

Hoover High

10621661032911

Principal's Name: Courtney Curtis

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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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 and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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 – Courtney Curtis	X				
2. Chairperson - Jaykob Ajamian					X
3. Secretary - Sheri Maruo		X			
4. Chris Gage		X			
5. Daravahn Chen		X			
6. Zaire Carrell			X		
7. Raymond Ayala				X	
8. Danae Martinez				X	
9. Abi Mikow					X
10. Zachary Mendoza-Mathers					X
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Hoover High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Courtney Curtis		4/15/2026
SSC Chairperson	Jaykob Ajamian		4/15/2026

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

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

FY 2026/27

Hoover - 0235

ON-SITE ALLOCATION

3010	Title I	\$237,881 *
7090	LCFF Supplemental & Concentration	\$547,124
7091	LCFF for English Learners	\$77,226

TOTAL 2026/27 ON-SITE ALLOCATION

\$862,231

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$66,908
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Program Budget	\$170,973
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Total Title I Allocation	\$237,881
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ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Hoover High 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		0 %	2025-2026	2 %	↑
Goal 1	CCI - percentage of students who are Prepared (ALL)	53.1 %	46.7 %	2024-2025	53.1 %	↑
Goal 1	CCI - Percentage of students who completed A-G (ALL)	46.2 %	46.7 %	2024-2025	48.7 %	↑
Goal 1	ELPAC - percentage of students who scored 4		9 %	2024-2025	10 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		33.2 %	2024-2025	34.2 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)		34 %	2024-2025	35 %	↑
Goal 1	Graduation Rate (ALL)	87.7 %	91.1 %	2024-2025	92 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		100 %	2025-2026	100 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		100 %	2025-2026	100 %	↑
Goal 1	Passed all semester 1 courses with C- grade or better (ALL)		48.7 %	2025-2026	50 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-41 pts	3.8 pts	2024-2025	18.8 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		57.1 %	2024-2025	60 %	↑
Goal 1	SBAC Math - Average distance from standard (African American)		-152.6 pts	2024-2025	-137.6 pts	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-130.1 pts	-105.1 pts	2024-2025	-90.1 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		15.1 %	2024-2025	20.1 %	↑
Goal 2	Chronic Absenteeism (ALL) Semester 1		100 %	2025-2026	99 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	90 %	94 %	2025-2026	95 %	↑

Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	87.4 %	91 %	2025-2026	92 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		78 %	2025-2026	80 %	↑
Goal 2	Suspension Rate - (Foster Youth)		25 %	2024-2025	24 %	↓
Goal 2	Suspension Rate - (Students w/ Disabilities)	11.2 %	13.6 %	2024-2025	12.6 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	6.7 %	3.6 %	2025-2026	3 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

- Math SBAC:**
- Every group of students saw GROWTH on Math SBAC as measured by Distance from Standard (DFS) except for African American students who saw a decline in DFS. African American students decreased 11.9 points down to -152.6 DFS.
 - Students with Disabilities (SWD) saw increases on Math SBAC as measured by DFS by 12.8 points. Despite this improvement, they had the largest DFS of all groups at -202.9.
- ELPAC:**
- Only 33.2% of EL students are making progress toward English proficiency as measured by ELPAC. As a school we had limited growth at only +1.6%.
- CCI:**
- Hoover saw a decrease of 5.1% of the percentage of high school graduates who are placed in the "Prepared" level for CCI down to 46.7% "Prepared".
- Suspension Rate:**
- Foster Youth students had the highest suspension rate of all groups of students at 25% suspended at least one day with an increase of 5.7%.

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

- Math SBAC:**
- Failure to desegregate data (SBAC, Interim, IABs/FIABs, and PLC created CFAs) by student group at ILT, PLC, and teacher level to identify potential needs for support and/or acceleration.
- ELPAC:**
- Changing structures of support for EL students with new support courses to find what works best for them.
 - Lack of systematic ELD supports across all subject areas.
 - Lack of systematic structure to reinforce the importance of the ELPAC test with students.
 - Transiency of this population of students.

CCI:

- Lack of school and district wide tracking system to track CCI progress.
- Decrease in SBAC results during the 2024 - 2025 school year which impacts CCI.
- Lack of knowledge on how a student meets CCI by staff, students, and families.

Suspension Rate:

- Higher percentage of students exposed to trauma and/or behaviors that result in Level III misbehaviors.
- Students who experience trauma or stress may struggle with school engagement and appropriate behavior.
- A lack of accessible mental health services and behavior support programs may lead to disciplinary 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.

Math SBAC:

- PLC+ training to identify "Common Challenges" and on the PLC+ question of "Who benefitted and who did not benefit?"
- Additional targeted supports for AA students and SWD before school, at lunch, and after school (i.e. tutorial, academic resources, etc.)

ELPAC:

- In class supports with ELF tutors for language supports in content area classes.
- Training in ELD supports outside of ELA classes for teachers.

CCI:

- Continued learning for staff around usage of SBAC tools and SBAC IABs/FIABs to ensure that Tier I instruction matches the rigor and style of SBAC assessment.
- Continued supports to increase student desire to do well on SBAC assessments (funding for student incentives, Saturday test prep sessions, etc.)
- Work with district to get a data portal to track CCI progress at Counselor, Admin, teacher, student, and parent level.
- Continue to expand pre-apprenticeship opportunities, Dual Enrollment, and AP.

Suspension Rate:

- Continue to strengthen Tier I classroom supports (i.e. Class Meetings, SchoolConnect, CHAMPS, Proactive Classroom Plans).
- Implement mentorship programs to improve student involvement and belonging.
- Increase availability of PATE Support Staff (social workers, Project Access, All-4-Youth, SE Paras, REC RCA, etc.).

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Increase Proficiency in Literacy

Fully Implemented

The actions were **FULLY Implemented** to meet the desired student outcomes.

Increase Proficiency in Mathematics

Fully Implemented

The actions were **FULLY Implemented** to meet the desired student outcomes.

Increase number of students meeting HS & A-G requirements

Fully Implemented

The actions were **FULLY Implemented** to meet the desired student outcomes.

Advanced Placement and Dual Enrollment Retention and Success

Fully Implemented

The actions were **FULLY Implemented** to meet the desired student outcomes.

Increase diversity in Linked Learning/CTE programs

Fully Implemented

The actions were **FULLY Implemented** to meet the desired student outcomes.

Greater Student Engagement

Fully Implemented

The actions were **FULLY Implemented** to meet the desired student outcomes.

Improve Daily Attendance

Fully Implemented

The actions were **FULLY Implemented** to meet the desired student outcomes, but there were struggles that we had around attendance due to changes in political realities in the world around Hoover.

Strengthen PBIS and Improve School Climate for All Students

Partially Implemented

The actions were **PARTIALLY Implemented** due to the lack of the ability to hire a Tier II Intervention Specialist during the 2025 - 2026 school year. Also, we were without our regular Re-engagement Center teacher for half of the school year.

Increase Staff Diversity and Grow Staff Skillsets

Fully Implemented

The actions were **FULLY Implemented** to meet the desired student outcomes.

Improve School-Family Partnership in Student Learning

Fully Implemented

The actions were **FULLY Implemented** to meet the desired student outcomes.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Increase Proficiency in Literacy

Effective

The actions were **Effective** - All student groups made growth in Distance from Standard from -56 to 3.8. Not a single group fell in the "Red" category on the California School Dashboard.

Increase Proficiency in Mathematics

Partially Effective

The actions were **Partially Effective** - All students groups with exception of African American students made growth in Distance from Standard. Distance from Standards change as a school was -145.1 to -105.1. AA students saw a decrease by 11.9 DFS while on the other end EL students saw a huge increase of 73.9 DFS.

Increase number of students meeting HS & A-G requirements

Effective

The actions were **Effective** - Hoover went from 70.2% of seniors meeting UC/CSU requirements to 77.2% as measured by the California School Dashboard. Every group of students saw gains.

Advanced Placement and Dual Enrollment Retention and Success

Effective

The actions were **Effective** - data for AP shows an increase of students meeting CCI in this area from 14.7% (2024) to 37.1% (2025). Data for DE shows an increase in students meeting CCI in this area from 40.0% (2024) to 47.2% (2025).

Increase diversity in Linked Learning/CTE programs

Ineffective

The actions were **Ineffective** - CCI data shows that there was a large drop in the number of students involved in Registered Pre-Apprenticeship from 24% (2024) to 6.1% (2025).

Greater Student Engagement

Effective

The actions were **Effective** - 5Star Student data which measures student engagement along with ATLAS Engagement showed a large increase in students involved in sports, clubs, and activities like dances, football games, etc.

Improve Daily Attendance

Ineffective

The actions were **Ineffective** - Chronic absenteeism stated static from 30.6 (2024-2025) to 30% (2025-2026). Key events in the political climate led to impacts on Quarter 2 and 3 attendance rates at Hoover. Our measures struggled to combat this.

Strengthen PBIS and Improve School Climate for All Students

Partially Effective

The actions were **Partially effective** - Hoover saw a slight decrease in suspension rates as measured by the California School Dashboard by 1.3% down to 7.4% of students suspended at least one day. It is worth noting that 7.4% is the lowest suspension rate in the past 5 years. Two student groups saw the largest decrease in suspension rates: AA students and students who are Two or more Races. Students in the Foster Youth group saw the largest increase in suspension rates. As measured by the Culture and Climate Survey (Panorama Ed) metric "Student Environment" there was an increase in the percentage for favorable student responses from 72% (2024) to 78% (2025).

Increase Staff Diversity and Grow Staff Skillsets

Effective

The actions were **Effective** - the diversity of Hoover staff continued to move more closely toward matching the demographics of the student population we serve in 2025-2026. All Hoover staff began process of learning about evidence-based instructional strategies (i.e. Feedback) and began to deepen learning around SBAC IABs/FIABs, SBAC Tools, and PLC SMART Goal Setting and Progress Monitoring.

Improve School-Family Partnership in Student Learning

Effective

The actions were **Effective** - as measured by the "Family Engagement" Domain of the Culture and Climate Survey (Panorama Ed) we saw an increase in from 89% (2024) to 94% (2025). We also saw a two-fold increase in the number of parents who responded to the survey.

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.

Based on our analysis of the current SPSA actions and budget we will,

- Rewrite the SPSA so that it is streamlined to match the instructional plan co-constructed by admin, Department Chairs, and ILT. (Actions to match backwards map of 2026-2027 school year and to be used as a part of progress monitoring process at monthly DC and ILT meetings).

- Increase funding for SBAC incentives (2025 - 2026 budget only had half of the funds needed to cover costs).
- Increase funding for support in-class, before school, at lunch and after school supports / resources with the loss of two FTE PLUS teachers for 2026-2027 school year.
- Increase SEL supports and resources for 9th grade students who disproportionately are suspended.
- Provide training for ALL staff around embedding literacy into their instruction and ELD supports.
- New Academic Counselor (district funded) to support AP / DE / CTE work. Will work closely with Academic Counseling team to analyze data and to get students correctly placed in classes to increase CCI.

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:
• Continue to provide SBAC incentives • Prioritize Department funds • Prioritize Campus Culture funds	• Continue funding for parent meetings (i.e. coffee hours) • Continue funding for EL tutors • Continue funding for HSL, Attendance RCA, and SRF.	• Continue to provide funds for contracts for ILT to ensure that ALL PLC have a Lead Teacher. • Continue to provide teacher release time for PLC planning. • Continue to provide funds for SBAC incentives. • Continue to provide funds for classroom / department funds above baseline District/FTA funds provided. • Continued funds for in class tutors for EL students.



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Driver: Collective Efficacy & Aligned Instructional System

Action Details

College & Career Readiness

SMART Goal: By the end of the 2026 - 2027 school year, Hoover High school will see continued gains (at least 15 points) on SBAC as measured by distance from standard for both Literacy (ELA) and Math.

According to John Hattie, collective efficacy can be defined as "the collective belief of teachers and staff in their ability to positively affect students". Collective efficacy has an effect size of $d = 1.57$. At Hoover we strongly believe that "collective efficacy" has been and will continue to be a major driver in improving student outcomes.

Collective efficacy will be built through:

- **Backwards mapping of the school year in (tentative):**
 - August = whole staff, analysis of SBAC data to identify "why" behind outcomes.
 - September = PLCs create Student Growth SMART Goals and admin/ILT peers provides feedback for refinement. ILT to review CBA and PLC "Tight and Loose" elements.
 - October = Buyback: Feedback Modules and ILT Lead teachers leading learning for their departments.
 - October = Lead Teachers to provide Quarter 1 update on Student Growth SMART Goals
 - December = Department Chairs and ILT to analyze California School Dashboard Data (focus on SBAC and CCI).
 - January = Joint ILT and Department Chair meeting to come to agreement on and finalize schoolwide testing culture plan leading up to SBAC.
 - January = ILT Planning Day: Leads to present to one another Student Growth SMART Goal progress monitoring to answer the question, "are we on or off track as a school?"
 - February = whole staff meeting to share schoolwide testing culture plan.
 - February = Student Goal Setting around SBAC and begin schoolwide messaging to all.
 - March = Buyback: Feedback Modules and ILT Lead teachers leading learning for their departments.
 - March = Lead Teachers to provide Quarter 3 update on Student Growth SMART Goals.
 - April / May = SBAC Testing in Literacy, Math, and Science
 - June = ILT Planning Day: Leads to present to one another Student Growth SMART Goal end of year progress to answer the question, "did we meet our target?"
- **Quarterly whole staff meetings:**
 - Staff meetings around evidence-based instructional strategies - continued focus on "Feedback" (How Feedback Works text).
 - Regional ILT Learning
- **Monthly meeting structures:**
 - ILT
 - Department Chairs: meetings will have an instructional element each time
 - Optional teacher led PL opportunities
- **Weekly meeting structures:**

- PLC (Tuesdays)
 - Teams will make use of the PLC+ framework to:
 - Plan high quality Tier I instruction that is on grade level and aligns to the rigor and style of SBAC.
 - identify common challenges based on student data using protocols within PLC+ text
 - continue usage of agreed upon evidence-based instructional strategies to support literacy: feedback, CERs, etc.
- Admin PLC (Tuesdays)
 - Each administrator to have a "focus PLC" for which they will set a goal and track progress weekly around High Leverage Leadership Practices.
- Extended Admin Meetings (Admin, Counselors, and support staff).
 - Instruction will be addressed via Admin / Counselor pairings using PDSA cycles.
- 9th Grade On-Track Team.
- **Sharing of evidence-based instructional strategies (Professional Learning):**
 - Creation of "hub" (Microsoft Teams channel) for shared resources around literacy and math that ALL can use:
 - SBAC Rubrics and SBAC Tools.
 - CERs.
 - Feedback and the 4 foundational elements: (Teacher) Credibility, Clarity, Communication, and Care.
 - 9th Grade On-Track Change Levers.
 - 8 Mathematical Practices (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).

Direct Instructional Services

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

To ensure that students have access to high quality Tier I instruction along with intervention / acceleration the following Direct Instructional Services will be used:

- Development and expansion of lunchtime and after-school tutorial to support literacy skill building in all subject areas.
- Provide additional materials and supplies, including technology, to support the instructional program.
- 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.
- Provide substitutes to support PLC and ILT planning time to foster collective efficacy around Tier I high-quality instruction and agreed upon evidence-based instructional strategies.
- Provide supplemental contracts and/or release time for ELA and math teachers to grade ICA assessments.
- 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).
- 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)
- ELA and Math Saturday Academy Sessions to be offered to Juniors in the early 2nd semester to prepare them for the upcoming CAASPP assessment.
- MTSS Supports

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.

The California School Dashboard data from December 2025 showed that EL students performed on average in the "Red" band with only 33.2% of them making progress and Hoover maintaining at 1.6 (showing little to no growth in this area).

The following supports will be put into place:

- Designated and integrated ELD program using the California ELD Standards.
- Provide EL-specific tutorials focused on writing, reading, and listening.
- ELD teacher PLC with regular opportunities to plan instruction, identify common challenges, attend PL, and to view one another teach.
- ELD support for ALL staff around evidence-based language support strategies (i.e. SIOP, etc.).
- Support from Hoover PLUS teacher and ELF tutors.
- Support from District ELD Department.
- See additional information below.

Student Groups

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

African American (AA):

- Additional supports needed in Math based on California School Dashboard:
 - Funds for targeted tutorial time.

English Learner (EL):

- Provide site licenses to support English Learners and Special Education students through supplemental resources to develop literacy.
- Work with Home School Liaison to contact parents & set up parent conferences, as needed, to discuss student progress

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

English Learner (EL):

- 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.
- Create celebration activities to recognize students who have achieved the milestone of redesignation or achieved the Seal of Biliteracy.

- Provide substitutes for ELPAC testing to create optimal testing conditions for students.
- 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.
- Pre-buyout as needed to allow for flexibility with scheduling to ensure that EL support classes stay small.

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

English Learner (EL):

- Designated and integrated ELD program using the California ELD Standards
- Provide EL-specific tutorials focused on writing, reading, and listening.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Fund Home School Liaison and School Readiness Facilitator positions to provide connections to school for parents, as well as support for communication in multiple languages.
- Funds to support family involvement:
 - ELAC meetings
 - Back to School / Open House Events
 - Parent Coffee Hours
 - AP / DE Parent Nights
 - Grade Level Parent Nights

Professional Learning

Describe Professional Learning related to this action.

- Schoolwide professional learning time and resources to support learning around:
 - PLC+
 - Evidence-based Instructional strategies (Feedback)
 - Literacy supports in ALL subject areas
 - ELD support

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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 walkthroughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback.

Creation on Student Growth SMART Goals for EVERY PLC.

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 benchmarks (twice a year) and SBAC Interim assessments (at least ONCE per quarter in ALL ELA, Math, and Science courses).

Outcomes measured by growth on SBAC & CAST IABs/FIABs (Quarterly). (Will be a part of Student Growth SMART Goals created by PLCs - metrics to be found there at site level).

Outcomes monitored by ILT, DCs, PLCs, admin and SOS.

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:

- DFS in ELA from +3.8 to +18.8.
- DFS in Math from -105.1 to -90.1

Outcomes monitored by entire staff.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Driver: College and Career Readiness

Action Details

College & Career Readiness

SMART Goals: By the end of the 2026 - 2027, Hoover will increase the percentage for 12th grade students meeting graduation and A-G requirements (UC/CSU Requirements) from 77.2% to 82.2% as measured on the California School Dashboard. By the end of the 2026 - 2027, Hoover will increase the percentage for 12th grade students meeting CCI from 46.7% to 56.7% as measured on the California School Dashboard.

College Readiness will be built through:

- Aligned Instructional framework created collectively by PLCs, ILT, DC, etc. to ensure high quality Tier I instruction (See details in Action 1).
- Continue to expand Dual Enrollment and AP offerings.
- 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.

Career Readiness will be built through:

- Our Early College Education Pathway (starting Cohort 2 during the 2026 - 2027 year).
- 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 Cycle of Continuous Improvement process over the course of the school year.
- Supporting students with experiences and tutorials.
- Strategic monitoring of the CCI indicators with (new) Academic Counselor who will oversee this bucket of work.

Direct Instructional Services

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

- MTSS Supports:
 - 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.
- Subs and Supplemental contracts will support the tiered level support as listed above
- Culturally relevant curriculum that fosters student engagement and supports student-centered learning.
- Technology, incentives, books materials and supplies to support instruction for all students.
- Tutorials will include but are not limited to: technology-based learning programs, teaching fellows, after school tutoring, supplemental contracts for content teachers, Saturday academy, and small group instruction within the classroom. Tutorial and credit recovery scheduling/monitoring will be monitored by Plus teachers/Vice Principals overseeing the programs.
- 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).
- 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.
- Counselors and VPs will monitor students of concern and connect them with appropriate interventions.
- 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
- Pathway-specific tutorials will be offered to encourage personalization of tutorial experiences and accountability.
- 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.
- CTE Ambassadors

• 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

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.

- PLUS teacher 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.
- ELD Support Teacher(s) 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?

There are no Title I funds allocated to this action.

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

Students with Disabilities (SWD):

- Funds to support before school, lunch time, and after school tutorial

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

Students with Disabilities (SWD):

- Regular goal setting with IEP Case Managers around student transition from HS and beyond. RIM and SPED VP to monitor IEP compliance.
- Targeted identification of students who need extra supports via before school, lunch time, or after school tutorial.
- Extra staffing supports (paras) in non-Co-teaching classes where possible (i.e. ERWC, etc.)

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Funds Home School Liaison and School Readiness Facilitator positions to provide connections to school for parents, as well as support for communication in multiple languages.
- Funds to support family involvement:
 - ELAC meetings
 - Back to School / Open House Events
 - Parent Coffee Hours
 - AP / DE Parent Nights
 - Grade Level Parent Nights

Professional Learning

Describe Professional Learning related to this action.

- Staff, student, and parent learning around CCI indicators and how to track progress.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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.

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.

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 Counselor (New for 26 - 27)

Student interest in CTE Pathways as reported in ATLAS Master Schedule tool in Spring 25-26. Data used to intentionally recruit. Outcomes measured by Counseling team and Principal.

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.

Midyear we want to see some improvement in course pass rates after targeted interventions (tutoring, credit recovery). Counselors and VPs will monitor.

Increase in percentage of student passing AP/DE classes. This will be measured through PowerBi Tool by DE/AP Counselor, Head Counselor, and Principal.

Semester grades in ATLAS by CTE Pathway. Outcomes monitored by DE/AP Coordinator and Head Counselor.

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.

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.
- California School Dashboard CCI Indicator - detailed report shows individual areas in which students met CCI.

Counselors, VPs, and Principal will monitor.

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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contacts (Additional Lead Teacher contracts and Literacy and Math tutorial) *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	34,356.00
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	27,601.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Funds for teacher release time for PLC Planning, SPED teacher IEP time, ILT PL, ELD Planning, CCT Planning, WASC, etc. **Budget lines for personnel include salaries and related benefits	23,874.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts (9th Grade On-Track, WASC, Lead Teachers, Lunch / After School Detention, Saturday SBAC Tutorial, CCT, PLC Planning, etc.) **Budget lines for personnel include salaries and related benefits	79,756.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Department Funds (materials and supplies / copy paper) to support instruction	115,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Funds to support SBAC Success (rising seniors)	30,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Funds for additional student computers and chargers for classrooms	7,969.00
G1A1	Sup & Conc	Instruction	Travel			Funds to cover conference fees and travel for staff PL	20,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Funds to support extra Ricoh machines	17,385.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Funds for ELPAC Assessors **Budget lines for personnel include salaries and related benefits	3,682.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Funds for materials and supplies to support EL Redesignation	20,716.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			Education and Leadership Foundation : Funds to support ELF contract for EL tutors	35,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Funds to support materials and supplies for academic awards, graduation (Counseling Team)	30,000.00
G1A2	Sup & Conc	Instruction	Direct Trans			Funds for transportation: college trips	5,000.00

\$465,339.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Driver: Fostering a positive school culture

Action Details

Health & Wellness

- SMART GOAL:** By the end of 2026-27, improve metrics as outlined on the biannual Panorama 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".

Direct Instructional Services

- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Funds Home School Liaison and School Readiness Facilitator positions to provide connections to school for parents, as well as support for communication in multiple languages.
- Funds to support family involvement:
 - ELAC meetings
 - Back to School / Open House Events
 - Parent Coffee Hours
 - AP / DE Parent Nights
 - Grade Level Parent Nights

Professional Learning

Describe Professional Learning related to this action.

- Continued learning around Restorative Practices, Cultural Proficiency, and Proactive Classroom Plans (Tier 1 classroom structures).

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 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

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 will be tracked by quarterly PowerBi Data on misbehaviors and suspensions.

Will be tracked by entire admin team.

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 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Driver: Student Engagement

Action Details

Life Skills

- SMART Goal:** By the end of 2026-27, 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. Hoover will also increase the "Student Engagement Metric" as measured by the Fall / Spring Culture and Climate Survey from 81% Favorable responses to 86% by doing the following:
- 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 participation in athletics, leadership, clubs, etc.
 - 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.

Direct Instructional Services

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.
- Provide release time for 9th Grade On-Track work.
- 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 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.

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.

N/A

Student Groups

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

There are no Title I funds allocated to this action.

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

Foster Youth (FY):

- Funds to support student trips, incentives, and mentoring opportunities.

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

Foster Youth (FY):

- Students will be identified as a part of the TST process to provide:
 - Peer and/or off-site mentors
 - Progress monitoring on attendance, behavior, and grades
 - Regular communication with guardians
 - Goal setting opportunities for students with attached incentives

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide 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).
- 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.

Professional Learning

Describe Professional Learning related to this action.

- Provide professional development (CADA and Pate Pack training) for staff participating in school culture and Pate Pack events.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence ☒ Moderate 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.

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

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.

Continued increase in the percentage of students signed up for clubs and attending student engagement events (i.e. dances, rallies, etc.).

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.

Shape these behaviors...

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

Decrease in student misbehavior and increase in attendance due to increased student engagement.

Outcomes will be measured through ATLAS and PowerBi on a quarterly basis by Admin Team, TST, and CCT.

Continued increase in student connectedness as measured by Fall and Spring Culture and Climate Survey: Student Engagement Metric.

Outcomes measured by ATLAS Engagements tool by CCD, VP, AD, and principal.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Driver: Attendance Supports

Action Details

Equitable Access

- SMART Goal:** By the end of 2026-27, Hoover will increase ADA and decrease chronic absences from 30% to 25% through:
- Supporting the attendance of students through a comprehensive and tiered approach with regular monitoring and 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.

Direct Instructional Services

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 staff for after school tutoring program. Supplemental contracts for teachers to tutor students for students whose underlying attendance meeting is academic. Food for parent/guardian meetings to increase parent/guardian involvement. Student incentives for good attendance. Opportunities for field trips to re-engage students. Bus passes for students whose underlying attendance need is transportation.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Funds to support Attendance Resource Counseling Assistant to work directly with families via calls and home visits.
- Funds Home School Liaison and School Readiness Facilitator positions to provide connections to school for parents, as well as support for communication in multiple language.
- Funds to support family involvement:
 - ELAC meetings
 - Back to School / Open House Events
 - Parent Coffee Hours
 - AP / DE Parent Nights
 - Grade Level Parent Nights

Professional Learning

Describe Professional Learning related to this action.

N/A

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 will be measured by weekly ADA report of Truancy Student Summary Report by Attendance Team led by VP.

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.

Quarterly data in PowerBi is how outcomes will be tracked and shared with stakeholders.

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 measured by overall attendance rate with a goal of decreasing the percentage of Chronically absent students from 30% to 25% by end of year. Tracked by VP and Principal.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Driver: Prop 28 - Arts & Music in Schools

Action Details

Life Skills

SMART Goal: By the end of 2026-27, Hoover will increase participation in arts and music programs as measured by ATLAS Master Schedule and ATLAS Engagements.

Direct Instructional Services

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

- Funds to support:
 - Art supplies
 - Music instruments and instrument repair
 - Student trips to, but not limited to concerts, shows, showcases, etc.
 - Furniture needed to support classroom instruction
 - Theater equipment to finalize set-up "black box" theater
 - VAPA vehicle maintenance
 - Extra staffing in music (specialist) and dance program
 - Extra staffing to support additional art teacher
 - Props, costumes, shoes, etc.
 - Guest presenters
 - Professional learning for teachers to improve instruction
 - 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.

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.

N/A

Student Groups

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

N/A

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

N/A

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

N/A

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased through:

- Theater productions
- Concerts
- Open House / Back-to-School Night
- Art Showcase Events

Professional Learning

Describe Professional Learning related to this action.

- PL opportunities for Band Director: i.e. Mid-West Clinic.
- Opportunities for VAPA teachers to plan and learning from peers across sites.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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 student enrollment and interest in VAPA (Visual and Performing Arts):

- More students choose to participate in VAPA electives.
- Measured by: course enrollment data and student interest surveys.
- Monitored by counselors, VAPA VP, and VAPA DC.

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.

Improved student achievement as a result of being involved in VAPA:

- Students demonstrate a stronger connection, creativity, and problem-solving skills that carry over into academic classes.
- Measured by: teacher feedback, grade trends, and student reflections.
- Monitored by: VAPA teacher, VAPA VP, and VAPA DC.

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.

Stronger school culture centered on VAPA:

- Hoover develops a reputation for valuing music, art, and theater with large well-run programs.
- Measured by: school climate surveys - students / parents feedback and student engagement metrics
- Monitored by: VAPA VP

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	REC Support **Budget lines for personnel include salaries and related benefits	78,439.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Funds to support parent engagement	10,000.00
G2A2	Sup & Conc	Instruction	Mat & Supp			Funds for graphics for student events	1,000.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: Funds to support Tier I structures and campus culture	50,000.00
G2A2	Sup & Conc	Instruction	Direct-Maint			Funds to support tech and gen. maintenance	10,000.00
G2A2	Sup & Conc	Security	Cls Sup-Ext			Funds for extra CSA support for student engagement activities outside of regular duty hours **Budget lines for personnel include salaries and related benefits	4,144.00
G2A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Funds for translation services, babysitting, etc. for EL parent meetings. **Budget lines for personnel include salaries and related benefits	3,901.00
G2A3	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) **Budget lines for personnel include salaries and related benefits	82,485.00
G2A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Attendance supports and home visits **Budget lines for personnel include salaries and related benefits	80,122.00
G2A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness	0.8100	Parent Support **Budget lines for personnel include salaries and related benefits	59,374.00
G2A3	Sup & Conc	Attendance & Social Work Service	Local Mileag			Funds to support mileage for home visits	3,500.00
G2A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness	0.1900	Parent Support **Budget lines for personnel include salaries and related benefits	13,927.00

\$396,892.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0235 Hoover High School (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0235	1110	1000	1160	Teacher-Supp					G1A1	Supplemental contacts (Additional Lead Teacher contracts and Literacy and Math tutorial) *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	34,356.00
060	3010	0235	1110	1000	4200	Bks & Ref					G1A1	Funds for books and digital subscriptions to support instruction	15,000.00
060	3010	0235	1110	1000	4400	Nc-Equipment					G1A1	Funds for classroom technology: student laptops and chargers	27,601.00
060	3010	0235	1110	3130	2210	Cls Sup-Reg	Liaison, Home/School Spanish	W125	Morales, Adriana	1.0000	G2A3	Parent Support (HSL cannot be used for translation of mandatory items) **Budget lines for personnel include salaries and related benefits	82,485.00
060	3010	0235	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg Span	W017	Maldonado, Marisela	1.0000	G2A1	REC Support **Budget lines for personnel include salaries and related benefits	78,439.00
030	7090	0235	1110	1000	1120	Teacher-Subs					G1A1	Funds for teacher release time for PLC Planning, SPED teacher IEP time, ILT PL, ELD Planning, CCT Planning, WASC, etc. **Budget lines for personnel include salaries and related benefits	23,874.00
030	7090	0235	1110	1000	1160	Teacher-Supp					G1A1	Supplemental Contracts (9th Grade On-Track, WASC, Lead Teachers, Lunch / After School Detention, Saturday SBAC Tutorial, CCT, PLC Planning, etc.) **Budget lines for personnel include salaries and related benefits	79,756.00
030	7090	0235	1110	1000	4300	Mat & Supp					G1A1	Department Funds (materials and supplies / copy paper) to support instruction	115,000.00
030	7090	0235	1110	1000	4300	Mat & Supp					G2A2	Funds for graphics for student events	1,000.00
030	7090	0235	1110	1000	4300	Mat & Supp					G1A1	: Funds to support SBAC Success (rising seniors)	30,000.00
030	7090	0235	1110	1000	4300	Mat & Supp					G1A2	: Funds to support materials and supplies for academic awards, graduation (Counseling Team)	30,000.00
030	7090	0235	1110	1000	4300	Mat & Supp					G2A2	: Funds to support Tier I structures and campus culture	50,000.00
030	7090	0235	1110	1000	4400	Nc-Equipment					G1A1	Funds for additional student computers and chargers for classrooms	7,969.00
030	7090	0235	1110	1000	5221	Travel					G1A1	Funds to cover conference fees and travel for staff PL	20,000.00
030	7090	0235	1110	1000	5721	Direct Trans					G1A2	Funds for transportation: college trips	5,000.00
030	7090	0235	1110	1000	5723	Direct-Maint					G2A2	Funds to support tech and gen. maintenance	10,000.00
030	7090	0235	1110	2100	5631	Off Eq Lease					G1A1	Funds to support extra Ricoh machines	17,385.00
030	7090	0235	1110	2495	4300	Mat & Supp					G2A1	Funds to support parent engagement	10,000.00
030	7090	0235	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Landin, Maria	1.0000	G2A3	Attendance supports and home visits **Budget lines for personnel include salaries and related benefits	80,122.00
030	7090	0235	1110	3130	2210	Cls Sup-Reg	Facltr, Schl Readiness	W108	Gibson, Conrad	0.8100	G2A3	Parent Support **Budget lines for personnel include salaries and related benefits	59,374.00
030	7090	0235	1110	3130	5211	Local Mileag					G2A3	Funds to support mileage for home visits	3,500.00
030	7090	0235	1110	8300	2230	Cls Sup-Ext					G2A2	Funds for extra CSA support for student engagement activities outside of regular duty hours **Budget lines for personnel include salaries and related benefits	4,144.00
030	7091	0235	4760	1000	1160	Teacher-Supp					G1A1	Funds for ELPAC Assessors **Budget lines for personnel include salaries and related benefits	3,682.00
030	7091	0235	4760	1000	4300	Mat & Supp					G1A1	Funds for materials and supplies to support EL Redesignation	20,716.00

030	7091	0235	4760	1000	5899	Cons Svc/Oth					G1A1	Education and Leadership Foundation : Funds to support ELF contract for EL tutors	35,000.00
030	7091	0235	4760	2495	2960	Oth Cls-Supp					G2A2	Funds for translation services, babysitting, etc. for EL parent meetings. **Budget lines for personnel include salaries and related benefits	3,901.00
030	7091	0235	4760	3130	2210	Cls Sup-Reg	Facltr, Schl Readiness	W108	Gibson, Conrad	0.1900	G2A3	Parent Support **Budget lines for personnel include salaries and related benefits	13,927.00
													\$862,231.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$237,881.00
Sup & Conc	7090	\$547,124.00
LCFF: EL	7091	\$77,226.00
Grand Total		\$862,231.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$465,339.00
G2 - The Whole Child (SEL and Engagement)	\$396,892.00
Grand Total	\$862,231.00