

Hoover High

106216610329111

Principal's Name: Rebecca Wheeler

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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District Goals	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

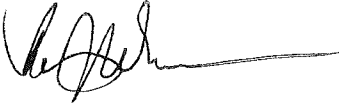
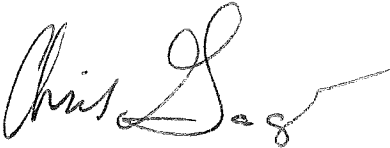
The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.	
The SSC, and all advisory committees, are formed in accordance with procedures 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 subgroups 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 (DAC and 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 Involvement 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 Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written 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 - Rebecca Wheeler	X				
2. Chairperson – Chris Gage		X			
3. David Ray		X			
4. Ben Akioyame		X			
5. Panhia Vang		X			
6. Yolanda Lopez			X		
7. Paula Flores				X	
8. Virginia Campos				X	
9. Michelle Villanueba				X	
10. Isis Johnson					X
11. Jacqueline Manriquez					X
12. Maynor Quinoa					X
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Rebecca Wheeler		3-22-2018
SSC Chairperson	Chris Gage		3-22-18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Hoover - 0235

ON-SITE ALLOCATION

3010	Title I	\$155,119 *
7090	LCFF Supplemental & Concentration	\$418,065
7091	LCFF for English Learners	\$63,627
TOTAL 2018/19 ON-SITE ALLOCATION		\$636,811

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$57,902
Remaining Title I funds are at the discretion of the School Site Council	\$97,217
Total Title I Allocation	\$155,119

Hoover High 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
Enrollment in AP/IB	18.14	39.14
Completing AP/IB Courses with Credits Earned (HS)	27.449	34.449
EL Reclassification Rate (All grade levels)	7.143	14.143
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	41.011	48.011
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	20.056	27.056
One D or F on Any Report Card (grades 2-12)	72.723	65.723

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Need for differentiated support strategies for students performing significantly below grade level has resulted in little movement of students out of lower bands.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Need for differentiated support strategies for students performing significantly below grade level has resulted in little movement of students out of lower bands.

Enrollment in AP/IB

- Need to support development of pre-AP courses that increase the "pool" of students ready for AP
- Small numbers of students for some AP subjects limits offerings

Completing AP/IB Courses with Credits Earned (HS)

- Need for consistent tutorial throughout the year, not just exam prep in the spring
- Need students to set goals for AP exam performance

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Strategies to accelerate and support learning of students with disabilities. Challenges in implementing the co-teaching model.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Strategies to accelerate and support learning of students with disabilities. Challenges in implementing the co-teaching model.

Enrollment in AP/IB

- Continued need to support students in seeing themselves as AP students (AP identity)
- Need to continue efforts to have students and parents see the value of working hard and challenging themselves with AP; set goals high.

Completing AP/IB Courses with Credits Earned (HS)

- Continued need to support students in seeing themselves as AP students (AP identity)

- Continue to support teachers attending AP Institutes

EL Reclassification Rate (All grade levels)

- Increased number of students at earlier levels of proficiency.
- Intentional focus of PLUS and Instructional Coach to support EL students and instructional practices.

One D or F on Any Report Card (grades 2-12)

- The decrease we have seen is partially due to more teachers allowing students multiple opportunities to demonstrate mastery and increased access to tutorial.
- Though Tutorial is available, students with low grades are not accessing Tutorial.

- Continued need to monitor student progress (Ds/Fs) and connect to Tutorial.

EL Reclassification Rate (All grade levels)

- New BIA support for Arabic speakers
- Increased ability to communicate with Spanish-speaking parents with hire of Resource Counseling Assistant.

One D or F on Any Report Card (grades 2-12)

- Challenges in implementing the co-teaching model effectively have resulted in students with disabilities having higher failure rates.

Step 2: 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.

1 SSC:

- Tutorials
- Technology
- Student incentives
- More celebration of academic success
- Many students don't have history of college-going in their families so need continued messaging and support.
- Make classes more engaging and relevant.
- Involve students in goal-setting and monitoring their own progress.

2 ELAC:

- Tutorial support
- BIAs
- Parent workshops

3 Staff:

- Technology
- Professional learning opportunities
- Tutorial improvements
- More support staff (BIAs, paraprofessionals)
- Cross-curricular instruction
- Explicit teaching of college-ready skills/habits
- Project based learning
- Support for data analysis
- More analysis of SBAC questions; incorporate into regular assessment practices
- Message the importance and value of pushing to take more challenging courses
- Continue to develop pathways and ensure rigor

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Tutorial support effective for students who accessed it. Changes are to expand.
- Increased investment in technology increased student engagement in core standards; plan to continue and increase professional learning.
- Increased investment in professional learning for engagement strategies and co-teaching.

Action 1

Title: CCSS: ELA/Literacy

Action Details:

LITERACY: By the end of 2018-19, improve performance for all students in CCSS as measured by SBAC (?see targets), with attention to narrowing achievement gaps for subgroups (EL, students with disabilities, Hispanic/Latino, African-American). As part of a Multi-tiered System of Supports (MTSS), Hoover High School will provide a Response to Intervention approach to literacy development, predicated on a foundation of strong Accountable Communities: Tier 1 services focus on common core implementation of literacy standards and effective instructional practices in all courses; Tier 2 includes opportunities for deployment, flexible groupings, tutorial, PLUS, co-teaching, and strategic class size reduction in targeted areas; and Tier 3 includes mentoring, tutorial, and technology resources.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Formal assessments (SBAC, FUSD Interim 1 and Interim 2, PSAT) monitored after each relevant assessment cycle by Principal and AC's and shared with Admin team and appropriate staff.

Owner(s):

Principal

Timeline:

4 times annually

Details: Explain the data which will specifically monitor progress toward each indicator target

VP over English will monitor progress of students after each interim CFA, ensure that AC teams are analyzing progress, and share with Admin team and relevant staff.

Owner(s):

VP over English

Timeline:

2 times annually

Details: Explain the data which will specifically monitor progress toward each indicator target

Accountable Community agendas and artifacts (especially analysis protocols) reviewed by ILT and VPs to ensure student performance is analyzed by teams and plans are made to follow up.

Owner(s):

Lead Teachers, Admin Team

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Agendas from Professional Learning sessions and Admin meetings show implementation of planned PL.

Owner(s):

Principal

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Formative assessment data from use of the Instructional Practice Guide analyzed for evidence of progress and shared with staff.

Owner(s):

Admin Team

Timeline:

Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target

Accountable Communities will develop/refine/use common formative assessments and analyze and use the results of the CFAs to monitor student progress and plan instruction.

Owner(s):

Lead Teachers

Timeline:

Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Specify enhanced services for EL students:

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

- Provide Bilingual Instructional Aides (BIAs) to support the comprehension and academic progress of EL students by working directly with students in SDAIE classrooms throughout the day.
- Provide targeted specific Tutorials for English Learners, emphasizing writing and literacy development in all classes. Development and expansion of lunchtime and after-school tutorial, with options to support writing.
- Provide additional SpringBoard novels and supplemental materials to support all students having access to resources.
- Provide supplemental Reading A-Z curriculum materials for DHH program to support student literacy development.
- Provide additional materials and supplies, including technology, to support the instructional program.
- Provide support for students to have opportunities to use Khan Academy resources to develop and practice skills in Evidence-Based Reading and Writing.
- Provide additional FTE in English, as available, to support class size reduction to allow for differentiation and additional student support.
- Provide site license for Nearpod to support English Learners and Special Education students through supplemental resources to develop literacy.
- Special Education and core English teachers will co-teach classes to provide support and differentiation for students with special needs in mainstream classes.
- Students will be provided with opportunities to monitor their own progress toward college and career readiness using reflection tools and data analysis (after PSAT, SBAC, Interims).
- Refine Tutorial and examine the possibility of establishing a Writing Center.
- Provide supplemental contracts to provide additional services to students in support of the instructional program.
- Provide SpringBoard Reading Foundational Skills resources for SDC reading intervention.
- Provide Credit Recovery options for SDC.
- Provide support for Tier 2 academic options for Mid/Moderate Special Education students through a caseload manager/mentor.
- 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.

Explain the actions for Parent Involvement (required by Title I):

- Parent Center will provide meetings and courses/modules to educate parents in high school requirements, including expectations of the Common Core standards.
- Back to School Night provides opportunity for parents to learn about expectations in classes and open up lines of communication with teachers.
- Provide opportunities for groups of parents to tour Hoover, with an opening session explaining curriculum

most classes.

Provide Nearpod to support technological and visual support for ELL

Implement the Fresno Unified model for students receiving Special Education services

- expansion of Co-Teaching support to additional grade levels
- Special Education staff will fully participate as members of content-based Accountable Communities

PLUS teachers will receive a CASELOAD of 9th grade EL students, for a total of 49 EL students. Academic Coach will work with SDAIE teachers once a month to develop and implement new skills for their classroom

PLUS teachers will:

Support their EL caseload in the integrated ELA classroom

- Support their EL caseload in the Algebra 1 classroom
- Support the content area teachers by bringing forward the EL learner needs for support and scaffolding that the content area teacher may have neglected
- Utilize National Geographic Learning Cengage Learning Levels for ELD beginning, Early Advanced and Advanced & Spring Board English for grade levels 9-11 and the use of ERWC
- Monitor the attendance and the D's/F's of their EL case load
- Encourage their EL case load to become active in school activities which will increase their time at school in a setting that subjects them to increased verbal interaction time (Goal 2)
- Offer the opportunity for intervention/enrichment to their EL case load by encouraging them to attend Hoover's after school Program
- Work with Community School Liaison to contact parents & set up parent conferences, as needed, to discuss student progress

Academic Coach will:

- Monitor SDAIE classes for Ds and Fs
- Work with SDAIE teachers to deliver common strategies to encourage academic talk moves
- Provide feedback to teachers on the strategies used
- Collaborate with Plus teachers using data to show growth of students in integrated classrooms
- Collaborate with Plus teachers about best practices to implement strategies in designated and integrated SDAIE and ELA classes.

Newcomers/Refugee Students:

- BIAs are strategically placed in core content areas for our Arabic speaking students. BIAs are fluent Arabic and English speakers supporting content learning
- BIAs are also used during tutorial to support our newcomers in understanding math concepts
- English Learner Services will provide support by sending TSA to show individual ACs how to access EL Goal Setting reports
- EL TSA will also work with the Academic Coach to discuss strategies and best practices in the SDAIE classrooms

Describe Professional Learning related to this action:

- Development of a professional learning library, with a coordinator to generate continuing energy around inquiry and professional learning through book groups, strategy sharing sessions, book pass activities, etc.
- Instructional leadership team (ILT) will meet monthly to identify needs for professional learning and make recommendations.

and course requirements followed by classroom observations and closing debrief.

- Provide substitute release time for ACs to engage in detailed instructional planning, observe other ACs/classrooms (including across region to support vertical alignment), and monitor student progress.
- Accountable Communities will continue to develop common formative assessments, share results and student work from those assessments, and make decisions about grouping, re-teaching, tutorial needs, and differentiation based on assessment results.
- Multiple opportunities will be provided for staff to select from a menu of professional learning opportunities based on their needs and school-wide focus areas.
- Sessions will be primarily focused on Tier 1 instructional strategies and taught by site and/or regional colleagues.
- Staff will be provided with ongoing, actionable data and supported with tools to interpret and question data and use it in instructional planning.
- Staff will use the Fresno Unified Instructional Practice Guide to provide common language and vision about instructional goals, and will be provided feedback weekly.
- Opportunities for continued off-site learning for representatives from departments, including conferences, weekend PL workshops, and AP workshops, in order to increase engagement in learning, connect Hoover teachers with the wider professional community, and provide new learning. Teachers will receive classroom coverage to participate in these opportunities
- Teachers will be provided opportunities to learn to analyze and use student PSAT and SAT results in instructional planning to support Evidence-Based Reading and Writing.
- Teachers will be provided opportunities to learn requirements and focus of SBAC and ELPAC to better understand what students are asked to do and how to support through instructional practices and tasks.
- Provide staff professional learning in MTSS and structure teams to build an MTSS system.
- Provide and support professional learning in instructional models that intentionally build student understanding and support students in an MTSS system (Linked Learning--Project Based Learning; Universal Design for Learning--UDL).
- Special Education teachers will receive professional learning in establishing Goals and supports for students to support literacy growth.

Action 2

Title: CCSS: Math

[Action Details:](#)

MATHEMATICS: By the end of 2018-19, improve performance for all students in CCSS as measured by SBAC *?(see targets)?*, with attention to narrowing achievement gaps for subgroups (EL, students with disabilities, Hispanic/Latino, African-American). As part of a Multi-Tiered System of Supports (MTSS), Hoover High School will provide a Response to Intervention approach to mathematics proficiency, predicated on a foundation of strong Accountable Communities: Tier 1 supports include a strong functioning Accountable Community with common assessments, common grading practices, and instructional practices that promote conceptual understanding; Tier 2 supports include the use of flexible groupings/ deployment, the strategic use of PLUS and Special Education co-teachers, an aggressive use of Tutorial, and the use of student peer tutors and college tutors directly in the Algebra I class; and Tier 3 supports include mandatory Tutorial and immediate Credit Recovery options.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Formal assessments (SBAC, FUSD Interim 1 and Interim 2, PSAT) monitored after each relevant assessment cycle by Principal and AC's and shared with Admin team and appropriate staff.

Owner(s):

Principal

Timeline:

4 times annually

Details: Explain the data which will specifically monitor progress toward each indicator target

VP over mathematics will monitor progress of students after each interim CFA, ensure that AC teams are analyzing progress, and share with Admin team and relevant staff.

Owner(s):

VP over Mathematics

Timeline:

2 times annually

Details: Explain the data which will specifically monitor progress toward each indicator target

Accountable Community agendas and artifacts (especially analysis protocols) reviewed by ILT and VP over mathematics to ensure student performance is analyzed by teams and plans are made to follow up.

Owner(s):

Lead Teachers, VP over Mathematics

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Agendas from Professional Learning sessions and Admin meetings show implementation of planned PL.

Owner(s):

Principal

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Formative assessment data from use of the Instructional Practice Guide analyzed for evidence of progress and shared with staff.

Owner(s):

Admin Team

Timeline:

Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target

Attendance data from targeted tutorials compared to student outcomes (grades, test scores) to monitor effectiveness of tutorial and make adjustments.

Owner(s):

VP over Tutorial

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Accountable Communities will develop/refine/use common formative assessments and analyze and use the results of the CFAs to monitor student progress and plan instruction.

Owner(s):

Lead Teachers

Timeline:

Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Specify enhanced services for EL students:

- Implement the Fresno Unified master plan for English Learners

- Development and expansion of lunchtime and after-school Tutorial, with emphasis of support in mathematics.
 - Provide Teaching Fellows to push in to mathematics classrooms during the school day to assist with small group instruction and tutoring.
 - Algebra I students will be provided with journals and/or portfolios to assist with organization and continuity of learning.
 - Algebra I students who fail first semester will have opportunity for immediate S1 credit recovery in the 2nd semester (supplemental contracts for teachers to offer credit recovery over winter break).
 - Provide additional materials and supplies to support the instructional program (e.g., graphing calculators).
 - Master schedule developed strategically to maximize opportunities for students in Algebra I to receive responsive acceleration or intervention based on formative assessment information. (Includes additional staffing to allow for strategic class size reduction, use of PLUS to push in, scheduling of classes to allow for teacher collaboration and for deployment based on need.)
 - On-track 11th and 12th graders who would once have had a Teacher Assistant or Open Period will instead be in a Peer Helpers class to serve as tutors and mentors in Algebra I classes.
 - Instructional leadership team (ILT) will meet monthly to identify needs for professional learning and make recommendations.
 - Provide targeted tutorial to support students in accelerated Algebra II/Precalculus class.
 - Provide additional FTE in mathematics, as available, to support class size reduction to allow for differentiation and additional student support.
 - Students will be provided with opportunities to monitor their own progress toward college and career readiness using reflection tools and data analysis (after PSAT, SBAC, Interims).
 - Provide support for students to have opportunities to use Khan Academy resources to develop and practice skills.
 - Ensure that offerings in the After School Program and Saturday Academy include STEAM applications to provide opportunities for students to see the relevance of mathematics.
 - Provide supplemental contracts to provide additional services to students in support of the instructional program.
- Provide additional Bilingual Instructional Assistants to support Arabic as well as Spanish speaking students in the content.
 - PLUS teachers will receive a caseload of 9th grade EL students. Academic Coach will work with SDAIE teachers monthly to develop and implement effective instructional practices.
 - PLUS teachers will:
 - support the EL caseload in the Algebra 1 classroom
 - Support math teachers by bringing forward the EL needs for support and scaffolding
 - Monitor attendance and grades of students on caseload.
 - Encourage attendance at Tutorial and after-school program.
 - Work with the Community School Liaison to contact parents and set up parent conferences, as needed, to discuss student progress.
 - Implement the Fresno Unified model for students receiving Special Education services
 - Increase number of sections in mathematics receiving Co-Teaching support.

Explain the actions for Parent Involvement (required by Title I):

- Back to School Night provides opportunity for parents to learn about expectations in math classes and open up lines of communication with teachers.
- Provide parent meetings at intervals when students are identified as needing additional support to build parent commitment and support for interventions.
- Parent Center will offer sessions for parents specific to supporting math homework completion and attendance at tutorials.
- Provide opportunities for groups of parents to tour Hoover, with an opening session explaining curriculum and course requirements followed by classroom observations and closing debrief.

Describe Professional Learning related to this action:

- Accountable Community in Algebra I will continue to develop common formative assessments, share results and student work from those assessments, and make decisions about grouping, re-teaching, tutorial needs, and differentiation based on assessment results.
- Accountable Community in Geometry and Algebra II will be provided time to work with new curriculum, develop common formative assessments, share results and student work from those assessments, and make decisions about grouping, re-teaching, tutorial needs, and differentiation based on assessment results.
- Multiple opportunities will be provided for staff to select from a menu of professional learning opportunities based on their needs and school-wide focus areas. Sessions will be primarily focused on instructional strategies and taught by site and/or regional colleagues.
- Staff will be provided with ongoing, actionable data and supported with tools to interpret and question data and use it in instructional planning.
- Staff will use the Fresno Unified Instructional Practice Guide to provide common language and vision about instructional goals, and will be provided feedback weekly.
- Opportunities for continued off-site learning for representatives from departments, including conferences and AP workshops, in order to increase engagement in learning, connect Hoover teachers with the wider professional community, and provide new learning. Teachers will be provided with classroom coverage to

- participate in these learning opportunities.
- Special Education and core Algebra teachers will co-teach classes to provide support and differentiation for students with special needs in mainstream classrooms.
- Provide time and support for professional learning for teachers of accelerated mathematics classes (Geometry Accelerated, Algebra II/Precalculus).
- Provide opportunities to learn to analyze and use student PSAT, SAT, SBAC, and Interim results in instructional planning.
- Provide opportunities to learn to use technology resources including Nearpod, Khan, and Big Ideas to assist with visualization of concepts and differentiated instruction.

Action 3

Title: AP and College Going Culture

Action Details:

COLLEGE GOING CULTURE AND ADVANCED PLACEMENT: By the end of 2018-19, Hoover will increase retention in AP (?see targets). Hoover High School will build a comprehensive program to support students for rigorous courses such as Advanced Placement through focused attention on building skills in earlier grade levels, communicating the importance of advanced courses, providing professional learning for teachers, supporting students with experiences and tutorials, monitoring progress, and celebrating accomplishments.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Data Indicators related to AP and A-G monitored and shared with Extended Admin team and staff.

Owner(s):

AP Coordinator, Head Counselor

Timeline:

4 times annually

Details: Explain the data which will specifically monitor progress toward each indicator target

College Board AP Exam analysis reports reviewed by each AP teacher for instructional planning and goal-setting.

Owner(s):

AP teachers

Timeline:

August

Details: Explain the data which will specifically monitor progress toward each indicator target

Grades in AP classes monitored by AP Coordinator to identify support needs.

Owner(s):

AP Coordinator

Timeline:

Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target

Agendas from AP PLC meetings and subject-area PLC meetings reviewed by AP team to ensure outcomes analyzed by teams.

Owner(s):

AP Coordinator

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Agendas from Professional Learning sessions and meetings show implementation of planned PL.

Owner(s):

AP Coordinator, Principal

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Site records including attendance logs and grade analysis of targeted groups of students examined to review effects of tutorial and other support efforts.

Owner(s):

AP Coordinator

Timeline:

Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

AP Ambassadors team (Led by AP scholars)

- Student led focus group
- Students share successful strategies (time management)
- 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.
- 1st time AP course takers have a preparation course in the summer.
- 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)
- 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).

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

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

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

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

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

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

Counselors and AP Coordinator will collaborate to increase support and communication for students in the preregistration process to understand the value of rigorous courses and plan their success strategy.

Promote academic success through Honor Roll program and Academic Awards.

Specify enhanced services for EL students:

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

PLUS teachers will be utilized in support of EL learners (see Actions 1 and 2)

EL Coordinator will monitor progress in AP and A-G courses, providing resources and tutorials as needed.

Leverage Men's and Women's Alliance classes, Leadership, and BSU to ensure they have an academic focus as well as a social-emotional one (identity-building in a college and career-ready culture).

Counselors and VPs will monitor students of concern and connect them with appropriate interventions.

Provide students with the opportunity to use Edgenuity for acceleration and credit recovery.

Establish a team to research and build Tier 2 and 3 academic support systems.

Explain the actions for Parent Involvement (required by Title I):

Parents will attend a spring AP Parent night to learn about the research-based benefits to participation in AP and the resources available at Hoover to support students.

Community School Liaison and Counselors will meet with parents in cases where AP participation is a question to support students.

Community School Liaison along with Parent University provides parent workshops/modules to educate parents about post-secondary options, preparation for college, college entrance exams, and financial aid.

Protocols to encourage AP retention include parents as required members of the conversation when students wish to drop AP courses.

Describe Professional Learning related to this action:

Support planning and professional learning for AP and pre-AP teachers, including supplemental contracts, sub release time, and attendance/conference costs to attend College Board conferences and workshops.

A teacher with some release periods will serve as AP instructional coordinator to assist teachers with data analysis, professional learning opportunities, and student support.

AP teachers will collaborate to increase clarity and communication for students about common expectations, support opportunities, and summer homework.

Counseling team, AP Coordinator, and teachers will review and modify communication tools and systems for educating students about AP and encouraging retention.

Teachers will have access to Khan Academy and Shmoop Training in support of AP and SAT preparation.

Provide professional learning in Social-Emotional Learning that links back to instruction (e.g., rigorous tasks promote SEL).

Action 4

Title: English Language Learners

Action Details:

ENGLISH LEARNERS: By the end of 2018-19, Hoover High School will increase redesignation and progress on ELPAC *?(see targets) ?* by providing English Learners with learning experiences that directly build literacy skills in alignment with Common Core State Standards for ELD and ELA/Literacy while progressing in acquisition of academic content in all areas. Staff will work to provide instruction in all curricular areas that require students to engage in complex text, write regularly, and participate in academic talk; staff will monitor progress of English Learners and know strategies to support and challenge continued literacy development.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Using Interim Data to determine English Learner growth in both Math and ELA courses. (English Learners meeting borderline criteria for redesignation because they meet one criteria but not all) monitored after each relevant assessment cycle by VP over English Learners and shared with Admin team and appropriate staff.

Owner(s):

VP Over English Learners

Timeline:

3 times annually

Details: Explain the data which will specifically monitor progress toward each indicator target

As Annual Growth Expectation is defined by FUSD, VP over English Learners will monitor progress of all English Learners after each relevant assessment and share with Admin team and relevant staff.

Owner(s):

VP Over English Learners

Timeline:

Once every quarter

Details: Explain the data which will specifically monitor progress toward each indicator target

Grades, behavior, and attendance data in ATLAS monitored weekly by VPs (each VP monitors his/her own caseload) and shared with counselors and School Community Liaison.

9th grade English Learners will have their grades and attendance monitored by PLUS teachers. They will then reach out to teachers, counselors, VPs and Home School Liaison for support.

Owner(s):

VP of Caseload, Home School Liaison, PLUS teachers

Timeline:

Every six weeks

Details: Explain the data which will specifically monitor progress toward each indicator target

Accountable Community agendas and artifacts (especially analysis protocols) reviewed by ILT and Vice Principals to ensure performance of English Learners is analyzed by teams.

Owner(s):

ILT, Principal

Timeline:

Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target

Agendas from Professional Learning sessions and Admin meetings show implementation of planned PL.

Owner(s):

Principal

Timeline:

Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Bilingual Instructional Aide(s) will support language development of English Learners in content-area SDAIE classes; includes support for long-term ELs as well as students at earlier levels of proficiency.
- Conduct ELPAC data chats and Interim data chats with targeted students.
- Create a celebration wall and activity to recognize students who have achieved the milestone of redesignation or achieved the Seal of Biliteracy.
- Provide additional materials and supplies to support the instructional program.
- Provide EL-specific tutorials focused on writing.
- Place students in A-G classes according to Fresno Unified master plan for English Learners.
- Provide supplemental resources and materials, including technology, to support engagement and differentiation opportunities in EL instruction.
- Provide substitutes for ELPAC testing to create optimal testing conditions for students.

Specify enhanced services for EL students:

Plus teachers will:

- Support their EL caseload in the integrated ELA classroom
- Support their EL caseload in the Algebra 1 classroom
- Support the content area teachers by bringing forward the EL learner needs for support and scaffolding that the content area teacher may have neglected
- Offer Monday workshops for teachers to understand structure and skills ELs will need to be successful on the ELPAC

Academic Coach will:

- Monitor SDAIE classes for Ds and Fs
- Work with SDAIE teachers to deliver common strategies to encourage academic talk moves
- Provide feedback to teachers on the strategies used
- Collaborate with Plus teachers using data to show growth of students in integrated classrooms
- Collaborate with Plus teachers about best practices to implement strategies in designated and integrated SDAIE and ELA classes.

Explain the actions for Parent Involvement (required by Title I):

- Vice Principals will monitor long-term ELs with a comprehensive picture including behaviors and attendance; and will use this information to connect with Community School Liaison to reach out to parents and offer services to connect families and students with what is needed (e.g., long term ELs are more likely to stop coming to school, so attendance and engagement in Goal 2 interventions may be appropriate).
- Support ELAC and use opportunities in ELAC to work with parents to understand ELPAC scores and progress toward redesignation.
- Provide translation support for parent meetings, conferences, and phone calls.

Describe Professional Learning related to this action:

- Provide time and opportunity for ELD teachers to collaborate with one another and with colleagues at other sites.
- Provide professional learning on the use of the EL Goal Setting Report to identify target students and understand all EL students' instructional needs.
- As part of inquiry cycles for professional learning and Accountable Community collaboration, all teachers will analyze the performance of English Learners as a focus for their study.
- As part of WASC Focus on Learning process, all staff will engage in data analysis and program review of supports for English Learners.

- Host celebration events for parents to recognize when their child achieves the milestone of redesignation.
- Menu of workshop/course options for professional learning always includes and targets scaffolds for English Learners.
- Borderline to Redesignation classification (meet criteria in some but not all assessments) so that staff are provided with notification when students are in this window of opportunity and they know the most high leverage supports for moving students to redesignation at the next assessment window.
- Use the opportunity of the ELPAC as a new assessment to educate all staff in basic understanding of how English Learners are assessed and targeted skills and strategies that best support student progress toward redesignation.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	876.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	1.0000		62,855.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000	Open Position	113,076.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs: Planning	6,325.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs: Common PL . Also Supports G:1 A: 2, 3, 4 and G4.	45,684.00
G1A1	Sup & Conc	Instruction	Bks & Ref			PL Books for Library	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies. Also Supports G2 and G3	90,102.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology: Also supports G: 1 A: 2 and 3, G2 and G3.	26,451.00
G1A1	Sup & Conc	Instruction	Travel			PL Conferences. Also supports G:1 A: 2,3, and 4	52,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Office Equipment Lease. Also Supports G:1 A: 3 and 4	12,000.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows	14,377.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies. **NO FOOD, NO INCENTIVES**	9,346.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts. Also supports G:1 A: 1, 2, and 4	11,971.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Maintenance	2,500.00
G1A4	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Arabic	0.4375		11,760.00
G1A4	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Arabic	0.4375		11,760.00
G1A4	Sup & Conc	Instruction	Teacher-Subs			Subs: Testing	1,874.00
G1A4	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		14,068.00
G1A4	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,390.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies. Also supports G2 and G3.	5,214.00
G1A4	LCFF: EL	Instruction	Nc-Equipment			Technology (Tablets)	5,355.00
G1A4	LCFF: EL	Instruction	Direct-Other			ELPAC Testers	2,500.00

\$512,484.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	80.381	87.381

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> Improved tracking of student participation in Goal 2 Increased number of Goal 2 opportunities (including after-school program) 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> Tracking needs to distinguish between different levels of engagement in order to better understand disproportionality in engagement. Homeless/foster and SPED: transportation challenges
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Step 2: 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.

<p>1 SSC:</p> <ul style="list-style-type: none"> Look at incentive and consequence systems to ensure they are not barriers to engagement Better connect tutorial and engagements (eligibility) Value of engagement is well-communicated 	<p>2 ELAC:</p>	<p>3 Staff:</p> <ul style="list-style-type: none"> Variety of after-school opportunities Improve athletic facilities Need for more timely feedback/incentives (immediate) Use of social media for advertising and celebration Translate flyers and other communications More clubs/activities geared toward subgroups and with that a way of spreading awareness
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Action 1

Title: Student Engagement

Action Details:

STUDENT ENGAGEMENT: By the end of 2018-19, Hoover will increase Goal 2 participation *?(see targets)* by engaging in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and class sponsored activities. Hoover will provide an inclusive school climate, focused on building relationships. Relationship building will be supported through a program of celebration of successes, increased efforts to engage parents, and building in

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 Goal 2 activities, with attention given to reducing disproportionality in Goal 2 participation. Hoover will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Data from Student Engagement Tool in ATLAS shows participation in each Goal 2 opportunity (arts, athletics, activities; one-time vs ongoing), and is used to monitor participation and review as part of a Cycle of Continuous Improvement.

[Owner\(s\):](#)

VP over Goal 2/Campus Culture Director/Athletic Director/Class Sponsors

[Timeline:](#)

Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Artifacts in the form of lists and/or available Engagements in ATLAS Engagement Tool show the variety of opportunities for student engagement.

[Owner\(s\):](#)

VP over Goal 2 /Campus Culture Director/ Athletic Director

[Timeline:](#)

Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

School Climate Survey from Panorama Ed, given in the spring, will be analyzed by question and by subgroup as part of a Cycle of Continuous Improvement; this analysis will be compared to ATLAS engagements to identify opportunities to engage more students.

[Owner\(s\):](#)

VP over Goal 2

[Timeline:](#)

August/ End of Semester/ prior to surveys held in spring

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

In order to support the inclusion of all students: Parent responses in the "Sense of Belonging (School Connectedness)" section School Climate Survey from Panorama Ed, given in the spring, will be analyzed by question and by subgroup to monitor parents' sense of welcomeness at the school.

[Owner\(s\):](#)

VP over Parent Involvement

[Timeline:](#)

August (from Spring data)/ End of Semester/ prior to spring surveys May

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Participation in Athletics, with data about student grades and retention, monitored by Athletic Director and shared with Extended Admin team.

[Owner\(s\):](#)

Athletic Director

[Timeline:](#)

Monthly/Extended Admin.

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Linked Learning Pathway and other calendars show opportunities for field trips and other engagement activities.

[Owner\(s\):](#)

CTE Coordinator and VP over Field Trips

[Timeline:](#)

Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Calendars and artifacts from Link Crew and Student Leadership show opportunities to engage campus in positive school climate.

[Owner\(s\):](#)

Link Crew Advisers/ Campus Culture Director

[Timeline:](#)

Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Student body Senate meetings every Monday morning, which are open to all students to attend
- PRIDE Program: Provide resources to keep students athletically eligible.
 - Tutorial services
- Engagement strategies and recognition of Engagements provided for students will include:
 - Regional nights
 - Lunchtime activities every week (once weather consistently stays warm) for all students to participate
 - Intramurals
 - Super fan activities and recognition
 - Rally work nights: allows any and all students to come and help their class finalize their assignments for the rallies.
 - Student's vs staff events: students have the chance to jump onto a field/court and have some competitive fun against teachers to help build student and staff relations.
 - School community service days
 - Student Ambassadors or Captains club from sports
 - Athlete of the Week
- 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 2 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 Goal 2 related activities
- 9th grade students will be supported with an expanded Link Crew program including monthly activities, both academic and social. Provide supplemental contracts to Link Crew coordinators and resources for freshman orientation activities.
- Students entering Hoover at any point after the beginning of the year will have a student Link Crew buddy identified who will on-board them with Goal 2 opportunities, availability of Tutorial, a campus tour, and textbook check-out.
- 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 Goal 2 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 cafeteria and quad.
- Provide substitute release time for band directors to work side-by-side with middle school colleagues at our feeder middle schools to develop a stronger pathway from middle to high school and retain students in music programs.
- Provide additional resources for VAPA performance programs to increase student pride and ownership in performances, as funds available.
- Provide opportunities for student leadership and develop stronger pathways from feeder schools in the Hoover region by supporting regional leadership conferences, activities, and community service opportunities.
- Increase opportunities to solicit student voice in school-wide decisions.

Specify enhanced services for EL students:

Home School Liaison will work with families of EL students, who have historically been under-involved in Goal 2, to engage parents in understanding the role of Goal 2 in students' academic success.

Monthly monitoring of Goal 2/Student Engagement data for the following sub-groups:

- SPED
- Foster Youth
- African-American
- ELL

Explain the actions for Parent Involvement (required by Title I):

- An 8th grade parent night in the spring will include an emphasis on Goal 2.
- 9th grade parent meetings at the beginning of the year will include an emphasis on Goal 2.
- Home School Liaison will work with families of students who have historically been under-involved in Goal 2 (e.g., EL) to engage parents in understanding the role of Goal 2 in students' academic success.
- Regional Nights at athletic and engagement events (e.g., Powder Puff and fireworks night) designed to engage the regional community by inviting families of feeder school students.

Describe Professional Learning related to this action:

- An Engagement Leadership Team will meet quarterly for Cycles of Review to analyze data related to student involvement, coordinate programs, and create follow-up actions (Campus Culture Director, Link Crew Adviser, Goal 2 VP, Athletic Director, counselor, class sponsors).
- Link Crew Leader training. Additional staff will be trained as Link Crew advisors and coordinators, to create a comprehensive yearlong program to serve 9th graders.
- Support staff attendance at CADA conference Ambassadors/captains club training Goal 2 data will be shared school-wide in order to generate staff awareness of students who are uninvolved; staff will identify 5 students to connect with a Goal 2 activity and monitor their involvement and progress.
- Coaches will use a reflective tool in collaboration with the Athletic Director to set goals for program and monitor progress

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Linked Learning Enrollment	23.538	30.538
CTE Enrollment	25.101	40.101

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>CTE Enrollment</p> <ul style="list-style-type: none"> • Student need or desire for other courses (credit recovery, AP, VAPA) can be a barrier to participation in CTE. 6 period day does not allow for much room in student schedules. <p>Linked Learning Enrollment</p> <ul style="list-style-type: none"> • Currently 3 pathways: 1 with all 4 grade levels, 1 with 3, 1 with 2 (will continue to grow as students move up in grade levels) • Student need for credit recovery can be a barrier to participation in pathway courses 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>CTE Enrollment</p> <ul style="list-style-type: none"> • Some CTE offerings (fire science, construction) currently appealing more to boys than girls; increased offerings and recruitment strategies working to change this <p>Linked Learning Enrollment</p> <ul style="list-style-type: none"> • Continued counselor and staff awareness of flexibility of pathway participation (e.g., student needing SDC core classes may take pathway elective).
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Step 2: 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.

<p>1 SSC:</p> <ul style="list-style-type: none"> • Use of after-school and Saturday Academy experiences to promote CTE and Linked Learning • Build more actual linking of curriculum across all pathway classes • More hands-on opportunities 	<p>2 ELAC:</p> <ul style="list-style-type: none"> • Practical skills--resume, interview, life skills • BIA support in extended learning (after-school program, Saturdays) 	<p>3 Staff:</p> <ul style="list-style-type: none"> • Continue campus visits, job shadowing, dual enrollment, internships, guest speakers, career fair. • Pair English electives with Pathways • Need support for working with interdisciplinary connections in pathways when ACs and curriculum call for course consistency • Opportunities for industry certifications not dependent on college enrollment; direct lines to post-secondary job training programs
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Action 1

Title: Linked Learning/CTE

Action Details:

Linked Learning and CTE: Hoover will continue to build engaging and worthwhile experiences in the Media Design and Production, Eco-technology, and Public Service Pathways. Hoover will use 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 and job shadows.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Grades, behavior, and attendance data in ATLAS monitored by teachers in pathways and shared with counselors and CTE coordinator.

Owner(s):

Teachers/CTE coordinator/MP over pathway

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Lessons in pathways will be observed using the IPG tool and an established rubric.

Owner(s):

CTE Coordinator/VP/Head
Counselor/Principal/pathway teachers

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Progress toward A-G completion within Pathways and student completion of pathway sequences will be monitored.

Owner(s):

CTE Coordinator/Head Counselor/MPs over pathways

Timeline:

August/Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

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

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

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

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

- work permits
- work-based learning experiences
- industry guest experiences
- resume workshops
- paid and unpaid internships
- career interest inventories
- volunteer and service learning information and opportunities

Specify enhanced services for EL students:

PLUS and Academic Coach support for English Learners (see Actions 1 and 2) include core classes within Linked Learning Pathways.

CTE and Pathway electives are available to EL students at early levels of proficiency even if students are not able to participate in the full pathway of courses.

- college and career-readiness grade level presentations
- ASVAB testing
- college application support
- FAFSA/Dream Act support
- Fresno Adult School presentations and support
- personal statement workshops
- SAT/ACT registration
- scholarship information and support
- career fairs
- college and industry visits
- College Night
- Career-Technical Education Night
- Technical program visits
- Khan Academy

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

Explain the actions for Parent Involvement (required by Title I):

Parents will be invited and encouraged to participate in pathway presentations to see demonstrations of learning.

Home School Liaison will work with families of students who have historically been under-involved in Goal 3 (e.g., EL) to engage parents in understanding the role of Goal 3 in students' academic success.

Describe Professional Learning related to this action:

Teachers in Pathways will be provided with professional development in Linked Learning systems and Project-Based Learning as an instructional model.

The Pathway Coordinator will support teachers in implementation of project-based learning by providing ongoing professional development, support for planning time, and feedback.

Teachers in Pathways will be provided with cross-curricular planning time to support interdisciplinary tasks, projects, and common instructional practices.

Teachers in CTE and Pathways will be provided with opportunities to shadow and collaborate with industry professionals.

New teachers in pathways will be provided with an on-boarding series of workshops in the summer.

Provide release time and opportunities for teachers to observe one another's classes, both within the pathways and outside the pathway—to identify opportunities for common instructional practices and ensure the rigor of courses within pathways is comparable to non-pathway courses.

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
ADA Attendance	93.749	94.764
Chronic Absenteeism	16.314	14.314
Suspensions Per 100	14.439	13.439
Student Survey - Caring adult	54.701	61.701

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

- Progress made due to intentional intervention systems.
- Continue to monitor and provide incentives to message the importance of regular attendance.

Suspensions Per 100

- More consistent PBIS systems and regular Culture-Climate Team work.
- Early development of Tier 2 group supports needs to continue

ADA Attendance

- Saturday Academy allows for recovery of ADA and provides opportunities for students to connect to school, supporting attendance regularly.
- Increased efforts with an intentional intervention system.

Student Survey - Caring adult

- Continue to develop toolkits of instructional practices that are less teacher direct instruction but allow for more teacher-student and student-student interaction.
- Review survey data and establish goals to be intentional about relationship-building.
- Need opportunities for student voice and feedback in school-wide decision making.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

- Students receiving Special Education services sometimes have health concerns and multiple appointments that make them miss school.
- Homeless/foster: insecurity in placement, transiency

Suspensions Per 100

- More consistent school-wide PBIS has decreased disproportionality
- Continued need to use data in real time to respond

ADA Attendance

- Students receiving Special Education services sometimes have health concerns and multiple appointments that make them miss school.
- Homeless/foster: insecurity in placement, transiency

Student Survey - Caring adult

- Continue to develop toolkits of instructional practices that are less teacher direct instruction but allow for more teacher-student and student-student interaction.
- Continue to provide opportunities (Saturday Academy, after school program, coaching, clubs) for adults to interact with students in a variety of settings.

Step 2: 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.

1 SSC:

- Support for students who don't have a "Plan B" for attendance (e.g., bus tokens)
- Continue to message the importance of attendance, provide incentives
- More student voice opportunities needed, especially on Culture-Climate issues.
- More chance to make up work (get back on track)

2 ELAC:

- Need for more ongoing input from parents.
- Tutorial

3 Staff:

- Pathways: engagement
- More incorporation of technology
- Increase/continue efforts to decrease level 1 and 2 misbehaviors
- Need for intervention for 9th graders, other groups--Tier 2 groups
- Continue work to ensure that SPED students have an accepting climate at Hoover
- Greater learning around social-emotional teaching practices
- Ask students what their needs are
- Analyze data: BNF data, suspension data

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Attendance intervention in the form of additional personnel (RCA coordinated with community school liaison and school readiness facilitator) resulted in dramatically increased attendance intervention. ADA has increased.
- The work of the Culture/Climate Team and resources (including release time, supplemental contracts) has resulted in fewer misbehavior and suspension incidents.

Action 1

Title: Attendance

Action Details:

ATTENDANCE: By the end of 2018-19, Hoover will increase ADA and decrease chronic absences (see targets) by supporting the attendance of students by providing a comprehensive, tiered program of attendance monitoring and intervention. Hoover will regularly monitor and 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 in every classroom to support regular attendance and ensure students are quickly caught up and re-integrated into the learning following an absence.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

For overall monitoring of Chronic Absence rate and ADA:

- The Chronic Absence rate reviewed weekly by VP over Attendance and shared with Attendance Intervention Team, Admin Team, and Culture and Climate Team.
- ADA is reviewed monthly by VP over Attendance and shared with Attendance Intervention Team, Admin Team, and Culture and Climate Team.

Owner(s):

Vice Principal over Attendance

Timeline:

Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target

To monitor the process that supports overall goals of decreasing Chronic Absence rate and increasing ADA:

- Data of chronically absent with documented evidence of an appropriate attendance intervention monitored a minimum of 1X/week by VP over Attendance and shared with Attendance Intervention Team (goal is 100% of students will have a documented intervention). VP will also run ATLAS reports (Truancy Student Summary Report, Attendance Rates (ADA) Report and Students with Chronic Truancy Report) to share with team.
 - Detailed Interventions:
 - One School Readiness Facilitator and Community School Liaison will work with Tier 3 attendance issues (below 90%) ADA. Will do calls home and home visits daily.
 - The other 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 Tier 1 attendance issues, speaking with parents and students daily, helping facilitate A1 meetings, and making changes in attendance as needed.

Owner(s):

Vice Principal over attendance and Tiered Attendance Intervention Team.

Timeline:

Daily

Details: Explain the data which will specifically monitor progress toward each indicator target

Site records (attendance call logs, home visit logs, sign-ins from A1 parent meetings) monitored weekly by VP over Attendance to ensure intervention strategies being implemented.

Owner(s):

Vice Principal over Attendance

Timeline:

Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target

Edu-Text usage statistics and School Messenger logs monitored monthly by VP over Attendance to ensure communication to families about attendance is occurring.

Owner(s):

Vice principal over Attendance

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Agendas and records from Parent workshops and A1 meetings show implementation of planned attendance education/intervention sessions with parents.

Owner(s):

Community School Liaison

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Agendas from Professional Learning sessions and Admin meetings show implementation of planned PL.

Owner(s):

Principal

Timeline:

Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- 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.
- Provide Resource Counseling Assistant (RCA) and resources/supports to follow up on Tier 2 attendance intervention through home visits, coordination with counselors, and case load 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 92% 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 with off-campus lunch privileges near the end of year.
- 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)
 - Materials and supplies (graphics, "Why Try" curriculum for students with chronic tardies)
- Provide substance abuse counseling through Eminence, which provides daily support groups to have a direct effect on attendance.
- Provide transportation (bus tokens) for students in unstable situations who need assistance with transportation.
- Quarterly onsite Attendance Meetings for students below 90% ADA to: 1) collect student input for causes of truancy, 2) review attendance expectations, and 3) to set goals with students. VP, attendance clerks, and member of SARB team will help run the meetings.
- Students will be able to attend Saturday Academy, 4 hour enrichment sessions that allow the school to reclaim ADA and the student to reconnect to school.

Explain the actions for Parent Involvement (required by Title I):

- Home School Liaison will coordinate parent workshops and focus groups to address particular problems of attendance.
- Parents will be provided with information, encouragement, and support to register for Edutext to monitor daily attendance during their visits to the site and during daily home visits conducted by the Home School Liaisons and School Readiness Facilitators.
- Parents will continue to receive automated phone notification when their student is absent.
- Parents will receive truancy notifications and participate in A1 Parent Meetings to support daily attendance.
- School Readiness Facilitators will run daily logs of absences, make personal phone calls to parents to inquire about the reason for absences, and coordinate with home school liaisons and other support staff to provide interventions for students.

Specify enhanced services for EL students:

- Home School Liaison and School Readiness Facilitators will coordinate and run small group sessions to educate EL parents about attendance monitoring and intervention.
- Bus tokens provided for students experiencing transportation challenges or other hardships.

Describe Professional Learning related to this action:

- Administration will engage in a Cycle of Inquiry about best practices for attendance intervention within the team and with colleagues across the region.
- All staff will understand the importance of accurate and timely attendance recording; and will develop and communicate an all-site common message about attendance.
- All staff will engage in a continuous inquiry and professional learning to increase engagement in lessons and build relationships with students, decreasing the likelihood that students will avoid coming to class.
- All staff will plan for Tier 1 classroom systems that support regular attendance, including systems for quickly catching students up following an absence. (Part of classroom CHAMPS plan in MTSS system).
- Administrative team and relevant staff will engage in a book study of Safe and Civil Schools' attendance intervention resources in order to develop systems of attendance intervention.

- Attendance staff will receive regular training and feedback from district support staff about effective attendance procedures.
- Staff will review Board Policies related to attendance and grading and ensure policies for grades and make-up work are consistent with Board Policy.

Action 2

Title: PBIS and Intentional Climate-Building

Action Details:

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

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

For overall monitoring of Suspension Rates:

Owner(s):

Principal

Timeline:

Quarterly

- The suspension rate and the rate of unique students suspended reviewed quarterly by Administrative team.

Details: Explain the data which will specifically monitor progress toward each indicator target

To monitor implementation of strategies to reduce misbehavior:

Owner(s):

Principal, VP over Safety, & VP over Culture/Climate

Timeline:

Bi-Weekly

- The rate of misbehaviors/suspensions using the A code, the number of incidents originating in the classroom, and the rate of students with 2 or more suspensions monitored bi-weekly and discussed with Admin Team.

Details: Explain the data which will specifically monitor progress toward each indicator target

Student Portfolio Behavior logs exported bi-weekly and analyzed for patterns (e.g., where misbehavior originates, consistency of admin responses, students with repeat behaviors).

Owner(s):

Principal

Timeline:

Bi-weekly

Details: Explain the data which will specifically monitor progress toward each indicator target

Behavior Notification Forms and Referrals logged daily and reviewed by Discipline Secretary every 48 hours to ensure completion of communication feedback loop between teachers, vice principals, and re-engagement center staff.

Owner(s):

Discipline Secretary

Timeline:

Daily, shared with admin team bi-weekly.

Details: Explain the data which will specifically monitor progress toward each indicator target

Agendas from Professional Learning sessions and Admin meetings show implementation of planned PL.

Owner(s):

Principal

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Lesson plans and artifacts from Class Meetings, school-wide assemblies, and common lessons show evidence of instruction in SEL social-awareness skills and a balance of positive-behavior building/reinforcement with communication of rules and structures.

Owner(s):

Vice Principal over Culture/Climate

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Site records including agendas and records from Parent Workshops, VP and counselor conference logs, and Home School liaison logs of home visits show intervention and outreach sessions with parents.

Owner(s):

Community School Liaison

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Agendas and products from Culture and Climate Team meetings and activities demonstrate engagement in the Safe and Civil Foundations process of continuous improvement and development of school-wide practices.

Owner(s):

School Climate Psychologist

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Students with 3 or more BNFs and/or referrals to the office and 2 or more suspensions with Ed code violation of A1 or A2 as primary reason, will be referred to the Tier 2 system for intake process. The student completes a 6 week program and then is monitored to ensure there are no further A1 or A2 suspensions.

Owner(s):

VP over Tier 2, Culture and Climate psychologist, REC teacher, School Social Worker

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Classroom observations using the Instructional Practice Guide show evidence of creating a culture of learning and ownership.

Owner(s):

Administrative Team

Timeline:

Weekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Specify enhanced services for EL students:

Ensure that Class Meetings and school-wide instruction in systems provide opportunities for EL students to

- Mini-lessons taught by all teachers at the beginning of each semester will include lessons on Guidelines for Success, consequences for misbehaviors, school-wide and common area expectations, and resources for help.
- 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 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 complete missing school work.
- Structure school day/calendar and provide resources for Class Meetings to build relationships, reinforce expectations, teach Social/Emotional skills explicitly, and problem solve.
- Develop a calendar to coordinate and connect Class Meetings and initiatives such as iPledge, Cyber Safety, Human Element, and Breaking Down the Walls to provide a comprehensive year-long curriculum in building and reinforcing Social Emotional skills.
- Provide substance abuse counseling and related services to identified students through Eminence. Daily support groups/lessons will have a direct effect on behaviors leading to suspension.
- 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.
- Tier 2 program-regulators- 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.
- 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.
- Create and support a Peer Mediator program.
- 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.

verbally process, ask questions, and understand the content.

Explain the actions for Parent Involvement (required by Title I):

- A home school liaison will communicate with families regarding behavior; refer to local agencies or school services as appropriate; and coordinate family educational opportunities and promote family and community involvement in school activities.
- Parents of students who have been suspended will meet with school officials to discuss behaviors and develop a behavior contract and the possibility of attending classes with their student.
- Parents of students who have been suspended more than once will be required to have a meeting, with a home visit conducted if necessary.
- Regular messaging to families will include Guidelines for Success and awareness of resources as well as consequences for misbehavior.
- Parents of students whose behavior appears to be connected to substance abuse will receive information about Eminence, an on-site counseling service.

Describe Professional Learning related to this action:

- An active Culture and Climate Team, comprised of teachers, classified staff, administrators, counselors, and students will meet monthly to function as a leadership team for climate—reviewing data, recommending plans, and presenting to staff.
- Members of the Culture and Climate team will engage in off-site professional learning at the Safe and Civil Schools National Conference with the focus on systems to support SEL and greater connectedness to school.
- Culture and Climate Team and site administrative team will use data to identify trends and adapt strategies to address behaviors.
- The Culture and Climate team will align with feeder schools in order to develop a strategic and cohesive plan to support Tier 1 school-wide systems that support positive behavior.

- Parents of students whose behavior appears to be connected to emotional issues will receive information about counseling and support services.
- Provide continued support for staff to engage in off-site professional learning opportunities on culture/climate topics (e.g., restorative practices, conflict mediation, trauma-sensitive practices).
- All staff will engage in professional learning about Tier 1 classroom systems that support positive behavior, make agreements about consistent messaging across campus, and build relationships with and among students.
- Re-Engagement staff and administrative team will review and implement conflict mediation training.
- Administrative team will focus bi-weekly meetings on analysis of behavior data, with an emphasis on building consistency in response across the team, noticing patterns, and identifying and implementing intervention and support strategies.
- Professional learning to support CCSS implementation will emphasize strategies for engagement, dialogue, and choice—the "ownership" tenet of the Fresno Unified Instructional Practice Guide; which in turn supports the development of relationships and the teaching of social emotional skills.
- An additional part-time Climate Psychologist for the Hoover Region will assist staff in understanding root causes of behavior and implementing effective Tier 1 classroom supports.
- Professional learning for teachers to integrate SEL strategies in regular classroom instruction: growth mindset, self-awareness, self-management, self-efficacy and social awareness through a variety of strategies.
- Involve all staff in examination of data and goal-setting (SMART goals) for culture and climate indicators: sense of belonging, misbehaviors, attendance.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness Spanish	1.0000		58,522.00
G4A1	Sup & Conc	Instructional Supervision & Admir	CI&Tech-Sup			A1 Conferences (CI and Tech Support)	1,427.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.5500		30,678.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for Home Visits	600.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.4500		25,100.00
G4A2	Sup & Conc	Instruction	Travel			: Culture/Climate Conferences, etc.	8,000.00

\$124,327.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0235 Hoover High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	876.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	1.0000		62,855.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000	Open Position	113,076.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs: Planning	6,325.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs: Common PL . Also Supports G:1 A: 2, 3, 4 and G4.	45,684.00
G1A1	Sup & Conc	Instruction	Bks & Ref			PL Books for Library	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies. Also Supports G2 and G3	90,102.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology: Also supports G: 1 A: 2 and 3, G2 and G3.	26,451.00
G1A1	Sup & Conc	Instruction	Travel			PL Conferences. Also supports G:1 A: 2,3, and 4	52,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Office Equipment Lease. Also Supports G:1 A: 3 and 4	12,000.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows	14,377.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies. **NO FOOD, NO INCENTIVES**	9,346.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts. Also supports G:1 A: 1, 2, and 4	11,971.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Maintenance	2,500.00
G1A4	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Arabic	0.4375		11,760.00
G1A4	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Arabic	0.4375		11,760.00
G1A4	Sup & Conc	Instruction	Teacher-Subs			Subs: Testing	1,874.00
G1A4	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		14,068.00
G1A4	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,390.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies. Also supports G2 and G3.	5,214.00
G1A4	LCFF: EL	Instruction	Nc-Equipment			Technology (Tablets)	5,355.00
G1A4	LCFF: EL	Instruction	Direct-Other			ELPAC Testers	2,500.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness Spanish	1.0000		58,522.00
G4A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Sup			A1 Conferences (CI and Tech Support)	1,427.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.5500		30,678.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for Home Visits	600.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.4500		25,100.00
G4A2	Sup & Conc	Instruction	Travel			: Culture/Climate Conferences, etc.	8,000.00

\$636,811.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$155,119.00
Sup & Conc	7090	\$418,065.00
LCFF: EL	7091	\$63,627.00
Grand Total		\$636,811.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$512,484.00
G4 - All students will stay in school on target to graduate	\$124,327.00
Grand Total	\$636,811.00