



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Herbert Hoover Middle School	24657716025647	April 24, 2024	June 11, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Herbert Hoover Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Herbert Hoover Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) for Hoover Middle School is designed to meet Every Student Succeeds Act (ESSA) requirements. Each site identifies resource inequities, analyzes data, and isolates identified needs. From this work, Hoover Middle School creates goals and then selects actions and/or strategies to meet the goal. Hoover Middle School selects measurable outcomes to drive the actions. Hoover Middle School continuously meets with its Educational Partners throughout the year to provide updates and to gather input and feedback.

Educational Partner Involvement

How, when, and with whom did Herbert Hoover Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA is developed and reviewed periodically throughout the year with the following stakeholders:

1. English Language Advisory Committee (ELAC): This group meets monthly to discuss academic achievement and support for English Language Learners, opportunities for parent involvement, and community outreach and presentations.
2. School Site Council (SSC): School Site Council meets five times per school year and is a group of teachers, parents, and classified employees that works with the principal to develop, review and evaluate the school improvement programs and school budgets. SSC also works on the development of the Single School Plan for Student Achievement.
3. Parent Teacher Student Club (PTSC): This group meets monthly. PTSC is composed of parents, teachers, and students and is intended to facilitate parental participation in school and support school events.
4. School Leadership Teams: The Hoover AVID (Advancement Via Individual Determination) Academic Achievement Leadership Team and the Hoover Culture, Climate, and Community Leadership Team are key drivers of change in realizing the school's mission, vision, and core values. These teams meet six times a year. The Hoover AVID Academic Achievement Leadership Team's focus is on the academic growth and success of our students through continuous improvement of Tier 1 Core Instruction, AVID, and Rtl. The Hoover Culture, Climate & Community Leadership Team's focus is on culture, climate, and community for students, staff, and families through continuous improvement of PBIS, Conscious Discipline, Tier 1 behavior, and Tier 1 social-emotional learning.
5. Professional Learning Communities (PLC's): PLC's meet weekly. Through a shared leadership framework members of our Leadership teams communicate with professional learning communities (PLCs), departments, and grade-level teams to build collective teacher efficacy and strengthen instructional practice. PLC's are used as a tool to address individual student needs.

The plan is formally reviewed and adopted by the school board in June.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Hoover Middle School was identified as an Additional Targeted Support and Improvement (ATSI) school through the California School Dashboard report in December 2023. Chronic Absenteeism was over-represented for our Special Education students as well as our African American sub-group. The Suspension Rate for our Special Education students as well the African American subgroup also increased in 2022-2023 school year.

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Please refer to the School and Student Performance Data section where an analysis is provided.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Please refer to the School and Student Performance Data section where an analysis is provided.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Use of state and local assessments to modify instruction and improve student achievement (ESEA) include, but are not limited to: Data from state and local assessments including the California Assessment of Student Performance and Progress (CAASPP), Initial and Summative English Language Proficiency Assessments for California (ELPAC), District Progress Assessments (DPA), Oral Reading Fluency (ORF) using Acadience, Writing Performance Task (WPT), and teachers in professional learning communities (PLCs) is used to inform the principal's placement of students into tiered groups for appropriate interventions.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Herbert Hoover Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.48%	0.33%	3	3	2
African American	5.8%	4.84%	5.7%	35	30	35
Asian	5.3%	5.00%	4.23%	32	31	26
Filipino	0.3%	0.16%	0%	2	1	0
Hispanic/Latino	70.7%	71.94%	69.38%	430	446	426
Pacific Islander	%	%	0.16%		0	1
White	14.5%	13.71%	15.31%	88	85	94
Multiple/No Response	2.1%	2.58%	2.93%	13	16	18
Total Enrollment				608	620	614

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	319	308	303
Grade 8	289	312	311
Total Enrollment	608	620	614

Conclusions based on this data:

1. Our enrollment average continues to average over 600.
2. Our White and African American populations have increased slightly.
3. Our Asian and Latino populations have decreased slightly.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	69	92	74	11.3%	14.8%	12.1%
Fluent English Proficient (FEP)	138	118		22.7%	19.0%	
Reclassified Fluent English Proficient (RFEP)	9	14	26	13.0%	15%	35%

Conclusions based on this data:

1. The data shows that we have increased the number of students meeting the requirements for reclassification from 13% in 20-21 to 35% in 22-23.
2. The data shows that our EL population decreased slightly last year from 14.8% to 12.1%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	318	308	299	0	299	295	0	297	295	0.0	97.1	98.7
Grade 8	293	304	297	0	297	294	0	295	293	0.0	97.7	99.0
All Grades	611	612	596	0	596	589	0	592	588	0.0	97.4	98.8

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2528.	2517.		14.48	12.54		27.95	24.75		25.59	24.41		31.99	38.31
Grade 8		2514.	2517.		8.47	8.53		23.39	25.60		26.44	26.62		41.69	39.25
All Grades	N/A	N/A	N/A		11.49	10.54		25.68	25.17		26.01	25.51		36.82	38.78

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		12.50	12.20		59.80	59.32		27.70	28.47
Grade 8		11.53	10.24		53.90	55.29		34.58	34.47
All Grades		12.01	11.22		56.85	57.31		31.13	31.46

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		22.34	19.45		51.89	43.34		25.77	37.20
Grade 8		9.18	12.67		42.52	45.21		48.30	42.12
All Grades		15.73	16.07		47.18	44.27		37.09	39.66

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		9.46	9.49		73.99	75.25		16.55	15.25
Grade 8		9.49	8.19		68.81	68.26		21.69	23.55
All Grades		9.48	8.84		71.40	71.77		19.12	19.39

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		17.85	16.95		59.60	59.66		22.56	23.39
Grade 8		12.88	13.65		64.41	64.16		22.71	22.18
All Grades		15.37	15.31		61.99	61.90		22.64	22.79

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Conclusions based on this data:

- 37% of 7th grade students have Met or Exceeded Standards. 34% of 8th grade students have Met or Exceeded Standards.
- Students With Disabilities, African American Students, and English Learners showed declined performance.
- All students, Socioeconomically Disadvantaged, Two or or More Races, and Asian students maintained or increased performance.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	318	307	299	0	295	296	0	293	296	0.0	96.1	99.0
Grade 8	293	304	297	0	298	291	0	298	290	0.0	98.0	98.0
All Grades	611	611	596	0	593	587	0	591	586	0.0	97.1	98.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2458.	2466.		4.78	7.09		12.29	10.14		22.53	23.65		60.41	59.12
Grade 8		2477.	2482.		10.07	9.31		7.72	10.00		17.45	20.00		64.77	60.69
All Grades	N/A	N/A	N/A		7.45	8.19		9.98	10.07		19.97	21.84		62.61	59.90

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6.83	7.09		35.49	37.50		57.68	55.41
Grade 8		10.40	11.03		34.90	37.24		54.70	51.72
All Grades		8.63	9.04		35.19	37.37		56.18	53.58

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6.14	7.43		52.22	44.26		41.64	48.31
Grade 8		8.39	7.59		43.62	48.28		47.99	44.14
All Grades		7.28	7.51		47.88	46.25		44.84	46.25

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		4.10	6.08		57.34	53.72		38.57	40.20
Grade 8		7.72	7.93		55.37	48.97		36.91	43.10
All Grades		5.92	7.00		56.35	51.37		37.73	41.64

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Conclusions based on this data:

1. The data indicates 17% of 7th grade students Met or Exceeded Standards. The data indicates 19% of 8th grade students Met or Exceeded Standards.
2. Asian and African American Students showed declined performance.
3. All Students, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races maintained or increased performance.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1536.4	1549.5	1521.2	1539.8	1545.5	1510.7	1532.5	1553.1	1531.3	37	43	34
8	1536.0	1540.3	1546.6	1533.2	1541.1	1539.2	1538.3	1539.2	1553.6	32	42	38
All Grades										69	85	72

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	18.92	20.93	8.82	40.54	46.51	41.18	35.14	30.23	38.24	5.41	2.33	11.76	37	43	34
8	12.50	14.29	21.05	43.75	40.48	42.11	34.38	26.19	23.68	9.38	19.05	13.16	32	42	38
All Grades	15.94	17.65	15.28	42.03	43.53	41.67	34.78	28.24	30.56	7.25	10.59	12.50	69	85	72

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	27.03	30.23	11.76	43.24	55.81	50.00	27.03	13.95	29.41	2.70	0.00	8.82	37	43	34
8	18.75	28.57	34.21	62.50	35.71	42.11	12.50	23.81	13.16	6.25	11.90	10.53	32	42	38
All Grades	23.19	29.41	23.61	52.17	45.88	45.83	20.29	18.82	20.83	4.35	5.88	9.72	69	85	72

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	8.11	16.28	0.00	13.51	30.23	29.41	54.05	39.53	41.18	24.32	13.95	29.41	37	43	34
8	0.00	11.90	13.16	34.38	11.90	31.58	37.50	50.00	34.21	28.13	26.19	21.05	32	42	38
All Grades	4.35	14.12	6.94	23.19	21.18	30.56	46.38	44.71	37.50	26.09	20.00	25.00	69	85	72

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Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	5.41	11.63	8.82	78.38	76.74	64.71	16.22	11.63	26.47	37	43	34	
8	12.50	19.05	18.42	68.75	61.90	60.53	18.75	19.05	21.05	32	42	38	
All Grades	8.70	15.29	13.89	73.91	69.41	62.50	17.39	15.29	23.61	69	85	72	

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Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	64.86	67.44	58.82	35.14	32.56	32.35	0.00	0.00	8.82	37	43	34	
8	62.50	42.86	63.16	31.25	42.86	26.32	6.25	14.29	10.53	32	42	38	
All Grades	63.77	55.29	61.11	33.33	37.65	29.17	2.90	7.06	9.72	69	85	72	

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Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	8.11	13.95	11.76	37.84	53.49	47.06	54.05	32.56	41.18	37	43	34	
8	21.88	14.29	18.42	18.75	30.95	39.47	59.38	54.76	42.11	32	42	38	
All Grades	14.49	14.12	15.28	28.99	42.35	43.06	56.52	43.53	41.67	69	85	72	

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	11.11	18.60	2.94	88.89	81.40	94.12	0.00	0.00	2.94	36	43	34
8	3.13	2.38	15.79	90.63	88.10	73.68	6.25	9.52	10.53	32	42	38
All Grades	7.35	10.59	9.72	89.71	84.71	83.33	2.94	4.71	6.94	68	85	72

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Less English Learner students were enrolled at Hoover during the 2023-2024 school year.
2. Data indicates an increase in Level 1 students of by 2% which could be due to us receiving more student directly from Mexico who speak no English.
3. 15% of our students were at a Level 4 indicating that they are close to meeting requirements for reclassification.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
614	80.8	12.1	1
Total Number of Students enrolled in Herbert Hoover Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	74	12.1
Foster Youth	6	1
Homeless	7	1.1
Socioeconomically Disadvantaged	496	80.8
Students with Disabilities	58	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	5.7
American Indian	2	0.3
Asian	26	4.2
Hispanic	426	69.4
Two or More Races	18	2.9
Pacific Islander	1	0.2
White	94	15.3

Conclusions based on this data:

1. The Local Information System is recording 1% for Foster Youth.

2. The Local information system is recording 80.8% of the population falls within the Socioeconomically Disadvantaged student population.
3. African American students make up 5.7% of our student population. Special Education students make up 9.4% of our student population.

School and Student Performance Data

Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Red
Mathematics  Orange		
English Learner Progress  Green		

Conclusions based on this data:

1. The California Dashboard shows how well students are meeting grade-level standards on the English Language Arts assessment; indicating orange (low). The California Dashboard shows how well students are meeting grade-level standards on the Math assessment; indicating orange (low).
2. The California Dashboard overall performance for suspension is red (very high).

3. The California Dashboard shows the percentage of students who are chronically absent to be yellow (maintained). The California Dashboard shows how well English Learners are progressing; indicating green (growth).

School and Student Performance Data

Academic Performance English Language Arts

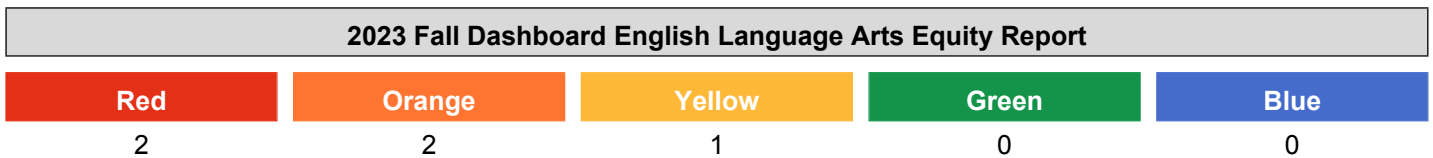
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 38.3 points below standard Maintained -2.6 points 551 Students	English Learners  Red 95 points below standard Decreased -10.2 points 97 Students	Foster Youth Less than 11 Students 6 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged  Orange 49.9 points below standard Maintained -0.5 points 455 Students	Students with Disabilities  Red 133.4 points below standard Decreased -6.7 points 51 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>64.2 points below standard</p> <p>Decreased Significantly - 18.3 points</p> <p>30 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>11.3 points above standard</p> <p>Increased +5.7 points</p> <p>26 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>49.8 points below standard</p> <p>Decreased -4 points</p> <p>379 Students</p>	<p>85.2 points below standard</p> <p>Increased Significantly +23.7 points</p> <p>18 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Yellow</p> <p>6 points above standard</p> <p>Decreased -3.1 points</p> <p>86 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>129.4 points below standard</p> <p>Decreased Significantly -27.8 points</p> <p>51 Students</p>	<p>56.8 points below standard</p> <p>Maintained +2.9 points</p> <p>46 Students</p>	<p>28.7 points below standard</p> <p>Maintained +2.5 points</p> <p>360 Students</p>

Conclusions based on this data:

1. The California Dashboard shows how well students are meeting grade-level standards on the English Language Arts assessment; indicating orange (low) for all scholars, Socioeconomically Disadvantaged, and Hispanic.
2. The California Dashboard shows how well students are meeting grade-level standards on the English Language Arts assessment; indicating red for Students with Disabilities and English Learners.
3. The California Dashboard shows that performance by African American students decreased significantly.

School and Student Performance Data

Academic Performance Mathematics

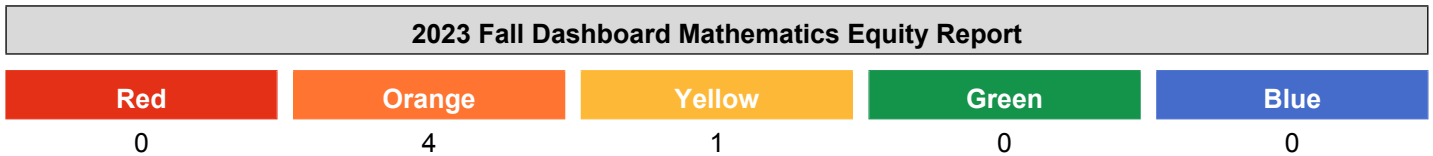
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 99 points below standard Increased +7.9 points 549 Students	English Learners  Orange 147 points below standard Increased +12.7 points 96 Students	Foster Youth Less than 11 Students 6 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged  Orange 112.6 points below standard Increased +10.6 points 453 Students	Students with Disabilities  Orange 181.9 points below standard Increased Significantly +24.9 points 52 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>156.2 points below standard</p> <p>Decreased Significantly - 20.6 points</p> <p>30 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>53.3 points below standard</p> <p>Decreased Significantly - 28.6 points</p> <p>26 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>113 points below standard</p> <p>Increased +7.5 points</p> <p>378 Students</p>	<p>130.9 points below standard</p> <p>Increased Significantly +46.6 points</p> <p>18 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Yellow</p> <p>37.6 points below standard</p> <p>Increased Significantly +17.3 points</p> <p>85 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>181.8 points below standard</p> <p>Decreased Significantly -16.1 points</p> <p>51 Students</p>	<p>107.5 points below standard</p> <p>Increased Significantly +43.3 points</p> <p>45 Students</p>	<p>92.3 points below standard</p> <p>Increased +12.6 points</p> <p>360 Students</p>

Conclusions based on this data:

1. The California Dashboard shows how well students are meeting grade-level standards on the Math assessment; indicating orange (low) for All Scholars, Students with Disabilities, English Learners, Hispanic and Socioeconomically Disadvantaged.
2. The California Dashboard shows that performance by African American students decreased significantly.
3. The California Dashboard shows that the following groups increased or increased significantly All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Two or More Races, and White.

School and Student Performance Data

Academic Performance English Learner Progress

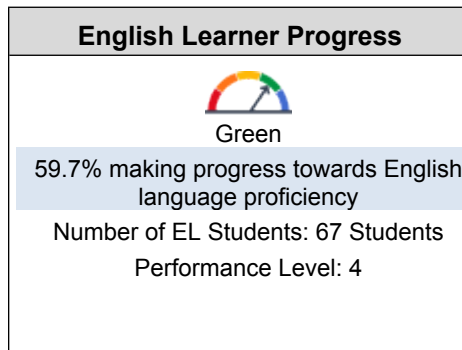
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	25	0	40

Conclusions based on this data:

1. The 2023 Fall Dashboard English Language Proficiency Assessments for California (ELPAC) data indicates 59.7% progressed at least one level.
2. The 2023 Fall Dashboard English Language Proficiency Assessments for California (ELPAC) data indicates a high level of EL Scholars are making progress towards English language proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report







This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Yellow</p> <p>32.8% Chronically Absent</p> <p>Declined Significantly -7.8</p> <p>650 Students</p>	<p>Orange</p> <p>37.8% Chronically Absent</p> <p>Declined -9.3</p> <p>90 Students</p>	<p>61.5% Chronically Absent</p> <p>Increased 11.5</p> <p>13 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>100% Chronically Absent</p> <p>0</p> <p>14 Students</p>	<p>Yellow</p> <p>36.1% Chronically Absent</p> <p>Declined Significantly -7.2</p> <p>540 Students</p>	<p>Red</p> <p>52.4% Chronically Absent</p> <p>Increased 2.4</p> <p>63 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 31.4% Chronically Absent Declined -8 35 Students	Less than 11 Students 2 Students	3.7% Chronically Absent Declined -8.8 27 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37% Chronically Absent Declined Significantly -7.1 457 Students	33.3% Chronically Absent Declined -3.7 30 Students	Less than 11 Students 1 Student	 Orange 22.4% Chronically Absent Declined -11.6 98 Students

Conclusions based on this data:

1. On the California School Dashboard we were at a Yellow (maintained) Level for Chronic Absenteeism for All Students, Socioeconomically Disadvantaged, and Hispanic.
2. On the California School Dashboard we were at a Orange (low) Level for Chronic Absenteeism for English Learners, African American, and White.
3. On the California School Dashboard we were at a red (low) Level for Students with Disabilities whose chronic absenteeism rate increased 2.4 percent. Our African American students chronic absenteeism rate declined 8 percent.

School and Student Performance Data

Conditions & Climate Suspension Rate

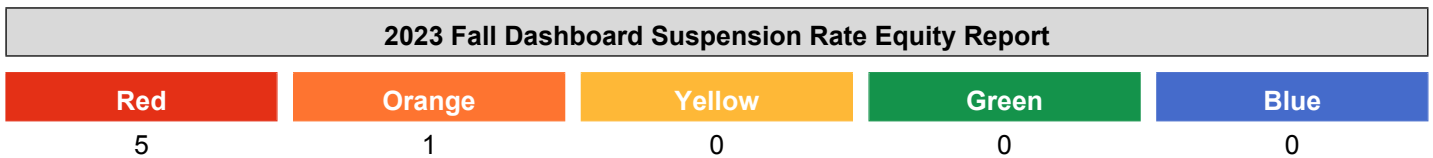
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 12.3% suspended at least one day Increased 1.1 685 Students	 Red 16% suspended at least one day Increased 9.4 94 Students	35.3% suspended at least one day Increased 5.9 17 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
7.1% suspended at least one day 14 Students	 Red 13.5% suspended at least one day Increased 1.5 569 Students	 Red 15.1% suspended at least one day Increased 2.6 73 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 25.6% suspended at least one day Increased 2.8 39 Students	Less than 11 Students 3 Students	7.1% suspended at least one day Increased 7.1 28 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 12.1% suspended at least one day Increased 0.5 479 Students	8.6% suspended at least one day Increased 1.2 35 Students	Less than 11 Students 1 Student	 Orange 10% suspended at least one day Maintained 0.2 100 Students

Conclusions based on this data:

1. The California Dashboard Suspension Rate Equity Report shows a suspension rate indicating red (very low) for All Scholars, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic.
2. The California Dashboard Suspension Rate Equity Report shows a suspension rate of 25.6%, indicating red (very low) for African American scholars. The California Dashboard Suspension Rate Equity Report shows a suspension rate of 15.1%, indicating red (very low) for Students with Disabilities.
3. The California Dashboard Suspension Rate Equity Report shows a suspension rate indicating orange (low) for White.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts/Reading

Hoover Middle School students will demonstrate continuous improvement in the areas of Language Arts, Mathematics, and Science.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percent of students who meet Key Performance Indicators by providing an equitable guaranteed viable curriculum (GVC), reflective of student diversity, comprehensive assessments aligned to students' needs, and high-quality instruction to prepare students to successfully enter the next grade level, high school, college and career.

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.

California School Dashboard - English Language Arts:

On the California School Dashboard we were at an Orange (low) Level for English Language Arts for All Students, Socioeconomically Disadvantaged, and Hispanic.

Our Students with Disabilities were at a red level and declined 6.7 points.

Our English Learners were at a red level and declined 10.2 points. In the No Performance Color, our African American students declined 18.3 points.

California School Dashboard - Math:

On the California School Dashboard we were at an Orange (low) Level for Math for All Students, English Learners, Students with Disabilities and Hispanic.

Our Students with Disabilities increased 24.9 points.

Our African American students declined 20.6 points. English Learners, Socioeconomically Disadvantaged, Two or More Races, Hispanic and white also increased or increased significantly.

District Performance Assessments:

On District Performance Assessments, students show a need for vocabulary, comprehension of literature, and comprehension of informational text.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard ELA Indicator	2023 All Students: 38.3 points below standard Students with Disabilities: 133.4 points below standard African American Students: 64.2 points below standard	2024 All Students: 28.3 points below standard Students with Disabilities: 123.4 points below standard African American Students: 28.3 points below standard
California School Dashboard Math Indicator	2023 All Students: 99 points below standard Students with Disabilities: 181.9 points below standard African American Students: 156.2 points below standard	2023 All Students: 89 points below standard Students with Disabilities: 171.9 points below standard African American Students: 89 points below standard
California School Dashboard English Language Progress Indicator	2023 English Learner Students: 59.7% Making Progress	2023 English Learner Students: 69.7% Making Progress
District Progress Assessment (DPA) Growth	2023-2024 DPA Reading Overall DPA 1 - 25% On or Above Grade Level DPA 2 - 30% On or Above Grade Level English Learner Students DPA 1 - 1% On or Above Grade Level DPA 2 - 0% On or Above Grade Level Students with Disabilities DPA 1 - 8% On or Above Grade Level DPA 2 - 8% On or Above Grade Level African American Students DPA 1 - 17% On or Above Grade Level DPA 2 - 27 % On or Above Grade Level DPA Math Overall DPA 1 - 11% On or Above Grade Level	2023-2024 DPA Reading Overall 35% On or Above Grade Level English Learner Students 10% On or Above Grade Level Students with Disabilities 18% On or Above Grade Level African American Students 35% On or Above Grade Level DPA Math Overall 21% On or Above Grade Level English Learner Students 12% On or Above Grade Level Students with Disabilities 10% On or Above Grade Level African American Students 21% On or Above Grade Level

	<p>DPA 2 - 14% On or Above Grade Level</p> <p>English Learner Students DPA 1 - 2% On or Above Grade Level DPA 2 - 12% On or Above Grade Level</p> <p>Students with Disabilities DPA 1 - 0% On or Above Grade Level DPA 2 - 3% On or Above Grade Level</p> <p>African American Students DPA 1 - 7% On or Above Grade Level DPA 2 - 11% On or Above Grade Level</p>	
EL Reclassification Rate	2023 EL reclassification rate of 35%	EL reclassification rate of 35%
California Science Test	<p>8th Grade</p> <p>29% Standard Not Met (Level 1)</p> <p>56% Standard Nearly Met (Level 2)</p> <p>11% Standard Met (Level 3)</p> <p>4% Standard Exceed (Level 4)</p>	Increase the number of students meeting or exceeding standards by 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>All teachers collaborate through Professional Learning Communities (PLC's) focusing on continual improvement.</p> <p>PLC's create, implement, and monitor the progress of a Guaranteed Viable Curriculum for each discipline that includes power standards that are taught and learned to mastery. Research conducted by Robert Marzano emphasizes both an Opportunity to Learn and Time, Guaranteed and Viable Curriculum defined, is the number one factor of increased levels of learning ("What Works in Schools: Translating Research Into Action," 2003 Marzano).</p> <p>All PLC's engage in Instructional Rounds a minimum of two times a year with the goals of: improving teaching and learning by capitalizing on collective teacher experience, knowledge of instructional strategies, and content developing the habit of observing and focusing on students, their needs, their reactions to instructional strategies, and ultimately, their achievement of instructional goals build deep trusting relationships with colleagues through the development of common professional language and a productive attitude</p>	All students	<p>1350.00</p> <p>3010</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Summer planning time</p> <p>358.43</p> <p>3010</p> <p>3000-3999: Employee Benefits</p> <p>Employee benefits</p> <p>5000.00</p> <p>3010</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Substitute teachers for planning days</p> <p>1327.50</p> <p>3010</p> <p>3000-3999: Employee Benefits</p> <p>Employee benefits</p>

	toward our work with students that persists beyond the research lesson ("The Art & Science of Teaching / Making the Most of Instructional Rounds," 2011 Marzano)		
1.2	<p>Action 2: Continue the implementation of AVID (Advancement Via Individual Determination) school-wide.</p> <p>Continue the implementation of AVID (Advancement Via Individual Determination) school-wide. AVID helps students develop the skills they need to be successful in college, career, and life and improve academic achievement through the focus on writing, critical thinking, teamwork, organization, and reading skills (WICOR).</p> <p>Provide AVID professional learning for teachers to reevaluate their beliefs and expectations around student potential and learn and practice activities that transform classrooms and campuses. The AVID Program is a research-based and effective model for minimizing achievement gaps and promoting college readiness for all students.</p> <p>Increase Student Achievement through the implementation of WICOR Strategies. AVID's proven learning support structure, known as WICOR, incorporates teaching/learning methodologies in the critical areas of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula. Furthermore, the WICOR model reflects and promotes the expertise and attitudes that will serve students well in their academic lives and careers.</p> <p>Provide field trips to colleges and local businesses, to help students see opportunities available to them, and have a better understanding of why their education is important and how it prepares them for college. (From AVID: Our nation's schools are full of students who possess a desire to go to college and the willingness to work hard, but many of them do not truly have the opportunity to be college-ready. These are often the students who will be the first in their families to attend college and are from groups traditionally underrepresented in higher education.)</p>	All students	20000.00 3010 5000-5999: Services And Other Operating Expenditures AVID Summer Institute 4560.00 3010 1000-1999: Certificated Personnel Salaries Additional hours for Summer Institute 1210.68 3010 3000-3999: Employee Benefits Employee benefits 4484.00 3010 5000-5999: Services And Other Operating Expenditures AVID membership fee and AVID Weekly 1550.00 3010 1000-1999: Certificated Personnel Salaries AVID Site Lead 411.53 3010 3000-3999: Employee Benefits Employee benefits 5000.00 3010 2000-2999: Classified Personnel Salaries AVID tutors 2060.00 3010 3000-3999: Employee Benefits Employee benefits 10000.00 3010 5000-5999: Services And Other Operating Expenditures Supplies for AVID (agendas, binders, organizational tools) 5000.00 3010 5000-5999: Services And Other Operating Expenditures AVID College and Career Field Trips 7500.00

			0824 1000-1999: Certificated Personnel Salaries Planning and overseeing of College and Career Field Trips 1550.00 0824 1000-1999: Certificated Personnel Salaries Employee benefits
1.3	<p>Action 3: Continue implementing an effective Response to Intervention (RtI2) program to improve student achievement.</p> <p>Increase the reading level of students three or more grade levels below in reading through the utilization of the Read 180 program which is the adopted intervention curriculum for the district. READ 180® is a evidence based reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development. READ 180® is delivered in 45- to 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading. READ 180® is designed for students in elementary through high school.</p> <p>Increase the math level of students three or more grade levels below in math through the utilization of ST Math, Reflex Math, and ALEKS. ST Math for Middle School includes both on-grade-level and intervention content. With ST Math, students build a strong conceptual foundation and repair cracks and gaps in that foundation - correcting misconceptions so their future math learning can snap into place. students will be provided intervention and advancement through the utilization of ALEKS. ALEKS is a research-based, online learning platform. ALEKS helps teachers identify instructional gaps, personalize learning paths, and track the progress of student learning and mastery.</p> <p>Increase the math and reading level of students who are 1-2 grade levels below and provide enrichment for students who are on or above grade level, through flex scheduling during our intervention period. Flex scheduling will provide RtI, enrichment, or intervention time that is unique for each day and based on student and teacher requests.</p>	All students	3562.50 0824 5000-5999: Services And Other Operating Expenditures Edficiency Flex Scheduling Program 40324.50 3010 1000-1999: Certificated Personnel Salaries Clinician for Math Intervention 1200.00 3010 5000-5999: Services And Other Operating Expenditures Reflex Math 18500.00 3010 2000-2999: Classified Personnel Salaries 3.75 Hour Bilingual Aide

	<p>The Community Liaison will communicate with parents to improve student attendance and academic achievement via phone calls, home visits, and Connect-Ed messages. The Community Liaison will educate parents on how to support their students in being more successful in school, access academic support for students, and access and monitor students' grades and attendance through the Aeries Parent Portal.</p> <p>Due to an increase in the number of Spanish Speaking students, we will be adding a second morning bilingual Instructional Aide to support our English Language Development Students.</p> <p>Analyze academic data to determine the level of Tier 2 or 3 targeted intervention(s) and support(s) needed in weekly Tier 2/3 meetings.</p>		
1.4	<p>Provide professional development opportunities for all staff.</p> <p>Staff participates in professional development activities at site and district levels focusing on the adopted standards-aligned instructional materials and strategies for all core instructional areas and the intensive intervention program in use at the school.</p>		<p>2000.00 3010 1000-1999: Certificated Personnel Salaries Substitutes for Professional Development 531.00 3010 3000-3999: Employee Benefits Benefits for Substitutes</p>
1.5	<p>Increase student achievement through providing meaningful STEAM (Science, Technology, Engineering, Arts, and Mathematics) and CTE (Career Technical Education) activities through Science, Math, and Elective classes.</p> <p>Through STEM education, students learn to become problem solvers, innovators, creators, and collaborators and go on to fill the critical pipeline of engineers, scientists, and innovators so essential to the future of California and the nation (Science, Technology, Engineering, & Mathematics (2020, February 11) retrieved from https://www.cde.ca.gov/pd/ca/sc/stemintrod.asp). Both STEAM activities and CTE activities prepare students for STEAM occupations.</p>	All students	<p>4000.00 3010 4000-4999: Books And Supplies Materials and supplies</p>
1.6	<p>Increase student achievement through the implementation of extended learning opportunities.</p> <p>Provide Instructional Advisors who will work with 10-15 at-risk students based on poor grades, attendance, and behavior. Instructional advisors regularly check students' progress via Aeries grade book and consult with their teachers, contact parents regularly, and keep them informed regarding their students' progress at school.</p> <p>Provide tutorial support for any students who need additional help with their work.</p>	All students	<p>10000.00 3010 1000-1999: Certificated Personnel Salaries Additional hours for extended day program teachers 2655.00 3010 3000-3999: Employee Benefits Employee benefits 500.00 3010</p>

	<p>Provide other extended academic learning opportunities (e.g. STEAM programs, foreign language).</p> <p>Participate in speech and writing festivals, spelling bees, Academic Pentathlon and Decathlon, STEAM Fairs, etc.</p>		<p>5000-5999: Services And Other Operating Expenditures Event fees 5000.00 3010 5000-5999: Services And Other Operating Expenditures Educational field trips</p>
1.8	<p>Continue building shared leadership capacity to bring about sustainable school improvement.</p> <p>The Hoover AVID Academic Achievement Leadership is a key driver of change in realizing the school's mission, vision, and core values. The Hoover Academic Achievement Leadership Team's focus is on the academic growth and success of our students through continuous improvement of Tier 1 Core Instruction, AVID, and Rtl. Through a shared leadership framework members of our leadership teams meet monthly, communicate with professional learning communities (PLC's), departments, and grade-level teams to build collective teacher efficacy and strengthen instructional practice. Professional Learning Communities (PLC's) are used as a tool to address individual student needs. (Marzano, Robert J.; Waters, Tim & McNulty, Brian. (2005). School Leadership That Works: From Research to Results)</p>	All students	<p>1275.00 3010 1000-1999: Certificated Personnel Salaries Summer Leadership Meeting 338.51 3010 3000-3999: Employee Benefits Employee benefits 2000.00 3010 1000-1999: Certificated Personnel Salaries Substitutes and additional hours for meetings 531.00 3010 3000-3999: Employee Benefits Certificated benefits</p>
1.9	<p>Student Achievement Monitoring System</p> <p>The school and district provides and supports an easily accessible electronic data management system. Schools uniformly administer, score, analyze and use student achievement data from diagnostic and other assessments (progress monitoring, formative, summative, and curriculum embedded). Assessment results are used to ensure proper program placement and identify specific student learning patterns or needs. Assessment results also inform teacher instructional practices. An assessment guide is provided by the District and is located on the District webpage, under the direction of the Department of Curriculum, Instruction, and Staff Development.</p>	All students	<p>1124.60 3010 4000-4999: Books And Supplies Materials and supplies for data/progress monitoring 12482.33 3010 2000-2999: Classified Personnel Salaries CPO Clerk 12433.72 3010 3000-3999: Employee Benefits Classified Benefits</p>
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1.19			
1.20			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Action 1.1: We have had strong collaboration within our PLC's. All PLC's completed a Guaranteed Viable Curriculum, at least one set of Instructional Rounds, and had planning days this year. As a faculty and within PLC's we worked on increasing rigor in instruction and checking for understanding more effectively. These were effective in improving instructional practices.

Action 1.2: We have an overall certification of AVID Schoolwide Site as part of the AVID Program. Last summer, in 2023, we had a team of 6 teachers and 3 administrators attend AVID Summer Institute in San Diego. We will have a team of 8 attending the 2024 Summer Institute in Sacramento. We met both of our AVID Site Goals. As part of our AVID Program this year for Goal 1 we had all students attend a career visit or presentation on a career related to a CTE pathway they were interested in. Our goal was to help students see the opportunities available to them, have a better understanding of why their education is important, and prepare them for college and career. For Goal 2, each PLC implemented a AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategy within their instruction to help students access the rigor of instruction. Each PLC presented their strategy at our March Faculty Meeting to learn about the strategies from each other.

Action 1.3: This year our district adopted the Read 180 curriculum for students below grade level in Read 180. Students who are 3 or more grade levels below in reading were placed in reading intervention. Additionally, students who were three or more grade levels below in math received support from an additional Math Clinician. This year we implemented a Flex Schedule during 1st period. On Tuesdays and Thursdays, students get to choose where they go during 1st period. They can choose to go to a study hall, to a teacher they need help with work on, or to an extension/fun activity. Through this period, teachers can also request students who need intervention or additional help. We are also able to pull students during Flex to meet with them and provide support if they are struggling with academics, behavior, or attendance. We also offer extension activities through this period including Pentathlon, help with Science Fair Projects, Gardening Club, Battle of the Books, and more.

Action 1.4: Our Physical Education Team was able to attend the California Association for Health, Physical Education, Recreation and Dance Conference. This helped to increase their instruction pedagogy in physical education.

Action 1.5: We were able to provide two STEAM extended day programs for students after school which were Solar Cars and ESports. Additionally, we provided materials for our science classes so that students could do hands on dissection activities.

Action 1.6: We had a comprehensive tutorial program running four days a week available to all students before school, at lunch and after school. Students also had access to Paper Tutorial online and tutoring through Bali Learning Center. We also provided Instructional Advising to students below a 2.0 GPA and at risk for not graduating. Within these programs, we prioritize our students identified as needed Additional Targeted Support and Intervention. Our students completed in the district and county Spelling Bee, Science Fair, History Day and will be competing in Pentathlon. We had multiple students win at both district and county. We had students move on to state level for the Spelling Bee, Science Fair and History Day.

Action 1.8: Our Hoover AVID Achievement Leadership Team met before school started and five times throughout the school year. The Hoover AVID Academic Achievement Leadership Team's focus is on the academic growth and success of our students through continuous improvement of Tier 1 Core Instruction, AVID, and Rtl.

Action 1.9: Student achievement is monitored regularly. At each quarter data is pulled on student grades, District Performance Assessments, attendance, and behavior to evaluate student progress and identify interventions needed.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Action 1.3: We were unable to hire another part-time bilingual instructional aide. We did have some substitute support in this position.

Action 1.6: We had allocated money for educational field trips for both grade levels. We were only able to have 7th grade go on an educational field trip due to bussing and logistical challenges.

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.

Action 1.3: In October, we received rollover funding into our SPSA. Our Leadership and faculty worked to identify how to best utilize these funds. It was identified that our English Language Learners needed more support in the morning, particularly our students who come to us speaking only Spanish, so we were approved to hire a part-time bilingual instructional aide for the remainder of the year. It was also identified that over 80% of our students don't have mastery of our multiplication math facts. To address this need, we hired an additional math clinician who has been working with students before school and pulling out students during class to assist them with mastering their multiplication facts. Within this intervention, we prioritize our students identified as needed Additional Targeted Support and Intervention.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Learning and Student Wellness

Hoover Middle School will provide a safe, more culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills, and receive additional support to increase their engagement in learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a welcoming, safe, culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills, and receive additional supports to increase their engagement in learning as measured by attendance and suspension rates.

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.

California Dashboard - Suspension Rate:

The California Dashboard Suspension Rate shows a suspension rate indicating red (very low) for All Scholars, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic.

The California Dashboard Suspension Rate shows a suspension rate of 25.6%, indicating red (very low) for African American scholars.

The California Dashboard Suspension Rate shows a suspension rate of 15.1%, indicating red (very low) for Students with Disabilities.

The California Dashboard Suspension Rate shows a suspension rate indicating orange (low) for White.

We have had a significant improvement in attendance this year. On the California Dashboard, we were at a total chronic absenteeism rate of 32.8% for last year, which was a decline of 7.8% from the previous year. Based on Aeries data, we show a 19% Chronic Absenteeism Rate for the current school year.

California Dashboard - Chronic Absenteeism:

The California Dashboard shows a decline in Chronic Absenteeism of All Students by 7.8%.

On the California School Dashboard we were at a Yellow (maintained) Level for Chronic Absenteeism for All Students, Socioeconomically Disadvantaged, and Hispanic.

On the California School Dashboard we were at a Orange (low) Level for Chronic Absenteeism for English Learners, African American, and White.

On the California School Dashboard we were at a red (low) Level for Students with Disabilities whose chronic absenteeism rate increased 2.4 percent.

Our African American students chronic absenteeism rate declined 8 percent.

California Healthy Kids Survey:

On the California Healthy Kids Survey, 54% of 7th Graders and 44% of 8th graders reported that they feel safe or very safe at school. This increased from the previous year by 5% in 7th graders and increased by 5% in 8th graders.

On the California Healthy Kids Survey, 84% of parents agree or strongly agree that this school is a safe place for their child.

On the California Health Kids Survey, 50% of 7th Graders and 52% of 8th graders report that there is a teacher or some other adult at school who really cares about them, notices when they are no at school, and listens to them. This increased from the previous year by 3% in 7th grade and 1% in 8th graders.

On the California Healthy Kids Survey, 42% of 7th Graders and 49% of 8th graders reported that they have been harassed one or more times in the past 12 months.

On the California Healthy Kids Survey, 50% of 7th Graders and 47% of 8th graders reported school connectedness.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Chronic Absenteeism Rate	2022-2023 32.8% Chronic Absenteeism Rate	Below 10% Chronic Absenteeism Rate
California School Dashboard Suspension Rate	2022-2023 12.3% Suspension Rate	Below 8% Suspension Rate
California Healthy Kids Survey: Percent of students reporting their sense of safety at school	2022-2023 Seventh Grade: 54% Eighth Grade: 44%	Seventh Grade: 75% Eighth Grade: 75%
California Healthy Kids Survey: Percent of parents reporting that school is a safe place for students	2022-2023 84% agree or strongly agree	100%
California Healthy Kids Survey: Percent of staff reporting that school is a safe place for students	2022-2023 100% agree or strongly agree	100%

California Healthy Kids Survey: Percent of students reporting that they have adults who care about them at school	2022-2023 Seventh Grade; 50% Eighth Grade: 52%	Seventh Grade; 75% Eighth Grade: 75%
California Healthy Kids Survey: Percent of students reporting harrassment and bullying	2022-2023 Seventh Grade; 49% Eighth Grade: 42%	Seventh Grade; 75% Eighth Grade: 75%
California Healthy Kids Survey: Percent of students reporting school connectedness	2022-2023 Seventh Grade; 50% Eighth Grade: 47%	Seventh Grade; 75% Eighth Grade: 75%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Ensure the fidelity of the implemented Positive Behavior Interventions and Supports (PBIS) program that promotes positive student behavior.</p> <p>PBIS is a system of support based on a three-tiered framework to improve and integrate all the data, systems, and practices affecting student outcomes every day. Tier 1 provides universal support to all students. The focus is to establish regular, proactive support while preventing unwanted behaviors. Tier 2 supports students who are at promise for developing more serious problem behaviors before they start. It helps students to develop the skills needed to access the core program. Tier 3 focuses on students who need more intensive and individualized support to improve their behavioral and academic outcomes. PBIS is part of the (MTSS) MultiTiered System of Supports. MTSS is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction</p> <p>Based on data from the CHKS survey from 2022-23 and 2023-2024, we added lessons/assemblies on social media, conflict resolution, and drug prevention at the beginning of the year. Based on the 2023-2024 data, we would like to add more school rallies and activities that are culturally responsive, build school connectedness, and promote a positive and safe campus.</p>	All students	1000.00 0824 5000-5999: Services And Other Operating Expenditures PBIS Signage and Classroom Materials 5000.00 0824 5000-5999: Services And Other Operating Expenditures Materials and Supplies (PBIS educational supplies, signage, classroom materials) 5744.60 0824 5000-5999: Services And Other Operating Expenditures Assemblies, presentations, and support materials on bullying, drug use prevention, and promoting a positive and safe school culture. 1000.00 0824 1000-1999: Certificated Personnel Salaries PBIS Coach Hours 255.40 0824 3000-3999: Employee Benefits PBIS Coach Benefits
1.2	<p>Provide all staff training in the concept of Conscious Discipline to infuse Conscious Discipline across curriculum areas and in daily interactions to create a cultural shift that promotes safety and belonging. Additionally, we will continue to focus on teaching students the different Brain States,</p>	All students	500.00 0824 4000-4999: Books And Supplies Conscious Discipline Materials

	<p>triggers, five-minute brain breaks, and breathing Routines.</p> <p>Research suggests that parents with children in schools implementing Conscious Discipline perceive the school climate positively, even when they do not feel safe where they live (Rain, 2014).</p>		
1.3			
1.4	<p>Continue making attendance a priority with parents and students.</p> <p>If a student is absent 3, 5, or 10 days, the parent will receive a letter from the school indicating their child's absences. At 10 days of absence, the parent is required to attend a conference, on-site, with an administrator. An attendance contract is signed at that time. At 15 days of absences, the student is referred to Student and Family Services. A SARB hearing is held with a possible DA referral. Behavior and suspensions will also be addressed through PBIS and alternate means of support to promote school attendance.</p> <p>Based on the CHKS Survey Data from 2021-2022 on attendance and safety and chronic attendance rates a Community Liaison position was added to specifically work with outreach to chronically absent students and their families. Based on 2022-2023 CHKS Survey Data, Leadership feedback, and School Site Council feedback we are adding the additional cost to make our Community Liaison a full-time 6.5-hour position.</p> <p>The Community Liaison will communicate with parents to improve student attendance and academic achievement via phone calls, home visits, and Parent Square messages. The Community Liaison will communicate with stakeholders on the importance of students attending school at SSC Meetings, English Learners Advisory Committee (ELAC) meetings, and other Parent Meetings. The Community Liaison will educate parents on how to support their students in being more successful in school, access academic support for students, and access and monitor students' grades and attendance through the Aeries Parent Portal.</p>	<p>All students, Students with Chronic Attendance</p>	<p>31005.75 0824 2000-2999: Classified Personnel Salaries Cost to fund 6.5 hour Community Liaison position.</p>
1.5	<p>All students receive structured Social Emotional Learning (SEL) to help them comprehend their emotions, feel those emotions fully, and demonstrate empathy for others.</p> <p>Social Emotional Learning helps students make positive, responsible decisions; create frameworks to achieve their goals, and build positive relationships with others. Supporting students'</p>	<p>All students</p>	

	social and emotional development relates positively to attendance, grades, test scores, graduation rates, college and career readiness, and overall well-being (2019 report from the Aspen Institute, "From a Nation at Risk to a Nation at Hope).		
1.6	<p>Develop Growth Mindsets in both students and staff.</p> <p>Growth Mindset teaches students that the human brain is like a muscle that can be trained through repetition and practice. When students realize this, they develop a growth mindset: the belief that abilities can be developed through commitment and hard work. Once they have a growth mindset, they can learn anything. Students with a growth mindset earned higher grades over time compared to students with a fixed mindset. (Blackwell, Trzesniewski, & Dweck 2007)</p>	All students	1000.00 0824 4000-4999: Books And Supplies Materials and supplies
1.7	<p>Provide a safe school environment for students and staff.</p> <p>The school provides for safety with scheduled safety team meetings, written safety procedures for students and staff, a school safety plan, monthly safety drills, all rooms equipped with safety folders and medical supplies, and a yearly evacuation drill.</p> <p>Based on CHKS survey data on safety and student discipline data, additional yard duty positions were added in 2021-2022.</p>	All students	5000.00 0824 4000-4999: Books And Supplies Materials and supplies (radios, radio repair, signage, lanyards, etc.) 21858.38 0824 2000-2999: Classified Personnel Salaries Additional Yard Duty to ensure safety by railroad tracks, at lunch time, before and after school, and at break. 2655.8 0824 3000-3999: Employee Benefits Employee benefits
1.8	<p>Continue building shared leadership capacity to bring about sustainable school improvement.</p> <p>The Hoover Climate and Community Leadership Team is a key driver of change in realizing the school's mission, vision, and core values. The Hoover Culture, Climate & Community Leadership Team's focus is on culture, climate, and community for students, staff, and families through continuous improvement of PBIS, Conscious Discipline, Tier 1 behavior, and Tier 1 social-emotional learning. Through a shared leadership framework members of our Leadership teams communicate with professional learning communities (PLC's), departments, and grade-level teams to build collective teacher efficacy and strengthen instructional practice. Professional Learning Communities (PLC's) are used as a tool to address individual student needs. (Marzano, Robert J.; Waters, Tim & McNulty, Brian. (2005). School</p>	All students	1000.00 3010 1000-1999: Certificated Personnel Salaries Summer planning time 255.40 3010 3000-3999: Employee Benefits Employee benefits 2000.00 3010 1000-1999: Certificated Personnel Salaries Substitutes for meetings 265.50 3010 3000-3999: Employee Benefits Employee benefits

	Leadership That Works: From Research to Results).		
1.9	<p>Increase the social-emotional well-being of students through the implementation of extended learning opportunities.</p> <p>Provide extended day programs that improve the social-emotional well-being of students and improve their attendance and engagement in school. This includes programs that help students learn how to manage emotions, improve physical health, help students acclimate to school (round up, orientation, 6th-grade visit, intramurals, etc.), and address drug abuse and gang involvement.</p>	All students	2500.00 0824 1000-1999: Certificated Personnel Salaries Additional hour for extended day program staff 663.75 0824 3000-3999: Employee Benefits Employee benefits
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1.12			
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Action 2.1: Each year our Leadership Team works on ensuring the fidelity of our PBIS program. We were able to run effective Tier 1, 2 and 3 programs. We track and evaluate data weekly and review at weekly Tier 2 and 3 meetings, monthly leadership meetings, and faculty meetings. Data is also available in the staff reference folder for all staff. This year our school scored a 100% on the TFI Walkthrough. We are currently showing a 15% reduction in suspensions compared to last year and a 24% reduction in major education code violations. We will be applying for Gold Level Recognition for our PBIS program.

Action 2.2: Our staff implements many of the Conscious Discipline strategies including teaching the brain states, greeting students at the door, brain breaks, and breathing routines.

Action 2.4: Our Hoover Attendance Team (HAT Team) met regularly throughout the year look at attendance data and implement activities focusing on improving attendance. They implemented weekly messages from our counselor about attendance. We also have a Friday Five where students can earn an extra five minutes of lunch if they have no tardies or

absences for the previous week. We have completed over 300 SART (School Attendance Review Team) meetings, 31 SARB's (School Attendance Review Board) meetings. We had 24 students come into the 23/24 school year as 8th graders on a SARB Contract. As of 3/15/24 20 of the 24 are still enrolled and 12 or 60% have above a 90% attendance rate. The other 10 students, all inclusive have improved attendance rates from their pre-SARB contracts.

Action 2.5. All students had the opportunity to complete a wellness check in their first period classes each week. Our counselor followed up each week with students who reported in the red. Social Emotional Lessons were given through our first period Study Skills. Additionally, our counselor met with multiple groups throughout the year during our Flex Period providing lessons and support to students struggling with attendance, academics and behavior.

Action 2.6 Through our first period class, students receive growth mindset lessons at the beginning of the year and embedded within other lessons.

Action 2.7: Our Safety Team met six times throughout the year to evaluate the safety of the campus, effectiveness of safety drills, and to identify safety concerns and needs. We effectively held an evacuation drill, 10 fire drills, 3 lock down drills, and 4 earthquake drills. After each drill, we evaluated the effectiveness and identified areas needed for improvement. A Site Safety Plan was completed at the beginning of the year and approved by our School Site Council and Leadership Teams.

2.8 Our Hoover Culture, Climate and Community Leadership Team met before school started and five times throughout the school year. The Hoover Culture, Climate & Community Leadership Team's focus is on culture, climate, and community for students, staff, and families through continuous improvement of PBIS, Conscious Discipline, Tier 1 behavior, and Tier 1 social-emotional learning. At each meeting we reviewed school data to identify areas of need and then discussed changes to the program based on the areas of need. Based on the data, our team identified several new PBIS lessons needed for our students including conflict resolution and drug prevention. This team also identified minor changes to our behavioral systems that were communicated to parents in our weekly parent bulletin and to students through daily announcements or PBIS lessons.

2.9 - Before school started, we invited students to a Hoover Huddle. These were students identified with attendance or behavioral challenges in elementary school. To help them be successful in middle school, they were invited to come to Hoover prior to school started for fun getting to know you activities, a tour of the school, meeting the counselor and admin, and learning about Hoover. The Huddle provided supports for these students to be more successful in middle school. Round-up was held the week before school started. During Round Up students were able to get their schedule, tour the school, and learn about the different program. Through our Flex Program, our counselor met with multiple groups of students to improve attendance, provide social emotional supports, and address drug use. We also started a Community Service Program this year where students can volunteer within the community and earn a special white cord to be worn at graduation. Our counselor also helps introduce the importance of community service and giving back to our community. Restorative Justice meets with our students as a community peer mentoring program that makes an effort to connect and support students who need positive and encouraging relationships.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Action 2.4 - We were unable to keep our part-time community liaison throughout the year, as we had two part-time community liaisons move to full-time positions within the district.

Action 2.7 - We previously had looking into vape sensors for our bathrooms to help address the use of drugs on campus. This has been removed due to it not being approved. We are looking at other ways to decrease drug use in our students.

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.

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.

Action 2.1 - Based on the 2023-2024 data, we would like to add more school rallies and activities to continue to build and promote a positive and safe campus.

Action 2.4 - We are changing from two part-time Community Liaison to one full-time Community Liaison

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family and Community Empowerment

Hoover Middle School will empower families to become full partners in the education of their students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Empower families and educational partners to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our community.

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.

On the California Healthy Kids Survey, 76% of parents agree or strongly agree that the school seeks the input of parents before making important decisions.

On the California Healthy Kids Survey, 89% of parents agree or strongly agree that the school has adults who really care about the students.

On the California Healthy Kids Survey, 89% of parents agree or strongly agree that they feel welcome to participate at the school

Communication:

On the California Healthy Kids Survey, 95% of parents agree or strongly agree that the school keeps them well-informed about school activities

On the California Healthy Kids Survey, 83% of parents agree or strongly agree that teachers communicate with parents about what students are expected to learn in class

On the California Healthy Kids Survey, 78% of parents agree or strongly agree that the school provides information on why their child is placed in particular groups or classes

On the California Healthy Kids Survey, 92% of parents agree or strongly agree that the school provides information on how to help their child with homework

On the California Healthy Kids Survey, 68% of parents agree or strongly agree that the school provides information on how to help their child plan for college and vocational school

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey: School actively seek the input of parents before making important decisions	2022-2023 76% agree or strongly agree	90% agree or strongly agree
California Healthy Kids Survey: School has adults who really care about students	2022-2023 89% agree or strongly agree	100% agree or strongly agree

California Healthy Kids Survey: Parents feel welcome to participate at the school	2022-2023 89% agree or strongly agree	100% agree or strongly agree
California Healthy Kids Survey: Communication with Parents	<p>2022-2023 95% of parents agree or strongly agree that the school keeps them well-informed about school activities</p> <p>83% of parents agree or strongly agree that teachers communicate with parents about what students are expected to learn in class</p> <p>78% of parents agree or strongly agree that the school provides information on why their child is placed in particular groups or classes</p> <p>92% of parents agree or strongly agree that the school provides information on how to help their child with homework</p> <p>68% of parents agree or strongly agree that the school provides information on how to help their child plan for college and vocational school</p>	<p>100% of parents agree or strongly agree that the school keeps them well-informed about school activities</p> <p>100% of parents agree or strongly agree that teachers communicate with parents about what students are expected to learn in class</p> <p>100% of parents agree or strongly agree that the school provides information on why their child is placed in particular groups or classes</p> <p>100% of parents agree or strongly agree that the school provides information on how to help their child with homework</p> <p>100% of parents agree or strongly agree that the school provides information on how to help their child plan for college and vocational school</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Provide robust parent education to ensure our parents are acutely aware of key parental strategies for student success.</p> <p>Engage parents and students through our Parent Empowerment Program. This is a program where parents will be given information on how to parent their children to support them in being more successful in school. The target for the program will be students who are currently not successful academically and parents who are requesting assistance with their students. Students will attend with their parents but go to a separate room to receive academic instruction to support their instructional needs and help them regain credit. To encourage families to come, childcare will be provided for any younger children. Additionally, food will be offered to families before and during the program.</p> <p>Getting parents more engaged in school is a necessary variable in the equation of student success according to a 1995 study called A Generation of Evidence: The Family is Critical to Student Achievement.</p>	All students	<p>500.00 3010 2000-2999: Classified Personnel Salaries Additional hours for Community Liaison 62.00 3010 3000-3999: Employee Benefits Employee benefits 2000.00 3010 1000-1999: Certificated Personnel Salaries Additional hours for Certificated Staff 531.00 3010 1000-1999: Certificated Personnel Salaries Employee Benefits 1000.00 3010 5000-5999: Services And Other Operating Expenditures</p>

			Food for Parent Empowerment Program
1.2	<p>Facilitate meaningful communication between families and the school to build and strengthen the home/school connection.</p> <p>Parents play an integral role in assisting their children's learning when there is strong communication between parents and school, academic achievement is increased (Epstein, Joyce L. , and Connors Tadros, Lori . "School and Family Partnerships in the Middle Grades." In Creating Family/School Partnerships, ed. Rutherford, Barry . Columbus, Ohio: National Middle School Association, 1995.)</p>	All students	250.00 3010 2000-2999: Classified Personnel Salaries Community Liaison will provide translation of home/school written communication and interpretation at parent meetings and classes, communicate with parents of at promise students for attendance, grades, and/or behavior, and organize and provide Parent Education classes. Instruct and assist parents with use of the school's Family Engagement Center. 31.00 3010 3000-3999: Employee Benefits Employee benefits 1000.00 0824 5900: Communications Postage to mail home report cards and progress grades
1.3	<p>Increase student and family engagement through recognizing students for academic, behavioral, and attendance achievement.</p> <p>Award recognition and assemblies promote a positive environment on campus. Award ceremonies in the areas of honor roll, attendance, and exceptional behavior are scheduled quarterly. Award ceremonies will occur at least quarterly. Additionally, assemblies focusing on self-esteem, PBIS, positive choices, and others will be scheduled 1-2 times per quarter. Award ceremonies will allow for family and community engagement where possible. Families will be invited to or award ceremonies will be recorded and shared with families.</p>	All students	3372.82 0824 4000-4999: Books And Supplies Materials and supplies
1.4	<p>Provide a yearly end-of-course/celebration ceremony for all school stakeholders to build strong community relations.</p>	8th grade students	250.00 0824 2000-2999: Classified Personnel Salaries Additional hours for classified staff 31.00 0824 3000-3999: Employee Benefits Employee benefits 1000.00 0824

			4000-4999: Books And Supplies Materials and supplies (grad area preparation, awards, etc.) 5000.00 0824 5000-5999: Services And Other Operating Expenditures Professional Services (sound, security, dry cleaning of gowns, etc.)
1.5	<p>Increase parent engagement through opportunities for parents to connect with the school through academic events in each subject (English/Social Studies, Math, Science, PE, and Electives) that Parents/Guardians are invited to attend.</p> <p>When parents are engaged in their children’s school lives, students have the home support and knowledge they need to not only finish their assignments but also develop a lifelong love of learning (How Parent Involvement Leads to Student Success (2018, November 1) retrieved from https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/).</p>	All students	250.00 0824 4000-4999: Books And Supplies Materials and supplies
1.6	<p>Provide students and parents with information about college and career planning through Parent Education at Back to School Night, 8th Grade Parent Information Night, Open House, Parent Empowerment Program, and our AVID Elective classes.</p> <p>Families play an important role in helping their youth become college and career-ready. The goal of the AVID program is to prepare students for college. Monthly career events will provide both students and parents with more information on college and financial aid and will equip parents with the knowledge they need to help prepare their students for college.</p>	All students	600.00 3010 1000-1999: Certificated Personnel Salaries Additional hours for staff 159.30 3010 3000-3999: Employee Benefits Employee benefits
1.11			
1.12			
1.13			
1.14			
1.19			
1.20			

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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

1 - We held one Parent Empowerment Program on a Saturday in January. We had 8 students attend with their families. We will be holding a second Parent Empowerment Academy in May.

3.2 - Parents receive positive phone calls home when their students receive a PACK card from our staff for being Prepared, Accountable, Compassionate, or Knowledgeable. Not all of our families regularly check Parent Square, so to ensure parents were aware of their student's grades we mailed report cards home. Our teachers send positive notes home and make positive phone calls. Our teachers communicate regularly with parents through our PBIS program. A weekly bulletin is sent out to parents every Sunday with the events for the week, reminders for students and parents, and other important school information. This bulletin is also available on the school website. Our Community Liaisons regularly work with parents to assist them in accessing students' grades and attendance information through the Aeries Parent Portal.

3.3 - We held three quarterly Student of the Quarter and Straight A Honor Roll Assemblies that parents were invited to attend. We held one assembly at the beginning of the school year welcoming students to school and one assembly with a motivational speaker towards the end of the year.

3.4 - We held an end-of-the-year 8th Grade Awards Ceremony and Graduation Ceremony.

3.5 - Our PLC's held several parent engagement activities. Our 7th grade ELA teachers invited parents in to see their students present a project on Early American Civilizations. Our GATE teachers held a History Day and parents were invited to see History projects and awards. Our science teachers held a STEAM Fair where all parents were invited to see student projects. Our art teacher invited parents in during the school day to do art projects with their students.

3.6 - Parents were provided with college and career information through our 8th Grade Parent Information night and Parent Empowerment Program.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

3.1 - We changed the Parent Empowerment Programs from a 6 week program to one day on a Saturday to accommodate parents that cannot come during the week.

3.6 - We had planned to do monthly college/career nights for parents, but instead focused on providing parents information at our major parent nights throughout the year.

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.

3.6 - We will be working on this action a little more and identifying how we can better communicate college and career planning to parents.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Additional Targeted Supports and Interventions

Increase the achievement and a sense of belonging for African-American Students and Students with Disabilities by providing additional targeted programs, services, and supports designed to meet the unique needs of these student groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

To increase academic achievement and a sense of belonging for African-American, Foster Youth, and homeless the District will provide additional targeted programs, services, and supports designed to meet the unique needs of these student groups.

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.

On the California School Dashboard, All Students were at an Orange Level for English Language Arts. Our Students with Disabilities were at a red level and declined 6.7 points. In the No Performance Color, our African American students declined 18.3 points.

On the California School Dashboard All Students were at an Orange Level for Mathematics. There were no student groups with a performance color two levels below this. In the No Performance Color, our African American students declined 20.6 points. Our Students with Disabilities were at Orange Level.

On the California School Dashboard All Students were at a Red level for Suspension Rates. Students with Disabilities were at a Red Level with an increase of 2.6% in suspensions. Our African American students were at a Red Level with an increase of 2.8% for suspensions. Our English Learners were at a Red level with an increase of 9.4% in suspensions.

The California Dashboard shows a decline in Chronic Absenteeism of All Students by 7.8%. The California Dashboard shows an increase in Chronic Absenteeism for Students with Disabilities by 2.4%. The California Dashboard shows decline in Chronic Absenteeism of African American Students by 7.8%.

On the California School Dashboard All Students were at an Yellow level for Chronic Absenteeism. Students with Disabilities were at a Red Level with 52.4% chronically absent. Our African American students were at an Orange Level with 31.4% chronically absent.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard ELA Indicator	2023 Students with Disabilities: 133.4 points below standard African American Students: 64.2 points below standard	Students with Disabilities: Increase significantly by 15 points or more to 118.4 or lower African American Students: Increase significantly by 15 points or more to 49.2 or lower
California Dashboard Math Indicator	Students with Disabilities: 181.9 points below standard African American Students: 156.2 points below standard	Students with Disabilities: Increase significantly by 15 points or more to 166.9 or lower African American Students: Increase significantly by 15 points or more to 141.2 or lower
California School Dashboard Suspension Rate	Students with Disabilities: 15.1% African American Students: 25.6%	Students with Disabilities: 8% or lower African American Students: 8% or lower
California School Dashboard Chronic Absenteeism Rate	Students with Disabilities: 54.2% African American Students: 31.4%	Students with Disabilities: 10% or lower African American Students: 10% or lower

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide small group and individualized mentoring for African American and Special Education students. Our intervention teacher will meet with these students individually and in small groups and work with students to create Individualized Learning Plans and provide academic supports.	African American and Special Education Students	2000.00 3010 1000-1999: Certificated Personnel Salaries Overtime for mentoring 531.00 3010 3000-3999: Employee Benefits Overtime for mentoring
4.2	Start a "Dads on Duty" program to provide positive role models for students and promote a peaceful school atmosphere. The goal of the program is to provide a positive male presence in the school who will be a support system for kids. Research shows that parental involvement is more important to children's academic success than their family's socioeconomic status, race, ethnicity, or educational background (Amatea & West, 2007; Henderson & Berla, 1994).	All Students	500.00 0824 5000-5999: Services And Other Operating Expenditures Safety Vests

4.3	Create a summer school program to help students connect to school. The program would provide college and career planning activities and field trips that help students see the connection between school and their future. Students would also participate in team-building activities and field trips that help them feel a part of the team and more connected to the school. Their summer school teacher would stay connected with them at school and priority would be placing these students with their summer school teacher to continue building their connectedness to school.	African American, Special Education Students and other targeted students	2000.00 3010 1000-1999: Certificated Personnel Salaries Overtime for mentoring 531.00 3010 3000-3999: Employee Benefits Overtime for Mentoring
4.4	Launched in 2012, Lift While You Lead (LWYL) connects undergraduate students at UC Merced with students in Merced and the surrounding Central Valley area. Initially created as a bridge between UC Merced students and high school students, the opportunity to strengthen the community came in 2015, when The Empowerment Project was launched. This program allows UC Mentors to know serve as role models and serve as mentors to middle school students. Guided by lessons that are consistent with and in support of the CASEL framework, middle school students are afforded the opportunity to receive support, guidance, and encouragement – all with an emphasis on health, education, and leadership. Students begin in the program through a four week summer school program that carries over into their 8th grade year of middle school. In 2016, The Lift While You Lead Women’s Program was recognized by President Obama’s administration as a Champion of Change Program. The strength of this program is that it was launched by Merced community members for the benefit of students who live in our community.	African American, Special Education Students and other targeted students	2000.00 3010 1000-1999: Certificated Personnel Salaries Overtime for Mentoring 531.00 3010 3000-3999: Employee Benefits Overtime for Mentoring
4.5	Instructional Advisory Program for African American and Special Education students. Instructional advisors meet with students weekly and communicate with students’ teachers to ensure students are completing work, prepare them for upcoming exams, communicate student progress with parents, and work with student and parent to provide additional supports through our tutorial program.	African American, Special Education Students and other targeted students	10000.00 3010 1000-1999: Certificated Personnel Salaries Overtime for Mentoring 2655.00 3010 3000-3999: Employee Benefits Overtime for Mentoring
4.6	Provide professional development to all staff to learn about the African American culture through a lense of empathy and a commitment to learn the stories of our students.	African American, Special Education Students and other targeted students	
4.9			
4.11			

4.12			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

N/A

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

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.

N/A

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$308,310.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
0824	\$102,200.00
3010	\$206,110.00

Subtotal of state or local funds included for this school: \$308,310.00

Total of federal, state, and/or local funds for this school: \$308,310.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
3010	206110.00	0.00
0824	102200.00	0.00

Expenditures by Funding Source

Funding Source	Amount
0824	102,200.00
3010	206,110.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	102,740.50
2000-2999: Classified Personnel Salaries	89,846.46
3000-3999: Employee Benefits	30,484.52
4000-4999: Books And Supplies	16,247.42
5000-5999: Services And Other Operating Expenditures	67,991.10
5900: Communications	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0824	12,550.00
2000-2999: Classified Personnel Salaries	0824	53,114.13
3000-3999: Employee Benefits	0824	3,605.95
4000-4999: Books And Supplies	0824	11,122.82

5000-5999: Services And Other Operating Expenditures	0824	20,807.10
5900: Communications	0824	1,000.00
1000-1999: Certificated Personnel Salaries	3010	90,190.50
2000-2999: Classified Personnel Salaries	3010	36,732.33
3000-3999: Employee Benefits	3010	26,878.57
4000-4999: Books And Supplies	3010	5,124.60
5000-5999: Services And Other Operating Expenditures	3010	47,184.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	189,820.30
Goal 2	81,704.58
Goal 3	16,037.12
Goal 4	20,748.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 7 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Julie Rivard	Principal
Tonetta Simone	Other School Staff
Cheryl Schanze	Classroom Teacher
Bryan Rivas	Classroom Teacher
Jennifer Urquidez	Parent or Community Member
Ally Barnett	Secondary Student
Stergios Roussos	Parent or Community Member
Margarieta Serena	Parent or Community Member
Erica Guitierrez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: Hoover Leadership Team Representative

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA 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 SPSA was adopted by the SSC at a public meeting on 4-24-24.

Attested:



Principal, Julie Rivard on 04/24/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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