School Year: **2025-26**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hoover Community School	41-69005-6044531	2-24-2026	March 11, 2026

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

A school that operates a categorical program funded through the consolidated application (ConApp) shall establish a schoolsite council (SSC) if such a program requires a School Plan for Student Achievement (SPSA) (California Education Code [EC] Section 65000[b]). Hoover school is a Title 1 school that receives federal monies, and the actions and services align to the requirements for Title 1 expenditures.

Briefly describe 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.

Hoover School Site Plan directly connects to the Redwood City School District LCAP. Three main goals are being addressed:

Goal 1: By June of 2027, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.
By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups of English learners at Clifford, Henry Ford.

Improve Attendance rate by 2% each year in all groups.

Reduce suspensions by 0.5% for district and other subgroups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, subgroup of English Learners LTELs.

Goal 2: By June of 2027, 55% of 2nd - 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by the Summative ELPAC Assessment.
Increase our reclassification rate to 20%.
Decrease our Long Term English Learner to 10%

Goal 3: By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on iReady, the district's local assessment program.
(25-26 Adjustments made to the goal, once board approved)
By June 2027, RCSD goal is to increase the percentage of students meeting expected annual growth by at least 4 percentage points each year in ELA and Math, as measured by i-Ready, the district's local assessment program.

English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

Hoover School has detailed actions and services that align with these three LCAP goals. According to the CA Dashboard, we have students in the following groups that have low achievement:

Each School Site Council meeting discusses these main goals. ELAC groups also participate in the development of the SPSA and provide input to meet the needs of the English Language Learners in our community.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California Healthy Kids Survey is administered once a year in the Winter of 2026. The survey targets students and parents. Here is a summary of the results by all respondents compared to RCSD district averages:

School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales
Student Responses
Strengths
Caring relationships-adults in school -66%
High expectations- adults in school -75%
School connectedness-51%
Academic motivation- 57%

Focus for next year:
We will continue to strengthen relationships, as survey data shows positive outcomes in this area, while also addressing areas of concern identified by students.
School is boring -41%
School is worthless and a waste of time- 13%
Current absenteeism (=3 times) -14%

Parent Responses:

Strengths
Teachers responsive to child's social and emotional needs – 91%
School provides parents with advice/resources to support child's SEL needs – 87%
Parental involvement in school – 55%
Communication with parents about school – 54%

Focus for next year:
We will continue to build on strong social-emotional support systems and maintain consistent school-to-home communication, and will also address:
School encourages me to be an active partner – 29%
School actively seeks the input of parents – 36%
Parents feel welcome to participate at this schools - 42%
Parents Need Assessments: Priorities
Goal 1: Counseling, Attendance Campaigns and Behavior Technicians
Goal 2: Tutoring, Dedicated ELD Newcomer Support, Cultural inclusion & Identify Affirming Activities for Newcomers
Goal 3: Reading and Math Intervention Tutoring, Instructional Aids
Prop 28 Priorities: Steam, Music and ART

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal, vice principals, and staff development team frequently visited classrooms to ensure that best practices were consistently followed. They fostered a strong belief in the potential of every learner, created a rigorous and supportive environment, and upheld high academic expectations based on mutual respect and strong interpersonal relationships.

Our findings indicated that these processes and programs are now being implemented more uniformly across the school, although there are some minor gaps in certain grade levels. The school continues to promote best practices and provide professional development, particularly for new teachers, with an emphasis on a strong belief in the learner.

We observed that Integrated Units strategies are being used more consistently in grades K-3, with high levels of collaboration among teachers in grades TK-5. Additionally, there is allocated time for English Language Development (ELD) support in all grades, and classroom management has significantly improved in middle school.

Special attention has been given to supporting novices and intern to enhance their teaching practices. Most of these educators have now been replaced with credentialed staff, and we anticipate academic growth as a result.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Hoover uses state and district adopted assessments to modify and improve student achievement, including: SBAC, CAST, CAA reading for grades 3rd-8th, BPST, IWT, Oral Reading Fluency and i-Ready online reading assessments for K- 8th grade, and resource specialist use Qualitative Reading Inventory (QRI) to assess special education students.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In 2026-27 data from I-Ready assessments administered two times a year will be used to monitor student progress, these assessments will be aligned with the district curriculum to determine progress. The plan is to design a systematic analysis process by providing teachers with scheduled time for data assessments and to plan levels of intervention (1, 2, or 3) as part of a comprehensive MTSS plan. This will include universal screening for reading and math three times a year and a plan to use the collected data to design the next steps for instruction and to identify students who may need intensive support.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All permanent Redwood City School District staff are highly qualified. We currently have 1 interns/guest teachers and 7 teachers who are in process of completing their credentials.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

RCSD offers staff development personnel who provide professional development and access to instructional materials with ongoing training and coaching for grade levels and individual teachers as needed.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

RCSD ensures that all staff development and professional learning experiences are directly connected to content standards, assessed students' performances, and professional needs, this includes Integrated Units and the belief in the learner through the principles of MTSS.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Hoover has instructional coaches, ELA PLCs lead by site and district coaches, and i-Ready data training. This support also include assessment analysis and grade level collaboration with admin support when needed.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level planning and planning days are offered quarterly. (Grade levels: K-2, 3-5, and 6-8) There are also i-Ready data analysis support days offered for teachers in K-8th grades, most particularly for the new staff.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials are aligned to content and performance standards, as per district guidelines.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Hoover adheres to recomended instructional minutes for reading/language arts and mathematics as per district guidelines.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Hoover allows for lesson/master schedule pacing flexibility, as per district's guidelines, to ensure that teachers are progressing through content. By the end of the year, students have been exposed to all grade level content standards.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

RCSD ensures that all students have standards based instructional materials appropriate to all student groups and follow the Williams Act requirements.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Hoover School uses SBE adopted and standards-aligned instructional materials. Additionally, reading intervention teachers use evidence based instructional materials and resource specialists and special education teachers use additional evidence based programs to assess students' needs and progress.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

English Language Development (ELD) is integrated into the curriculum that is offered. In addition, designated ELD is provided to Hoover's English learners in either small groups or as a whole class based on English Language Proficiency as measured by the ELPAC assessment. Teachers will also use supplemental curricula, such as Language Power, to support English learners. Special education students in special day classes are "mainstreamed" into general education classes. Middle school resource support for special education students is provided through a push-in model, ensuring access to the regular program. Hoover will provide tutoring via College Advising Prep (CAP Tutoring) and after-school enrichment through the Boys and Girls Club of the Peninsula (BGCP), the Police Activities League (PAL), and Casa Circulo Cultural.

Evidence-based educational practices to raise student achievement

In addition to district expectations for educational practices, Hoover utilizes Integrated Units, and SEL curriculum embedded strategies to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Hoover School is a community school that provides a wide range of services to the community. These services include parent workshops for parents of students in K-8th grade, annual events such as winter festival, STEAM nights, and others. The school also offers after-school tutoring support through the Boys and Girls Club, Police Activities League, Casa Circulo Cultural, and individual teacher support. Additionally, parents can participate in the Family Engagement Policy, the Climate Survey, and the Site Self-Assessment.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Hoover School has a School Site Council, English Language Advisory Council, and Community Schools Advisory Council to assist in the planning, implementation and evaluation of programs at Hoover.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Federal and local funds provide services in the areas of: counseling, technology tools, Positive Behavior Intervention and Support (PBIS) education, support for Integrated Units, assistance for IEPs (Individualized Education Plan) and SSTs (Student Study Team) meetings, academic festivals and other school events that engage the community in general.

Fiscal support (EPC)

N/A

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SSC developed the content of the School Plan for Student Achievement. The SPSA is reviewed annually and updated, including proposed expenditures of funds. A schoolsite council is a group of teachers, parents/guardians/community members, other staff (classified), principal or designee, and students (for secondary schools) who work together to complete the school comprehensive needs assessment and develop, approve, implement, monitor, and evaluate a School Plan for Student Achievement (SPSA), including the expenditures specified in the plan. The teachers, parents/guardians/community members, and other staff (classified) shall be elected by their peers. The SSC is a legally required decision-making body for any school receiving Title I, Part A funds and operating a schoolwide program.

Dashboard ATSI/CSI Status

Academic Indicator (ELA&Math)	EL Progress (ELPI)	Chronic Absenteeism Indicator	Suspension Indicator
2023-2024 Dashboard	2023-2024 Dashboard	2023-2024 Dashboard	2023-2024 Dashboard

ATSI Criteria:
A school with at least one student group, on its own, is meeting any of below criteria

- All indicators with the lowest status
- All indicators with the lowest status but on indicator of ANY other status
- All indicators in the lowest two statuses"

Resource Inequities

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

As a result of the required needs assessment and as reflected on the California Dashboard, Hoover Community School has identified two significant resource inequities:

1. English Language Arts (ELA) Performance: Orange band, 15.8 point increase: Subgroup for English learners had an 18-point increase
2. Math Performance: Orange band, 5.9 point increase: Subgroup for English learners had an 8.3 point increase
3. English Learner Progress: Orange band, 2% decline
3. Chronic Absenteeism: Yellow band, 6.7% decline
4. Suspension: Green Band, 2.9% decline

English Language Arts (ELA) Performance
Academic performance in English Language Arts (ELA) is below standard, particularly for English Learners and Students with Disabilities. Contributing factors include inconsistent implementation of foundational reading strategies and limited differentiated supports. The school has taken the following actions to address these gaps:

Targeted Phonics Instruction: Special Education teachers have been trained in SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). General education teachers implement Heggerty, the University of Florida Literacy Initiative (UFLI), and the California Reading and Literature Project (CRLP).

Collaborative Planning: Teachers meet in weekly Professional Learning Communities (PLCs) to analyze student data and co-plan instruction. District ELA/ELD coaches support this work to ensure alignment with grade-level standards and ELD integration.

Integrated Units and Scaffolding: Collaborative integrated units include scaffolds and language objectives designed to support English Learners and Students with Disabilities.

Tiered Reading Support: In grades 1–6, students are grouped heterogeneously across classrooms to receive foundational skills instruction at their zone of proximal development. In grades 4–6, our reading specialist is included in the rotation, allowing for more targeted and differentiated small-group support.

Mathematics Performance
Mathematics outcomes are below standard for all student groups, with significant gaps for English Learners and Students with Disabilities. Root causes include insufficient access to foundational math skills and limited differentiated instruction. Responsive actions include:

Instructional Support and Professional Development: Coaching cycles and structured PLCs help teachers unpack standards, analyze data, and adjust instruction accordingly.

Common Assessments and Small Group Intervention: Teachers use common formative assessments and data protocols to inform pacing, reteach skills, and implement small-group interventions tailored to student need.

Chronic Absenteeism
Homeless students are disproportionately impacted by chronic absenteeism. Contributing factors include housing instability, lack of transportation, and limited access to consistent school-home communication.

Tiered Attendance Interventions: Strategies include personal outreach, attendance incentive programs, and connection to community resources.

Wellness and Family Support Services: Increased use of wellness teams, counseling staff, and Care Solace referrals help mitigate external barriers to attendance.

Suspension Rates
Suspension rates are disproportionately high for homeless students. Contributing factors include unaddressed trauma, behavioral challenges, and limited access to mental health support.

Restorative Practices: Staff participate in professional development to implement restorative approaches that reduce exclusionary discipline.

SEL and Behavioral RTI: Implementation of a schoolwide social-emotional learning curriculum and behavioral response-to-intervention systems helps address underlying causes of behavioral incidents and promote positive student engagement.

Goals, Strategies, Expenditures and Annual Review

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

Goal 1

Title and Description of School Goal

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

Climate
By June of 2027, every student in the RCSD will receive high-quality, grade-level instruction and appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. By June of 2027, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford, Henry Ford.

Improve the Attendance rate by 2% each year in all groups.

Reduce suspensions by 0.5% for district and other subgroups: SED, ELs, Homeless, each year, and by 1% annually for African Americans, and Students with Disabilities, subgroup of English Learners LTELs.

Metrics: Attendance rate, chronic absenteeism, suspensions

Identified Need

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

California Dashboard Data indicate the following:

Chronic Absenteeism
6.7% Decline
Suspension
2.9% Decline

While overall attendance has improved compared to prior years, chronic absenteeism remains concentrated in upper elementary and middle school grades, particularly Grade 8.

Contributing Factors
Several external and community-based factors have impacted attendance this year:
-A Norovirus outbreak resulted in a temporary decline in attendance.
-Increased student absences related to community concerns regarding U.S. Immigration and Customs Enforcement (ICE) activity, including local protests and reports of nearby enforcement actions. Some families have chosen to keep students home due to safety concerns. Given that 625 of 657 students identify as Hispanic/Latino, these concerns have disproportionately affected our school community.
These factors reinforce the need for strong, relationship-centered attendance systems and culturally responsive family engagement practices aligned to LCAP Goal #1.

Actions to Address Chronic Absenteeism
Hoover Community School implements a Multi-Tiered System of Supports (MTSS) to address attendance.

Tier 1 – Universal Supports
-Schoolwide attendance campaigns and monthly attendance recognition.
-Attendance messaging is integrated into assemblies and school events.
-Class attendance awards promote collective accountability.
-Clear family communication regarding school safety and student protections.

Tier 2 – Targeted Interventions
-Individualized Attendance Plans developed by the Dean of Students.
-Weekly student check-ins to monitor progress.
-Attendance letters and direct family outreach.
-Collaboration with the Community School Coordinator to address barriers.

Tier 3 – Intensive Supports
-Home visits to identify and remove attendance barriers.
-Transportation assistance when necessary.
-Student Engagement Success Plans (SESP) for students with persistent absenteeism.
-Coordination with mental health and counseling services when attendance is linked to emotional or behavioral needs.

These actions ensure equitable access to instruction and support improved student engagement.

Suspension Rates

Current Data (2025–2026, as of December 19, 2025)
-Total Suspensions: 2
-Overall Suspension Rate: 0% (rounded)
-Grade 8: 2%
-All other grades: 0%

Historical Trend
-2023–2024: 41 suspensions
-2024–2025: 18 suspensions
-2025–2026: 2 suspensions (to date)

This sustained decline reflects the successful implementation of proactive behavioral systems aligned to LCAP Goal #1.

Actions to Maintain Low Suspension Rates

Positive Behavioral Interventions and Supports (PBIS)
-Bi-monthly PBIS Committee meetings.
-Schoolwide behavioral expectation matrix.
-Husky PAWS recognition system and Husky Mart incentives.
-Climate assemblies to reinforce expectations and celebrate growth.
-Ongoing staff professional development.

Social-Emotional Learning (Wayfinder)
-Full K–8 implementation of Wayfinder SEL curriculum.
-Explicit instruction in self-regulation, reflection, and conflict resolution.
-Classroom-based regulation areas.
-Husky Chill Zone structured support space.
-Trauma-informed and culturally responsive practices.

Restorative Practices
-Emphasis on relationship-centered discipline.
-Restorative conversations prior to exclusionary consequences, whenever appropriate.

These systems support equitable behavioral outcomes and protect instructional time.

Measurable Outcomes and 2026–2027 Targets

Hoover Community School will:
1. Reduce overall chronic absenteeism from 17% to 14% or lower.
2. Reduce Grade 8 chronic absenteeism from 31% to below 22%.
3. Maintain suspension rates below 1% overall.
4. Increase overall attendance from 93.7% to 95%.
5. Reduce subgroup attendance disparities through targeted family engagement and culturally responsive outreach.

Conclusion

Hoover Community School remains committed to ensuring equitable access to high-quality instruction through strong attendance systems, proactive behavioral supports, and culturally responsive family engagement.

Although chronic absenteeism remains an identified area of need—particularly in Grade 8—our MTSS attendance structures, PBIS implementation, and schoolwide SEL systems have resulted in:
-Improved overall attendance
-Sustained reduction in suspensions
-Increased student engagement and sense of belonging

Through continued monitoring, targeted intervention, and family partnership, Hoover Community School will strengthen student presence, engagement, and academic success for all students.

Student Enrollment
Enrollment By Student Group

Student Enrollment by Student Groups			
Student Groups	Number of Students		
	23-24	24-25	25-26
American Indian or Alaskan Native		0	0
Asian	1	2	4
Black or African American	1	1	5
Decline to state	0	0	
Filipino	3	2	1
Hispanic/Latino	610	646	625
Native Hawaiian or Other Pacific Islander	8	10	9
Two or More Races	5	3	2
White	10	11	11
	638	675	657

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade Level	Number of Students		
	23-24	24-25	25-26
Kindergarten	64	76	75
Grade 1	75	77	57
Grade 2	67	78	70
Grade3	66	68	73
Grade 4	69	67	71
Grade 5	82	80	71
Grade 6	74	86	74
Grade 7	64	83	81
Grade 8	58	69	85
Total Enrollment	638	675	657

Attendance Rate

Goal: By June 2027, improve Attendance Rate by 2% each year

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
91.7%	93.7%	92.6%	94.6%	93.7%

Chronic Absenteeism

Goal: By June 2027, reduce Chronic Absenteeism Rate by 3% each year

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year

28.5%	25.5%	21.7%	18.7%	17.4%

Suspension

Goal: by June 2027, reduce Suspension by 0.5% annually (district avg & SED, ELs, Homeless), 1% annually for African American, SWD, LTELs

Student Group	23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
All students	4.8%	4.3%	1.9%	1.4%	0.3%
Social Economically Disadvantaged	4.9%	4.4%	1.9%	1.4%	0.3%
EL	4.0%	3.5%	1.6%	1.1%	0.2%
Homeless	6.2%	5.7%	2.0%	1.5%	0.0%
African American	N/A	N/A	N/A	N/A	N/A
SWD	5.0%	4.0%	1.3%	0.3%	0.0%
LTEL	11.5%	10.5%	7.1%	6.1%	1.8%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	The MTSS TOSA will fortify MTSS systems and procedures and coordinate the referral system focused on SSTs and Chronic absences. The Dean of Students, is focused on student attendance and behavior support.	All Students- SWD and EL's	80,000 Other CCSPP
1.2	A Mental Health Counselor (MHC) supports mental health needs of all students from (Tier I) to more extensive services for select students based on need (Tiers II and III).	All Students - SWD	0 District Funded
1.3	Funds will be used for informational purposes for community events such as parent education nights, and food distribution. These funds will also be used to pay for translations during conferences and childcare when evening events are being held on-site.	All Students	5,000 Site Improvement Funds
1.4	One Life counselor(s) will support with social-emotional needs.	All Students/EL/SED Students	31850 Title I
1.5	Field trips and enrichment opportunities to encourage student engagement. Focus on Outdoor Eduction.	All Students/EL and SED students	15,000 Site Improvement Funds

1.7	The School Culture Leadership Team will review and improve the implementation of the current Positive Behavior Intervention and Social Emotional Learning. PBIS/SEL will be used to improve and integrate all data, systems, and practices affecting student outcomes every day. They will help us create a school where all students succeed. These funds will be used by school staff to ensure full implementation. EX: PBIS Store, promoting PBIS/SEL, incentives, etc.	All Students	25,000 Foundation
1.9			
1.11	RSP teachers are trained in SiPPS for systematic phonics, they will also continue to use Reading Intervention Programs and materials for students who are performing 2 or more grade levels below. RSP with meet and plan with general education teachers to align strategies to support and monitor students with disabilities progress.	SWD Students	0 District Funded
1.12	These funds will be used to pay for additional custodial support and supervision as needed. Events will be geared towards increasing family engagement and participation.	All Students	5,000 Site Improvement Funds
1.13	Send attendance updates in family communications, mail attendance letters, and do home visits to increase daily attendance. The MTSS TOSA will collaborate with the office staff to target chronic absenteeism for students with disabilities and English learners.	All Students- SWD and ELL	0
1.14	The Community School Coordinator leads, coordinates, and oversees programs and activities on the school campus that support students and their families' emotional, social, and health needs.	All Students	25,000 Site Improvement Funds

Goals, Strategies, Expenditures and Annual Review

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

Goal 2

Title and Description of School Goal

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

English Language Development
Each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

2. By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.
Increase our reclassification rate to 20%.
Decrease our Long Term English Learner to 10%

Metrics: Reclassification within 7 years of enrollment, summative ELPAC results

Identified Need

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

Improvement Based on Dashboard and Local Data

According to the School Accountability Report Card, Hoover Community School meets all expectations for safety and school credential indicators. However, several areas identified through the California Dashboard and local data require significant improvement, particularly our English learners.

English Learner Progress: Decline of 2%

ELPI Progress: 41.2% made at least one LP Level

Reclassification (RFEP) Rate (2024–2025):

Hoover reclassified 36 students out of 450 ELs, for an overall 8% reclassification rate.

LTEL (2025–2026, as of 12/19/2025):

Hoover currently has 55 LTEL students out of 431 ELs (13%), with LTEL rates concentrated in middle school:
-Grade 7: 58% LTEL
-Grade 8: 53% LTEL
This indicates a significant performance gap and a need for intensified support in Grades 6–8.

To improve ELPI growth, increase reclassification, and reduce LTEL rates (especially in Grades 6–8), Hoover Community School is strengthening TK–8 designated and integrated ELD through a coordinated system of supports. This includes daily supplemental ELD instruction aligned to ELPAC language demands, coaching and co-teaching support from a half-time ELD Coach, and instructional coaching cycles (Grades 2–8) focused on high-leverage language routines, academic discourse, and text-based writing. Middle school students receive targeted newcomer/LTEL small-group supports, while instructional assistants (Grades 3–8) and K–5 targeted rotations provide additional intervention tied to student data. Students with disabilities receive structured literacy supports (e.g., SIPPS/systematic phonics) coordinated with RSP and general education. Progress is monitored regularly through ELPI/ELPAC data and writing samples to adjust supports throughout the year.

Summary: EL growth, reclassification, and LTEL rates remain areas of need—particularly in Grades 7–8. Hoover will continue strengthening ELD instruction through curriculum implementation, coaching, targeted middle school supports, and aligned literacy interventions to accelerate language development and close gaps.

2024-2025 Summative ELPAC

Grade Level	Overall Performance Level 24-25							
	Number				Percentage			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Kindergarten	22	17	6	1	48%	37%	13%	2%
Grade 1	41	18	5	1	63%	28%	8%	2%
Grade 2	21	17	14	2	39%	31%	26%	4%
Grade 3	16	17	15	3	31%	33%	29%	6%
Grade 4	17	15	13	5	34%	30%	26%	10%
Grade 5	15	20	18	2	27%	36%	33%	4%
Grade 6	18	9	15	4	39%	20%	33%	9%
Grade 7	12	22	10	5	24%	45%	20%	10%
Grade 8	6	3	8	1	33%	17%	44%	6%

Grade Level	Overall Performance Level 24-25							
	Number				Percentage			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All Grades	168	138	104	24	39%	32%	24%	6%

* School with All grades EL student count of less than 10 students will have the count hidden for all individual student group to protect student's confidentiality

EL Level Growth

Goal: By June 2027, 55% of grade 2-8 EL students will increase at least 1 ELPAC level

Percentage of students who increase at least 1 ELPAC level

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
35.4%	41.9%	40.5%	47.8%

Reclassification

Goal: By June 2027, increase our reclassification rate to 20%.

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
9.4%	12.9%	8.0%	14.0%

* School with RFEP rate above district LCAP goal does not have expected outcome.

Long term English Learner (LTEL)

Goal: By June 2027, decrease our Long Term English Learner to 10%

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
11.4%	10.9%	9.0%	*

* School with LTEL rate below district LCAP goal does not have expected outcome.
N/A: No LTEL identified

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2			
2.4	Instructional Materials to Support Language Development	EL Students	10,000 Site Improvement Funds
2.5	All K-8 EL students will participate in English language development (ELD) as part of their regular program.	EL Students	0 District Funded

2.6	Administer mid-year benchmark ELD assessment to measure progress toward English Language Proficiency as measured by the ELPAC.	All EL students	0
2.7	Special Education Teachers will use SIPPs to improve phonics, and for math, teachers will use an adaptive math curriculum that has scaffolding built into its daily lessons for English learners. Students will also use the new ELD curriculum to support learning.	English learners with disabilities	0 District Funded
2.8	2 bilingual instructional assistants will provide small group targeted support.	EL students	District Funded
2.9	Progress monitoring two times per year on progress towards English proficiency	EL and RFEP students	

Goals, Strategies, Expenditures and Annual Review

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

Goal 3

Title and Description of School Goal

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

Language Arts and Mathematics
By June of 2027, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. The target group is students with disabilities and English learners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on iReady, the district's local assessment program.
(25-26 Adjustments made to the goal adopted by Board in June)
By June 2027, RCSD goal is to increase the percentage of students meeting expected annual growth by at least 4 percentage points each year in ELA and Math, as measured by i-Ready, the district's local assessment program.

English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

Metrics: iReady and CAASPP

Identified Need

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

A comprehensive review of California Dashboard and local i-Ready data reveals academic needs in both ELA and Math, particularly among historically underserved student groups.

English Language Arts (ELA) Dashboard Data: Orange Band with 15.8 points increase

CAASPP ELA (Grades 3–8): The percentage of students meeting/exceeding standards declined from 23% (2022–23) to 17% (2023–24) (–6 percentage points). Local i-Ready data shows limited proficiency overall, with 16% of students reading at/above grade level in Spring 2024–25 (up slightly from 15% in Spring 2023–24). While proficiency remains low, reading growth improved, increasing from 49% meeting annual growth (Spring 2023–24) to 56% (Spring 2024–25).

Mathematics Dashboard Data: Orange Band with 5.9 points increase

CAASPP Math (Grades 3–8): The percent meeting/exceeding standards declined from 17% (2022–23) to 13% (2023–24) (–4 percentage points). i-Ready math proficiency declined, with 8% of students at/above grade level in Spring 2024–25, down from 11% in Spring 2023–24. At the same time, math growth improved, increasing from 35% meeting annual growth (Spring 2023–24) to 43% (Spring 2024–25). These results indicate that students are showing progress over time, but more support is needed to move that growth into grade-level proficiency—especially in math.

Subgroup Performance Gaps
Performance gaps remain significant for student groups, particularly:
-English Learners: CAASPP ELA shows 5% meeting/exceeding for ELs compared to 34% for non-ELs (2023–24).
-Students with Disabilities: CAASPP outcomes remain very low, with subgroup reporting showing 0% meeting/exceeding in ELA and Math (2023–24).
-Hispanic/Latino Students: CAASPP ELA remains low for the largest subgroup, with results in the low-teens range (2023–24).

Overall, these data indicate a continued need to strengthen Tier 1 instruction, increase effective differentiation and scaffolds, and provide systematic intervention aligned to individual student needs—especially for EL, SED, and SWD students.

Hoover Community School is improving academic outcomes and closing subgroup gaps by strengthening Tier 1 instruction, expanding targeted supports, and using consistent data cycles. Planning Days and weekly PLCs are used to analyze i-Ready, CAASPP-related measures, and classroom assessments, identify priority standards, plan reteach/enrichment, and monitor progress; after-school planning time strengthens lesson design, scaffolds, and small-group instruction. Coaching and release time support ELs and other targeted groups through stronger academic language routines and writing/reading expectations across content areas. Students below grade level receive targeted intervention blocks during the day and after-school tutoring, while students with disabilities are supported through evidence-based literacy interventions (e.g., SIPPS/Lindamood Bell) and coordinated gen ed/SPED progress monitoring aligned to IEPs. In math, Hoover increases learning time through a district-funded double math period in Grade 8 and targeted small-group intervention for students who need additional support.

ELA strategies include Language Power (K–8), foundational skills rotations (Grades 1–6 with reading specialist support in Grades 4–6), targeted UFLY instruction, and culturally/linguistically responsive instruction. Writing across the curriculum is strengthened through weekly K–8 PLC collaboration and trimester-long inquiry cycles focused on writing genres, with weekly release time for K–5 and content-coach collaboration for Grades 6–8. Math strategies include Illustrative Mathematics (K–8), math discourse-focused PD, data-driven grouping, intervention blocks (including math specialist small groups), and lesson study/coaching to improve instructional practice.

Expected Impact: These coordinated strategies will increase i-Ready growth and proficiency, improve long-term CAASPP outcomes, and reduce achievement gaps for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic/Latino students.

iReady – Reading – Expected Growth

By June 2027, RCSD goal is to increase the percentage of students meeting annual expected growth by at least 4% each year in ELA

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year

44.9%	48.9%	55.8%	59.8%	59.6%

iReady – Reading – Placement by Grade

2025-2026 Winter

Grades	# students tested	% of students on or above level
Kindergarten	29	27.6%
Grade 1	31	3.2%
Grade 2	66	16.7%
Grade 3	71	22.5%
Grade 4	69	8.7%
Grade 5	63	7.9%
Grade 6	70	12.9%
Grade 7	78	16.7%
Grade 8	78	16.7%
All Grades	555	14.8%

iReady – Math – Expected Growth

By June 2027, RCSD goal is to increase the percentage of students meeting annual expected growth by at least 4% each year in Math

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
31.6%	35.6%	43.1%	47.1%	49.3%

iReady – Math – Placement by Grade

2025-2026 Winter

Grades	# students tested	% of students on or above level
Kindergarten	55	16%
Grade 1	56	2%
Grade 2	54	6%
Grade 3	61	8%
Grade 4	66	11%
Grade 5	64	8%
Grade 6	69	7%
Grade 7	74	4%
Grade 8	72	11%
All Grades	571	8%

CAASPP – ELA – English Learners

Goal: By June 2027, English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20%

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
4.8%	9.9%	6.1%	13.0%

* School with Met/Exceeded standard rate above district LCAP goal does not have expected outcome.

CAASPP – English Language Art

2024-2025

Grades	# students tested	Met or Exceeded standard Count	Met or Exceeded standard Percentage
Grade 3	65	7	11%
Grade 4	64	10	16%
Grade 5	79	13	17%
Grade 6	84	25	30%
Grade 7	77	20	26%
Grade 8	63	27	43%
All Grades	432	102	24%

CAASPP – Math – English Learners

Goal: By June 2027, English learner students in grades 3-8 will increase in meeting or exceeding the standard in Math to 16%

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
5.7%	9.1%	7.2%	11.6%

* School with Met/Exceeded standard rate above district LCAP goal does not have expected outcome.

CAASPP – Math

2024-2025

Grades	# students tested	Met or Exceeded standard Count	Met or Exceeded standard Percentage
Grade 3	67	15	22%
Grade 4	67	16	24%
Grade 5	81	7	9%
Grade 6	89	7	8%
Grade 7	80	6	8%
Grade 8	65	4	6%
All Grades	449	55	12%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Planning Days These funds will pay for subs and materials as they relate to the full implementation of a multi-tiered system of support for all students on campus.	All Students K-8	10,000 Site Improvement Funds
3.2	Teacher stipends for planning time for after school.	All Students	9,900 Title I
3.3	After School Tutoring	Hispanic, SED, SWD	50,000 Title I
3.4	Special Education Teachers were trained in SIPPs to improve phonics, and for math, teachers have been trained in the new curriculum, Illustrative Math that has scaffolding built into its daily lessons.	Students with Disabilities	0 District Funded
3.5	PE Plus for Kindergarten through six grade.	Kinder-6th Graders	33,000 Measure U
3.6	Targeted small group instruction	Hispanic, SED, SwD	0 District Funded
3.7	A full time instructional aide is being assigned to support kindergarten students in classrooms, focusing on early reading skills. The kindergarten aide will also work to provide after school support to newcomer students in grades K-2.	Kindergarten Students	0 District Funded
3.8	STEAM Enrichment Teacher will focus on delivering instruction in the areas of science, technology, engineering, the arts, and mathematics for students in grades 6-8. The STEAM teacher will use best practices to enhance reading and math skills within the context of his/her lessons.	All Students/6-8	107547 Foundation
3.9	Music Teacher K-3	K-3	19,000 Measure U
3.10	Double Math Period for 8th Grade Students & Intervention	6th- 8th Grade Student	0 District Funded
3.11	Music Teacher for 4-8th graders.	4-8th Graders	110964 Prop. 28 55,500 Measure U

			19461 Site Improvement Funds
3.12	STEAM and music materials	4th-8th Graders	27742 Prop. 28
3.13	Reading Specialist The Reading Specialist provides targeted, data-driven literacy support for students and staff. She pulls small groups of students in Grades 2–6 for direct instruction in foundational reading skills—such as phonics, decoding, fluency, and comprehension—based on identified needs from assessments and classroom performance. In addition to student intervention, she supports teachers by modeling and coaching effective reading strategies, helping staff strengthen Tier 1 instruction, plan for differentiation, and implement consistent literacy routines across classrooms.	2nd-6th	60000 Title I 0 District Funded
3.14	Literacy Coach (LCRS Grant) The Literacy Coach supports schoolwide improvement by working directly with teachers to strengthen Tier 1 literacy instruction. The coach collaborates with grade-level teams and individual teachers to plan rigorous, standards-aligned lessons; model effective instructional routines; support differentiation and scaffolding; and analyze student work and assessment data to refine instruction. This coaching focuses on increasing the consistency and quality of core reading and writing practices across classrooms so that more students—especially English Learners, Students with Disabilities, and students performing below grade level—can access grade-level learning every day.	TK-8th Grade	185,000 Other
3.15	Guest Teacher The Guest Teacher provides classroom coverage to release teachers for weekly grade-level collaboration and coaching cycles. This release time allows teams to engage in PLC work such as analyzing i-Ready and classroom assessment data, planning standards-aligned instruction, calibrating expectations, designing small-group interventions, and co-planning integrated units (including writing across the curriculum). By protecting consistent collaboration time, the Guest Teacher supports stronger instructional coherence, targeted differentiation, and continuous improvement of Tier 1 instruction across grade levels.		60,080 Measure U Foundation

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$154,531.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$945,044.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$151,750.00

Subtotal of additional federal funds included for this school: $151,750.00

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

State or Local Programs	Allocation ($)
	$0.00
District Funded	$0.00
Foundation	$132,547.00
Measure U	$167,580.00
Other	$265,000.00
Prop. 28	$138,706.00
Site Improvement Funds	$89,461.00

Subtotal of state or local funds included for this school: $793,294.00

Total of federal, state, and/or local funds for this school: $945,044.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Lupe Guzman	Principal
Community School Coordinator/Andrea Hernandez	Other School Staff
Laura Lentz	Classroom Teacher
Erin Crescenti	Classroom Teacher
Jake Mauldin	Classroom Teacher
Lilia Valdez/Chair	Parent or Community Member
Mayra Valencia	Parent or Community Member
Flor Magallanes	Parent or Community Member
Lizbeth Ponce	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 2/24/26.

Attested:

	Principal, Lupe Guzmán on 2/24/26
	SSC Chairperson, Lilia Valdez on 2/24/26

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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