

Hoover High

10621661032911

Principal's Name: Courtney Curtis

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.

The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.

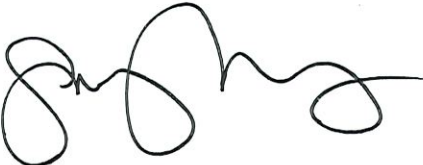
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Dr. Courtney Curtis	X				
2. Chairperson - Stella Perez		X			
3. Crystal Johnson		X			
4. Sheri Mauro		X			
5. Zaire Carrell			X		
6. Jaykob Ajamian					X
7. Abigail Mikow					X
8. Zack Mendoza					X
9. Danae Martinez				X	
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☐ ELAC reviewed the SPSA as a school advisory committee.
☒ ELAC voted to consolidate with the SSC. Date 1/21/25.

Required Signatures

School Name: Hoover High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Dr. Courtney Curtis		4/25/25
SSC Chairperson	Stella Perez		4/25/25

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

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

FY 2025/26

Hoover - 0235

ON-SITE ALLOCATION

3010	Title I	\$235,409 *
7090	LCFF Supplemental & Concentration	\$600,310
7091	LCFF for English Learners	\$87,952

TOTAL 2025/26 ON-SITE ALLOCATION

\$923,671

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$66,812
Program Budget	\$168,597
Total Title I Allocation	\$235,409

ESSA Assistance Status: Not Identified for Assistance

January 28, 2025

Hoover High 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
Percentage of students who received at least a D/F at end of semester 1	✓		52.4 %	2024-2025	49.4 %
SBAC ELA - Average distance from standard	✓	27 pts	-56 pts	2023-2024	-41 pts
SBAC ELA - Average distance from standard (African American)	✓		-67.8 pts	2023-2024	-52.8 pts
SBAC ELA - Average distance from standard (English Learner)	✓	-91.7 pts	-138.2 pts	2023-2024	-123.2 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-56.3 pts	2023-2024	-41.3 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-67.1 pts	2023-2024	-52.1 pts
SBAC ELA - percentage of students met/exceeded standard	✓	50.4 %	35.4 %	2023-2024	40.4 %
SBAC Math - Average distance from standard	✓	-123.7 pts	-145.1 pts	2023-2024	-130.1 pts
SBAC Math - Average distance from standard (Asian)	✓		-126.2 pts	2023-2024	-111.2 pts
SBAC Math - Average distance from standard (English Learner)	✓	-189.8 pts	-220 pts	2023-2024	-205 pts
SBAC Math - Average distance from standard (Hispanic)	✓	-141 pts	-150.7 pts	2023-2024	-135.7 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✓		-153.2 pts	2023-2024	-138.2 pts
SBAC Math - percentage of students met/exceeded standard	✓	14.9 %	9.9 %	2023-2024	14.9 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

During the 2023 - 2024 school year, a significant percentage of students were performing below standard in both English Language Arts (ELA) and Math, with particularly large achievement gaps among English Learners and with students receiving Special Education services.

Based on the 2023- 2024 metrics, students are not performing at grade level in ELA Literacy as identified by SBAC. The average distance from standard is -56 pts overall, with African American students (-67.8 pts), English Learners (-138.2 pts), Hispanic students (-56.3 pts), and Socioeconomically Disadvantaged students (-67.1 pts) performing below expectations. It is notable that Asian students were above standard in 2022 - 2023 but declined by 40.7 points DFS, putting them on average at 35.8 points below standard. Only 35.4% of students met or exceeded standard. The data shows a large decline of 24.4 points in DFS. Every Student Group saw a decline in DFS with exception to African American students who "maintained" their DFS and Special Education students who saw an increase of 19.6 points in DFS.

Based on the metrics, students are not performing at grade level on in Math as identified by SBAC. The average distance from standard is -145.1 pts overall, with Asian students (-126.2 pts), English Learners (-220 pts), Hispanic students (-150.7 pts), and Socioeconomically Disadvantaged students (-153.2) performing significantly below expectations. Only 9.9% of students met or exceeded standard. This data shows a slight decline of 6.4 points in DFS. Most Student Groups saw a decline in DFS with exception to both African American and Special Education Students who saw increases of DFS of 23.3 and 19 points.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Literacy:

1. **Gaps in Foundational literacy Skills:** In the 2024-2025 school year, 89% of students assessed (9th-12th grade) scored one grade level below, 74% scored two grade levels below, and 64% scored three or more grade levels below in the iReady reading diagnostic.
2. **Limited Access to High-Quality Literacy Instruction:** Teacher observations and feedback reveal that there is inconsistent implementation of explicit instruction. There is also room for growth in the implementation of common assignments and common strategies across all grade levels of ELA. During the 2024 - 2025 school year there has been targeted work around this.
3. **Language Barriers in Literacy Instruction:** For English Language Learners (ELL's), academic language can be a barrier to performance. Literacy instruction is inconsistent in integrating explicit strategies that support language development, syntax, relevancy, and cultural differences.
4. **Low Student Engagement:** Teacher observation and feedback notes reveal that there is inconsistency in culturally relevant instruction or real-world applications and opportunities for productive struggle with support.
5. **Inconsistent or Insufficient Intervention Support:** Teacher observation and feedback notes reveal there is inconsistency in use of data-driven interventions or targeted small-group instruction.

Math:

1. **Gaps in Foundational Math Skills:** In the 2024-2025 school year, 94% of students assessed (9th-10th grade) scored one grade level below, 87% scored two grade levels, and 78% of students scored three or more grade levels below in the iReady math diagnostic.
2. **Limited Access to High-Quality Math Instruction:** Teacher observations and feedback notes reveal that there is an over-reliance on procedural teaching rather than conceptual understanding and inconsistency in differentiation for diverse learners and use of scaffolded supports for students below grade level.
3. **Language Barriers in Math Instruction:** For English Language Learners (ELL's), academic language in word problems and multi-step reasoning can be a barrier to performance. Currently, math instruction does not explicitly integrate language supports.
4. **Low Student Engagement:** Teacher observation and feedback notes reveal that there is inconsistency in culturally relevant instruction or real-world applications and opportunities for productive struggle with support.
5. **Inconsistent or Insufficient Intervention Support:** Teacher observation and feedback notes reveal there is inconsistency in use of data-driven interventions or targeted small-group instruction. The Math PLUS teacher support was not data-driven and lacked strategic placement. Less than 7% of the student population visited the After School Program for tutoring at least once.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-

performing student groups.

Literacy:

- 1. **Gaps in Foundational Literacy Skills:** Provide explicit literacy instruction
- 2. **Limited Access to High-Quality Literacy Instruction:** Incorporate curriculum/assessments that match the rigor and style of SBAC, culturally responsive teaching, differentiated instruction, and data driven instruction. Support teachers by providing professional learning opportunities specifically in the areas identified by ILT aligned to our site instructional focus along with culturally responsive teaching and best practices for ELs and SWDs.
- 3. **Language Barriers in Literacy Instruction:** Teach key literacy vocabulary explicitly using visuals and sentence stems. Implement strategies to build language confidence by providing materials in multiple languages or utilize translation tools and services, as well as ensure that parents or guardians receive translations. Foster a classroom environment where students actively participate in discussions and use peer support to help one another. Support teachers by providing professional learning opportunities.
- 4. **Low Student Engagement:** Incorporate student-centered learning, goal setting, progress monitoring, and recognition to celebrate student achievements.
- 5. **Inconsistent or Insufficient Intervention Support:** Re-structure Tier 2 & Tier 3 interventions. Utilize PLUS teacher, Paraeducators/Paraprofessionals, and professional learning to support teachers with Tier 1 interventions.

Math:

- 1. **Gaps in Foundational Math Skills:** Provide structured intervention both inside and outside of the classroom setting.
- 2. **Limited Access to High-Quality Math Instruction:** Incorporate curriculum/assessments that match the rigor and style of SBAC culturally responsive teaching, differentiated instruction, and data driven instruction. Support teachers by providing professional learning opportunities specifically in the areas identified by ILT aligned to our site instructional focus along with culturally responsive teaching and best practices for ELs and SWDs.
- 3. **Language Barriers in Math Instruction:** Teach key math vocabulary explicitly using visuals and sentence stems. Implement strategies to build language confidence. Support teachers by providing professional learning opportunities.
- 4. **Low Student Engagement:** Incorporate student-centered learning, goal setting, progress tacking, and recognition to celebrate student achievements.
- 5. **Inconsistent or Insufficient Intervention Support:** Re-structure Tier 2 & Tier 3 interventions. Utilize PLUS teacher and professional learning to support teachers with Tier 1 interventions.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Proficiency in Literacy

Partially Implemented

- Each PLC was trained in PLC+ to sharpen skills around the use of data protocols to identify common challenges around student work. (Ongoing).
- We agreed upon a schoolwide focus on literacy (August 2024).
- ILT came to agreement on research-based instructional strategies used across all subject areas to support literacy: feedback, reciprocal teaching, and CER (claim, evidence, reasoning) (September and ongoing).
- Strengthened our use of an equity centered multi-tiered system of support (MTSS) (Ongoing).
 - PLUS teachers were used to support in ELA, and ELD with a primary focus on ELA 9. (Did not get to do a deep focus on 11th grade year which is when students are assessed).
- ILT came to an agreement on the shared use of SBAC IABs, FIABs, and ICAs in ELA, to ensure that instruction and assessments match the rigor and style of SBAC. (September 2024 and Ongoing).
 - We did not get to a place in which ALL subject areas outside of ELA and Math were using assessments and curriculum that matches the rigor and style of SBAC.
- Admin consistently walked ELA classrooms with regular feedback to teachers in grades 9 - 11.
- There were decreases in the percentage of D's and F's in ELA as a result of the 9th Grade On-Track work.

Action 2: Increase Proficiency in Mathematics

Partially Implemented

- Each PLC was trained in PLC+ to sharpen skills around the use of data protocols to identify common challenges around student work. (Ongoing).
- ILT came to agreement on research-based instructional strategies used across all subject areas to support literacy: feedback, reciprocal teaching, and CER (claim, evidence, reasoning) (September and ongoing).
- Strengthened our use of an equity centered multi-tiered system of support (MTSS) (Ongoing).
 - The math PLUS teacher continued to offer push-in support in classrooms, particularly supporting new teachers. Special education co-teachers were strategically used in Algebra 1 and Geometry classes to support SWD. (Did not get to do a deep focus on 11th grade year which is when students are assessed).
 - Did offer in-person credit recovery for Algebra 1 semester 2 as planned.
- ILT came to an agreement on the shared use of SBAC IABs, FIABs, and ICAs in Math, to ensure that instruction and assessments match the rigor and style of SBAC. (September 2024 and Ongoing).
 - We did not get to a place in which ALL subject areas outside of ELA and Math were using assessments and curriculum that matches the rigor and style of SBAC.
- Math classrooms did not get walked for the purposes of feedback as consistently as ELA which was focused on in 2024 - 2025.
- There were decreases in the percentage of D's and F's in Math as a result of the 9th Grade On-Track work.

Action 3: Increase number of students meeting HS & A-G requirements

Partially Implemented

- Before school and after school tutoring (ELF) took place this year but did not start until several months into the year due to delayed Bundled Contract process.
- Additional ELD sections and supports were created to impact students' overall A-G progress.
- Targeted interventions took place for student failing Algebra 1 during semester 1 with in-person supports taking place semester 2 in the form of in-person credit recovery classes in lieu of Edgenuity.
- Grade data was regularly reviewed via 9th Grade On-Track Team.
- Admin and Counseling Team learned how to complete PDSA cycles around student grades.
- AP and DE Coordinator meetings with admin around grades did not get to happen with fidelity this school year.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Proficiency in Literacy

Partially Effective

During 2023 - 2024, actions were "ineffective" as there was an increase in distance from standard for most subgroups as measured by SBAC.

During 2024 - 2025 actions have been "partially effective" as measured by:

- # and consistency in which SBAC IABs/FIABs were given. Students are far more familiar with SBAC testing platform.
- Teacher Feedback Loops which provide evidence of changed instruction in ELA/Literacy.
- Instruction/Assessments show greater alignment with the rigor and style of SBAC.
- ELA 11 is working more closely together on usage of SBAC IABs/FIABs but there is still inconsistency in day-to-day student tasks in each room.

Action 2: Increase Proficiency in Mathematics

Partially Effective

During 2023 - 2024, actions were "ineffective" as student outcomes remained stagnant with distance from standard as measured by SBAC.

During 2024 - 2025 actions have been tentatively "partially effective" as measured by:

- # and consistency in which SBAC IABs/FIABs were given. Students are far more familiar with SBAC testing platform.
- Teacher Feedback Loops which provide evidence of changed instruction in ELA/Literacy.
- Instruction/Assessments show greater alignment with the rigor and style of SBAC.

- Algebra II is working closely together on usage of SBAC IABs/FIABs but there is still inconsistency in day-to-day student tasks in each room. There have been limited opportunities for ALL math teachers that have 11th grade students to learn from one another in support of SBAC (e.g. bringing together Geometry, Algebra II, Alg II/Pre-Calc, AG3, and Calc AB teachers all of whom might have 11th grade students.)

Action 3: Increase number of students meeting HS & A-G requirements

Partially Effective

- Before school and after school tutoring (ELF) took place this year but did not start until several months into the year due to delayed Bundled Contract process.
- Targeted interventions took place for student failing Algebra 1 during semester 1 with in-person supports taking place semester 2 in the form of in-person credit recovery classes in lieu of Edgenuity - current metrics show that these students are doing better in both their S1 and S2 class.
- Grade data was regularly reviewed via 9th Grade On-Track Team with growth seen in almost all subject areas with decreases in D's and F's.
- Admin and Counseling Team learned how to complete PDSA cycles around student grades and completed at least 2 cycles this school year.
- AP and DE Coordinator meetings with admin around grades did not get to happen with fidelity this school year which impacted the level of supports that were available for students enrolled in these high-level course.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Literacy/Math: In an effort to improve performance for all students in CCSS by the end of 2025-2026, our approach is based on a foundation of strong PLC work and high-quality first instruction. These include:

- the use of the district pacing guide to develop grade level curriculum alignment to ensure that lesson activities match the level of rigor found in SBAC claims and targets. (Collection of evidence from PLCs via PLC+ notes / agendas in 25 - 26)
- Using PLC+ to plan, implement, and discuss data related to common assignments, common assessments, IABs, and FIABs.
 - Use IABs and FIABs to assess student learning at least once per quarter. (Actual use of data protocols from PLC+ framework to identify common challenges in 25 - 26)
- School wide implementation of Feedback and Claim, Evidence, Reasoning (CER) strategies. (FULL School-wide implementation in 25-26 as a part of the WASC process)

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

SSC:

Feedback was gathered from SPSA with asks for:

- Funds for tutorial
- Funds to support EL students
- Funds to support smaller class sizes where there is the greatest need
- Funds for materials and supplies to support instruction with a continued focus on literacy

ELAC:

Feedback was gathered in a survey in February 2025. EL parents asked for the following regarding Goal 1:

- Funds for tutors in classes
- Funds for materials & Supplies
- Funds for Peer Tutors
- Prep buyout to support ELD instruction
- Teacher led tutorials

Staff:

Feedback was gathered via Microsoft Forms in January 2025. Teachers asked for the following regarding Goal 1:

- Funds for prep buyout for ELD
- Smaller ELA classes
- Funds to celebrate student achievement year round
- Funds to create spaces for intervention
- Funds for digital subscriptions to support instruction
- AI software / detection
- Funds for additional copy machines to save teacher prep time to focus on creating high quality instruction

Action 1 :

Increase Proficiency in Literacy

Action Details:

By the end of 2025-26 increase performance levels for all students in CCSS as measured by SBAC "Distance from Standard". Each PLC will continue learning around the PLC+ model in order to strengthen the foundation needed to:

- identify common challenges based on student data using protocols within PLC+.
- begin usage of agreed upon research-based instructional strategies to support literacy: feedback, reciprocal teaching, and CERs.
- strengthen our use of an equity centered multi-tiered system of support (MTSS).
- continue usage of SBAC IABs and FIABs, not just in ELA but in ALL courses, to ensure that instruction and assessments match the rigor and style of SBAC.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Provide InterAct Teaching Fellows to support the comprehension and academic progress of EL students by working directly with students in classrooms throughout the day.
- Provide targeted specific tutorials for English Learners, emphasizing writing and literacy development in all classes.
- Development and expansion of lunchtime and after-school tutorial, with options to support writing.
- Provide additional SpringBoard novels and supplemental materials to support all students having access to resources.
- Provide additional materials and supplies, including technology, to support the instructional program.
- Provide site licenses to support English Learners and Special Education students through supplemental resources to develop literacy.
- Special Education and core English teachers will co-teach classes to provide support and differentiation for students with special needs in mainstream classes.
- Students will be provided with opportunities to monitor their own progress toward college and career readiness using reflection tools and data analysis (after PSAT, SBAC, iReady).
- Provide supplemental contracts to provide additional services to students in support of the instructional program.
- Provide SpringBoard Reading Foundational Skills resources for SDC reading intervention.
- Provide office equipment lease to assist teachers with providing supplemental materials (e.g., primary source documents, alternate readings for EL and SPED needs) to support student learning.
- Create celebration activities to recognize students who have achieved the milestone of redesignation or achieved the Seal of Biliteracy.
- Provide EL-specific tutorials focused on writing, reading, and listening.
- Provide supplemental resources and materials, including technology, to support engagement and differentiation opportunities in EL instruction.
- Provide substitutes for ELPAC testing to create optimal testing conditions for students.
- Provide substitutes for CAASPP testing to create optimal testing conditions for students.
- Provide substitutes for ILT to receive PL around agreed upon evidence-based instructional strategies which will be used to provide quality Tier 1 Instruction.
- Establish a team to research and build Tier 2 and 3 academic support systems; and provide resources for those Tier 2 and 3 academic supports (e.g., reading support).
- Provide supplemental contracts for ELD teachers to meet monthly as a PLC to align supports for ELD students to accelerate progress of English language acquisition.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

English Learner student population is performing very low in ELA with a DFS of 138.2 points below standard in 24-25 which was a decline of 31.5 points.

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

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

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

With 7090 or 7091 funds we plan to support English learner students by providing planning time for the ELD teachers and team, funds for additional classroom technology, ELPAC assessors, contracts for teachers to provide EL support at lunch and/or after school, funds for materials and supplies to support EL Redesignation along with student incentives, and funds for the ELF contract (split funded 3010/7090/7091). Use of a pre-buyout as needed to allow for flexibility with scheduling to ensure that EL support classes stays small.

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

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

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

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

Provide Nearpod to support technological and visual support for EL.

Site team of English Learner PLC will:

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

Work with Home School Liaison to contact parents & set up parent conferences, as needed, to discuss student progress

Academic Coach will:

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

Student Groups

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

African American (AA):

With Title I funds we plan to support AFRICAN AMERICAN students by providing funds for a Home School Liaison to help bridge the gap between parents and the school site. We will also fund a Resource Counseling Assistant to help with student supports in the Re-engagement Center with the goal of ensuring that students are getting SEL supports needed to ensure that they are not losing valuable instructional time outside of class. We will also provide funds to purchase culturally relevant books and resources to support quality Tier 1 instruction.

Hispanic (HI):

With Title I funds we plan to support HISPANIC students by providing funds for a Spanish speaking Home School Liaison and Spanish-speaking Resource Counseling Assistant to help bridge the gap between parents and the school. We will also provide funds to purchase culturally relevant books and resources to support quality Tier 1 instruction.

Socio-economically Disadvantaged (SED):

With Title I funds we plan to support SED students by providing funds for a Home School Liaison to help bridge the gap between parents and the school site. We will also fund a Resource Counseling Assistant to help with student supports in the Re-engagement Center with the goal of ensuring that students are getting SEL supports needed to ensure that they are not losing valuable instructional time outside of class. We will also provide funds for free tutorial for students and families at both lunch time, after school, and on some Saturdays as needed.

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

African American (AA):

With Title I funds we plan to support AFRICAN AMERICAN students by providing funds to purchase culturally relevant books and resources to support quality Tier 1 instruction. We will also fund a School Readiness Facilitator to work with both students and families.

Hispanic (HI):

With Title I funds we plan to support HISPANIC students by providing funds to purchase culturally relevant books and resources to support quality Tier 1 instruction.

Socio-economically Disadvantaged (SED):

With Title I funds we plan to support SED students by providing funds for needed materials and supplies to support instruction so that families and students will not need to provide these.

As a site: What are the planned actions to support this student group?

African American (AA), Hispanic (HI), & Socio-economically Disadvantaged (SED):

- Provide mentoring services to students which has an impact on academic outcomes.
- Increase exposure to opportunities that can lead to students wanting to do better academically (e.g. college trips to HBCUs)
- Teachers and leaders will receive professional learning focused on equity and culturally relevant pedagogy.
- Provide regular support with SEL learning from RCA which helps academic outcomes.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback.

Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments.

Outcomes measured by growth on SBAC IABs/FIABs and District Interims.

Outcomes monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

SBAC Results: Decrease DFS in ELA from -146 to -131.

Outcomes monitored by Principal and teachers

Action 2 :

Increase Proficiency in Mathematics

Action Details:

By the end of 2025-26 increase performance levels for all students in CCSS as measured by SBAC "Distance from Standard". Each PLC will be trained in PLC+ in order to create the foundation needed to:

- identify common challenges based on student data using protocols within PLC+.
- begin usage of agreed upon research-based instructional strategies to support math literacy: feedback, reciprocal teaching, and CERs.
- identify how and which of the 8 Mathematical Practices can be used across subject areas so that mathematical thinking is not isolated to one subject area per day.
- strengthen use of an equity centered multi-tiered system of support (MTSS).
 - Tier 1 supports include a strong functioning PLC with common assessments including IABs, common grading practices, and instructional practices that promote conceptual understanding; Tier 2 supports include the use of flexible groupings, the strategic use of PLUS and Special Education co-teachers, use of tutorial, and the use of peer mentors and college tutors directly in the Algebra I class; and Tier 3 supports include immediate Credit Recovery options.
- continue usage of SBAC IABs and FIABs, not just in ELA but in ALL courses, to ensure that instruction and assessments match the rigor and style of SBAC.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

With Title I funds we plan to support English learner students by providing extra pay contracts for teachers to provide lunch time and after school tutoring, TSAs to provide push in support, materials and supplies to support

instruction, a Spanish-speaking Home School Liaison to support with parent outreach and involvement, online supplemental instruction for credit recovery, and interpreters for meetings with parents.

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

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

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

Continue implementation of the Fresno Unified master plan for English Learners.

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

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

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

Student Groups

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

Hispanic (HI):

With Title I funds we plan to support HISPANIC students by providing funds for a Spanish speaking Home School Liaison and Spanish-speaking Resource Counseling Assistant to help bridge the gap between parents and the school. We will also provide funds to purchase culturally relevant books and resources to support quality Tier 1 instruction. Funds will also be used for tutorial.

Socio-economically Disadvantaged (SED):

With Title I funds we plan to support SED students by providing funds for a Home School Liaison to help bridge the gap between parents and the school site. We will also fund a Resource Counseling Assistant to help with student supports in the Re-engagement Center with the goal of ensuring that students are getting SEL supports needed to ensure that they are not losing valuable instructional time outside of class. We will also provide funds for free tutorial for students and families at both lunch time, after school, and on some Saturdays as needed.

Asian (AS):

With Title I funds we plan to support ASIAN students by providing funding for tutorial. We will also provide funds to purchase culturally relevant books and resources to support quality Tier 1 instruction.

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

Hispanic (HI):

With Title I funds we plan to support HISPANIC students by providing funds to purchase culturally relevant books and resources to support quality Tier 1 instruction. Funds will also be used for tutorial.

Socio-economically Disadvantaged (SED):

With Title I funds we plan to support SED students by providing funds for needed materials and supplies to support instruction so that families and students will not need to provide these. Funds will also be used for tutorial.

Asian (AS):

With Title I funds we plan to support ASIAN students by providing funds to purchase culturally relevant books and resources to support quality Tier 1 instruction. Funds will also be used for tutorial.

As a site: What are the planned actions to support this student group?

Asian (AS) & Hispanic (HI) & Socio-economically Disadvantaged (SED):

- Provide mentoring services to students which have an impact on academic outcomes.
- Increase exposure to opportunities that can lead to students wanting to do better academically (e.g. college trips).
- Teachers and leaders will receive professional learning focused on equity and culturally relevant pedagogy.
- Provide regular support with SEL learning from RCA which helps academic outcomes.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback.

Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments.

Outcomes measured by growth on SBAC IABs/FIABs and District Interims.

Outcomes monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

SBAC Results: Decrease DFS in Math from -57 to -42.

Outcomes monitored by Principal and teachers

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Funds for books and digital subscriptions to support instruction	15,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Funds for classroom technology: student laptops and chargers	29,208.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts (9th Grade On-Track, WASC work, additional Lead Teacher Contracts)	24,520.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Funds for additional site licenses to support instruction (i.e. Gimkit, Kahoot, DeltaMath, Blooket, etc.)	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Funds for classroom materials and supplies for departments (includes copy paper)	100,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Funds for extra Ricoh machines	17,385.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout to support ELD instruction	14,498.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Funds for ELPAC Assessors	3,679.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Funds for materials and supplies to support EL Redesignation	17,961.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Funds to support ELF contract for EL tutors	33,914.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Funds for prep buyout to support additional sections in the form of a prep buyout	14,498.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Funds for additional student computers and chargers for classrooms	18,565.00

\$294,228.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
CCI - percentage of students who are Prepared	✓		49.6 %	2023-2024	53.1 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	75.1 %	71.2 %	2024-2025	73.3 %
Graduation Rate	✓	92.1 %	86.6 %	2023-2024	87.7 %
Percentage of students who completed A-G			41.2 %	2023-2024	46.2 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics, Hoover has seen an increase in the percentage for students who are "Prepared" as measured by College/Career Indicators (CCI) with an increase of 15.9% from the class of 2023. 49.6% of students are considered "Prepared" with no student groups in the Red or Orange category on the California School Dashboard (CSD). English Learners and Students with Disabilities are in the Yellow category on the CSD with all other student groups falling within the Green category. Students with Disabilities have the lowest percentage of students who are considered "Prepared" at only 18.2% of students falling into this category. Asian and African American students have the highest percentage of students who are prepared as measured by CCI at 64.6% and 55%, both higher than the school average of 49.6%.

Based on the metrics, Hoover has seen a slight decline in graduation rate of 3.4% down to a rate of 86.4%. All student groups are in the Orange category on the California School Dashboard (CSD) with exception to African American students who are in the Green category with the highest graduation rate out of all student groups at 90%. Student with Disabilities, English Learners, and White students have the lowest graduation rates at Hoover with them all below 74%.

Based on the metrics, the percent favorable in student-centered/real-world experiences domain of the Climate & Culture student survey has continued to grow slightly over the last 3 years from 68% to 74% in the Spring of 2024 and 73% in the Spring of 2025. For the staff survey for the same category, there has been an increase over the last 4 years from 65% favorable rating to 75%.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

College and Career Readiness:

- 1. **Lack of opportunities for ELL students** with EL support classes taking up space in their schedule which limits opportunities to enroll in courses that support CCI.
- 2. **Lack of opportunities for SWD students** to be involved in all courses equitably due to a lack of supports like co-teaching which only happens in courses outside of ELA/Math and lack of supports via special education

paraprofessionals for course that support CCI.

Graduation Rate:

- 1. **Lack of consistency and options for tutorial support** in ALL subject areas.
- 2. **Lack of solid credit recovery options** beyond Edgenuity (computer guided credit recovery) which has an impact of student outcomes in classes that follow a progression (e.g. Algebra 1 to Geometry, to Algebra 2).

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

College and Career Readiness:

- 1. **Lack of opportunities for ELL students:** Increase the number of hands-on-learning experiences, project-based learning, internships or community engagement during the breaks or after school.
- 2. **Lack of opportunities for SWD students:** Fill Para positions to ensure student support in CTE pathway classes.

Graduation Rate:

- 1. **Lack of consistency and options for tutorial support:** Parent informational meetings to discuss the opportunities and student participation. Be intentional about subgroup parent meeting.
- 2. **Lack of solid credit recovery options:** Provide opportunities for 10th and 11th-grade students to take graduation requirements during summer or 0 and 7th periods to increase the number of opportunities provided to ALL students. Provide in-person credit recovery options for core classes like ELA and math.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Advanced Placement and Dual Enrollment Retention and Success

Fully Implemented

- AP and DE Tutorial Program was implemented in 24 - 25.
- AP and DE teachers were allowed to attend professional development sessions.
- Student success in both programs was celebrated.
- AP and DE coordinator regularly monitored student data.
- AP / DE programs were expanded with new offerings / additional sections. Plans completed in 24 - 25 for new Early College Education Pathway to begin in 25 - 26.

Action 2: Increase diversity in Linked Learning/CTE programs

Partially Implemented

- Summer and Winter session internships were offered.
- Pathway lunch enrichment activities and pathways days were hosted to increase student's knowledge about the pathway opportunities.
- All Pathways are continually evaluated to be accredited through CPA, NAF, and Linked Learning.
- Master schedule offerings are implemented to allow students multiple access to become pathway completers.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Advanced Placement and Dual Enrollment Retention and Success

Effective

This action was effective because:

- During the 2023 - 2024 school year, AP passed rates were the highest they had been in the last 7 years for which we have data with a pass rate of 44.1 up from 27.8% in 22-23. Pre-Covid, the average pass rate was 18%. Most AP programs saw an increase in pass rate from 22-23 to 23-24 school year: Bio 12.5% to 26.3%, Env Sci 20.7% to 27%, Gov 25.9 to 79.3%, Hug 6.3% to 26.5%, Econ 15.7% to 20.6%, Psych 23% to 29.6%, Span Lit 52.9% to 57.1%, and US Hist 34.8% to 68.7%.

Action 2: Increase diversity in Linked Learning/CTE programs

Partially Effective

This action was partially effective because:

- The Eco-Tech pathway has phased out due to low student interest, and now its Agriculture and Natural Resources focus has been restructured into a Floral Design Pathway in 2024 - 2025.
- Some of Hoover's pathways are continuing to struggle to build interests with smaller number of students applying (e.g. Fire Science / Public Safety).
- Limited resources / personnel to meet student demand for Construction pathway.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- We will provide more opportunities for real-world experiences such as field trips, Pathways exposures during lunch and after school, and through Pathway days.
- We will host a Community Job Fair and provide opportunities for resume and job preparation during lunch and after school.
- We will increase the number of activities available for students to choose from through electives and extracurriculars.
- We will continue with regular monthly meetings between the Head Counselor, Principal, VP, and coordinator, and include the DE/AP coordinator to analyze data and calibrate student support.
- Start new Early College Education Pathway at Hoover which will allow the class of 2029 to graduate with both a high school diploma and an AA degree.
- Prep-buy outs built into SPSA to allow for in-person credit recovery options and/or to allow for flexibility in schedules of EL students or for students with impacted schedules.

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

SSC:

Feedback was gathered from SSC with asks for:

- Additional supports needed for students with Special needs and ELLs.
- Professional development opportunities for AP and DE

ELAC:

- Certificated tutors for intervention development
- Substitutes for teacher training
- Planning and professional development
- Bilingual instructional assistants

Staff:

Feedback was gathered via Microsoft Forms in January 2025. Staff asked for the following regarding Goal 2:

- Funds for professional learning, computers, classroom software, teacher planning days, classroom materials and

- instructors.
- Funds for celebration of AP/DE students.

- Student incentives
- Extended learning Instructional materials.
- Field Trips and Experiences
- Guest Speakers
- Mentorship Club

- supplies, and educational field trips.
- Funds for push-in support of EL students
- Curriculum supports for students with special needs
- Funds for additional Lead Teachers to lead PLC work
- Funds for PL and AP/DE teachers.

Action 1 :

Increase number of students meeting HS & A-G requirements

Action Details:

By the end of the 2025 - 2026, we will increase the percentage for students meeting graduation and A-G requirements by:

- Continuing to fund our afterschool & lunch tutoring, learning labs, targeted interventions, classroom supports, and enrichment opportunities for students. Focus will be on increasing the amounts of students reaching mastery and increasing the number of students on track for High school Graduation and A-G course completion; therefore, increasing the number of students who are college and career-ready.
- Continuing PL and support of 9th Grade On-Track work with usage of Change Ideas.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier I: PLC's will plan common formative assessments aligned to focus standards, review student's grades and provide Tier I academic support in the classroom.
- Tier II: PLC's and the Academic support team will collaboratively review data and plan RTI for Academic Tier II students.
- PLC's and Lead Teachers will conduct CCI process once per quarter to monitor student progress and identify instructional needs.
- Tier III: Systematic intervention groups will be formed based on student needs to meet content standards.
- Tier III: Differentiated instruction based on results of assignments or assessments. Lessons may include use- of front loading strategies, re-engagement, re-teaching, collaborative learning or enrichment strategies.
- Aligned curriculum that vertically articulates and assesses progress uniformly. Culturally consistent classrooms which foster student engagement and support student-centered learning will be monitor by teachers and administrators. Consistent grading practices in departments in alignment with Fresno Unified Board Policy. Student grades and attendance will be monitored by teachers, administration, counselors, and support services staff. Technology, incentives, books materials and supplies to support instruction for all students. Tutorials will include but are not limited to: technology-based learning programs, teaching fellows, after school tutoring, supplemental contracts for content teachers, Saturday academy, and small group instruction within the classroom.
- Tutorial and credit recovery scheduling/monitoring will be monitored by Plus teachers/Mice Principals overseeing the programs.
- Subs and Supplemental contracts will support the tiered level support as listed above

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

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

Student Groups

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

English Learner (EL):

These funds pay for digital subscriptions and licenses that support instruction such as: Gimkit, Kahoot, DeltaMath, Blooket, etc, supplemental contracts for the 9th grade On-Track program, WASC support, Lead teacher contracts, funds for classroom materials and supplies, prep for ELD instruction, Education and Leadership Foundation tutors, supplemental contracts that support tier 1 intervention structures like class meetings, classroom technology like student laptops, academic incentives, equipment upgrades in PE, transportation to field trips and study trips, campus security for student engagement activities, a fulltime resource counseling assistant for attendance support and home visits, teacher release time for PLC Planning, Sped teacher IEP prep, ELD planning, CCT planning, etc.

Socio-economically Disadvantaged (SED):

Fund for free tutorial offerings before/after school and at lunch. Funds for classroom materials and supplies.

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

English Learner (EL):

These funds pay for digital subscriptions and licenses that support instruction such as: Gimkit, Kahoot, DeltaMath, Blooket, etc, supplemental contracts for the 9th grade On-Track program, WASC support, Lead teacher contracts, funds for classroom materials and supplies, prep for ELD instruction, Education and Leadership Foundation tutors, supplemental contracts that support tier 1 intervention structures like class meetings, classroom technology like student laptops, academic incentives, equipment upgrades in PE, transportation to field trips and study trips, campus security for student engagement activities, a fulltime resource counseling assistant for attendance support and home visits, teacher release time for PLC Planning, Sped teacher IEP prep, ELD planning, CCT planning, etc.

Socio-economically Disadvantaged (SED):

Funds for free tutorial offerings before/after school and at lunch. Funds for classroom materials and supplies.

As a site: What are the planned actions to support this student group?

English Learner (EL):

- Implement designated and integrated ELD (English Language Development) instruction.
- Provide professional development on ELD strategies for teachers.

- Offer tutoring or small-group interventions focused on language acquisition.
- Ensure access to bilingual staff or translation services for families.
- Expand access to free tutoring, homework help, or extended learning opportunities.
- Provide technology support (e.g., laptops, hotspots) for students lacking resources.
- Strengthen partnerships with community organizations for food, clothing, and financial assistance.
- Offer social-emotional learning (SEL) programs and mentorship opportunities.

Socio-economically Disadvantaged (SED):

- Implementation of regular tutorial options
- Exposure to experiences including college trips
- Provide? technology support (e.g., laptops, hotspots) for students lacking resources.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Early in the year we expect to see a higher number of students needing intervention (especially 9th and 10th graders still adjusting). Counselors and VPs will monitor.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Midyear we want to see some improvement in course pass rates after targeted interventions (tutoring, credit recovery). Counselors and VPs will monitor.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will measure this through, • Transcript Audits – Regularly review student transcripts to check for A-G completion. • Grade Reports – Track passing rates in A-G courses (C or better). • Credit Checks – Ensure students are on pace with required coursework. • Counselor & Advisory Meetings – Conduct check-ins with students at risk of not meeting requirements. • Intervention Program Data – Monitor attendance in credit recovery programs or tutoring. We want to see our graduation rate hit the target goal. Counselors and VPs will monitor.

Action 2 :

Advanced Placement and Dual Enrollment Retention and Success

Action Details:

By the end of 2025 - 26, will increase diversity of CTE / AP programs to better represent the diversity of our student population while increasing retention and success in these programs. Hoover High School will:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

AP Ambassadors team (Led by AP scholars)

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

AP Supports

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

Student Recognition system to support AP

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

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

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

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

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

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

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

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

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

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

- Counselors and AP Coordinator will collaborate to increase support and communication for students in the preregistration process to understand the value of rigorous courses and plan their success strategy, with goal of increasing retention.
- Promote academic success through Honor Roll program and Academic Awards.
- Provide support for college field trips for on-track juniors.
- Leverage Men's and Women's Alliance classes, Leadership, and BSU to ensure they have an academic focus as well as a social-emotional one (identity-building in a college and career-ready culture).
- Counselors and VPs will monitor students of concern and connect them with appropriate interventions.
- Provide support for the UC Merced CAASPP Workshop.
- Provide support for summer bridge and summer bridge field trip to promote self-efficacy and get students started on the right track towards high school graduation and college acceptances

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

- Specialized tutorials for EL students in writing in order to support students in developing the writing skills needed for most AP courses.
- VPs, Counselors, and AP Coordinator will monitor progress in AP and A-G courses, suggesting resources and tutorials as needed.
- EL PLC will share various options and provide instructional support as necessary.

Student Groups

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

African American (AA):

- Tutorial support to improve retention
- Regular parent contact via support staff as needed

Students with Disabilities (SWD):

- Tutorial support to improve retention

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

African American (AA):

- Tutorial support to improve retention

Students with Disabilities (SWD):

- Tutorial support to improve retention

As a site: What are the planned actions to support this student group?

African American (AA) & Students with Disabilities (SWD):

- Targeted tutorial supports based on biweekly data analysis by DE/AP Coordinator
- New DE/AP Coordinator to strategically identify students to increase the diversity of AP/DE programs
- Home visits conducted by HSL and DE/AP coordinator to support students and families
- DE/AP coordinator to goal set with students and teachers quarterly around academic outcomes

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Expect to see an increase in retention rate of AP/DE students year over year.

This will be measured through PowerBi Tool by DE/AP Coordinator I position (New for 25 - 26)

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Increase in percentage of student passing AP/DE classes.

This will be measured through PowerBi Tool by DE/AP Coordinator I position, Head Counselor, and Principal.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Ultimately there will be an increased number of students enrolled in AP/DE classes for the 25- 26 school year.

This will be measured by PowerBi and California School Dashboard CCI indicator.

Action 3 :

Increase diversity in Linked Learning/CTE programs

Action Details:

By the end of 2025 - 2026, diversity in who is enrolled in Linked Learning / CTE programs will increase by:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

CTE Ambassadors

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

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

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

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

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

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

TSA and Academic Coach support for English Learners include core classes within Linked Learning Pathways.
CTE and Pathway electives are available to EL students at early levels of proficiency even if students are not able to participate in the full pathway of courses.
Counselors to identify EL students for various CTE pathways and provide them with information.

Student Groups

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

Students with Disabilities (SWD): extra technology in the classrooms

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

Students with Disabilities (SWD): subs for teachers for Linked Learning PLC.

As a site: What are the planned actions to support this student group?

- Students with Disabilities (SWD):**
- Expand elective opportunities and explore CTE connections for students with disabilities.
 - Ensure access to pathway participation for students with disabilities (e.g., if a particular core course is needed per IEP, student may still take the elective course in the pathway).
 - Provide resources and support for students in Alternative Learning Pathways (ALPs) program to participate in work-based learning experiences.
 - Provide resources and support for students with disabilities to engage in post-secondary planning and transition planning.
 - Provide additional resources to support participation in college and career ready experiences for Foster Youth (e.g., bus tokens to support transportation needs).
 - Provide support for improved CTE/Pathway learning experiences for African American and Foster Youth student groups.

Progress Monitoring: Outcomes

Reasoning for using this action		
☐ Strong Evidence	☒ Moderate Evidence	☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Student interest in CTE Pathways as reported in ATLAS Master Schedule tool in Spring 24-25. Data used to intentionally recruit. Outcomes measured by Counseling team and Principal.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Semester grades in ATLAS by CTE Pathway. Outcomes monitored by DE/AP Coordinator and Head Counselor.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. CCI Indicator from 49.6% to 53.1% PowerBi Data / ATLAS Data on demographics of CTE programs along with student outcomes by student group. Outcomes monitored by DE/AP Coordinator I, Head Counselor, and Principal.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Funds to support college tours for students (i.e. 22Ways, etc.)	8,500.00

\$8,500.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Section Attendance - Semester 1 - percentage of students with 90% and above			60.2 %	2024-2025	65.2 %
Suspension Rate	✓	4 %	8.7 %	2023-2024	6.7 %
Suspension Rate - (African American)	✓		19.7 %	2023-2024	15.7 %
Suspension Rate - (English Learner)	✓		8.5 %	2023-2024	6.5 %
Suspension Rate - (Homeless)	✓		19.4 %	2023-2024	17.4 %
Suspension Rate - (Students w/ Disabilities)	✓		13.2 %	2023-2024	11.2 %
Suspension Rate - (Two or More Races)	✓		15.1 %	2023-2024	13.1 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics, the overall suspension rate was 8.7% as measured by the California School Dashboard (CSD) for 2023 - 2024. All student groups were in the Red or Orange with exception to White students who were in the Yellow category. All student groups saw an increase in the percentage of students suspended at least one day with exception to Foster Youth who saw a decline of 8.6%. African American students (19.7%) and homeless students (19.4%) have the highest suspension rates. Suspension rates overall have stayed consistent from 2019 through 2024 with the following rates over the four years for which there were metrics: 8.9%, 7.5%, 7.9%, and 8.7%.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Support for At-Risk Students:** Students experiencing homelessness, English learners, and students with disabilities may not have sufficient access to social-emotional learning (SEL), behavioral supports, or culturally relevant interventions, increasing the likelihood of disciplinary actions.
- School Climate and Student-Teacher Relationships:** A need for continued development of **strong, positive relationships** between students and staff can contribute to increased behavioral issues. When students feel disconnected or disengaged, they may be more likely to act out, leading to disciplinary referrals.
- Behavioral Interventions:** There may be a gap in **proactive** strategies such as positive behavior interventions, counseling support, or mentorship programs that help address behavioral concerns before they escalate to

suspension-level incidents.

4. **Student Voice and Engagement:** When students feel unheard or disengaged from school decisions, they may struggle with motivation, belonging, and behavior. Providing more opportunities for student voice in shaping school culture, discipline policies, and engagement strategies can help foster a sense of ownership and accountability, reducing behavioral issues.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. **Increase Support for At-Risk Students:** Provide targeted interventions for homeless students, English learners, and students with disabilities, ensuring they have access to counselors, social workers, and **wraparound services** that address both academic and socio-emotional needs. Additional funding and staffing are required to provide equitable support for these high-needs populations.
2. **Stronger School Climate and Student-Teacher Relationships:** Structured relationship-building programs, such as advisory periods, mentorship opportunities, and community-building circles, to strengthen connections between students and staff. Increased training for teachers on trauma-informed practices and culturally responsive teaching can further enhance school climate and student engagement.
3. **Alternative Behavioral Interventions:** Expand access to Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (SEL) programs, and mentorship initiatives that provide students with the skills and support necessary to manage their behavior proactively. Increased mental health resources and behavioral intervention staff are also necessary to provide tiered supports.
4. **Increase Student Voice and Engagement:** Structured opportunities for student voice, such as student advisory committees, peer mediation programs, and school-wide decision-making roles. Expanding culturally relevant curriculum and extracurricular activities can also increase student engagement and foster a stronger sense of belonging, particularly for historically marginalized student groups.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Greater Student Engagement

Fully Implemented

Increasing student engagement and connectedness to school has been consistently considered throughout the school year. Hoover High School works to provide robust options for students to find school supported activities that connect students to school beyond their academic responsibilities. Club Rush at lunch time occurred at the beginning of each semester allowing students to join a high interest club of their choosing. Clubs available on campus include and are not limited to: eSports, GSA, DHH, Anime, Key Club, Hoover Rocks, Asian Club, Latin Moves, Laos Club, Latin Student Union, Science Enrichment, Campus Life, SPARK, Patriot Theatre Company, K-Pop, Black Student Union, Board Game Club, Chess, Baking, Patriot Pals, Upward Bound, and numerous other others. Students are also allowed to create a club of their choice based on interests and need, with the support of a teacher advisor and peer signatures, any club would be considered. The coordination and planning of various events, such as Trunk or Treat, Movie Nights, PatePalooza, dances, Pate Pack, cultural events, and intramural sporting events like March Madness, create numerous opportunities for students to participate and be engaged in school life. These events foster a strong sense of community, school spirit, and belonging by providing students with diverse ways to connect with peers, staff, and the broader school community. Through intentional planning and collaboration, these activities ensure that all students have access to fun, inclusive, and meaningful experiences that enhance their overall school experience. The implementation of Student Voice on campus has provided a structured platform for students to actively participate and engage in shaping their school experience. This group meets monthly to discuss important topics, share diverse perspectives, and collaborate with administration to address concerns and implement meaningful solutions. By fostering open communication and empowering students as active partners in their education, Student Voice enhances student engagement, campus culture, promotes inclusivity, and ensures that student needs are heard and addressed in a proactive and effective manner.

- **African Americans:** BSU participated in district conferences, student trips to HBCUs, BSU performed in regional events in our district, and A4 Program to engaged students in listening sessions and restorative conversations.
- **Homeless Youth:** Dedicated Social Worker formed a club specifically to engage and support our identified foster youth, communicating and encouraging participation in school related activities, providing resources as needed.
- **Students with Disabilities:** All clubs are inclusive and available to all students. Hoover students with services are encouraged to tryout for athletic teams alongside the general education peers, and we provide access to participate in athletics through United Sports and Special Olympics. We also have United Sound which partners students with services and general education peers to engage in playing music collectively

The actions were fully implemented due to the numerous opportunities provided for students to engage in meaningful learning experiences, along with the intentional supports designed to meet the needs of our focus subgroups. These efforts ensured equitable access to resources, fostering both academic success and personal growth for all students.

Action 2: Improve Daily Attendance

Fully Implemented

This action was implemented with greater fidelity in 2024 - 2025:

- We finally hired an Attendance RCA (we were not able to fill the position in 23-24).
- Home visits were done daily in 24 - 25 with Attendance RCA and HSL.
- Monthly Attendance Team Meetings with regular SARTs occurring.
- VP / Counselors / Principal did home visits.
- Increased usage of ParentSquare Tool.
- Creation of Tiered Attendance Support system at Hoover.

Action 3: Strengthen PBIS and Improve School Climate for All Students

Partially Implemented

There was a change in where students were supported and who provided the support.

- Supports for behavior were centralized in Re-engagement Center with VP of the Day, RCA, and Rec Teacher all in one place.
- A Wellness Center (Room 87A) was created. An RCA and Social/Emotional Paraeducator facilitated the Wellness Center.

The actions were partially implemented due to not having a designated Wellness Center until November.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Greater Student Engagement

Partially Effective

Overall Student Engagement:

- 2023/24: 88.97%
- 2024/25: 87.08%

Student Participation in Activities:

- 2023/24: 87.91%
- 2024/25: 73.91%

Student Participation in Athletics:

- 2023/24: 28.17%
- 2024/25: 26.14%

Student Participation by Student Groups:

- African American
 - 2023/24: 89.26%
 - 2024/25: 81.22%
- Students with Disabilities

- 2023/24: 85.66%
- 2024/25: 72.81%
- **Homeless**
 - 2023/24: 77.78%
 - 2024/25: 80%

Action 2: Improve Daily Attendance

Partially Effective

Quarter 1 and 2 of 2024 - 2025 saw largest percentage of students with "Good Attendance" at 53.7% and 54.8%. Percentage for students with "Good attendance in 22-23 and 23-24 was at 42.5% and 44.2%. Movement in right direction first half of the year. There was a drastic decrease in attendance at start of semester 2 with the change in administration at the national level with the percentage of students with "Good Attendance" dropping to 45.6% despite nothing changing with the increase interventions and supports. Have not yet found a solution in the early half of 2025.

Action 3: Strengthen PBIS and Improve School Climate for All Students

Partially Effective

Social/Emotional team held weekly TST meetings to review and discuss SE referrals. A Wellness Center (Room 87A) was created for students to go if they need a break. RCA and REC Teacher have caseload of students who require Tier 2 interventions. The actions were partially effective because there was no procedure/process monitoring. In addition, Hoover did not have a Tier 2 Intervention Specialist for the 2024-2025 school year.

- The entry count for Level 1 Msbehaviors increased for African American subgroup (+37), Hispanic (+3), and Foster/Homeless youth (+10).
- The entry count for Level 1 Msbehaviors decreased for English Learners (-2).
- The entry count for Level 2 Msbehaviors decreased for African American subgroup (-31).
- The entry count for Level 2 Msbehaviors increased for Hispanic subgroup (+19) and Foster/Homeless youth (+8).
- The entry count for Level 2 Msbehaviors stayed the same for English Learners.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Tier 2 PBIS: The restorative team will work in collaboration with the staff to implement Tier 1, 2, and 3 services:

- Collect data from misbehaviors and discuss with all team members to how to better address the diverse needs of the students on campus.
- Resource Counseling Assistant (RCA) and Re-engagement Center Teacher (REC) will have caseloads of students for Tier 2 intervention.
- Create a Wellness Center (Room 87A) to support student's healthy development, wellness and mental health by:
 - offering integrated prevention, early intervention, Social/Emotional support, and access to school services.
 - Offer overwhelmed students a place to relax and refocus, practice healthy coping mechanisms or talk with a counselor.
 - Be the mechanism for coordination and triaging of mental health referrals.
- Systems will be put in place for more consistent tier 1 schoolwide expectations and practices.
 - 5Star will be put in place that allows staff to see what students are out of class with the appropriate passes.
 - There will be an identified phone policy for classrooms.
 - Funds will be used to improve school climate (campus beautification funds, funds for 5Star Student Store items, funds to support Tier 1 structures that build climate - food, Hoover gear, etc.).
 - New use of 5Star calendar to notify students of club meeting dates and times.
- Make Class Meetings and School Connect strategies a systematic part of daily instruction.
- The school culture manager along with the leadership students will provide many opportunities throughout the year for students and staff to connect.

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

SSC:	ELAC:	Staff:
Feedback was gathered from SSC with asks for: - Funds to strengthen relationships - Need for continued funding for HSL, RCA, and School Readiness Facilitator	- Bilingual instructional assistants - Student incentives - Redesignation Celebrations	Feedback was gathered via Microsoft Forms in January 2025. Teachers asked for the following regarding Goal 1: - Peer sponsors/mentoring to support engagement - Funds for campus beautification / campus service projects to create student ownership - Intramural Sports at lunch - More funds to support lunch time activities - Funds for 5Star Student Store and more student incentives - Continued Birthday celebrations for students More guest speakers

Action 1 :

Greater Student Engagement

Action Details:

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

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Student body Senate meetings every Monday morning, which are open to all students to attend.
- Support Tutorials: Provide resources to keep students athletically eligible.
 - Tutorial services
- Engagement strategies and recognition of Engagements provided for students will include:
 - Regional nights, Weekly lunchtime activities for all students to participate, Intramurals, Superfan activities and recognition, Rally work nights: allows any and all students to come and help their class finalize their assignments for the rallies, School community service days, Athlete of the Week, Pates of Distinction, Cultural Celebrations and events, Pate Pride, Special Olympics
- Provide support in the form of teacher release time and/or supplemental contracts to build a comprehensive program to attract and retain students in extended engagement activities such as athletics.
- Support opportunities for students to attend conferences off-site to build connections and broaden their knowledge in a variety of different ways.
- Incoming 9th graders will visit Hoover the spring before entry to select electives, learn about Goal 3 opportunities, and gain a sense of the culture and climate of Hoover and how to best enter.

- Incorporation of Summer Bridge to increase engagement in school activities
- Coordinators from Summer Bridge work to engage students in activities
- Hoover students will visit feeder schools to welcome incoming 9th graders
- 9th-grade students will be supported with an expanded Pate Pack program including monthly activities, both academic and social. Provide supplemental contracts to Pate Pack coordinators and resources for freshman orientation activities.
- Students entering Hoover at any point after the beginning of the year will have a student buddy identified who will onboard them with engagement opportunities, availability of tutorials, a campus tour, and textbook check-out.
- Provide resources and coordination to ensure strong cultural clubs.
- Provide transportation (i.e., bus tokens) in some cases as needed to remove a barrier of transportation from students who could not otherwise participate in activities.
- Provide resources for incentives to encourage participation in culture and climate activities (e.g., students who reach a certain level of participation earn a small prize).
- Increase staff attendance at student events and build staff culture by creating a system of staff competitions (e.g., staff team that gets most staff attending student events wins).
- Provide materials and resources to support advertising and promotion of involvement opportunities, including Message Boards for the cafeteria and quad.
- Provide substitute release time for band directors to work side-by-side with middle school colleagues at our feeder middle schools to develop a stronger pathway from middle to high school and retain students in music programs.
- Provide additional resources for VAPA performance programs to increase student pride and ownership in performances, as funds available.
- Provide opportunities for student leadership and develop stronger pathways from feeder schools in the Hoover region by supporting regional leadership conferences, activities, and community service opportunities.
- Increase opportunities to solicit student voice in school-wide decisions.
- Provide additional stipends and/or release time, as available, to enable additional staff to support Campus Culture Director and provide services to students.
- Support student attendance at and participation in cultural conferences.
- Involve students in video programs (e.g., video pathway, digital photography) in promoting campus culture events to build interest. Increase strategies for promoting and advertising campus events.
- Ensure a safe environment for all school functions related to student engagement (i.e. Dances, student vs staff events, and other events)
- Provide support for clubs and activities that promote academic, social or emotional development goals of the school like ACADEC etc.
- Provide professional development (CADA and Pate Pack training) for staff participating in school culture and Pate Pack events.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

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

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

Student Groups

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

Students with Disabilities (SWD) and Homeless (HM): funds for more Tier 1 incentives and to continue to build tier 1 structures through Class Meetings, explicit SEL instruction along with strengthening REC structure and resources. Funds to support HSL staffing.

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

Students with Disabilities (SWD): funds to for extra pay contracts for classified/certified staff to work with students with special needs outside of classroom time to increase student involvement in activities.
African American (AA): funds to support extra pay contracts for mentors to expose students to both on-site and off-site experiences that they may typically be exposed to through regular means on campus.
Homeless (HM): funds to support RCA and School Readiness Facilitator staff.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD): continued support of activities like Unified Sports and other clubs that brings students with special needs together with their general education peers.
African American (AA): ?opportunities for mentorship from both on-site and off-site "coaches".
Homeless (HM): Weekly TST meetings with support from Project Access Counselor in which supports are identified and progress monitored.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Outcomes will be measured through the 5Star App to track student involvement on a weekly basis by Club Advisors, CCD, and VP over Campus Culture.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Outcomes will be measured through the 5Star App to track student involvement on a weekly basis by Club Advisors, CCD, and VP over Campus Culture.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Outcomes measured by ATLAS Engagements tool by CCD, VP, AD, and principal.

Action 2 :

Improve Daily Attendance

Action Details:

By the end of 2025-26, Hoover will increase ADA and decrease chronic absences through:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

English Learner student population is performing at the lowest level in area of attendance.

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

With Title I funds we plan to support English learner students by funding positions for Home School Liaison, School Readiness Facilitator, and Resource Counseling Assistant to support with tiered interventions. We plan to fund social emotional support staff to provide support for students whose underlying attendance need is social emotional. We plan to fund a TSA to provide academic support for our ELs and to monitor and support with redesignation for students whose underlying attendance need is academic.

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

With 7090 or 7091 funds we plan to support English learner students by funding InterAct Tutors to support in content classes and to provide subs for teachers to plan, observe exemplary lessons, or receive training for students whose underlying attendance need is academic. We plan to provide student incentives for good attendance. We plan to provide opportunities for fieldtrips to re-engage students and incentivize good attendance. We plan to provide interpreters and food for parents to attend attendance related meetings. We plan to provide bus passes to students whose underlying attendance need is transportation.

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

Home School Liaison and School Readiness Facilitators will coordinate and run small group sessions to educate EL parents about attendance monitoring and intervention.

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

Student Groups

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

Homeless (HM):

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

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

Homeless (HM):

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

As a site: What are the planned actions to support this student group?

Homeless (HM):

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

Progress Monitoring: Outcomes

Reasoning for using this action		
☐	Strong Evidence	☒ Moderate Evidence
☐	Promising Evidence	

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Outcomes will be measured by weekly ADA report of Truancy Student Summary Report by Attendance Team led by VP.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Quarterly data in PowerBi is how outcomes will be tracked and shared with stakeholders.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Outcomes measured by overall attendance rate with a goal of increasing Severely Chronic from 9.5% to 8% by end of year. Tracked by VP and Principal.

Action 3 :

Strengthen PBIS and Improve School Climate for All Students

Action Details:

By the end of 2025-26, improve metrics as outlined on the biannual Panoram Culture and Climate Survey by:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Mini-lessons taught by all teachers at the beginning of each semester and/or grade-level assemblies will include lessons on Guidelines for Success, corrective actions for misbehaviors, school-wide and common area expectations, and resources for help.
- Provide resources for a coordinator and team for writing mini-lessons and class meeting lessons.
- Students referred to the office for Level 2 or chronic Level 1 misbehaviors will engage in reflection, goal setting, perspective taking, and conflict resolution that encourages accountability and restoration. Provide staffing for a Resource Counseling Assistant to facilitate this reflection before student is referred to vice principal.
- Provide staff and materials for a Re-Engagement Center, where students assigned will engage in curriculum designed to elicit learning and reflection; and will be monitored and supported by a classroom teacher to reflect on behaviors and develop plans for success in the classroom.
- Develop a calendar to coordinate and connect class meetings and initiatives such as, Cyber Safety, Human Element, and Breaking Down the Walls to provide a comprehensive year-long curriculum in building and reinforcing Social Emotional skills.
- Provide resources to support the Pate Pride program, which allows school staff to recognize and celebrate student accomplishment in School-wide Learner Outcomes and Guidelines for Success.
- Provide supplemental contracts to support lunch-time and after-school detention to increase reflection opportunity and accountability for misbehaviors.
- Intervention Specialist will develop a program of Tier 2 responses- created and taught to students to teach self-management strategies. Students are taught how to manage stress, emotions and situations to make better

- choices to prevent an unwanted impact. Provide resources for Tier 2 interventions, including site license for Connections.
- Develop Tier 2 and Tier 3 systems through establishing a referral group to ensure students of concern are identified and supported with the appropriate intervention (e.g, a Tier 2 Team).
 - Establish systems for students to provide feedback and voice about school climate issues (Student Voice group).
 - Provide support for the Re-Engagement Center to ensure staff is able to provide immediate support and ongoing monitoring for student processing and re-entry.
 - Ensure that all students re-entering after a suspension have a re-entry meeting with agreements and understanding of supports.
 - Plan the After-School Program to include opportunities for students to connect with mentors, coaches, and teaching staff in a variety of ways to encourage relationship-building and positive mentorships.
 - Provide opportunities for student leadership through clubs, peer mediation and mentorship (both here at Hoover and at feeder middle schools), student advisory committees, Men's & Women's Alliance, etc.
 - Provide after school support in the way of tutoring, Saturday academy, and credit recovery
 - Provide early credit acquisition and skill gain through Summer bridge and summer bridge exploration/extension activities
 - Provide resources and support for a Culture Climate Team, including supplemental contracts, planning time, and resources for professional development and school-wide actions.
 - Provide resources to allow for additional Campus Safety Assistant.
 - Provide substance abuse counseling on campus.
 - Update/replace campus positive signage to increase positive school climate and student pride in attending Hoover.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students? Tutors that speak the students home language, supports and resources to help with math, social-emotional supports and communicating those resources to parents through funded times to physically connect with parents (Coffee hour).

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

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

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

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

Student Groups

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

Foster Youth (FY): budget to enhance REC and SEL supports along with providing supplemental contracts for on campus structures as an alternative to suspension.

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

Foster Youth (FY): With 7090 or 7091 funds we plan to support FOSTER YOUTH by increasing REC and SEL supports by filling the open position, have class meeting (School Connect as a Tier 1 structure for al staff) and

supporting parents/caregivers of Foster Youth with resources and supports for their students.

African American (AA): With 7090 funds we plan to support AA students by increasing opportunities for mentorship and skill building around navigating the K-12 system which historically suspends AA students at a higher rate. Funding will also go toward supporting equity audits and PL for staff to increase skill sets in culturally appropriate interactions with students.

As a site: What are the planned actions to support this student group?

African American (AA): We will work with A4 and Mentor Department to identify supports for AA students. We will also continue Equity Data Walks work in which we will conduct Focus Groups of AA students and other student groups to learn how to better serve them.

Foster Youth (FY): Admin team will review Behavior Intervention Plans of students with disabilities, and consult with RIM, in cases of suspension for misbehavior. VP's will monitor misbehaviors of students with disabilities on their caseload, and offer support and guidance as needed. Provide resources to increase hours of one SE Para to keep SE Support Center available for more hours. Provide students with disabilities, African American, and Foster Youth with support, information and access to FAX bus program riders passes for FUSD students. Establish and support weekly "SPED Chats" by program (ED, Autism, ALPs) involving program staff, psychologist, support staff, and administration in order to monitor and support individual students on caseloads. Establish and support bi-weekly social-emotional support staff meetings to align services and monitor students to identify support needs. Provide resources and training for ED teacher to allow for the development of a Tier 2 short-term intervention of a more structured learning environment, as needed. Provide resources to Foster Youth in collaboration with CSSW to improve engagement in school and extracurricular activities. A4 Advisor will meet with African American students on caseload, provide mentorship, and help to remove roadblocks to success.

Progress Monitoring: Outcomes

Reasoning for using this action		
☐ Strong Evidence	☒ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Outcomes will be tracked via daily: - Re-engagement center tracking log (misbehaviors and interventions put in place) 5Star data: tardies, detention, interventions, and supports by day. Will be tracked by VP and TST Team	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Outcomes will be tracked by quarterly PowerBi Data on misbehaviors and suspensions. Will be tracked by entire admin team.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Outcomes will be measured the Fall and Spring Culture and Climate Survey by the Principal, VP, and CCT Teacher Chair. Outcomes will also be measured by a decrease in suspensions, misbehaviors and increase in attendance. (see targets at the top of this goal) Will be tracked by entire admin team.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts (Tier 1 structures: lunch & after school detention, CCT work to develop Class Meetings, etc.)	55,171.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Funds for materials and supplies for academic awards, graduation, etc. (Counseling team)	30,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Funds for student incentives and to build Tier 1 structures (Vallarta, Kona Ice, Ampersand, t-shirts, REC supplies, and other student store items for 5Star system)	50,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Funds for PE Department to upgrade equipment for student engagement before, during and after school.	10,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Funds to celebrate student success on SBAC (Literacy and Math) - rising seniors.	15,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			Funds for transportation: college trips, classroom field trips, etc.	5,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			General maintenance: classroom tech maintenance and install	10,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Funds for graphics for student events	2,000.00
G3A1	Sup & Conc	Security	Cls Sup-Ext			Funds for extra CSA support for student engagement activities outside of regular duty hours.	4,140.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness	0.8100	Parent Support	59,561.00
G3A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness	0.1900	Parent Support	13,972.00
G3A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	REC support	76,389.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Funds to support mentoring for students in need of Tier 3 supports.	5,000.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Funds for hydration station for students based on Student Voices sessions during 24 -25 school year.	7,878.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Attendance supports and home visits	77,847.00

\$421,958.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	90 %	86.3 %	2024-2025	87.4 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Outcomes from the Culture & Climate Survey in this area are very strong when compared to other high schools in FUSD with there being great growth in last couple of years. Largest areas of need are with the questions:

- We have a culture that provides staff with the recognition for the work they do (77%).
- I see the connection between my role and the district's mission and vision for students (86%)
- We have a culture that provides staff with opportunities to be involved in planning and decision making (84%)

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. **Loss of opportunities to meet together** as a staff in meaningful ways to learn from one another and build consensus.
2. **Lack of a regular system of staff recognition** at all levels.
3. Recent change at district level with **new goals and guardrails**.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. **Loss of opportunities to meet together** as a staff in meaningful ways to learn from one another and build consensus: leveraging Department Chairs, ILT leaders as key communicators and connectors along with use of extra pay contracts to support time togethers. Support of Hoover staff club.
2. **Lack of a regular system of staff recognition** at all levels: build in regular appreciation activities for staff like: Green Apple Award, weekly Instructional highlights, and surveys asking staff how they like to receive recognition / praise.
3. Recent change at district level with **new goals and guardrails**: time to do a deep dive and PL around new district goals and guardrails. Time to revisit and update Hoover's mission and vision as a part of the WASC process.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Staff Diversity and Grow Staff Skillsets

Partially Implemented

- ILT was able to identify evidence-based instructional strategies and start professional learning around feedback from Corwin consultant.
- We were able to continue to increase the diversity of staff with highly qualified staff in both Certificated and Classified roles.
- We were not able to complete an audit as planned but was able to do a smaller version of an equity audit on the 9th Grade On-Track work
- Was not able to start the work of updating Hoover's vision and mission per WASC.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Staff Diversity and Grow Staff Skillsets

Effective

- There was continued growth on Culture & Climate Survey: Domain - Organizational Environment up to 87% by Spring 2025. Highest of last 7 administrations between Fall 2021 and Spring of 2025 up from a low of 77% in Fall 2021.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Funds for PL based on agreed upon instructional and social emotional focus.
- Funds for supplemental contract for a team of stakeholders to update Hoover's vision and mission statements once the WASC visit is completed with findings.

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

SSC:

Feedback was gathered from SSC with asks for:

ELAC:

- Certificated tutors for intervention development
- Substitutes for teacher training

Staff:

Feedback was gathered via Microsoft Forms in January 2025. Teachers asked for the following regarding Goal 1:

- Funds to continue to help build relationships between staff
- Planning and professional development
 - Bilingual instructional assistants
 - Student incentives
 - Extended learning Instructional materials
- More cameras to increase sense of safety
 - Subs for PL, trips, observing peers, and planning time
 - Training opportunities for Paras
 - Funds for conference fees and travel
 - Opportunities to learn in our content areas
 - Continue to increase diversity of staff
 - Funding for staff club to create a sense of belonging
 - More funding for diversity clubs
 - Funds for staff team building events

Action 1 :

Increase Staff Diversity and Grow Staff Skillsets

Action Details:

During the 2025-26 school year, Hoover staff will continue to grow my diverse and skilled by:

- admin will strategically work with Teacher Development and Human Resources to identify high qualified staff of all backgrounds (ethnicity, gender, sexual orientation, etc.).
- building our own by identifying current staff who can move up the ranks to teacher and beyond.
- engage in ongoing professional learning and collaboration to support and value a diverse and healthy community.
- intentionally creating opportunities for staff to grow (to become DE instructors, CTE instructors, and certified in other areas like National Board Teacher, etc.)
- expanding the professional learning around evidence-based instructional strategies (Feedback, Reciprocal Teaching, CERs, etc. beyond ILT to the ENTIRE school site)

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

- Staff will have access to Interact Fellows who will provide targeted tutoring support to ELs.
- Staff will be provided EL strategies during PD to apply to their learning.
- Provide explicit connections between restorative practices and language development strategies for EL students when staff engage in professional learning.

Student Groups

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

Students with Disabilities (SWD) and English Learner (EL): Supplemental Contracts for student supports and for teacher PL

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

Students with Disabilities (SWD) and English Learner (EL): Funds for babysitting for EL parent meetings and for translation services. Funds for mileage for staff to conduct home visits, allowing us to build a stronger connection with families and to learn from them. Funds for release time for teachers: PLC Planning, SPED teacher IEP time, ILT PL, ELD Planning / PL, CCT Planning / PL, etc.

As a site: What are the planned actions to support this student group?

- English Learner (EL) and Students with Disabilities (SWD):** We will grow staff skill sets by:
- Funding release time for planning and professional learning
 - Fund supports for families (i.e. translation / babysitting) to ensure that staff can meet with and learn from the families that we serve.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Outcomes monitored by Principal, ILT, and CCT.

Will use metrics from Spring 2025 CCS and Fall 2025: Domain Organizational Environment.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Outcomes monitored by Principal, ILT, and CCT.

ILT will measure usage of learning that takes place around evidence-based instructional strategies, using a tool that they create collectively.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Outcomes monitored by Principal, ILT, and CCT.

Will use metrics of Fall and Spring CCS: Domain Organizational Environment (Question: This school prepares me to meet my students' needs. Currently at 84% - Goal for Spring 2026 is 90%)

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts (additional Lead Teacher contracts and math tutoring - Algebra 1 Focus) *No IEPs or 504s*	34,328.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Funds for teacher release time for: PLC planning, SPED teacher IEP time, ILT PL, ELD planning, CCT Planning, WASC work, etc.)	35,781.00
G4A1	Sup & Conc	Instruction	Travel			Funds to cover conference fees and travel for staff PL	25,000.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Funds for admin release time for PL	5,964.00

\$101,073.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	85 %	88.4 %	2024-2025	90 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Metrics currently show that under the Family Engagement Domain in the Culture & Climate Survey that there has been an increase since the Fall of 2023 from 78% to 89% last spring and fall of 2024. Data is showing though that we are getting fewer than 200 parent responses on average on this survey which means we are likely not getting an accurate picture of family sentiment.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. **Failure of school site to communicate the importance of CCS survey** and how we are using data parents share with us.
- 2. **Failure to provide meaningful opportunities for families** to participate at school and at times that work for families.
- 3. **Failure of staff to make regular calls / have two-way communication** with ALL families.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. **Failure of school site to communicate the importance of CCS survey** and how we are using data parents share with us: Build survey collection into events which families are already at like Open House or sporting events so that we can "meet them where they are".
- 2. **Failure to provide meaningful opportunities for families** to participate at school and at times that work for families: Regular parent nights by grade level / CTE Pathways, etc. Provide babysitting and translation where needed. Opportunities for families to come to class in a structured way.
- 3. **Failure of staff to make regular calls / have two-way communication** with ALL families: build time in for staff to make calls, send post cards, complete ParentSquares, etc. Continue to make use of events like Parent Conferences for Quarter 1, etc.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Improve School-Family Partnership in Student Learning

Partially Implemented

- Opened Parent Center for 24 - 25 school year
- Began ordering parents gear and incentives to attract parents to events
- Hired several parents to work on site in the office or as NTAs this year
- Home visits took place daily

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Improve School-Family Partnership in Student Learning

Partially Effective

There was an increase in the # of students responding to the CCS survey up to 212 (Spring 2025) when compared to past few administrations: 130 (Fall 2024) and 63 (Spring 2023). Metrics continued to be in high 80s when compared to 2021 through 2023 in which numbers were in the 70s.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

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

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

SSC:

Feedback was gathered from SSC with asks for:

- Funds for relationship building

ELAC:

- Funds for Spanish speaking Home School Liaison
- Parent Meetings
- Community Events

Staff:

Feedback was gathered via Microsoft Forms in January 2025. Teachers asked for the following regarding Goal 1:

- Babysitting for parent meetings

- Provide transportation to parents to come to school events and activities
- Provide families with more regular opportunities to come to campus to meet with teachers
- Need a PTA
- Funds for food which brings parents to site
- Materials and supplies for parent events
- Hoover gear for parents
- Provide daycare for families to allow them to participate in school meetings / events
- Multicultural Nights / Events for families
- Funds to support families to pay for PE clothes
- Family Saturday Academics
- Offer jobs for parents on campus

Action 1 :

Improve School-Family Partnership in Student Learning

Action Details:

For the 2025-26 school year, Hoover will seek new and innovative ways to connect with families including social media platforms, ParentSquare, school events, and student/parent email to increase a climate of academic learning support.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

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

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

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

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

Parent Coffee Hours facilitated by HSL in Parent Center.

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

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

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

- Home School Liaison will hold weekly Coffee hours and provide parents with resources.
- Families have access to HSL who will provide: translation services, school connected opportunities, community opportunities, school information, parent learning opportunities.
- Families will engage in informational meetings facilitated by: academic counselors, HSL, SEL support team, SRO, EL Services, and Admin team members.

Student Groups

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

English Learner (EL): Funds to support role of HSL.

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

English Learner (EL): Funds for babysitting for EL parent meetings and for translation services. Funds for mileage for staff to conduct home visits, allowing us to build a stronger connection with families and to learn from them.

As a site: What are the planned actions to support this student group?

- English Learner (EL) and Students with Disabilities (SWD): We will grow staff skill sets by:
- Funding release time for planning and professional learning
 - Fund supports for families (i.e. translation / babysitting) to ensure that staff can meet with and learn from the families that we serve.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Increase the Family Engagement Domain in the Culture & Climate Survey in the Fall to at least 90% and increase the number of survey responses by at least 15 parent responses.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Increase the Family Engagement Domain in the Culture & Climate Survey in the Fall to at least 92% and increase the number of survey responses by at least 25 parent responses.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Increase the Family Engagement Domain in the Culture & Climate Survey in the Spring to at least 95% and increase the number of survey responses by at least 50 parent responses.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Parent Support *HSL cannot be used for translation of mandatory items (I.e., ELAC, IEPs or 504s)	80,484.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Funds to support parent engagement	10,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Funds for mileage for home visits (HSL, counseling team, admin team, etc.)	3,500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Funds for translation services, babysitting, etc. for EL parent meetings.	3,928.00

\$97,912.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0235 Hoover High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Funds for books and digital subscriptions to support instruction	15,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Funds for classroom technology: student laptops and chargers	29,208.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts (9th Grade On-Track, WASC work, additional Lead Teacher Contracts)	24,520.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Funds for additional site licenses to support instruction (i.e. Gimkit, Kahoot, DeltaMath, Bloocket, etc.)	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Funds for classroom materials and supplies for departments (includes copy paper)	100,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Funds for extra Ricoh machines	17,385.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout to support ELD instruction	14,498.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Funds for ELPAC Assessors	3,679.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Funds for materials and supplies to support EL Redesignation	17,961.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Funds to support ELF contract for EL tutors	33,914.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Funds for prep buyout to support additional sections in the form of a prep buyout	14,498.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Funds for additional student computers and chargers for classrooms	18,565.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Funds to support college tours for students (i.e. 22Ways, etc.)	8,500.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts (Tier 1 structures: lunch & after school detention, CCT work to develop Class Meetings, etc.)	55,171.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Funds for materials and supplies for academic awards, graduation, etc. (Counseling team)	30,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Funds for student incentives and to build Tier 1 structures (Vallarta, Kona Ice, Ampersand, t-shirts, REC supplies, and other student store items for 5Star system)	50,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Funds for PE Department to upgrade equipment for student engagement before, during and after school.	10,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Funds to celebrate student success on SBAC (Literacy and Math) - rising seniors.	15,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			Funds for transportation: college trips, classroom field trips, etc.	5,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			General maintenance: classroom tech maintenance and install	10,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Funds for graphics for student events	2,000.00
G3A1	Sup & Conc	Security	Cls Sup-Ext			Funds for extra CSA support for student engagement activities outside of regular duty hours.	4,140.00

G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness	0.8100	Parent Support	59,561.00
G3A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness	0.1900	Parent Support	13,972.00
G3A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	REC support	76,389.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Funds to support mentoring for students in need of Tier 3 supports.	5,000.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Funds for hydration station for students based on Student Voices sessions during 24 -25 school year.	7,878.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Attendance supports and home visits	77,847.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts (additional Lead Teacher contracts and math tutoring - Algebra 1 Focus) *No IEPs or 504s*	34,328.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Funds for teacher release time for: PLC planning, SPED teacher IEP time, ILT PL, ELD planning, CCT Planning, WASC work, etc.)	35,781.00
G4A1	Sup & Conc	Instruction	Travel			Funds to cover conference fees and travel for staff PL	25,000.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Funds for admin release time for PL	5,964.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Parent Support *HSL cannot be used for translation of mandatory items (I.e., ELAC, IEPs or 504s)	80,484.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Funds to support parent engagement	10,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Funds for mileage for home visits (HSL, counseling team, admin team, etc.)	3,500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Funds for translation services, babysitting, etc. for EL parent meetings.	3,928.00
							\$923,671.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$235,409.00
Sup & Conc	7090	\$600,310.00
LCFF: EL	7091	\$87,952.00
Grand Total		\$923,671.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$294,228.00
G2 - Expand student-centered and real-world learning experiences	\$8,500.00
G3 - Increase student engagement in their school and community	\$421,958.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$101,073.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$97,912.00
Grand Total	\$923,671.00