

Herbert Hoover Middle	School Plan for Student Achievement (SPSA)	Andrew Anstead
School Year: 2024-25		

San José Unified School District
Herbert Hoover Middle

School Year: 2024-25

Title 1 Status	Schoolwide Title I Program
State Dashboard Status	Comprehensive Support and Improvement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort to increase student achievement. This plan and its contents align directly with San José Unified’s Strategic Plan and Local Control and Accountability Plan (LCAP).

The Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and modify the plan that reflects changing needs and priorities, as applicable. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students.

Local Control Funding Formula (LCFF) provides schools and Local Education Agencies (LEA) or districts flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

About this School:			
Grades Served:		6th-8th	
Total Students:		923	
Ethnic Breakdown:	White	12%	
	Hispanic	76%	
	Black	4%	
	Other	7%	
Free lunch		52%	479
Reduced lunch		11%	102
Total FRPL		63%	581
EL		30%	275
EO		42%	387
Foster Youth		0%	4
Special Education		14%	126

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Educational Partners Involvement: Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process.

The engagement process is an ongoing, annual process. The data is reviewed during staff and School Site Council (SSC) meetings. After reviewing the data and discussing the strengths of the educational program, parents and staff provide input on goals and actions to address opportunities for improvement. The data, goals, and actions are shared in other parent meetings, such as PTA or Principal Coffess. The SPSA is reviewed at each SSC meeting during the year to discuss interim data, progress toward goals, and the effectiveness of the actions in the plan. The principal also shares a reflection on the use of resources in the previous year and how they may have impacted student data.

School Plan: Description of the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is aligned with the Local Control and Accountability Plan (LCAP) and the SJUSD Strategic Plan, and all actions align with the district's objectives to provide a rigorous curriculum, an innovative workforce, and a unified community. Enhanced resources and efficient systems support these objectives. Staff utilizes a curriculum aligned with state standards and receives professional development and coaching to support the school's goals. Data is regularly reviewed and disaggregated by student subgroups so that we can adjust instruction and provide additional intervention as needed to better align with student needs.

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School Goals

LANGUAGE ARTS:

This year's overall ELA SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.

MATHEMATICS:

This year's overall Mathematics SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.

ENGLISH LANGUAGE LEARNERS:

47% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.

SCHOOL CLIMATE:

This year's chronically absent rate will decrease by 5 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.

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Site Based Resource Inequities

San José Unified provides resources based on overall enrollment and the number of students the state identifies (English Learners, Socioeconomically Disadvantaged, Foster Youth). Each school determines how they will allocate those resources (funds and staffing FTE) to achieve school goals. Any inequities identified by the needs assessment are described on the Rigorous Curriculum and Unified Community data tabs. The analysis and plans to address the inequities are described on the Goals tab. Our school uses Supplemental FTE to support identified students as described below.

We have identified Special Education students, English Learners, and Socioeconomically Disadvantaged Students as those needing the most support in reaching our school goals. As such, most of our action items and funds are target toward supporting these students. Due to the lack of growth on the SBAC of Hispanic, EL and Special Education students, these groups will continue to be the focus for this school year. To meet the needs of these groups of students, supplemental FTE is used to provide Reading and Math intervention classes at each grade level. Supplemental FTE is also utilized to provide 6 sections of ELD instruction for students and 11 sections of Academic Language Development for students who are English Language learners that require academic support. Special Educations students are provided with a Guided Studies period to improve their academic skills in their areas of need. After school support is offered to students in any of these intervention classes. These after school supports are offered to small groups of students based on their academic needs (ELA or Math).

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We have identified Special Education students, English Learners, and Socioeconomically Disadvantaged Students, and teir 3 students as those needing the most support in reaching our school goals. As such, most of our action items and funds are target toward supporting these students. Due to the lack of growth on the SBAC of Hispanic, EL and Special Education students, these groups will continue to be the focus for this school year. To meet the needs of these groups of students, supplemental FTE is used to provide Reading and Math intervention classes at each grade level. Supplemental FTE is also utilized to provide 3 sections of ELD instruction for students and 11 sections of Academic Language Development for students who are English Language learners that require academic support. Special Educations students are provided with a Guided Studies period to improve their academic skills in their areas of need. After school support is offered to students in any of these intervention classes. These after school supports are offered to small groups of students based on their academic needs (ELA or Math).

Prop 28 School Site Plan

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts education programs in schools beginning in 2023–24.

"Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.

LEAs with more than 500 pupils must expend at least 80 percent of the funds to employ certificated or classified employees to provide arts education instruction and the remaining funds for training supplies, curriculum, professional learning, materials, and arts educational partnership programs.

Summarize your school's plan for the Proposition 28 funds in the below box. Include use of certificated staff (FTE) and funds.

Funds	We are utilizing our funds on coaches that will be providing support in the classrooms. We will also utilize some of the funds for instruments or repairs.
FTE	We are utilizing our funds to expand our current VPA sections. We are also expanding to new VPA sections, and lastly utilizing some funds on keeping existing VPA sections.

Systems of Support

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must collaborate with educational partners to locally develop and implement a plan to improve student outcomes.

Schools that are not eligible for CSI and have one or more student group(s) that meet(s) any of the criteria used to determine CSI Low Performing, will be eligible for ATSI using two years of Dashboard results.

ATSI or CSI Plan

If this school has been identified as an ATSI or CSI school, the subgroup or area identified is listed below.

Comprehensive Support and Improvement (CSI) Low Performance.

Describe the consultation with educational partners and the impact the feedback had on the plan.

Parent and Community Surveys: We administer surveys to parents and community members to gather their perspectives on the strengths and areas for improvement within our school. These surveys may cover topics such as school climate, academic programs, and support services.
 Student Focus Groups: We conduct focus group discussions with students to understand their experiences, challenges, and suggestions for enhancing the learning environment and academic supports. These sessions provide valuable insights into student needs and preferences.
 Staff Meetings and Workshops: We facilitate staff meetings and workshops where educators can share their observations, concerns, and ideas for addressing the needs of students and improving school performance. These forums foster collaboration and collective problem-solving among staff members.
 Advisory Committees: We establish advisory committees comprising representatives from various stakeholder groups, including parents, community members, teachers, and administrators. These committees meet regularly to discuss school improvement initiatives, review data, and provide recommendations for action.
 Community Forums: We organize community forums to engage with stakeholders in open dialogue about our CSI status, solicit feedback, and discuss strategies for improvement. These events promote transparency, collaboration, and accountability within the school community.

Goal #	Identify the specific research-based action	Identify the metric that will be affected by this action
#1	Providing teachers with subs to implement classroom walks and teacher release time to demonstrate EL support and classroom management support. This will also align with our paid collaboration time for teachers to continue Professional Development collaboration time.	English Language Arts CAASPP Scores
#2	After School targeted tutoring support for students. Writing workshops on Saturdays and afterschool for students who are struggling. Ramp up during summer to target students who struggle in ELA to build vocabulary and provide writing supports.	English Language Arts CAASPP Scores
#3	After School targeted tutoring support for students. Targeted FTE to support students in Math Labs.	Math CAASPP Scores
#4	We will be having monthly Neighborhood Attendance Meetings (NAM) for our students in the 11%-50% range. We will hold grade level NAM meeting in August for students with Chronic Absenteeism 23-24 School Year. We will conduct home visits for students in the >50% range.	Chronic Attendance
#5	Little Heroes will help all of our targeted groups by increasing positive school climate and culture.	Suspension Data
#6	We will also be running our PBIS program that will specifically targeting our tier 2 and tier 3 students with attendance goals and incentives. We will be creating a School Committee to focus on Chronic Absenteeism with the use of PBIS in the classroom.	Chronic Attendance
#7	Our behavioral interventionist will continue to support tier 3 behaviors in the classroom and individually. The behavioral interventionist will provide teachers with one-on-one instruction.	Suspension Data

Title I Needs Assessment

Describe the effectiveness of those strategies and any adjustments planned for the current school year to improve student outcomes.			
Identify the use of Title I funds in the 2023-2024 school year		Impact these funds had on student achievement	Keep, Abandon, Adjust for 2024-2025 school year.
Professional Development	Yes	Teacher professional development (PD) plays a pivotal role in shaping the educational experience and outcomes of students. When educators engage in high-quality PD opportunities tailored to their needs and the needs of their students, they gain valuable insights, strategies, and resources to enhance their teaching practices. This, in turn, leads to improved instructional delivery, greater student engagement, and enhanced learning outcomes. By continually refining their skills and staying abreast of best practices, teachers are better equipped to meet the diverse needs of their students, foster a positive classroom environment, and ultimately empower them to reach their full potential academically, socially, and emotionally.	Keep
Positive Climate	Yes	<p>A positive school climate has a profound impact on student achievement in several ways. First and foremost, it creates an environment where students feel safe, supported, and valued, which is essential for optimal learning to occur. When students feel respected and connected to their school community, they are more likely to engage in classroom activities, participate actively in learning, and exhibit positive behavior.</p> <p>Furthermore, a positive school climate fosters strong relationships between students and teachers, as well as among peers. These positive relationships facilitate effective communication, collaboration, and trust, which are critical components of student success. When students feel connected to their teachers and classmates, they are more likely to seek help when needed, collaborate on projects, and persist through challenges.</p> <p>Additionally, a positive school climate promotes a culture of high expectations and academic rigor. In an environment where students feel supported and encouraged to excel, they are more likely to set ambitious goals for themselves, strive for academic excellence, and take ownership of their learning. Teachers are also more motivated to implement innovative teaching strategies and provide differentiated instruction to meet the diverse needs of their students.</p> <p>Overall, a positive school climate creates the conditions necessary for students to thrive academically, socially, and emotionally. It lays the foundation for a culture of learning, respect, and achievement, where every student has the opportunity to reach their full potential.</p>	Keep
Extended Day or Year Intervention	Yes	Extended Day or Year Intervention programs provide invaluable opportunities for students to receive targeted academic support and enrichment beyond the regular school day or year. These programs offer additional time for students to engage in focused instruction, remediation, and enrichment activities tailored to their individual needs and learning goals. By extending learning opportunities beyond the traditional school hours or calendar, these interventions help address learning gaps, reinforce foundational skills, and accelerate academic progress. Furthermore, Extended Day or Year Intervention programs often incorporate a variety of instructional approaches, such as small-group instruction, one-on-one tutoring, project-based learning, and technology-enhanced activities, to meet diverse student needs and learning styles. Ultimately, these programs contribute to improved academic achievement, increased confidence, and greater readiness for future academic challenges among participating students.	Keep
Purchase supplemental resources	No		Keep

<p>Release for SST, Data Chats, PD</p>	<p>Yes</p>	<p>Release time for Student Success Team (SST) meetings, data chats, and professional development (PD) sessions is critical for improving student achievement and fostering a culture of continuous improvement within schools.</p> <p>Firstly, providing dedicated release time for SST meetings allows educators to collaborate effectively in identifying and addressing the individual needs of students who require additional support. During these meetings, teachers, administrators, and support staff can analyze student data, develop personalized intervention plans, and monitor progress over time. This targeted support helps to ensure that all students receive the assistance they need to succeed academically and thrive in the school environment.</p> <p>Similarly, allocating time for data chats enables educators to engage in meaningful discussions about student performance and progress. By analyzing assessment data, identifying trends, and sharing best practices, teachers can make informed decisions about instructional strategies, curriculum alignment, and targeted interventions. These collaborative conversations empower educators to implement evidence-based practices that have a direct impact on student achievement and learning outcomes.</p> <p>Additionally, providing release time for PD sessions allows educators to engage in ongoing professional learning and development opportunities. Whether it's attending workshops, participating in training sessions, or collaborating with colleagues, dedicated PD time enables educators to enhance their knowledge, skills, and instructional practices. This continuous growth and improvement not only benefit teachers but also directly impact student achievement by ensuring that instruction is effective, engaging, and aligned with best practices.</p> <p>In summary, release time for SST meetings, data chats, and PD sessions is essential for promoting student achievement and school improvement. By facilitating collaboration, data analysis, and professional learning opportunities, schools can create a supportive and empowering environment where all students have the opportunity to succeed.</p>	<p>Keep</p>
<p>Additional Learning Experiences</p>	<p>Yes</p>	<p>Additional Learning Experiences (ALEs) play a crucial role in enhancing students' learning outcomes by providing opportunities for extended exploration, enrichment, and application of knowledge and skills beyond the traditional classroom setting. These experiences offer students the chance to delve deeper into topics of interest, engage in hands-on activities, collaborate with peers, and develop critical thinking, problem-solving, and communication skills in real-world contexts. By broadening students' horizons, ALEs foster a deeper understanding of concepts, spark curiosity and creativity, and cultivate a lifelong love of learning. Overall, ALEs contribute to a more comprehensive and well-rounded education that prepares students for success in academic, personal, and professional endeavors.</p>	

<p>Parent/ Community Engagement</p>	<p>Yes</p>	<p>Parent and community engagement play a crucial role in student achievement, contributing to a supportive and enriching educational environment. When parents and community members are actively involved in their child's education and in the school community, several positive outcomes emerge that enhance student achievement.</p> <p>Firstly, parent and community engagement fosters a sense of belonging and connectedness for students. When parents participate in school activities, attend parent-teacher conferences, and volunteer in classrooms, students feel supported and valued, which positively impacts their motivation and engagement in learning.</p> <p>Additionally, strong partnerships between schools, parents, and the community promote open communication and collaboration. When parents and community members are engaged in decision-making processes, they provide valuable perspectives and insights that inform educational practices and policies. This collaboration ensures that the needs of students are effectively addressed, leading to improved academic outcomes.</p> <p>Furthermore, parent and community engagement contribute to a culture of high expectations for student achievement. When parents and community members are actively involved in school activities and events, they demonstrate the importance of education and the value of learning to students. This positive reinforcement encourages students to set ambitious goals for themselves and strive for academic success.</p> <p>Overall, parent and community engagement create a supportive and nurturing environment that enhances student achievement by fostering a sense of belonging,</p>	
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Herbert Hoover Middle School Year: 2024-25		School Plan for Student Achievement (SPSA)		Andrew Anstead
Directions				
Goal: The goal should be based on verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.				
Goal Analysis: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal in the previous school year . Briefly describe any major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet last year's articulated goal. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.				
A RIGOROUS CURRICULUM THAT INSPIRES ALL STUDENTS TO DISCOVER THEIR OWN GREATNESS				
LANGUAGE ARTS: Strategic Plan Alignment & Content Goals				
SMART Goal	This year's overall ELA SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.			
	Did not meet previous year's goal			
Goal Analysis Previous Year SPSA An analysis of how this goal was carried out in the previous school year.				
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. Based on interim assessments and updated in the fall when the state dashboard is released.				
The 2023 dashboard declined 4.6 points from the 2022 dashboard. Currently on track to implement 2023-24 SPSA as intended.				
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.				
We are focusing on informative classroom walks, increased collaboration time within department and crosscurricular. We will be having our instructional coach working on professional development with the staff regarding framework and how to support our targeted students.				
Action Steps for the Current School Year			Owner	Timeline
#1	Increased PD's around Framework and classroom management		Anstead	May 2025
#2	After School tutoring for targeted students		Anstead	May 2025
MATHEMATICS: Strategic Plan Alignment & Content Goals				
SMART Goal	This year's overall Mathematics SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.			
	Did not meet previous year's goal			
Goal Analysis Previous Year SPSA An analysis of how this goal was carried out in the previous school year.				
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. Based on interim assessments and updated in the fall when the state dashboard is released.				
The 2023 dashboard declined 5.9 points from the 2022 dashboard. Currently on track to implement 2023-24 SPSA as intended.				
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.				
We are focusing on providing additional after school tutoring support for students. We will provide targeted students with math lab support academic growth. We added more intervention math lab sections to our Master Schedule. Added Professional Development to support student's who are not meeting grade level standards. Classroom walks by staff to identify best teaching practices as a school.				
Action Steps for the Current School Year			Owner	Timeline

#1	After School tutoring for targeted students	Jaime Barrera	5/31/25
#2	Increase teacher instructional professional development	Anstead	5/31/25

ENGLISH LANGUAGE LEARNERS: Strategic Plan Alignment & Content Goals

SMART Goal	47% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.		
	Did not meet previous year's goal		

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. Based on interim assessments and updated in the fall when the state dashboard is released.

The 2023 dashboard declined by 15.2% from the 2022 dashboard, with 37.1% making progress. Currently on track to implement 2023-24 SPSA as intended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are focusing on providing after school tutoring support for students. Adding more sections of ELD to our Master Schedule. We have also increased the total number of teachers teaching ELD . Professional Development to support student's who are not meeting grade level standards. Classroom walks by staff to identify best teaching practices as a school.

Action Steps for the Current School Year		Owner	Timeline
#1	Provide professional development	Jaime Barrera Pa	5/31/2025
#2	Release time for teacher classroom walks and collaboration	Anstead	12/31/2024

A UNIFIED COMMUNITY THAT ELEVATES OPPORTUNITIES FOR ALL

CLIMATE: Strategic Plan Alignment & Content Goals

SMART Goal	This year's chronically absent rate will decrease by 5 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.		
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Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. Based on interim assessments and updated in the fall when the state dashboard is released.

The 2023 dashboard chronic absenteeism increased by 1.8% from the 2022 dashboard, and suspensions increased by 4.1%. Currently on track to implement 2023-24 SPSA as intended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be having grade level NAM meeting for anyone in August, following with a monthly NAM meeting for anyone under 50% range, and home visits for anyone above 50% range. Hoover will also have a committee that will focus on chronic absenteeism.

Action Steps for the 2024-2025 School Year		Owner	Timeline
#1	Neighborhood Attendance Meeting each month	Rene Munoz	5/31/2025
#2	Creation of School Committee to focus on improving attendance	Anstead	5/31/2025

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LANGUAGE ARTS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2023-24 Language Arts: SBAC								
Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded
Overall							36%	38%
Grade 6							36%	37%
Grade 7							39%	41%
Grade 8							35%	35%
Hispanic							29%	29%
English Learners							4%	3%
Special Education							8%	10%
Socioeconomically Disadvantaged							25%	25%
Foster							20%	22%
Homeless							20%	6%

*Assessment data was not collected for all students in the spring of 2020 due to COVID-19 school closure.

Spring 2023-24 Language Arts: CSA						
Grade Level/Subgroup	% May Be Able To	% Can Usually	% Can Consistently	Student Count	2022-23 % Can Consistently	2021-22 % Can Consistently
Overall					13%	17%
Grade 6					19%	33%
Grade 7					7%	7%
Grade 8					12%	13%
Hispanic					10%	10%
English Learners					2%	0%
Special Education					0%	0%
Socioeconomically Disadvantaged					10%	9%
Foster					N/A	N/A
Homeless					67%	N/A

*Assessment data was not collected for all students in the spring of 2020 due to COVID-19 school closure.

2023-24 Writing Performance Assessments (WPAs)			
Grade Level	6	7	8
2023-24 % Students At/Above Expectation: WPA 2	44%	25%	59%

MATHEMATICS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2023-24 Mathematics: SBAC								
Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded
Overall							20%	18%
Grade 6							23%	21%
Grade 7							20%	18%
Grade 8							16%	16%
Hispanic							13%	12%
English Learners							3%	0%
Special Education							3%	5%

Socioeconomically Disadvantaged							12%	9%
Foster							20%	0%
Homeless							11%	5%

*Assessment data was not collected for all students in the spring of 2020 due to COVID-19 school closure.

Winter 2023-24 Math NWEA			
Grade Level	6	7	8
2023-24 % Students Predicted to Score 3 or 4 on SBAC	35%	40%	40%

ENGLISH LANGUAGE LEARNER DATA

This data provides the most recent information about this school's student performance. The state of California began using ELPAC in place of CELDT July 2018

2023-24 English Learners			
Grade Level	6	7	8
Number (#) of EL students	103	95	72

2023-24 ELPAC Performance Levels by Grade			
Proficiency Level	6	7	8
Level 1			
Level 2			
Level 3			
Level 4			

Reclassification Rates			
2023-24			
Grade Level	6	7	8
% Students	6%	6%	1%

CELDT/ELPAC: 3 Year No Performance Level Growth			
Grade Level	6	7	8
Number of students			
% of Students			

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CLIMATE GOAL				
<i>This data provides the most recent information about climate, discipline, and attendance.</i>				
2023-24 CLIMATE SURVEY RESULTS: Students (Sometimes - Always)				
Climate Survey Constructs	6	7	8	
	The 2023 Fall Safety Survey can be shared and discussed at a School Site Council (SSC) meeting when determining areas of growth and opportunity.			
2023-24 Parent Involvement				
	Agree			
	The 2023 Fall Safety Survey can be shared and discussed at a School Site Council (SSC) meeting when determining areas of growth and opportunity.			
<i>*Parent takes this student for the youngest SJUSD student in the family.</i>				
2023-24 SUSPENSIONS AND EXPULSIONS				
Grade Level	6	7	8	
Suspension - Overall #				
Suspension - Hispanic Students As # Overall				
Expulsion - Overall #				
Expulsion - Hispanic Students As # Overall				
2023-24 Chronic Absenteeism				
Student Group	6	7	8	
School Total				
Hispanic				
English Learners				
Special Education				
Socioeconomically Disadvantaged				
Foster				
Homeless				

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School Year							

Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
1	Purchase instructional materials and supplies to support the running of the school. May include other activities and field trip expenses.	Manipulatives, and other materials to support curriculum implementation and enhance teaching and learning experiences.	All		Title 1 CSI	Books and Supplies	\$ 2,500.00
		Purchase of intervention materials and resources targeted at addressing specific learning needs and providing additional support for struggling learners including headphones	All		Title 1 CSI	Books and Supplies	\$ 8,718.04
		Provide incentives to encourage reengagement and improve attendance for Tier II and Tier III	School Climate		Title 1 CSI	Books and Supplies	\$ 1,000.00
		Office supplies	None		Site Flex	Books and Supplies	\$ 2,539.65
2	Professional Development	Certificated personnel will attend professional development sessions and/ or conferences.	All		Title 1 CSI	Travel and Confs	\$ 20,000.00
		If subs are available, teachers will participate in peer-to-peer observation cycles to improve their practice.	All		Title 1 CSI	Certificated Subs	\$ 13,500.00
		Teacher collaboration days and professional development sessions with a focus on building cultural competency and making lessons more engaging for all populations, especially English learners and students of color to improve instruction and increase student achievement and school climate.	All		Title 1 CSI	Certificated Extra Duty	\$ 10,000.00
		Teachers will develop and deliver professional development sessions for their peers to share best practices that address the needs of these diverse learners. The admin and the instructional coach will choose and develop these sessions and those presenting based on classroom observations.	All		Title 1 CSI	Certificated Extra Duty	\$ 1,000.00
		ELA teachers to score the WPA exams	Language Arts		Supplemental	Certificated Subs	\$ 5,000.00
		Teachers will receive professional development and/or release time regarding classroom management support, specifically around tier 2 and tier 3 students.	School Climate	All	Title 1 CSI	Service Agreements	\$ 35,000.00
3	Purchase books and other instructional materials	Purchase supplemental lab materials to support academic language and academic engagement.	All		Title 1 CSI	Books and Supplies	\$ 1,000.00
		Build up the book collection in our library and classroom libraries to include a variety of reading levels in both English and Spanish.	Language Arts	School Climate	Title 1 CSI	Books and Supplies	\$ 1,000.00
		Purchase essential consumables and materials for our Visual and Performing Arts (VPA) classes. These items include, but are not limited to, scripts, costumes, props, makeup, set design materials, and other necessary supplies that support the curriculum and enhance student engagement and learning outcomes. These purchases are integral to providing a comprehensive and equitable education, ensuring all students have access to quality resources and opportunities in the arts.	School Climate		Supplemental	Books and Supplies	\$ 2,641.16
	Provide release days or time	Provide structured planning days before the start of the school year and after-school sessions during the school year for teachers to plan lessons aligned to the standards, focusing on providing embedded support for our English Learners and students with IEPs.	Language Arts	Mathematics	Title 1 CSI	Certificated Extra Duty	\$ 5,000.00
		We will pay certificated staff to come back early in the summer and throughout the year to help with reengagement of Tier II and Tier III students and welcome all students back to the start of the school year.	All		Title 1 Instruction	Certificated Extra Duty	\$ 5,000.00

Herbert Hoover Middle School Year									Andrew Anstead
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Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
4	Provide release days or time outside of the work calendar/schedule for staff to participate in collaboration and professional learning.	We will pay classified staff to come back early in the summer and throughout the year to help with reengagement of Tier II and Tier III students.	All		Title I Instruction	Classified Extra Duty	\$ 2,000.00
		PBIS Planning Sessions for staff	School Climate		Title 1 CSI	Certificated Extra Duty	\$ 5,000.00
		We will pay certificated staff to come back early in the summer and throughout the year to help with scheudle pick up, technology pickup, and additional times we need teacher extra duty.	All		Site Flex	Certificated Extra Duty	\$ 10,000.00
		We will pay classified staff to come back early in the summer and throughout the year to help with scheudle pick up, technology pickup, and additional times we need extra duty.	All		Site Flex	Classified Extra Duty	\$ 3,000.00
5	Provide extended day intervention and support for students	Extended school year (Academic Clinics, classes over break, and summer school) for targeted students to increase student achievement.	Language Arts	Mathematics	Title 1 CSI	Certificated Extra Duty	\$ 6,000.00
		Extra duty pay for academic tutoring for targeted students before and after school to increase student achievement on State testing. Pay staff extra duty pay to implement targeted interventions.	Language Arts	Mathematics	Title 1 CSI	Certificated Extra Duty	\$ 18,701.16
6	Additional learning experiences	Providing families with hoover SWAG to encourage family engagement through on site volunteering.	School Climate		Title I Parent Education	Certificated Extra Duty	\$ 500.00
		Buses for Sports, Field Trips to universities and trips to see live theater performances, etc.	School Climate		Title I Instruction	Transportation	\$ 2,000.00
		Teachers will need sub-release for any school-related field trips.	All		Supplemental	Certificated Subs	\$ 3,000.00
7	Parent and community engagement	Parent mailings, education classes, childcare, and refreshments for community events, and workshops.	School Climate	All	Title I Parent Education	Books and Supplies	\$ 2,368.72
		Provide Families engagement oppertunities afterschool, and/or provide tranisatation to families	School Climate		Title I Instruction	Classified Extra Duty	\$ 5,000.00
8	Positive school climate	We will use incentives and virtual PBIS rewards to improve the school climate, encourage reengagement, and improve attendance for Tier II and Tier III students.	School Climate	All	Title 1 CSI	Books and Supplies	\$ 4,570.78
		The PBIS lead to support PBIS implementation.	School Climate		Title I Instruction	Certificated Extra Duty	\$ 2,000.00
		Little Heroes to Hoover to provide recess and after school athletic and academic support.	School Climate		Supplemental	Service Agreements	\$ 81,060.00
		Contract a behavior therapist to help support Tier 2 and 3 students to increase time in class by providing coping skills, social-emotional needs, and academics. The behavior specialist will also support our teachers with Tier 2 student interventions and skills.	All		Title 1 CSI	Service Agreements	\$ 172,440.00
		Little Heroes to Hoover to provide recess and after school athletic and academic support.	School Climate	All	Title I Instruction	Service Agreements	\$ 33,440.00
		Purchase calming corner materials for all classrooms.	School Climate	Graduation	Site Flex	Books and Supplies	\$ 10,000.00
		Purchase PBIS Rewards software license	School Climate		Title I Instruction	Software Licenses	\$ 2,900.00
		Use Visual performing arts coaches to support our visual performing art classes.	All		Arts and Music	Service Agreements	\$ 32,085.16

Herbert Hoover Middle School Year Andrew Anstead

Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (if more than One)	Fiscal Source	Object	Amount
9	Prop 28 Arts and Music in Schools	Purchase Technolgy needs for our new VPA computer class	All		Site Flex	Books and Supplies	\$ 2,500.00
		Pay teachers to run an after school musical.	All		Arts and Music	Certificated Extra Duty	\$ 3,000.00
		Certificated staffing to provide arts and music education	All		Arts and Music	Certificated Personnel (FTE)	\$ 118,562.84
10							

Herbert Hoover Middle	School Plan for Student Achievement (SPSA)	Andrew Anstead
School Year: 2024-25		

SCHOOL SITE COUNCIL (SSC) MEMBERS

***EdCode 65000** The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. A middle school must have at least 10 members on their SSC. Parent or guardian can not be employed at the school site.*

School Site Council (SSC) Officers	
David Padover	Chair
Blanca Coronado	Vice-Chair
Steffany Carrabino	Secretary

Classroom Teachers
Jesse Escobar
Erica Gil
Michelle Leedy
Other School Personnel
Steffany Carrabino

Principal
Andrew Anstead
Parents/Community Members
David Padover
Blanca Coronado
Johanna Luerra
Thaddius Egorerua
Tegan Sarasohn

SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)

A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. Parents or guardians of ELL students who are not employed by the school district shall constitute a majority of the committee.

Classroom Teachers
Coty Casareto-Chapman
Kara Thayer
Other School Personnel
Debora Avalos

Principal
Andrew Anstead
Parents/Community Members
Patricia Tomas
Carlos Nava
Patricia Tomas
Blanca Coronado

If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. SELACs must be constituted in school years starting in an odd year and the decision to give governance to the SSC lasts for 2 years.

School English Learner Advisory Committee (SELAC) Officers	
President	Patricia Thomas
Vice President	Carlos Nava
Secretary	Steffany Carrabino

The SELAC has voted to give governance to the SSC on this date:	09/07/23
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The name of the parent SELAC representative to the SSC is:	Patricia Tomas
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School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

- The School Site Council is correctly constituted and was formed in accordance with board policy and state law.
- The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.
- The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)

<input checked="" type="checkbox"/>	English Learner Advisory Committee
<input type="checkbox"/>	Other (list)

- The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
- This plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This plan was adopted by the School Site Council at a public meeting on:	5/16/24
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Andrew Anstead (use blue ink)	Signature of School Principal	Date
David Padover (use blue ink)	Signature of SSC Chairperson	Date
Patricia Tomas (use blue ink)	Signature of SELAC Chairperson	Date

Herbert Hoover Middle School Year: 2024-25		Single Plan for Student Achievement (SPSA)				Andrew Anstead
AVAILABLE BUDGET						
The dollar amounts below are the resources available to be allocated at your school site.						
Herbert Hoover Middle						
Resource Name	Resource #	Program #	Budget	Planned For	Available	
Site Flex	0002	100	\$ 93,858.82	\$ 28,039.65	\$ 65,819.17	
Supplemental	9110	100	\$ 91,701.16	\$ 91,701.16	\$ -	
Title I Instruction	3010	100	\$ 71,718.04	\$ 52,340.00	\$ 19,378.04	
Title I Parent Education	3010	025	\$ 2,868.72	\$ 2,868.72	\$ -	
Arts and Music	6770	100	\$ 153,648.00	\$ 153,648.00	\$ -	
Title 1 CSI	3182	100	\$ 321,544.31	\$ 305,429.98	\$ 16,114.33	
Resource + Object Calculations						
Site Flex + Certificated Personnel (FTE)	\$ -	Supplemental + Certificated Personnel (FTE)	\$ -	Title 1 Instruction + Certificated Personnel (FTE)	\$ -	
Site Flex + Certificated Extra Duty	\$ 10,000.00	Supplemental + Certificated Extra Duty	\$ -	Title 1 Instruction + Certificated Extra Duty	\$ 7,000.00	
Site Flex + Certificated Subs	\$ -	Supplemental + Certificated Subs	\$ 8,000.00	Title 1 Instruction + Certificated Subs	\$ -	
Site Flex + Certificated NR Contract	\$ -	Supplemental + Certificated NR Contract	\$ -	Title 1 Instruction + Certificated NR Contract	\$ -	
Site Flex + Classified Personnel (FTE)	\$ -	Supplemental + Classified Personnel (FTE)	\$ -	Title 1 Instruction + Classified Personnel (FTE)	\$ -	
Site Flex + Classified Extra Duty	\$ 3,000.00	Supplemental + Classified Extra Duty	\$ -	Title 1 Instruction + Classified Extra Duty	\$ 7,000.00	
Site Flex + Classified Subs	\$ -	Supplemental + Classified Subs	\$ -	Title 1 Instruction + Classified Subs	\$ -	
Site Flex + Classified NR Contract	\$ -	Supplemental + Classified NR Contract	\$ -	Title 1 Instruction + Classified NR Contract	\$ -	
Site Flex + Books and Supplies	\$ 15,039.65	Supplemental + Books and Supplies	\$ 2,641.16	Title 1 Instruction + Books and Supplies	\$ -	
Site Flex + Equipment	\$ -	Supplemental + Equipment	\$ -	Title 1 Instruction + Equipment	\$ -	
Site Flex + Service Agreements	\$ -	Supplemental + Service Agreements	\$ 81,060.00	Title 1 Instruction + Service Agreements	\$ 33,440.00	
Site Flex + Software Licenses	\$ -	Supplemental + Software Licenses	\$ -	Title 1 Instruction + Software Licenses	\$ 2,900.00	
Site Flex + Travel and Confs	\$ -	Supplemental + Travel and Confs	\$ -	Title 1 Instruction + Travel and Confs	\$ -	
Site Flex + Postage	\$ -	Supplemental + Postage	\$ -	Title 1 Instruction + Postage	\$ -	
Site Flex + Bulk Mailing	\$ -	Supplemental + Bulk Mailing	\$ -	Title 1 Instruction + Bulk Mailing	\$ -	
Site Flex + Rentals, Leases, & Repair	\$ -	Supplemental + Rentals, Leases, & Repair	\$ -	Title 1 Instruction + Rentals, Leases, & Repair	\$ -	
Site Flex + Transportation	\$ -	Supplemental + Transportation	\$ -	Title 1 Instruction + Transportation	\$ 2,000.00	
Site Flex + Custodial Expense	\$ -	Supplemental + Custodial Expense	\$ -	Title 1 Instruction + Custodial Expense	\$ -	
Site Flex + Transfer of Direct Costs	\$ -	Supplemental + Transfer of Direct Costs	\$ -	Title 1 Instruction + Transfer of Direct Costs	\$ -	
Site Flex + Other	\$ -	Supplemental + Other	\$ -	Title 1 Instruction + Other	\$ -	
Site Flex Total	\$ 28,039.65	Supplemental Total	\$ 91,701.16	Title 1 Instruction Total	\$ 52,340.00	
Title I Parent Education + Certificated Personnel (FTE)	\$ -	Arts and Music + Certificated Personnel (FTE)	\$ 118,562.84	Title 1 CSI + Certificated Personnel (FTE)	\$ -	
Title I Parent Education + Certificated Extra Duty	\$ 500.00	Arts and Music + Certificated Extra Duty	\$ 3,000.00	Title 1 CSI + Certificated Extra Duty	\$ 45,701.16	
Title I Parent Education + Certificated Subs	\$ -	Arts and Music + Certificated Subs	\$ -	Title 1 CSI + Certificated Subs	\$ 13,500.00	
Title I Parent Education + Certificated NR Contract	\$ -	Arts and Music + Certificated NR Contract	\$ -	Title 1 CSI + Certificated NR Contract	\$ -	
Title I Parent Education + Classified Personnel (FTE)	\$ -	Arts and Music + Classified Personnel (FTE)	\$ -	Title 1 CSI + Classified Personnel (FTE)	\$ -	
Title I Parent Education + Classified Extra Duty	\$ -	Arts and Music + Classified Extra Duty	\$ -	Title 1 CSI + Classified Extra Duty	\$ -	
Title I Parent Education + Classified Subs	\$ -	Arts and Music + Classified Subs	\$ -	Title 1 CSI + Classified Subs	\$ -	
Title I Parent Education + Classified NR Contract	\$ -	Arts and Music + Classified NR Contract	\$ -	Title 1 CSI + Classified NR Contract	\$ -	
Title I Parent Education + Books and Supplies	\$ 2,368.72	Arts and Music + Books and Supplies	\$ -	Title 1 CSI + Books and Supplies	\$ 18,788.82	
Title I Parent Education + Equipment	\$ -	Arts and Music + Equipment	\$ -	Title 1 CSI + Equipment	\$ -	
Title I Parent Education + Service Agreements	\$ -	Arts and Music + Service Agreements	\$ 32,085.16	Title 1 CSI + Service Agreements	\$ 207,440.00	
Title I Parent Education + Software Licenses	\$ -	Arts and Music + Software Licenses	\$ -	Title 1 CSI + Software Licenses	\$ -	
Title I Parent Education + Travel and Confs	\$ -	Arts and Music + Travel and Confs	\$ -	Title 1 CSI + Travel and Confs	\$ 20,000.00	
Title I Parent Education + Postage	\$ -	Arts and Music + Postage	\$ -	Title 1 CSI + Postage	\$ -	
Title I Parent Education + Bulk Mailing	\$ -	Arts and Music + Bulk Mailing	\$ -	Title 1 CSI + Bulk Mailing	\$ -	
Title I Parent Education + Rentals, Leases, & Repair	\$ -	Arts and Music + Rentals, Leases, & Repair	\$ -	Title 1 CSI + Rentals, Leases, & Repair	\$ -	
Title I Parent Education + Transportation	\$ -	Arts and Music + Transportation	\$ -	Title 1 CSI + Transportation	\$ -	
Title I Parent Education + Custodial Expense	\$ -	Arts and Music + Custodial Expense	\$ -	Title 1 CSI + Custodial Expense	\$ -	
Title I Parent Education + Transfer of Direct Costs	\$ -	Arts and Music + Transfer of Direct Costs	\$ -	Title 1 CSI + Transfer of Direct Costs	\$ -	
Title I Parent Education + Other	\$ -	Arts and Music + Other	\$ -	Title 1 CSI + Other	\$ -	
Title I Parent Education Total	\$ 2,868.72	Arts and Music Total	\$ 153,648.00	Title 1 CSI Total	\$ 305,429.98	
Equity Multiplier + Certificated Personnel (FTE)	\$ -	Literacy Coach + Certificated Personnel (FTE)	\$ -			
Equity Multiplier + Certificated Extra Duty	\$ -	Literacy Coach + Certificated Extra Duty	\$ -			
Equity Multiplier + Certificated Subs	\$ -	Literacy Coach + Certificated Subs	\$ -			
Equity Multiplier + Certificated NR Contract	\$ -	Literacy Coach + Certificated NR Contract	\$ -			
Equity Multiplier + Classified Personnel (FTE)	\$ -	Literacy Coach + Classified Personnel (FTE)	\$ -			
Equity Multiplier + Classified Extra Duty	\$ -	Literacy Coach + Classified Extra Duty	\$ -			
Equity Multiplier + Classified Subs	\$ -	Literacy Coach + Classified Subs	\$ -			
Equity Multiplier + Classified NR Contract	\$ -	Literacy Coach + Classified NR Contract	\$ -			
Equity Multiplier + Books and Supplies	\$ -	Literacy Coach + Books and Supplies	\$ -			
Equity Multiplier + Equipment	\$ -	Literacy Coach + Equipment	\$ -			
Equity Multiplier + Service Agreements	\$ -	Literacy Coach + Service Agreements	\$ -			
Equity Multiplier + Software Licenses	\$ -	Literacy Coach + Software Licenses	\$ -			
Equity Multiplier + Travel and Confs	\$ -	Literacy Coach + Travel and Confs	\$ -			
Equity Multiplier + Postage	\$ -	Literacy Coach + Postage	\$ -			
Equity Multiplier + Bulk Mailing	\$ -	Literacy Coach + Bulk Mailing	\$ -			
Equity Multiplier + Rentals, Leases, & Repair	\$ -	Literacy Coach + Rentals, Leases, & Repair	\$ -			
Equity Multiplier + Transportation	\$ -	Literacy Coach + Transportation	\$ -			
Equity Multiplier + Custodial Expense	\$ -	Literacy Coach + Custodial Expense	\$ -			
Equity Multiplier + Transfer of Direct Costs	\$ -	Literacy Coach + Transfer of Direct Costs	\$ -			
Equity Multiplier + Other	\$ -	Literacy Coach + Other	\$ -			
Equity Multiplier Total	\$ -	Literacy Coach Total	\$ -			