness facilitator, and an Attendance Resource Counseling Assistant to support with tiered interventions, parent/ guardian outreach, parent/guardian involvement, and to connect families with community resources including housing assistance. We plan to fund social emotional support staff to provide support for students whose underlying attendance need is social emotional. Online supplemental instruction for credit recovery. Interpreters for meetings with guardians. Supplemental contracts for teachers to tutor students. TSAs to provide push in support in content classes. Materials and supplies to support instruction for students whose underlying attendance need is academic.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by:

STUDENTS WITH DISABILITIES: Subs for teachers and co-teaching pairs to observe exemplary lessons, plan instruction, and receive training. Supplemental staff for after school tutoring program. Supplemental contracts for teachers to tutor students for students whose underlying attendance meeting is academic. Food for parent/guardian meetings to increase parent/guardian involvement. Student incentives for good attendance. Opportunities for field trips to re-engage students. Bus passes for students whose underlying attendance need is transportation.

FOSTER YOUTH: Subs for teachers to observe exemplary lessons, plan instruction, and receive training. Supplemental staff for after school tutoring program. Supplemental contracts for teachers to tutor students for students whose underlying attendance meeting is academic. Food for parent/guardian meetings to increase parent/guardian involvement. Student incentives for good attendance. Opportunities for field trips to re-engage students. Bus passes for students whose underlying attendance need is transportation.

HOMELESS YOUTH: Subs for teachers to observe exemplary lessons, plan instruction, and receive training. Supplemental staff for after school tutoring program. Supplemental contracts for teachers to tutor students for students whose underlying attendance meeting is academic. Food for parent/guardian meetings to increase parent/guardian involvement. Student incentives for good attendance. Opportunities for field trips to re-engage students. Bus passes for students whose underlying attendance need is transportation.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

STUDENTS WITH DISABILITIES: School personnel will ensure that students have appropriate transportation to school to ensure accessibility and reduce any hardships. Home visits and phone calls will be made by School Readiness Facilitator, Home School Liaison, and Attendance Resource Counseling Assistant when attendance drops below 91%. Continued Social and Emotional support through various school staff. Provide support for low-preforming student groups through ongoing progress monitoring and collaborative planning for interventions.

FOSTER YOUTH: School personnel will ensure that students have appropriate transportation to school to ensure accessibility and reduce any hardships. Home visits and phone calls will be made by School Readiness Facilitator, Home School Liaison, and Attendance Resource Counseling Assistant when attendance drops below 91%. Continued Social and Emotional support through various school staff. Provide support for low-preforming student groups through ongoing progress monitoring and collaborative planning for interventions.

HOMELESS YOUTH: School personnel will ensure that students have appropriate transportation to school to

ensure accessibility and reduce any hardships. Home visits and phone calls will be made by School Readiness Facilitator, Home School Liaison, and Attendance Resource Counseling Assistant when attendance drops below 91%. Continued Social and Emotional support through various school staff. Provide support for low-preforming student groups through ongoing progress monitoring and collaborative planning for interventions.

Action 3

Title: Strengthen PBIS and Improve School Climate for All Students

Action Details:

By the end of 2024-25, improve metrics as outlined on the biannual Panoram Culture and Climate Survey by:

- using a Multi-Tiered System of Supports (MTSS), Hoover High School will provide a tiered approach to positive behavior leveraging Restorative Practices and the Safe and Civil Schools Framework for PBIS (Positive Behavior Intervention and Supports).
- engaging staff in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing policies and procedures to support goals.
- ensuring that Tier 1 services focus on common areas and school-wide policies, consistent agreements across the staff about responding to misbehavior through an instructional approach.
- ensuring that Tier 2 supports include opportunities for reflection, an emphasis on restoration and learning from mistakes, and the development of short-term group instruction.
- ensuring that Tier 3 includes connect students to services to meet underlying needs and an expansion of efforts to involve and support families.
- creating an inviting climate through opportunities for intentional relationship-building and by addressing safety, conflict, bullying and "bystanding".

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
For overall monitoring of Suspension Rates: • The suspension rate and the rate of unique students suspended reviewed monthly by Administrative team.	Principal	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
To monitor implementation of strategies to reduce misbehavior: • The rate of misbehaviors/suspensions (PowerBi), the number of incidents originating in the classroom, and the rate of students with 2 or more suspensions.	Tier II VP and Tier II Intervention Specialist	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Student Behavior PowerBi analyzed for patterns (e.g., where misbehavior originates, consistency of admin responses, students with repeat behaviors).	Principal	Bi-weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Behavior Notification Forms and Referrals logged daily and reviewed by Discipline Secretary every 48 hours to ensure completion of communication feedback loop between teachers, vice principals, and re-engagement center staff.	Admin Team and REC Teacher	Daily; shared with admin team bi-weekly.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Agendas from Professional Learning sessions and Admin meetings show implementation of planned PL.	Principal	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Lesson plans and artifacts from advisory lessons, school-wide assemblies, and common lessons show evidence of instruction in SEL social-awareness skills and a balance of positive-behavior building/reinforcement with communication of rules and structures.	Vice Principal over Culture/Climate	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Site records including **agendas and records from Parent Workshops, VP and counselor conference logs, and Community School Liaison logs of home visits** show intervention and outreach sessions with parents.	Community School Liaison	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Agendas and products from Culture and Climate Team meetings and activities demonstrate engagement in the Safe and Civil Foundations process of continuous improvement and development of school-wide practices.	School Climate Psychologist	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Students with 3 or more BNFs and/or referrals to the office and 2 or more suspensions with Ed code violation of A1 or A2 as primary reason, will be referred to the **Tier 2 system for intake process**. The student completes a 6 week program and then is monitored to ensure there are no further A1 or A2 suspensions.	VP over Tier 2, Culture and Climate psychologist, REC teacher, School Social Worker	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Classroom observations using the **Teacher Feedback Tracking Log** to show evidence of creating a culture of learning and student ownership.	Administrative Team	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
A4 advisor will work with VP team to identify trends affecting at risk groups and help to coordinate interventions and outreach using a **Tracking Log**.	A4 Advisor, VP team	Weekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Mini-lessons taught by all teachers at the beginning of each semester and/or grade-level assemblies will include lessons on Guidelines for Success, corrective actions for misbehaviors, school-wide and common area expectations, and resources for help.
- Provide resources for a coordinator and team for writing mini-lessons and class meeting lessons.
- Students referred to the office for Level 2 or chronic Level 1 misbehaviors will engage in reflection, goal setting, perspective taking, and conflict resolution that encourages accountability and restoration. Provide staffing for a Resource Counseling Assistant to facilitate this reflection before student is referred to vice principal.
- Provide staff and materials for a Re-Engagement Center, where students assigned will engage in curriculum designed to elicit learning and reflection; and will be monitored and supported by a classroom teacher to reflect on behaviors and develop plans for success in the classroom.
- Develop a calendar to coordinate and connect class meetings and initiatives such as, Cyber Safety, Human Element, and Breaking Down the Walls to provide a comprehensive year-long curriculum in building and reinforcing Social Emotional skills.
- Provide resources to support the Pate Pride program, which allows school staff to recognize and celebrate student accomplishment in School-wide Learner Outcomes and Guidelines for Success.
- Provide supplemental contracts to support lunch-time and after-school detention to increase reflection opportunity and accountability for misbehaviors.
- Intervention Specialist will develop a program of Tier 2 responses- created and taught to students to teach self-management strategies. Students are taught how to manage stress, emotions and situations to make better choices to prevent an unwanted impact. Provide resources for Tier 2 interventions, including site license for Connections.
- Develop Tier 2 and Tier 3 systems through establishing a referral group to ensure students of concern are identified and supported with the appropriate intervention (e.g, a Tier 2 Team).
- Establish systems for students to provide feedback and voice about school climate issues (Student Voice group).
- Provide support for the Re-Engagement Center to ensure staff is able to provide immediate support and ongoing monitoring for student processing and re-entry.
- Ensure that all students re-entering after a suspension have a re-entry meeting with agreements and understanding of supports.
- Plan the After-School Program to include opportunities for students to connect with mentors, coaches, and teaching staff in a variety of ways to encourage relationship-building and positive mentorships.
- Provide opportunities for student leadership through clubs, peer mediation and mentorship (both here at Hoover and at feeder middle schools), student advisory committees, Men's & Women's Alliance, etc.
- Provide after school support in the way of tutoring, Saturday academy, and credit recovery
- Provide early credit acquisition and skill gain through Summer bridge and summer bridge exploration/extension activities
- Provide resources and support for a Culture Climate Team, including supplemental contracts, planning time, and resources for professional development and school-wide actions.
- Provide resources to allow for additional Campus Safety Assistant.
- Provide substance abuse counseling on campus.
- Update/replace campus positive signage to increase positive school climate and student pride in attending Hoover.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in area of **Math**, there are no red indicators in the areas of misbehaviors (Suspension rate).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by.increasing REC and SEL supports along with strengthening Tier 1 supports through the use of classroom meetings and School connect. Making sure that resources for REC and SEL are accessible to students in their home language and that parents have the necessary resources to support their children.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students? Tutors that speak the students home language, supports and resources to help with math, social-emotional supports

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

The **FOSTER YOUTH** student population is performing at the lowest level in areas of suspension rate according to the California Dashboard

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support **FOSTER YOUTH** by working closely with our Project Access worker who oversees all Foster Youth, along with those over tier, 1,2, and 3 services to look at data and analyze the data to assess resources, identify gaps and barriers and develop interventions that meet the needs of the Foster Youth. This includes using the budget to enhance REC and SEL supports along with providing supplemental contracts for on campus structures as an alternative to suspension.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support **FOSTER YOUTH** by increasing REC and SEL supports by filling the

and communicating those resources to parents through funded times to physically connect with parents (Coffee hour).

With 7090 or 7091 funds we plan to support English learner students by. using funds for parent engagement and support for the home school Liaison to bring in presenters for EL students parents, along with resources for parents and Home school Liaison to better support parents specific needs for their children.

4. As a site: What are planned actions to support English learner students? *Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.*

Ensure that advisory lessons and school-wide instruction in systems provide opportunities for EL students to verbally process, ask questions, and understand the content.

BIAs and InterAct Teaching Fellows collaborate regularly with teachers and vice-principals to support student understanding of expectations and facilitate communication with families.

open position, have class meeting (School Connect as a Tier 1 structure for all staff) and supporting parents/caregivers of Foster Youth with resources and supports for their students.

4. As a site: What are planned actions to support this student group? *Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.*

Admin team will review Behavior Intervention Plans of students with disabilities, and consult with RIM, in cases of suspension for misbehavior.

VP's will monitor misbehaviors of students with disabilities on their caseload, and offer support and guidance as needed.

Provide resources to increase hours of one SE Para to keep SE Support Center available for more hours.

Provide students with disabilities, African American, and Foster Youth with support, information and access to FAX bus program riders passes for FUSD students.

Establish and support weekly "SPED Chats" by program (ED, Autism, ALPs) involving program staff, psychologist, support staff, and administration in order to monitor and support individual students on caseloads.

Establish and support bi-weekly social-emotional support staff meetings to align services and monitor students to identify support needs.

Provide resources and training for ED teacher to allow for the development of a Tier 2 short-term intervention of a more structured learning environment, as needed.

Provide resources to Foster Youth in collaboration with CSSW to improve engagement in school and extracurricular activities.

A4 Advisor meet with African American students on caseload, provide mentorship, and help to remove road blocks to success.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: Funds for materials and supplies for Academic Awards, graduation, etc. (Counseling Team)	30,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Funds for campus beautification to build Tier 1 Culture and Climate	30,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Funds for student incentives and to build Tier 1 structures (Vallarta, Kona Ice, Ampersand, T-shirts, REC supplies, and other student store items for 5-Star system)	40,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			Funds for Transportation: College Trips, Classroom Field Trips, etc.	5,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			General Maintenance: Classroom Tech Maintenance and Install	10,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			: Funds for Graphics	1,221.00
G3A1	Sup & Conc	Security	Cls Sup-Ext			Funds for CSA Support for Student Engagement Activities outside of regular duty hours	4,140.00
G3A2	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Parent Support **Cannot be used for translation of mandatory items (i.e., ELPAC & IEPs).**	78,130.00
G3A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Facltr, Schl Readiness Spanish	0.8100	Parent Support	64,820.00
G3A2	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Facltr, Schl Readiness Spanish	0.1900	Parent Support	15,204.00
G3A3	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	REC Support	74,209.00
G3A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts (to support Tier 1 structures: Lunch / after school detention CCT Members, develop Class Meetings, etc.)	49,040.00
G3A3	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	REC and SEL Supports	74,055.00

$475,819.00

05/10/2024

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	83.22 %	85.1 %	2023-2024	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Diversity and Professional Learning Action 1:

Culture and Climate team did meet with fidelity which helped increase retention of staff. New structures were put in place to help with retention, like return of Staff Power Teams (Team Gray and Team Green) and incentives. There was also the return of regular staff events outside of school and use of funds for activities that brought staff together during days like Buyback. There was also intentionality in hiring in increasing the diversity of the teaching staff with high quality teachers.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

African American students continued to experience a higher percentage of misbehavior and suspension incidents greater than the percentage that they made up of the student population. There was a lack of opportunities for staff to learn more about interacting with students of all backgrounds.

Hoover has not completed cultural proficiency training with fidelity when it came into our system back in 2020 which has an impact on all student groups as seen in the data in academic and social emotional metrics.

There continues to be a lack of diversity in the teaching staff with some student groups not represented at all (for example, we have zero African American female teachers and have not had one in years). Not all students are able to see and work with staff that look like them which has an impact on student outcomes.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Intention was to provide ALL teachers with 2 substitute days to engage in professional development activities. This did not happen due to the potential work stoppage during the fall of 2023, the change of school leadership with work being done to solidify a schoolwide instructional focus, and due to the time required to complete the WASC process with fidelity this school year.
- Intention was to have teachers work in PLCs to plan and discuss instructional moves but this did not happen with fidelity or with the needed frequency due to the loss of PLC time to WASC Focus groups.
- Intention was to update Hoover's mission and vision, this did not happen as the WASC self-study needed to be completed first.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Funds for PL based on agreed upon instructional and social emotional focus.

- Funds for supplemental contract for a team of stakeholders to update Hoover's vision and mission statements once the WASC visit is completed with findings.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
• Discussion of an equity audit by an external partner • Funds to continue to help build relationships between staff	• Certificated tutors for intervention development • Substitutes for teacher training • Planning and professional development • Bilingual instructional assistants • Student incentives • Extended learning • Instructional materials.	• Funds for beautification of & furniture for classrooms / environment • More cameras to increase sense of safety • Subs for PL, trips, observing peers, and planning time • Training opportunities for Paras • Funds for conference fees and travel • Opportunities to learn in our content areas • Continue to increase diversity of staff • Funding for staff club to create a send of belonging • More funding for diversity clubs • Funds for staff team building events

Action 1

Title: Increase Staff Diversity and Grow Staff Skillsets

Action Details:

During the 2024-25 school year, Hoover staff will continue to grow my diverse and skilled by:

- hiring highly qualified staff of varying backgrounds (ethnicity, gender, sexual orientation, etc.).
- admin will strategically work with Teacher Development and Human Resources to identify high qualified staff of all backgrounds.
- building our own by identifying current staff who can move up the ranks to teacher and beyond.
- completing an equity audit from an external partner to learn about how we can grow as a site.
- engage in ongoing professional learning and collaboration to support and value a diverse and healthy community.
- intentionally creating opportunities for staff to grow (to become DE instructors, CTE instructors, and certified in other areas like National Board Teacher, etc.)

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
• **Staff list** reviewed annually to analyze reasons for vacancies and to identify areas of need for increased diversity • **Interview Panel Make-up** • **Interview questions**	Principal	1/year

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Professional learning agendas/minutes/sign-ins	Principal	4X/year

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Staff survey data on satisfaction/sense of community	Principal	1X/year

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
ILT agendas, notes and feedback	ILT, Principal, and Admin Team	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Culture and Climate team agendas, data, feedback and goals	VP over CCT and Principal	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Teacher Feedback Loops from classroom visits by Admin to identify areas of need for PL.	Admin Team	Weeklu

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Staff leadership teams include participants with a range of backgrounds, experience, and viewpoints.
- Provide teachers with substitute days to engage in school-wide professional learning to best respond to the needs of our students.
- Professional learning and PLC teams designed to provide opportunity for meaningful dialogue and community-building.
- Staff will engage in visioning of Hoover future: reviewing/revising Hoover mission, vision in light of new district vision/mission/values/goals.
- Teacher Academy will prepare current Hoover students for careers in education, building toward a work force reflecting the community.
- Culture and Climate team meetings to focus on data and goals.
- Teachers work in PLCs to plan and discuss instructional moves to improve student learning.
- Travel, conference costs, subs, and supplemental contracts to support teachers and staff.
- Increase professional Learning opportunities for specialized teachers (Band Director, Campus Culture, Athletic Director, Re-Engagement teacher)

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Professional learning focus on Restorative Practices schoolwide to help to reduce inequities experienced by students with disabilities, African American, and Foster Youth student groups.

Provide opportunities for teachers to support student groups to address achievement gaps experienced by

With Title I funds we plan to support English learner students by providing them with supports ELF Interact tutors who will speak the both the language spoken by the students served along with English.

students with disabilities, African Americans, and Foster Youth, etc.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Funds for teacher professional learning around EL supports, cultural proficiency, equity, and restorative practices, etc. Funds for classroom materials and supplies, additional technology, and supplemental contract.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Staff will have access to Interact Fellows who will provide targeted tutoring support to ELs.

Staff will be provided EL strategies during PD to apply to their learning.

Provide explicit connections between restorative practices and language development strategies for EL students when staff engage in professional learning.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4 - Increase recruitment and retention of staff reflecting the diversity of our community							
G4A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts (Additional Lead Teacher Contracts and Math Tutoring - Algebra 1 Focus) **No IEPs**	30,652.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Funds for teacher release time for PLC planning, SPED Teacher additional IEP time, ILT PL, ELD planning, Linked Learning PLC, RP PL, CCT planning, etc.	59,721.00
G4A1	Sup & Conc	Instruction	Travel			: Funds to cover conference fees and travel for staff PL	20,000.00
G4A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Funds for Admin release time for PL	3,585.00

$113,958.00

05/10/2024

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	77.99 %	78.2 %	2023-2024	85 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Improve School-Family Partnership in Student Learning Action 1:

During the 2023-2024 school year, Parents receive up-to-date information regarding individual student performance via Parent Square, EduText and ATLAS parent portal, along with site and district information via school messenger, newsletters, teacher websites, and regularly scheduled meetings. Hoover's website is now regularly updated in order to ensure that families have all need-to-know information on one platform. English Learner Advisory Council quarterly meetings keep English Learner parents up to date on site performance, behavior and attendance data and act as a feedback loop for parent ideas, comments, and concerns. Input is solicited for making our system run more efficiently in areas of school-to-home communication, and support in place for our English Learners.

Students who are "Off-Track" will receive notification for parents and students to attend the site's off-campus night where school counselors, administration and vice principal discuss A-G requirements, making up site attendance and parents getting involved on campus. Individual Parent conferences with counselors and teachers to report on progress, assessment results, and resources to support English Learner achievement. Counselor meetings provide specific information based on graduation, A-G on track and completion, earning credits, additional support, tutoring, and credit recovery. Parents of re-designated students will be advised of their students' success and given information on continued academic and proficiency growth. Assessment results for ELAC/ English Assessment are mailed home in parents' primary language. School Site Council meetings.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Continues to be a lack of diversity in the office in support of our Hmong speaking families which hurts the level of parent engagement and sense of belonging. Also, the lack of an additional Home School Liaison has led some students not receiving home visits in a timely manner as needed, impacting ALL student groups.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Intention was to hire a Spanish Attendance Resource Counseling Assistant, but this did not happen due to a lack of interest.

- Intention was to hire an additional Campus Safety Assistant our of SPSA budget but this did not need to happen due to the district providing the funds for this position.
- Intention was to have a Parent Center for parents to meet in, but this did not occur due to a lack of space due to the library renovation project not being finished until January 2024 and with the intended space being used for the office with the office closing for a floor project.
- Intention was to have funds for materials and supplies for parents but this was put in wrong budget line (3010) limiting what could actually be purchased to support parent engagement.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes for 2024 - 2025:

- Creation of dedicated parent center for a regular meeting space for parents at any point during the day
- Addition of funds for materials and supplies for parent meetings
- Addition of funds for babysitting contracts to allow parents to attend meetings
- Additional funds for mileage to encourage more home visits from office team

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
- Funds for relationship building	- Certificated tutors for intervention development - Substitutes for teacher training - Planning and professional development - Bilingual instructional assistants - Student incentives - Extended learning - Instructional materials.	- Provide transportation to parents to come to school events and activities - Provide families with more regular opportunities to come to campus to meet with teachers - Need a PTA - Funds for food which brings parents to site - Materials and supplies for parent events - Hoover gear for parents - Provide daycare for families to allow them to participate in school meetings / events - Multicultural Nights / Events for families - Funds to support families to pay for PE clothes - Family Saturday Academics - Offer jobs for parents on campus

Action 1

Title: Improve School-Family Partnership in Student Learning

Action Details:

For the 2024-25 school year, Hoover will seek new and innovative ways to connect with families including social media platforms, ParentSquare, and more traditional methods such as mailers, school events, and student/parent email to increase a climate of academic learning support.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
ParentSquare will be used to communicate with our families regarding school-wide events, athletics, individual student meetings with counselors, teachers, or other staff members, current assignments, the ability to communicate with teachers, see the school calendar and individual student schedule.	Principal and teachers	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
• Panorama Ed Parent Survey results and responses will be used to determine areas of growth in strengthening the partnership between Hoover and families that we work with.	Vice Principal over Parent Engagement	annually

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
• IEP translation logs • Event sign in logs • Phone call logs • Home visit logs These data sets will be used to analyze who we are contacting with fidelity to ensure equity in supports and relationship building.	HSL, VP over HSL, and Principal	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
• Culture and Climate team notes, agendas, data and feedback will be used to track progress on making connections with families using a CCI process.	VP over CCT Principal	Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Fund Home School Liaison positions to provide connections to school for parents, as well as support for communication in three languages.

Meet and greet with SRO, CSAs, and admin/counselors.

Fund additional Campus Safety Assistant as well as substitute CSA during strategic months to ensure additional adult supervision, and positive student/adult interactions, on campus.

Provide Parent informational meetings where SRO offers information on the latest things to look out for (social media, drugs, gangs...)

Facilitate parent meetings focused on specific student opportunities: e.g., AP Parent Night, Pathway parent events, Ivy League and UC Merced parent nights to engage parent support in these opportunities

Parent Coffee Hours facilitated by HSL in Parent Center.

Classes to support parents facilitated through Parent Center and Parent University.

Parent Center courses and resources will fluctuate to meet dynamic needs of families of English Learners and the community.

Materials and supplies and local mileage to support parent outreach and communication.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Home School Liaison will hold weekly Coffee hours and provide parents with resources.

Families have access to HSL who will provide: translation services, school connected opportunities, community opportunities, school information, parent learning opportunities.

Families will engage in informational meetings facilitated by: academic counselors, HSL, SEL support team, SRO, EL Services, and Admin team members.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Provide strategic support to parents and guardians of students with disabilities, African American, and Foster Youth as they transition to high school.

Ensure communication of events, resources, attendance, and achievement to support parents and guardians of students with disabilities, African American, and Foster Youth.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education							
Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Funds to support parent engagement (Parent coffee hour and meetings)	10,000.00
G5A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			Funds for mileage for home visits (HSL, counseling team, admin, etc.)	2,000.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Funds for Translation services, babysitting, etc. for EL Parent Meetings	3,941.00

$15,941.00

05/10/2024

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0235 Hoover High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Funds for Books and Digital Subscriptions	15,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Funds for classrooms technology: student laptops and chargers	28,709.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Funds for additional site licenses to support instruction (i.e.. Gimkit, Kahoot, DeltaMath, Blooket, etc.)	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Funds for classroom materials and supplies (in place of unit 0125 used prior)	100,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Funds for Extra Richo Machines	17,385.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout to support ELD Instruction	13,598.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Funds for ELPAC Assessors	3,064.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Funds to support lunch and after school tutorial teacher contracts to increase redesignation rates	8,584.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Funds for materials and supplies to support EL Redesignation	38,081.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Funds for Prep Buyout to support additional sections of Math (Algebra 1 focus)	13,598.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts (9th Grade Success PLC, continued WASC work, additional Lead Teacher contracts)	24,520.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Funds for additional student computers and chargers for classrooms	20,000.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Funds to support teacher release time for education field trips	9,555.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Funds for materials and supplies for Academic Awards, graduation, etc. (Counseling Team)	30,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Funds for campus beautification to build Tier 1 Culture and Climate	30,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Funds for student incentives and to build Tier 1 structures (Vallarta, Kona Ice, Ampersand, T-shirts, REC supplies, and other student store items for 5-Star system)	40,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			Funds for Transportation: College Trips, Classroom Field Trips, etc.	5,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			General Maintenance: Classroom Tech Maintenance and Install	10,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			: Funds for Graphics	1,221.00
G3A1	Sup & Conc	Security	Cls Sup-Ext			Funds for CSA Support for Student Engagement Activities outside of regular duty hours	4,140.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Parent Support **Cannot be used for translation of mandatory items (i.e., ELPAC & IEPs).**	78,130.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness Spanish	0.8100	Parent Support	64,820.00
G3A2		Attendance & Social Work Service	Cls Sup-Reg		0.1900		15,204.00

Goal	Funding Source	Service	Object	Position	FTE	Description	Amount
G3A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness Spanish	0.1900	Parent Support	15,204.00
G3A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	REC Support	74,209.00
G3A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts (to support Tier 1 structures: Lunch / after school detention CCT Members, develop Class Meetings, etc.)	49,040.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	REC and SEL Supports	74,055.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts (Additional Lead Teacher Contracts and Math Tutoring - Algebra 1 Focus) **No IEPs**	30,652.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Funds for teacher release time for PLC planning, SPED Teacher additional IEP time, ILT PL, ELD planning, Linked Learning PLC, RP PL, CCT planning, etc.	59,721.00
G4A1	Sup & Conc	Instruction	Travel			: Funds to cover conference fees and travel for staff PL	20,000.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Funds for Admin release time for PL	3,585.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Funds to support parent engagement (Parent coffee hour and meetings)	10,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Funds for mileage for home visits (HSL, counseling team, admin, etc.)	2,000.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Funds for Translation services, babysitting, etc. for EL Parent Meetings	3,941.00
							$902,812.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$226,700.00
Sup & Conc	7090	$593,640.00
LCFF: EL	7091	$82,472.00
Grand Total		**$902,812.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$287,539.00
G2 - Expand student-centered and real-world learning experiences	$9,555.00
G3 - Increase student engagement in their school and community	$475,819.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	$113,958.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$15,941.00
Grand Total	**$902,812.00**

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