

Herbert Hoover Middle	School Plan for Student Achievement (SPSA)			Andrew Anstead	
2025-26 School Year					
<i>San José Unified School District</i>					
<i>Herbert Hoover Middle</i>					
2025-26 School Year					
Title 1 Status	Schoolwide Title I Program				
State Dashboard Status	Targeted Support and Improvement				
<p>The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort to increase student achievement. This plan and its contents align directly with San José Unified's Strategic Plan and Local Control and Accountability Plan (LCAP).</p> <p>The Schoolsite Council (SSC) annually develops and reviews the SPSA, identifies resources to support school goals, and modifies the plan to reflect changing needs and priorities, as applicable. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students.</p> <p>Local Control Funding Formula (LCFF) provides schools and Local Education Agencies (LEA) or districts flexibility to design programs and provide services that meet the needs of students to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.</p>	About this School:				
	Grades Served:		6th-8th		
	Total Students:		909		
	Ethnic Breakdown:		White	12%	
			Hispanic	76%	
			Black	4%	
			Other	8%	
		Percent	Number		
Free lunch		46%	418		
Reduced lunch		6%	55		
Total FRPL		52%	473		
Contact:	Andrew Anstead	EL		34%	308
Position:	Principal	EO		41%	377
CDS Code	43-69666-6062111				
Telephone:	408-535-6274				
Email:	aanstead@sjusd.org				
		Foster Youth		0%	3

Address:	1635 Park Ave., San Jose, CA 95126	Special Education	17%	156
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Educational Partners Involvement: Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process.

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

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

The SPSA is aligned with the Local Control and Accountability Plan (LCAP) and the SJUSD Strategic Plan, and all actions align with the district's objectives to recruit, support, and retain a diverse workforce that is collaborative, relentless, inquisitive, surprising, and pioneering who will provide a safe, respectful, supportive, and rigorous learning experience for every student. We create a sense of belonging for our students, parents, and staff, and we celebrate and learn from the rich diversity of our community using enhanced resources and efficient systems to support these objectives.

Our teachers utilize a curriculum aligned with state standards and receive professional development and coaching to support the school's goals. Data is regularly reviewed and disaggregated by student subgroups so that we can adjust instruction and provide additional intervention to better support student needs.

School Goals

LANGUAGE ARTS:

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

MATHEMATICS:

This year's overall Math SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 3% or higher than the previous year's score.

ENGLISH LANGUAGE LEARNERS:

Students making progress towards English Language proficiency will increase by 5% or higher than the previous year's score.

SCHOOL CLIMATE:

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

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Site Based Resource Inequities						
<p>San José Unified provides resources based on overall enrollment and the number of students the state identifies (English Learners, Socioeconomically Disadvantaged, Foster Youth). Each school determines how they will allocate those resources (funds and staffing) to achieve school goals. Any inequities identified by the needs assessment are described on the Rigorous Curriculum and Unified Community data tabs. The analysis and plans to address the inequities are described on the Goals tab.</p> <p>Our school uses Supplemental FTE to support identified students as described below.</p>						
<p>We have identified special education students, English learners, and socioeconomically disadvantaged students needing the most support in reaching our school goals. As such, most of our action items and funds are targeted toward supporting these students. Due to the lack of growth on the SBAC of Hispanic, EL, and Special Education students, these groups will continue to be the focus for this school year. To meet the needs of these groups of students, supplemental FTE is used to provide Reading and Math intervention classes at each grade level. Supplemental FTE is also utilized to provide multiple sections of ELD instruction for students and 11 sections of Academic Language Development for English Language learners who require academic support. Special Education students are given a Guided Studies period to improve their academic skills in their areas of need. After school support is offered to students in any of these intervention classes. These after school supports are offered to small groups of students based on their academic needs (ELA, Math, and Science).</p>						
Identified Need						
<p>Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.</p>						
<p>We have identified Special Education students, English Learners, and Socioeconomically Disadvantaged Students, and teir 3 students as those needing the most support in reaching our school goals. As such, most of our action items and funds are targeted toward supporting these students. Due to the lack of growth on the SBAC of Hispanic, EL, and Special Education students, these groups will continue to be the focus for this school year. To meet the needs of these groups of students, supplemental FTE is used to provide Reading and Math intervention classes at each grade level. Supplemental FTE is also utilized to provide 3 sections of ELD instruction for students and 11 sections of Academic Language Development for English Language learners who require academic support. Special Education students are given a Guided Studies period to improve their academic skills in their areas of need. After school support is offered to students in any of these intervention classes. These after school supports are offered to small groups of students based on their academic needs (ELA, Math, or Science).</p>						
Prop 28 School Site Plan						

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

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

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

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

<p>The school has been allocated 20% of Prop 28 funds and will utilize these funds to pay for: (This will be a partnership program or training, supplies, and materials to support the priority identified.)</p>	<p>Materials, including paints, musical instruments, and theatre props, and to bring in Visual and Performing Arts (VPA) coaches to support our programs. This investment will enhance our arts education offerings by providing high-quality resources and expert guidance, aligning with our priority of strengthening VPA instruction for all students at Hoover Middle School</p>
<p>The school will access FTE, which equals 80% of the site Prop 28 funds for a certificated or classified staff member to provide instruction. Our school has identified a priority on:</p>	<p>Our school has prioritized expanding access to Visual and Performing Arts (VPA) education, focusing on music and theatre, to enrich student creativity and engagement across all grade levels at Hoover Middle School.</p>

Systems of Support

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

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

TSI, ATSI or CSI Plan

The subgroup or area identified as "Low" or "Very Low" on the 2024 CA Dashboard is listed below.

Herbert Hoover is identified as Targeted Support and Improvement (TSI) based on the 2024 CA Dashboard for Black/African American and Students with Disabilities.

Black/African American students scored low or very low: Suspension, ELA, Mathematics, Chronic Absenteeism
 Students with Disabilities are low or very low: English Language Arts (ELA), Mathematics, Chronic Absenteeism, Suspension

Describe the consultation with educational partners and the impact the feedback had on the plan. Include the date parents and staff were notified of this designation.

Identify the specific actions on the strategies page that will be utilized to improve outcomes for the subgroups or areas listed above.

Goal #	Identify the specific research-based action that will be utilized to improve outcomes for the subgroups or areas listed above.	Identify the metric that will be affected by this action	Is this action supported by resources identified on the Strategies - Activities - Expenditures tab of this plan?
#1	Curriculum and Instruction, department lead walks, and admin walks	ELA, and Math scores	Yes
#2	After school tutoring support	ELA, and Math scores	yes
#3	Little Heros and wellness support	Suspension, test scores, chronic abseentism	Yes
#4			
#5			

Title I Needs Assessment

Evaluate the effectiveness of Title I funded strategies used in the previous school year and any adjustments planned for the current school year to improve student outcomes.

Identify the use of Title I funds in the 2024-2025 school year	Impact these funds had on student achievement based on measurable data	Keep, Abandon, Adjust for 2025-2026 school year.

<p>Professional Development</p>	<p>Title I used to fund this action in the 2024-2025 school year</p>	<p>Teacher professional development (PD) plays a pivotal role in shaping the educational experience and outcomes of students. When educators engage in high-quality PD opportunities tailored to their needs and the needs of their students, they gain valuable insights, strategies, and resources to enhance their teaching practices. This, in turn, leads to improved instructional delivery, greater student engagement, and enhanced learning outcomes. By continually refining their skills and staying abreast of best practices, teachers are better equipped to meet the diverse needs of their students, foster a positive classroom environment, and ultimately empower them to reach their full potential academically, socially, and emotionally.</p>	<p>Keep</p>
<p>Positive Climate</p>	<p>Title I used to fund this action in the 2024-2025 school year</p>	<p>A positive school climate has a profound impact on student achievement in several ways. First and foremost, it creates an environment where students feel safe, supported, and valued, which is essential for optimal learning to occur. When students feel respected and connected to their school community, they are more likely to engage in classroom activities, participate actively in learning, and exhibit positive behavior.</p> <p>Furthermore, a positive school climate fosters strong relationships between students and teachers, as well as among peers. These positive relationships facilitate effective communication, collaboration, and trust, which are critical components of student success. When students feel connected to their teachers and classmates, they are more likely to seek help when needed, collaborate on projects, and persist through challenges.</p> <p>Additionally, a positive school climate promotes a culture of high expectations and academic rigor. In an environment where students feel supported and encouraged to excel, they are more likely to set ambitious goals for themselves, strive for academic excellence, and take ownership of their learning. Teachers are also more motivated to implement innovative teaching strategies and provide differentiated instruction to meet the diverse needs of their students.</p> <p>Overall, a positive school climate creates the conditions necessary for students to thrive academically, socially, and emotionally. It lays the foundation for a culture of learning, respect, and achievement, where every student has the opportunity to reach their full potential.</p>	<p>Keep</p>

<p>Extended Day or Year Intervention</p>	<p>Title I used to fund this action in the 2024-2025 school year</p>	<p>Extended Day or Year Intervention programs provide invaluable opportunities for students to receive targeted academic support and enrichment beyond the regular school day or year. These programs offer additional time for students to engage in focused instruction, remediation, and enrichment activities tailored to their individual needs and learning goals. By extending learning opportunities beyond the traditional school hours or calendar, these interventions help address learning gaps, reinforce foundational skills, and accelerate academic progress. Furthermore, Extended Day or Year Intervention programs often incorporate a variety of instructional approaches, such as small-group instruction, one-on-one tutoring, project-based learning, and technology-enhanced activities, to meet diverse student needs and learning styles. Ultimately, these programs contribute to improved academic achievement, increased confidence, and greater readiness for future academic challenges among participating students.</p>	<p>Keep</p>
<p>Purchase supplemental resources</p>	<p>Title I used to fund this action in the 2024-2025 school year</p>	<p>Title I funds to purchase supplemental resources for our school. These resources are specifically intended to enhance instruction, provide targeted interventions, and ensure all students, particularly those who are most at risk, have access to equitable learning opportunities.</p>	<p>Keep</p>

<p>Release for SST, Data Chats, PD</p>	<p>Title I used to fund this action in the 2024-2025 school year</p>	<p>Release time for Student Success Team (SST) meetings, data chats, and professional development (PD) sessions is critical for improving student achievement and fostering a culture of continuous improvement within schools.</p> <p>Firstly, providing dedicated release time for SST meetings allows educators to collaborate effectively in identifying and addressing the individual needs of students who require additional support. During these meetings, teachers, administrators, and support staff can analyze student data, develop personalized intervention plans, and monitor progress over time. This targeted support helps to ensure that all students receive the assistance they need to succeed academically and thrive in the school environment.</p> <p>Similarly, allocating time for data chats enables educators to engage in meaningful discussions about student performance and progress. By analyzing assessment data, identifying trends, and sharing best practices, teachers can make informed decisions about instructional strategies, curriculum alignment, and targeted interventions. These collaborative conversations empower educators to implement evidence-based practices that have a direct impact on student achievement and learning outcomes.</p> <p>Additionally, providing release time for PD sessions allows educators to engage in ongoing professional learning and development opportunities. Whether it's attending workshops, participating in training sessions, or collaborating with colleagues, dedicated PD time enables educators to enhance their knowledge, skills, and instructional practices. This continuous growth and improvement not only benefit teachers but also directly impact student achievement by ensuring that instruction is effective, engaging, and aligned with best practices.</p> <p>In summary, release time for SST meetings, data chats, and PD sessions is essential for promoting student achievement and school improvement. By facilitating collaboration, data analysis, and professional learning opportunities, schools can create a supportive and empowering environment where all students have the opportunity to succeed.</p>	<p>Keep</p>
<p>Additional Learning Experiences</p>	<p>Title I used to fund this action in the 2024-2025 school year</p>	<p>Additional Learning Experiences (ALEs) play a crucial role in enhancing students' learning outcomes by providing opportunities for extended exploration, enrichment, and application of knowledge and skills beyond the traditional classroom setting. These experiences offer students the chance to delve deeper into topics of interest, engage in hands-on activities, collaborate with peers, and develop critical thinking, problem-solving, and communication skills in real-world contexts. By broadening students' horizons, ALEs foster a deeper understanding of concepts, spark curiosity and creativity, and cultivate a lifelong love of learning. Overall, ALEs contribute to a more comprehensive and well-rounded education that prepares students for success in academic, personal, and professional endeavors.</p>	<p>Keep</p>

<p>Parent/ Community Engagement</p>	<p>Title I used to fund this action in the 2024-2025 school year</p>	<p>Parent and community engagement play a crucial role in student achievement, contributing to a supportive and enriching educational environment. When parents and community members are actively involved in their child's education and in the school community, several positive outcomes emerge that enhance student achievement.</p> <p>Firstly, parent and community engagement fosters a sense of belonging and connectedness for students. When parents participate in school activities, attend parent-teacher conferences, and volunteer in classrooms, students feel supported and valued, which positively impacts their motivation and engagement in learning.</p> <p>Additionally, strong partnerships between schools, parents, and the community promote open communication and collaboration. When parents and community members are engaged in decision-making processes, they provide valuable perspectives and insights that inform educational practices and policies. This collaboration ensures that the needs of students are effectively addressed, leading to improved academic outcomes.</p> <p>Furthermore, parent and community engagement contribute to a culture of high expectations for student achievement. When parents and community members are actively involved in school activities and events, they demonstrate the importance of education and the value of learning to students. This positive reinforcement encourages students to set ambitious goals for themselves and strive for academic success.</p> <p>Overall, parent and community engagement create a supportive and nurturing environment that enhances student achievement by fostering a sense of belonging, promoting collaboration, and reinforcing high expectations for learning. When schools, parents, and the community work together as partners in education, students are better equipped to succeed academically, socially, and emotionally.</p>	<p>Keep</p>
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Directions

Goal: The goal should be based on verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement. Indicate the progress from the **previous year's** Dashboard.

Goal Analysis: Describe the overall implementation and effectiveness of the strategies/activities in the previous school year. Respond to the prompts below to document the site analysis of strategies to meet the articulated goal.

A RIGOROUS CURRICULUM THAT INSPIRES ALL STUDENTS TO DISCOVER THEIR OWN GREATNESS

LANGUAGE ARTS: Strategic Plan Alignment & Content Goals

SMART Goal	This year's overall ELA SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
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Progress	Declined from Prior Year (by 3.0-15.0 points)
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Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal based on interim assessments. (WPA, Grades, etc.) This will be updated in the fall when the state dashboard is released.

There were no significant differences between the intended implementation of strategies and activities and the budgeted expenditures to meet the articulated goals. All planned strategies and activities were implemented as designed, and resources were allocated as outlined in the initial plan.

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

Based on the analysis, we will focus on providing targeted professional development for teachers to enhance strategies for English Learners, with an emphasis on structured talk time and scaffolding. These changes are reflected in the updated strategies and activities section of the SPSA under the ELA goal.

Action Steps for the Current School Year		Owner	Timeline
#1	One department leads classroom visit a month with a focus on EL's	RM	5/26
#2	Specific instructional PD monthly on instructional framework with focus on EL strategies	RM	5/26

MATHEMATICS: Strategic Plan Alignment & Content Goals

SMART Goal	This year's overall Math SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 3% or higher than the previous year's score.
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Progress	Increased from Prior Year (by 3.0-14.9 points)			
Goal Analysis Previous Year SPSA An analysis of how this goal was carried out in the previous school year.				
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal based on interim assessments. (WPA, Grades, etc.) This will be updated in the fall when the state dashboard is released.				
There were no significant differences between the intended implementation of strategies and activities and the budgeted expenditures to meet the articulated goals. All planned strategies and activities were implemented as designed, and resources were allocated as outlined in the initial plan.				
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.				
Based on the analysis of our current progress and outcomes, we recognize the need to implement changes to enhance our strategies for improving math scores, particularly for our English Learners (ELs). For the upcoming year, our focus will shift to providing targeted professional development (PD) sessions for staff to strengthen instructional practices and supports for English Learners.				
Action Steps for the Current School Year			Owner	Timeline
#1	Provide professional development		AA	5/26
#2	Release time for teacher classroom walks and collaboration		AA	5/26
ENGLISH LANGUAGE LEARNERS: Strategic Plan Alignment & Content Goals				
SMART Goal	Students making progress towards English Language proficiency will increase by 5% or higher than the previous year's score.			
Progress	Maintained from Prior Year (declined or increased by 1.9 percentage points or fewer)			
Goal Analysis Previous Year SPSA An analysis of how this goal was carried out in the previous school year.				
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal based on interim assessments. (WPA, Grades, etc.) This will be updated in the fall when the state dashboard is released.				
There were no significant differences between the intended implementation of strategies and activities and the budgeted expenditures to meet the articulated goals. All planned strategies and activities were implemented as designed, and resources were allocated as outlined in the initial plan.				
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.				
We maintained performance levels from the previous year, and our main focus for next year will be on providing professional development around EL strategies and offering teachers additional supports for English Learners. These updates are reflected in the strategies and activities section of the SPSA under the English Learners goal.				
Action Steps for the Current School Year			Owner	Timeline
#1	Provide professional development		AA	5/26

#2	Release time for teacher classroom walks and collaboration	AA	5/26
A UNIFIED COMMUNITY THAT ELEVATES OPPORTUNITIES FOR ALL			
CLIMATE: Strategic Plan Alignment & Content Goals			
SMART Goal	This year's chronically absent rate will decrease by 5 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.		
Chronic Absenteeism Progress	Increased from Prior year (by 0.5-3.0 percentage points)		
Suspension Rate Progress	Maintained from Prior Year (declined or increased by 0.2 percentage points or fewer)		
Goal Analysis Previous Year SPSA			
An analysis of how this goal was carried out in the previous school year.			
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal based on interim assessments. (WPA, Grades, etc.) This will be updated in the fall when the state dashboard is released.			
One major difference in the implementation of our attendance strategies was the adjustment of NAM (Neighborhood Attendance Meetings) frequency, shifting from once a month to twice a semester. While this change aimed to streamline processes, it may have impacted the consistency of interventions.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
Based on our analysis, we will implement student attendance incentives that include food rewards to encourage improved attendance. This adjustment is designed to increase student engagement and motivation while addressing chronic absenteeism. These changes can be found in the updated strategies and activities section of the SPSA under the attendance goal.			
Action Steps for the Current School Year		Owner	Timeline
#1	Monthly grade level classroom assemblies and specific classroom presentations	JB	5/26
#2	School-Wide attendance improvement incentives for each grading period	JB	12/25

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D/F Rate (Percent of students with at least one D. Percent of students with at least one F. Students with a D and with an F will be counted in both columns.)						
	Grade 6		Grade 7		Grade 8	
	D	F	D	F	D	F
2023-24 School year % Students (Semester 1)	25%	12%	31%	23%	30%	21%
2023-24 School year % Students (Semester 2)	22%	13%	25%	19%	30%	18%
2024-25 School year % Students (Semester 1)	20%	8%	30%	16%	27%	21%
2024-25 School year % Students (Semester 2)	33%	20%	27%	17%	26%	15%
2025-26 School year % Students (Semester 1)						

LANGUAGE ARTS DATA

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

2024-25 Language Arts: SBAC (Data to be added Fall 2025)							2023-24 % Standard Met & Exceeded	2022-23 % Standard Met & Exceeded
	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded		
Overall	43%	22%	25%	10%	872	35%	33%	36%
Grade 6	48%	24%	21%	7%	283	28%	30%	36%
Grade 7	35%	20%	33%	13%	284	45%	37%	39%
Grade 8	46%	22%	21%	10%	305	31%	32%	35%
Hispanic	50%	22%	23%	5%	679	28%	26%	29%
English Learners	80%	16%	4%	0%	268	4%	3%	4%
Special Education	76%	14%	10%	1%	135	10%	7%	8%
Socioeconomically Disadvantaged	53%	24%	18%	4%	565	23%	22%	25%
Foster	100%	0%	0%	0%	3	0%	0%	20%
Homeless	56%	33%	0%	11%	9	11%	12%	20%

English Language Arts (ELA) NWEA			
Grade Level	Grade 6	Grade 7	Grade 8
2024-25 % Students Predicted to Score 3 or 4 on SBAC (Winter)	33%	48%	37%
2025-26 % Students Predicted to Score 3 or 4 on SBAC (Fall)	27%	35%	40%

Spanish Language Arts (SLA) NWEA			
	Grade 6	Grade 7	Grade 8
2024-25 % Students Predicted to Score 3 or 4 on SBAC (Winter)			
2025-26 % Students Predicted to Score 3 or 4 on SBAC (Fall)			

Writing Performance Assessments (WPAs)			
	Grade 6	Grade 7	Grade 8
2024-25 % Students At/Above Expectation (Fall)	14%	16%	29%
2024-25 % Students At/Above Expectation (Spring)	26%	20%	37%
2025-26 % Students At/Above Expectation (Fall)			

MATHEMATICS DATA

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

2024-25 Mathematics: SBAC (Data to be added Fall 2025)								2023-24 % Standard Met & Exceeded	2022-23 % Standard Met & Exceeded
	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded			
Overall	54%	22%	13%	10%	875	24%	21%	20%	
Grade 6	55%	20%	13%	11%	280	24%	24%	23%	
Grade 7	48%	23%	16%	13%	285	28%	22%	20%	
Grade 8	59%	22%	12%	7%	310	19%	18%	16%	
Hispanic	62%	21%	11%	6%	682	17%	14%	13%	
English Learners	81%	15%	4%	0%	273	4%	3%	3%	
Special Education	89%	6%	4%	1%	135	5%	4%	3%	
Socioeconomically Disadvantaged	64%	21%	11%	4%	568	15%	11%	12%	

Foster	100%	0%	0%	0%	3	0%	0%	20%
Homeless	57%	29%	14%	0%	14	14%	12%	11%

Math NWEA			
	Grade 6	Grade 7	Grade 8
2024-25 % Students Predicted to Score 3 or 4 on SBAC (Winter)	19%	24%	24%
2025-26 % Students Predicted to Score 3 or 4 on SBAC (Fall)	20%	20%	19%

ENGLISH LANGUAGE LEARNER DATA

This data provides the most recent information about this school's student performance based on the English Learner Proficiency Assessment California (ELPAC).

English Learner (August Enrollment)			
	Grade 6	Grade 7	Grade 8
2024-2025 Number of Students (Designated as English Learners based on a score of 1-3 on the initial ELPAC)	95	97	88
2025-2026 Number of Students (Designated as English Learners based on a score of 1-3 on the initial ELPAC)	10300%	11100%	9400%

ELPAC Performance Levels by Grade			
2023-24 School Year	Grade 6	Grade 7	Grade 8
Level 1: Minimally Developed	34%	27%	33%
Level 2: Somewhat Developed	33%	28%	22%
Level 3: Moderately Developed	26%	30%	41%
Level 4: Well Developed	7%	16%	4%
2024-25 School Year	Grade 6	Grade 7	Grade 8
Level 1: Minimally Developed	37%	23%	25%
Level 2: Somewhat Developed	29%	33%	29%
Level 3: Moderately Developed	28%	30%	36%
Level 4: Well Developed	7%	13%	10%

Reclassification Rates			
	Grade 6	Grade 7	Grade 8

2023-24 School year % Students	6%	6%	3%
2024-25 School year % Students			
ELPAC: 3 Year No Performance Level Growth			
	Grade 6	Grade 7	Grade 8
2023-2024 School Year Number of Students	29	25	28
2023-2024 School Year % of Students	29%	32%	41%
2024-2025 School Year Number of Students	1	6	10
2024-2025 School Year % of Students	1%	10%	15%

Herbert Hoover Middle	School Plan for Student Achievement (SPSA)			Andrew Anstead
2025-26 School Year	*			

CLIMATE GOAL

This data provides the most recent information about climate, discipline, and attendance.

Student Climate Survey Results			
	2023-24 School Year	2024-25 School Year	2025-26 School Year
I feel safe at school. (Always and Most of the Time)	69.7%	58.4%	
How connected do you feel to the adults at your school? (Extremely and Quite Connected)		23.9%	

Parent Climate Survey Results			
	2023-24 School Year	2024-25 School Year	2025-26 School Year
How often do you meet in person with teachers at your child's school? (Weekly, Monthly and Every Few Month)		22.6%	
How often do you visit the school? (Weekly, Monthly and Every Few Month)		59.0%	

**Parents take this survey for the youngest SJUSD student in the family.*

Suspensions/Expulsions						
	Grade 6		Grade 7		Grade 8	
	Suspensions	Expulsions	Suspensions	Expulsions	Suspensions	Expulsions
2023-24 # Students with One or More Days	30	0	30	4	36	0
2023-24 # Hispanic Students with One or More Days	25	0	24	1	28	0
2024-25 # Students with One or More Days	30	0	25	0	34	0
2024-25 # Hispanic Students with One or More Days	23	0	20	0	26	0

Chronic Absenteeism			
2023-24 School Year	Grade 6	Grade 7	Grade 8
School Total	32%	36%	44%
Hispanic	34%	39%	48%
English Learners	47%	45%	45%
Special Education	43%	49%	63%
Socioeconomically Disadvantaged	39%	47%	54%

Foster	100%	N/A	33%
Homeless	N/A	N/A	N/A
2024-25 School Year	Grade 6	Grade 7	Grade 8
School Total	26%	27%	42%
Hispanic	31%	28%	45%
English Learners	33%	41%	59%
Special Education	33%	40%	64%
Socioeconomically Disadvantaged	33%	29%	44%
Foster	50%	N/A	N/A
Homeless	100%	67%	100%

Herbert Hoover Middle							Andrew Anstead
2025-26 School Year							

Actions to Support & Achieve Goals

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

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
1	Purchase materials and supplies to support the running of the school.	All supplies to support the running of a school and instructional programs	All		Site Flex	Books and Supplies	\$ 2,712.97
2	Provide release days or time outside the work calendar/schedule for staff to participate in collaboration and professional learning.	If subs are available, teachers will participate in peer-to-peer observation cycles to improve their practice.	English Language De	Mathematics	Supplemental	Certificated Subs	\$ 13,500.00
		Teachers will receive professional development and/or release time regarding classroom management support, specifically around tier 2 and tier 3 students. PBIS Planning Sessions for staff.	English Language De	Mathematics	Supplemental	Certificated Subs	\$ 13,000.00
		Certificated personnel will attend professional development sessions and/ or conferences.	All		Supplemental	Certificated Subs	\$ 10,000.00
		We will pay certificated staff to come back early in the summer and throughout the year to help with scheudle pick up, technology pickup, and additional times we need teacher extra duty.	English Language De	Mathematics	Site Flex	Certificated Extra Dut	\$ 10,000.00
		Professional Development trainings by the instructional coach or administration specifically around the utilization of the district framework for teachers to plan lessons aligned to the standards, focusing on providing embedded support for our English Learners and students with IEPs.	English Language De	Mathematics	Supplemental	Certificated Extra Dut	\$ 5,000.00
		Certificated personnel will attend professional development sessions and/ or conferences.	English Language De	Mathematics	Title 1 CSI	Certificated Extra Dut	\$ 3,000.00
3	Purchase supplemental instructional resources	Purchase supplemental lab materials to support academic language and academic engagement.	English Language De	Language Arts	Title 1 CSI	Books and Supplies	\$ 1,000.00
		Build up the book collection in our library and classroom libraries to include a variety of reading levels in both English and Spanish.	Language Arts		Title 1 CSI	Books and Supplies	\$ 805.88
		Purchase essential consumables and materials for our Visual and Performing Arts (VPA) classes. These items include, but are not limited to, scripts, costumes, props, makeup, set design materials, and other necessary supplies that support the curriculum and enhance student engagement and learning outcomes. These purchases are integral to providing a comprehensive and equitable education, ensuring all students have access to quality resources and opportunities in the arts.	All		Arts and Music	Books and Supplies	\$ 1,435.82

Herbert Hoover Middle
2025-26 School Year

Andrew Anstead

Actions to Support & Achieve Goals

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

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
4	Provide extended day or year intervention and support for students	Extra duty pay for academic tutoring for targeted students before and after school to increase student achievement on State testing. Pay staff extra duty pay to implement targeted interventions.	Language Arts	Mathematics	Supplemental	Certificated Extra Dut	\$ 13,696.41
5	Additional learning experiences for students	ELA teachers to score the WPA exams			Supplemental	Certificated Extra Dut	\$ 2,500.00
		ELA teachers to score the WPA exams			Site Flex	Certificated Extra Dut	\$ 2,500.00
		Buses for field trips	School Climate		Supplemental	Transportation	\$ 5,000.00
		Teachers will need sub-release for any school-related field trips.	All		Supplemental	Certificated Subs	\$ 3,000.00
			All				
			All				
			All				
			All	All			
		Parent mailings, education classes, childcare, and refreshments for community events, and workshops.			Title I Parent Educa	Books and Supplies	\$ 1,432.19

Herbert Hoover Middle							Andrew Anstead
2025-26 School Year							

Actions to Support & Achieve Goals

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

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
6	Parent and community engagement	Provide Families engagement oppertunities afterschool, and/or provide translation to families			Title I Parent Educa	Classified Personnel	\$ 1,001.62
		Providing families with hoover SWAG to encourage family engagement through on site volunteering.			Title I Parent Educa	Books and Supplies	\$ 500.00
7	Positive Climate	We will use incentives and virtual PBIS rewards to improve the school climate, encourage reengagement, and improve attendance for Tier II and Tier III students. Purchase calming corner materials for all classrooms. We will also Purchase PBIS Rewards software license	School Climate		Site Flex	Books and Supplies	\$ 10,000.00
		The PBIS lead to support PBIS implementation.	School Climate		Site Flex	Certificated Extra Dut	\$ 3,000.00
		Contract a behavior therapist to help support Tier 2 and 3 students to increase time in class by providing coping skills, social-emotional needs, and academics. The behavior specialist will also support our teachers with Tier 2 and Tier 3 student interventions and skills.	School Climate	All	Title 1 CSI	Service Agreements	\$ 34,888.00
		Contract a behavior therapist to help support Tier 2 and 3 students to increase time in class by providing coping skills, social-emotional needs, and academics. The behavior specialist will also support our teachers with Tier 2 and Tier 3 student interventions and skills.	School Climate	All	Supplemental	Service Agreements	\$ 26,500.00
		Little Heroes to Hoover to provide recess and after school athletic and academic support.	School Climate	All	Title 1 CSI	Service Agreements	\$ 28,000.00
		Little Heroes to Hoover to provide recess and after school athletic and academic support.	School Climate		Title I Instruction	Service Agreements	\$ 73,345.26
		We will pay classified staff to come back early in the summer and throughout the year to help with scheudle pick up, technology pickup, and additonal times we need extra duty.	School Climate		Supplemental	Classified Extra Duty	\$ 3,000.00

Herbert Hoover Middle							Andrew Anstead
2025-26 School Year							

Actions to Support & Achieve Goals

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

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
8	Prop 28 Arts and Music in Schools	Use Visual performing arts coaches to support our visual performing art classes.	All		Arts and Music	Classified Personnel (\$ 26,000.00
		Purchase Technolgy needs for our new VPA computer class	All		Arts and Music	Books and Supplies	\$ 500.00
		Pay teachers to run an after school musical.	School Climate		Arts and Music	Certificated Extra Dut	\$ 3,000.00
		Certificated staffing to provide arts and music education	All		Arts and Music	Certificated Personne	\$ 118,000.00
		Purchase scripts for drama performances.	All		Arts and Music	Books and Supplies	\$ 4,000.00

Herbert Hoover Middle		School Plan for Student Achievement (SPSA)			Andrew Anstead
2025-26 School Year					
SCHOOL SITE COUNCIL (SSC) MEMBERS					
<p>EdCode 65000 The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership attending the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. A middle school must have at least 10 members on their SSC. Parents or guardians can not be employed at the school site. In San José Unified, the Chair of the SSC must be a parent.</p>					
Term		Category	Name	Office (Chair, Vice Chair, Secretary)	
Ex Oficio		Principal	Andrew Anstead		
2025-26	2026-27	Classroom Teacher	Michelle Leedy		
2025-26	2026-27	Classroom Teacher	Denisha Connet		
2025-26	2026-27	Classroom Teacher	Jesse Escobar		
2025-26	2026-27	Other School Personnel	Steffany Carrabino	Secretary	
2025-26	2026-27	Parent	Kirsten Read		
2025-26	2026-27	Parent	David Padover	Chair	
2025-26	2026-27	Parent	Pete Sclafani	Vice Chair	
2025-26	2026-27	Parent	Blanca Coronado		
2025-26	2026-27	Parent	Johanna Luerra		
SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)					
<p>A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent the student body. Parents or guardians of ELL students not employed by the school district shall constitute a majority of the committee. The SELAC must select the officers before voting to turn over governance to the SSC. One of the parent officers of SELAC will then attend the SSC meetings but will not be a voting member of the SSC unless they are selected through the SSC election process.</p> <p>The SELAC advises the principal and staff on developing a site plan for English learners and submits the plan to the School Site Council for consideration in the School Plan for Student Achievement.</p>					
Term		Category	Name	Office (Chair, Vice Chair, Secretary)	
Ex Oficio		Principal	Jaime Barrera Paz		
2025-26	2026-27	Parent/Community Member	Jaime Encalda	President	

2025-26	2026-27	Parent/Community Member	Nelly Montero	Vice President
2025-26	2026-27	Parent/Community Member	Alan Barrientos	DELAC Representative
2025-26	2026-27	Parent/Community Member	Dulce Gallegos	Secretary
2025-26	2026-27	Parent/Community Member	Maria de los Angeles Ortiz	
2025-26	2026-27	Parent/Community Member	Erika Castillo	
2025-26	2026-27	Other School Personnel	Debora Avalos	Parent Liason
2025-26	2026-27	Other School Personnel		
2025-26	2026-27	Classroom Teacher	John Rodney	
2025-26	2026-27	Classroom Teacher		
2025-26	2026-27	Classroom Teacher		
2025-26	2026-27	Classroom Teacher		
2025-26	2026-27	Classroom Teacher		

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

The SELAC has voted to give governance to the SSC on this date:

The name of the parent SELAC representative to the SSC is:

School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

- The SPSA aligns with the needs identified through the school's comprehensive needs assessment and adheres to all applicable state and federal laws and regulations.
- The School Site Council will provide ongoing review throughout the year of strategy implementation to ensure the plan is being carried out to address the needs of the school and its students.
- The School Site Council will modify the SPSA if necessary and submit it to the SJUSD board for approval whenever a material change is made to planned Title I or CSI expenditures. Material changes are defined as changes that support new needs not included in your SPSA needs assessment at the time of initial Board adoption.

This plan was adopted by the School Site Council at a public meeting on: 5/5/25

Must be signed using BoxSign.	
School Principal Name	Signature of School Principal
	Date

Andrew Anstead			5/5/2025
SSC Chairperson Name		Signature of SSC Chairperson	Date
David Padover			5/5/2025
<p><i>* The signature of the SSC Chairperson indicates that the SPSA was discussed at the SSC meeting and the committee voted to approve the goals and use of resources. This discussion and vote are documented in the committee agenda and minutes.</i></p>			

Herbert Hoover Middle 2025-26 School Year		Single Plan for Student Achievement (SPSA)						Andrew Anstead
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AVAILABLE BUDGET

FISCAL USE ONLY

The dollar amounts below are the resources available to be allocated at your school site.

Herbert Hoover Middle

Resource Name	Resource #	Program #	Budget	Planned For	Available
Site Flex	0002	100	\$ 83,597.15	\$ 28,212.97	\$ 55,384.18
Supplemental	9110	100	\$ 95,196.41	\$ 95,196.41	\$ -
Title I Instruction	3010	100	\$ 73,345.26	\$ 73,345.26	\$ -
Title I Parent Education	3010	025	\$ 2,933.81	\$ 2,933.81	\$ -
Arts and Music	6770	100	\$ 152,935.82	\$ 152,935.82	\$ -
Title 1 CSI	3182	100	\$ 101,036.55	\$ 67,693.88	\$ 33,342.67

Resource + Object Calculations

Site Flex + Certificated Personnel (FTE)	\$ -	Supplemental + Certificated Personnel (FTE)	\$ -	Title 1 Instruction + Certificated Personnel (FTE)	\$ -
Site Flex + Certificated Extra Duty	\$ 15,500.00	Supplemental + Certificated Extra Duty	\$ 21,196.41	Title 1 Instruction + Certificated Extra Duty	\$ -
Site Flex + Certificated Subs	\$ -	Supplemental + Certificated Subs	\$ 39,500.00	Title 1 Instruction + Certificated Subs	\$ -
Site Flex + Certificated NR Contract	\$ -	Supplemental + Certificated NR Contract	\$ -	Title 1 Instruction + Certificated NR Contract	\$ -
Site Flex + Classified Personnel (FTE)	\$ -	Supplemental + Classified Personnel (FTE)	\$ -	Title 1 Instruction + Classified Personnel (FTE)	\$ -
Site Flex + Classified Extra Duty	\$ -	Supplemental + Classified Extra Duty	\$ 3,000.00	Title 1 Instruction + Classified Extra Duty	\$ -
Site Flex + Classified Subs	\$ -	Supplemental + Classified Subs	\$ -	Title 1 Instruction + Classified Subs	\$ -
Site Flex + Classified NR Contract	\$ -	Supplemental + Classified NR Contract	\$ -	Title 1 Instruction + Classified NR Contract	\$ -
Site Flex + Books and Supplies	\$ 12,712.97	Supplemental + Books and Supplies	\$ -	Title 1 Instruction + Books and Supplies	\$ -
Site Flex + Equipment	\$ -	Supplemental + Equipment	\$ -	Title 1 Instruction + Equipment	\$ -
Site Flex + Ind. Contracted Services	\$ -	Supplemental + Ind. Contracted Services	\$ -	Title 1 Instruction + Ind. Contracted Services	\$ -
Site Flex + Software Licenses	\$ -	Supplemental + Software Licenses	\$ -	Title 1 Instruction + Software Licenses	\$ -
Site Flex + Travel and Confs	\$ -	Supplemental + Travel and Confs	\$ -	Title 1 Instruction + Travel and Confs	\$ -
Site Flex + Postage	\$ -	Supplemental + Postage	\$ -	Title 1 Instruction + Postage	\$ -
Site Flex + Bulk Mailing	\$ -	Supplemental + Bulk Mailing	\$ -	Title 1 Instruction + Bulk Mailing	\$ -
Site Flex + Rentals, Leases, & Repair	\$ -	Supplemental + Rentals, Leases, & Repair	\$ -	Title 1 Instruction + Rentals, Leases, & Repair	\$ -
Site Flex + Transportation	\$ -	Supplemental + Transportation	\$ 5,000.00	Title 1 Instruction + Transportation	\$ -
Site Flex + Custodial Expense	\$ -	Supplemental + Custodial Expense	\$ -	Title 1 Instruction + Custodial Expense	\$ -
Site Flex + Transfer of Direct Costs	\$ -	Supplemental + Transfer of Direct Costs	\$ -	Title 1 Instruction + Transfer of Direct Costs	\$ -
Site Flex + Other	\$ -	Supplemental + Other	\$ -	Title 1 Instruction + Other	\$ -
Site Flex Total	\$ 28,212.97	Supplemental Total	\$ 68,696.41	Title I Instruction Total	\$ -

Title I Parent Education + Certificated Personnel (FTE)	\$ -	Arts and Music + Certificated Personnel (FTE)	\$ 118,000.00	Title 1 CSI + Certificated Personnel (FTE)	\$ -
Title I Parent Education + Certificated Extra Duty	\$ -	Arts and Music + Certificated Extra Duty	\$ 3,000.00	Title 1 CSI + Certificated Extra Duty	\$ 3,000.00
Title I Parent Education + Certificated Subs	\$ -	Arts and Music + Certificated Subs	\$ -	Title 1 CSI + Certificated Subs	\$ -
Title I Parent Education + Certificated NR Contract	\$ -	Arts and Music + Certificated NR Contract	\$ -	Title 1 CSI + Certificated NR Contract	\$ -
Title I Parent Education + Classified Personnel (FTE)	\$ 1,001.62	Arts and Music + Classified Personnel (FTE)	\$ 26,000.00	Title 1 CSI + Classified Personnel (FTE)	\$ -
Title I Parent Education + Classified Extra Duty	\$ -	Arts and Music + Classified Extra Duty	\$ -	Title 1 CSI + Classified Extra Duty	\$ -
Title I Parent Education + Classified Subs	\$ -	Arts and Music + Classified Subs	\$ -	Title 1 CSI + Classified Subs	\$ -

Title I Parent Education + Classified NR Contract	\$ -	Arts and Music + Classified NR Contract	\$ -	Title 1 CSI + Classified NR Contract	\$ -	
Title I Parent Education + Books and Supplies	\$ 1,932.19	Arts and Music + Books and Supplies	\$ 5,935.82	Title 1 CSI + Books and Supplies	\$ 1,805.88	
Title I Parent Education + Equipment	\$ -	Arts and Music + Equipment	\$ -	Title 1 CSI + Equipment	\$ -	
Title I Parent Education + Ind. Contracted Services	\$ -	Arts and Music + Ind. Contracted Services	\$ -	Title 1 CSI + Ind. Contracted Services	\$ -	
Title I Parent Education + Software Licenses	\$ -	Arts and Music + Software Licenses	\$ -	Title 1 CSI + Software Licenses	\$ -	
Title I Parent Education + Travel and Confs	\$ -	Arts and Music + Travel and Confs	\$ -	Title 1 CSI + Travel and Confs	\$ -	
Title I Parent Education + Postage	\$ -	Arts and Music + Postage	\$ -	Title 1 CSI + Postage	\$ -	
Title I Parent Education + Bulk Mailing	\$ -	Arts and Music + Bulk Mailing	\$ -	Title 1 CSI + Bulk Mailing	\$ -	
Title I Parent Education + Rentals, Leases, & Repair	\$ -	Arts and Music + Rentals, Leases, & Repair	\$ -	Title 1 CSI + Rentals, Leases, & Repair	\$ -	
Title I Parent Education + Transportation	\$ -	Arts and Music + Transportation	\$ -	Title 1 CSI + Transportation	\$ -	
Title I Parent Education + Custodial Expense	\$ -	Arts and Music + Custodial Expense	\$ -	Title 1 CSI + Custodial Expense	\$ -	
Title I Parent Education + Transfer of Direct Costs	\$ -	Arts and Music + Transfer of Direct Costs	\$ -	Title 1 CSI + Transfer of Direct Costs	\$ -	
Title I Parent Education + Other	\$ -	Arts and Music + Other	\$ -	Title 1 CSI + Other	\$ -	
	Title I Parent Education Total	\$ 2,933.81		Arts and Music Total	\$ 152,935.82	
					Title I CSI Total	\$ 4,805.88
Equity Multiplier + Certificated Personnel (FTE)	\$ -	Literacy Coach + Certificated Personnel (FTE)	\$ -			
Equity Multiplier + Certificated Extra Duty	\$ -	Literacy Coach + Certificated Extra Duty	\$ -			
Equity Multiplier + Certificated Subs	\$ -	Literacy Coach + Certificated Subs	\$ -			
Equity Multiplier + Certificated NR Contract	\$ -	Literacy Coach + Certificated NR Contract	\$ -			
Equity Multiplier + Classified Personnel (FTE)	\$ -	Literacy Coach + Classified Personnel (FTE)	\$ -			
Equity Multiplier + Classified Extra Duty	\$ -	Literacy Coach + Classified Extra Duty	\$ -			
Equity Multiplier + Classified Subs	\$ -	Literacy Coach + Classified Subs	\$ -			
Equity Multiplier + Classified NR Contract	\$ -	Literacy Coach + Classified NR Contract	\$ -			
Equity Multiplier + Books and Supplies	\$ -	Literacy Coach + Books and Supplies	\$ -			
Equity Multiplier + Equipment	\$ -	Literacy Coach + Equipment	\$ -			
Equity Multiplier + Ind. Contracted Services	\$ -	Literacy Coach + Ind. Contracted Services	\$ -			
Equity Multiplier + Software Licenses	\$ -	Literacy Coach + Software Licenses	\$ -			
Equity Multiplier + Travel and Confs	\$ -	Literacy Coach + Travel and Confs	\$ -			
Equity Multiplier + Postage	\$ -	Literacy Coach + Postage	\$ -			
Equity Multiplier + Bulk Mailing	\$ -	Literacy Coach + Bulk Mailing	\$ -			
Equity Multiplier + Rentals, Leases, & Repair	\$ -	Literacy Coach + Rentals, Leases, & Repair	\$ -			
Equity Multiplier + Transportation	\$ -	Literacy Coach + Transportation	\$ -			
Equity Multiplier + Custodial Expense	\$ -	Literacy Coach + Custodial Expense	\$ -			
Equity Multiplier + Transfer of Direct Costs	\$ -	Literacy Coach + Transfer of Direct Costs	\$ -			
Equity Multiplier + Other	\$ -	Literacy Coach + Other	\$ -			
	Equity Multiplier Total	\$ -		Literacy Coach Total	\$ -	

12/4/2025