

**Hoover High**

10621661032911

Principal's Name: Rebecca Wheeler

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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**


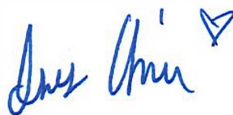
The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures 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**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Rebecca Wheeler</b>	X				
2. <b>Chairperson - Isis Johnson</b>					X
3. <b>Santiago Batista</b>					X
4. <b>Maynor Quiroa</b>					X
5. <b>Michelle Villanueva</b>				X	
6. <b>Crystal Rodriguez</b>		X			
7. <b>Ben Akioyame</b>		X			
8. <b>Virginia Campos</b>				X	
9. <b>Khethmany Tibbetts</b>		X			
10. <b>Paula Flores</b>				X	
11. <b>AJ Pipkin</b>		X			
12. <b>Tonya McGill</b>			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		3/21/2019
SSC Chairperson	Isis Johnson		3/21/19

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Hoover - 0235

**ON-SITE ALLOCATION**

3010	Title I	\$179,644 *
7090	LCFF Supplemental & Concentration	\$437,380
7091	LCFF for English Learners	\$68,580
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$685,604</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$59,794
Remaining Title I funds are at the discretion of the School Site Council	\$119,850
Total Title I Allocation	\$179,644

## Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
  - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.
  
- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
  
- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.
  
- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

## Hoover High 2019-2020 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	48.011 %	46.974 %	2017-2018	53.974 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	27.056 %	9.565 %	2017-2018	16.565 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-146.7 pts	2017-2018	-131.7 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-227.1 pts	2017-2018	-212.1 pts

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

During Accountable Community meetings, teachers analyzed common formative assessments in all core subjects to support literacy development and reviewing data to decide on reteaching needs and differentiation based on these assessment results.

SBAC, PSAT, data as well as interim data was used by the ACs to decipher patterns and develop strategies that would support all students, a very effective strategy when the ACs used this as evidenced in Interim results.

In ELA, students are demonstrating growth and promising performances based on common formative assessments and district interim as compared to the previous year; as they progress towards meets and exceeds standards on these assessments.

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. Many teachers attended conferences and off-site learning opportunities.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

- ELA needs and priorities in available time for collaboration made it a challenge for them to learn and use the SBAC interims that math was using.
- Challenges in implementing the co-teaching model:
  - not all co-teaching pairs shared a common prep. Some teachers have more than one co-teacher with whom to collaborate.
  - Insufficient staffing to cover all grade levels needing support caused no co-teaching in ERWC and only one section of English III.
  - Insufficient professional learning, feedback, and support given to co-teaching pairs.
- Teachers of self-contained classes faced challenges in adapting adopted curriculum materials to needs of students. Need additional time and support and examples.
- Lack of Tier 3 academic interventions, specifically support for students reading significantly below grade level.

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

- Challenges in implementing the co-teaching model:



All staff participated in 6 full days of professional learning about instructional practices (SEL in instruction) and developed a common language to talk about instruction. Teachers made presentations about how they use the SEL PL in their classes to connect through the 10 teaching practices.

The effectiveness of supporting their EL caseload in the integrated ELA classroom was not monitored to its fullest extent.

- 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 was not monitored but was supported through release time for planning and support of PLUS teachers.
- Monitor the attendance and the D's/F's of their EL case load: while it is an effective strategy this was not implemented completely.
- Offer the opportunity for intervention/enrichment to their EL case load by encouraging them to attend Hoover's after school Program.
- The Community School Liaison did contact parents and set up parent conferences though this was more as-needed rather than a system.

Staff will use the Fresno Unified Instructional Practice Guide to provide common language and vision about instructional goals, and will be provided feedback weekly: this was used to provide feedback to teachers about literacy standards.

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

Math ACs used interim and SBAC & PSAT data to align their common formative assessments to meet the needs of their students, and this appears to have had a positive impact on interim and formative assessments.

Math teachers used the scope and sequence to ensure all units taught were in alignment with the student's needs.

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. ACs did use release time to engage in instructional planning and monitor student progress and has a goal for next year to observe other classrooms.

Staff will use the Fresno Unified Instructional Practice Guide to provide common language and vision about instructional goals, and will be provided feedback weekly was used effectively to provide consistent feedback to teachers about standards.

Three math teachers attended the National Council of Teachers of Mathematics (NCTM) conference in the spring of 2019. 4 math teachers and the VP liaison for math attended the PLC Institute focused on developing professional learning communities.

#### **SBAC ELA Distance from Level 3 (Students w/Disabilities)**

Co-teaching was structured so that most co-teaching teams had a common prep and one teacher with whom to collaborate, though there were some challenges in the master schedule that prevented this fully in ELA

Teachers of the self-contained ELA classes in Special Education were provided with grade level materials

- Insufficient professional learning, feedback, and support given to co-teaching pairs.
- Students with co-teaching written into IEPs could not be included in immediate credit recovery (PLUS teacher with Edgenuity) since that would have pulled them out of co-teaching.
- Teachers of self-contained classes faced challenges in adapting adopted curriculum materials to needs of students. Need additional time and support and examples.
- Lack of Tier 3 academic interventions, specifically support for students significantly below grade level.

#### **SBAC ELA Distance from Level 3 (Students w/Disabilities)**

- Challenges in implementing the co-teaching model:
  - not all co-teaching pairs shared a common prep. Some teachers have more than one co-teacher with whom to collaborate.
  - Insufficient staffing to cover all grade levels needing support caused no co-teaching in ERWC and only one section of English III.
  - Insufficient professional learning, feedback, and support given to co-teaching pairs.
- Teachers of self-contained classes faced challenges in adapting adopted curriculum materials to needs of students. Need additional time and support and examples.
- Lack of Tier 3 academic interventions, specifically support for students reading significantly below grade level.

#### **SBAC Math Distance from Level 3 (Students w/Disabilities)**

- Challenges in implementing the co-teaching model:
  - Insufficient professional learning, feedback, and support given to co-teaching pairs.
- Teachers of self-contained classes faced challenges in adapting adopted curriculum materials to needs of students. Need additional time and support and examples.
- Lack of Tier 3 academic interventions, specifically support for students reading significantly below grade level.

and some support for adapting and scaffolding.

**SBAC Math Distance from Level 3 (Students w/Disabilities)**

Co-teaching was structured so that all co-teaching teams in math had a common prep and one teacher with whom to collaborate.

A Geometry SDC course was new.

**Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.**

Differences between intended and actual implementation of actions and budget expenditures were minor. We carried out our major plans for school-wide professional learning, provided supplemental resources and technology to support instruction, and did not shift budget priorities within the school year.

We did learn about and begin to implement use of the SBAC Interim platform, especially in math. This did not shift use of funds but did change the focus of some of the math department's use of professional learning time as they planned to implement this resource.

We shifted the use of one PLUS teacher mid-year. The math PLUS teacher had been pushing in to Algebra I classes to provide instructional support. After many students failed Algebra I, the Algebra I team identified students who could start over in Algebra IA during the 2nd semester rather than continuing on. The PLUS teacher taught this immediate credit recovery option during the 2nd semester using the Edgenuity platform so students could work at their own pace with support; and some students will finish both semesters of Algebra this school year and be back on track, while others will continue and finish in summer school to be back on track.

**Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.**

Changes:

- ELD support was previously a separate Action item (Action 3 under Goal 1). In order to avoid redundancy and provide focus, actions related to support for English Learners have been moved into Goals 1 and 2 (ELA and Math), as support for English Learners within these academic goals.
- Students with Disabilities have previously been a student group identified for additional supports, though they have not been identified with specific data targets. New targets, however, specifically identify this student group as a focus area, which will provide additional monitoring and attention.
- Hoover will participate in a pivot team with other schools with similar needs as a Professional Learning Community. The site team will work with the pivot team to complete a root cause analysis and determine areas of focus; and learn together using an inclusive, improvement science model. Additional resources in the form of human capital will be available in a menu of options once the pivot team has determined areas of need to support students with disabilities.
- Additional resources in the form of technical assistance, release time, and professional learning will be made available to co-teaching teams, Special Education teachers, and Special Education paraprofessionals. These changes are reflected in the Professional Learning section of each Action.
- The school-wide Professional Learning focus on using an understanding of SEL to plan instruction (in order to improve instruction) will remain the same. The structure, however, will change:
  - in 18-19, all staff participated in multiple pull-out days to learn about SEL and instructional strategies.
  - in 19-20, all staff will still participate in pull-out days. However, rather than large groups of staff in workshop settings, the structure will change so that smaller groups of teachers by PLC team will have a release day to work with the instructional coach on SEL in instruction. "Demo days" will include: 1) some review and discussion and artifact sharing; 2) classroom observations to see the SEL instructional strategies at work; 3) debrief and discussion; 4) time for application and planning.
  - The net cost is the same—as teachers will still have release days to focus on this learning. The structure of the learning will change, however, to reflect that staff is beyond initial exposure and needs time to practice and apply and learn from one another. This change in focus is described in the Professional Learning section of each Action step.
- The math team learned about and began using SBAC Interims. Based on these experiences, the math team will continue with their use and we will bring English into the mix in 19-20. This is described in Professional Learning in Actions 1 and 2.
- We plan to use our PLUS teacher in Algebra in similar responsive ways to what we implemented in 18-19 (push-in support then pulling students for immediate credit recovery with Edgenuity as needed).

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p> <ul style="list-style-type: none"> <li>• Tutorials</li> <li>• Technology</li> <li>• Student incentives</li> <li>• More celebration of academic success</li> <li>• Many students don't have history of college-going in their families so need continued messaging and support.</li> <li>• Make classes more engaging and relevant.</li> <li>• Involve students in goal-setting and monitoring their own progress.</li> </ul>	<p><b>2</b> ELAC:</p> <ul style="list-style-type: none"> <li>• Tutorial support</li> <li>• BIAs</li> <li>• Parent workshops</li> <li>• parents wondered about strategies for them to support students with literacy</li> <li>• Continue PL for teachers in SEL</li> </ul>	<p><b>3</b> Staff:</p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Professional learning opportunities, especially conferences and workshops opportunities for differentiated professional learning</li> <li>• Tutorial improvements</li> <li>• More support staff (BIAs, paraprofessionals)</li> <li>• Cross-curricular instruction</li> <li>• Explicit teaching of college-ready skills/habits</li> <li>• Project based learning</li> <li>• Support for data analysis</li> <li>• More analysis of SBAC questions; incorporate into regular assessment practices</li> <li>• Message the importance and value of pushing to take more challenging courses</li> <li>• Continue to develop pathways and ensure rigor</li> </ul>
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**Action 1**

**Title:** CCSS: ELA/Literacy

Action Details:

LITERACY: By the end of 2019-20, improve performance for all students in CCSS as measured by SBAC. As part of a Multi-tiered System of Supports (MTSS) and in service of an inclusive school community, 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, co-teaching, English Learner supports, and strategic class size reduction in targeted areas; and Tier 3 includes mentoring, tutorial, and technology resources.

**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 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 and shared instructional framework 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

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

Accountable Communities will backwards map and align CFAs with in the first weeks of school. Adjusting pacing calendar will be done through weekly AC time.

**Owner(s):**

VP over ELA and Lead teacher

**Timeline:**

Monthly

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

PLUS teacher will monitor 9th grade English Learners grades and attendance, with support of Home School Liaison and other staff.

**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**

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

**Owner(s):**

VP Over ELL, Plus teachers

**Timeline:**

Monthly

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

- 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, 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.
- Create a celebration wall and activity to recognize students who have achieved the milestone of redesignation or achieved the Seal of Biliteracy.
- Provide EL-specific tutorials focused on writing.
- 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.
- Establish a team to research and build Tier 2 and 3 academic support systems; and provide resources for those Tier 2 and 3 academic supports (e.g., reading support).

#### Specify enhanced services for EL students:

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

Provide Nearpod to support technological and visual support for ELL

PLUS teachers will receive a CASELOAD of 9<sup>th</sup> grade EL students, for a total of 49 EL students. Academic Coach will work with SDAIE teachers 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:

#### Specify enhanced services for low-performing student groups:

Implement the Fresno Unified model for students receiving Special Education services, including expansion of Co-Teaching support to additional grade levels

Special Education staff will fully participate as members of content-based Accountable Communities

Teachers and leaders will receive professional learning focused on the needs of students with disabilities.

Cross Functional (CF) Pivot Team, which includes appropriate department designees that support students with disabilities, work in tandem with site team and schools with similar focus as a Professional Learning Community (PLC).

- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

Based on findings of CF Pivot Team, coordinate with district departments and resources to provide aligned support.

Provide professional learning support and release time for Special Education and General Education co-teachers to learn cross-cutting instructional strategies focused on literacy development.

- 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

#### 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 and course requirements followed by classroom observations and closing debrief.
- 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).
- Provide translation support for parent meetings, conferences, and phone calls.
- Host celebration events for parents to recognize when their child achieves the milestone of redesignation.

#### Describe Professional Learning related to this action:

- Provide three substitute days for all staff for staff-wide professional learning, continuing focus on SEL in Instruction to improve instructional practice. Days will be facilitated by instructional coach and include continued learning and discussion, classroom observation and debrief, and application to lesson planning.
- 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.
- 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.
- Teachers will be provided opportunity to learn and use SBAC Interim Assessments to better understand requirements of these assessments.
- 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.
- Teachers and leaders will receive professional learning focused on the needs of students with disabilities.

- 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.
- 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.
- Provide resources (supplemental contracts) for teachers to serve as mentor partners to teachers who are new to Hoover, to provide ongoing support and coaching in implementation of site professional learning (SEL in instruction).

## Action 2

**Title:** CCSS: Math

### Action Details:

MATHEMATICS: By the end of 2019-20, improve performance for all students in CCSS as measured by SBAC. As part of a Multi-Tiered System of Supports (MTSS) and in service of an inclusive school community, 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 1 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 and common instructional framework 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 CFA's to monitor student progress and plan instruction.

**Owner(s):**

Lead Teachers

**Timeline:**

Monthly

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

SBAC Interims will be administered regularly to ensure students have exposure to Smarter Balance format, questions and demands. Test data will be analyzed by teachers to guide instruction and monitor student progress.

**Owner(s):**

Teachers

**Timeline:**

Quarterly

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

- 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, PLUS teacher working with students in immediate credit recovery during the 2nd semester).
- Provide additional materials and supplies to support the instructional program (e.g., graphing calculators).
- Master schedule developed strategically to maximize opportunities for students in Algebra I to receive responsive acceleration or intervention based on formative assessment information. (Includes additional staffing to allow for strategic class size reduction, 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, SBAC Interims, FUSD 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 STEM 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.

#### Specify enhanced services for EL students:

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- Implement the Fresno Unified master plan for English Learners
  - 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.
  - Technology

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

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- 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.

#### Specify enhanced services for low-performing student groups:

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- Provide opportunities for credit recovery for students with disabilities in mathematics course work.
- Ensure counselors, vice principals, and case managers have knowledge of Special Education Mathematic course work and opportunities/access for students with disabilities.
- Implement the Fresno Unified model for students receiving Special Education services, including expansion of Co-Teaching support to Geometry.

Special Education staff will fully participate as members of content-based Accountable Communities

Teachers and leaders will receive professional learning focused on the needs of students with disabilities.

Cross Functional (CF) Pivot Team, which includes appropriate department designees that support students with disabilities, work in tandem with site team and schools with similar focus as a Professional Learning Community (PLC).

- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

Based on findings of CF Pivot Team, coordinate with district departments and resources to provide aligned support.

#### Describe Professional Learning related to this action:

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- Provide three substitute days for all staff for staff-wide professional learning, continuing focus on SEL in Instruction to improve instructional practice. Days will be facilitated by instructional coach and include continued learning and discussion, classroom observation and debrief, and application to lesson planning.
- 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 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 and Geometry 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, SBAC Interims and FUSD 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.

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	87.381 %	79.454 %	2017-2018	86.454 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Goal 2 Participation Rate**

Improved tracking of student participation in Goal 2

- Data from students not engaged was not effectively/systematically reviewed to improve inclusion of all students.
- Increased number of Goal 2 opportunities (including after-school program)
- Training opportunities for staff such as CADA conference were offered but not many additional staff participated in these trainings.
- 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)
- Began an examination of practices that serve as barriers to engagement: who's engaged, who's not, and why?

PRIDE program and tutorials supported students in staying eligible throughout the 1st semester.

- Tutorials and grade checks by coaches proved effective throughout the fall semester; having all teams over a 3.0 GPA through the fall semester.

Promising evidence from the new student entrance process in incorporating clubs and activities has been implemented.

- Supporting foster youth and various student groups (students with disabilities, African-American, socially and economically disadvantaged, and EL) helping students feel more connected to the school
- Hoover participated in new opportunities for Goal 2 involvement, including FuEL and developing plans for United Sound.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Goal 2 Participation Rate**

- Tracking needs to distinguish between different levels of engagement in order to better understand dis-proportionality in engagement. Infrequent examination of the data meant that decisions were not being made to identify opportunities for increased participation.
- Homeless/Foster Youth and students with disabilities face transportation challenges for goal 2 participation.
- English Learners and Students with Disabilities have lower rates of participation. English Learners and their families sometimes are not aware of the benefits of Goal 2 participation.

Class meetings and leadership provided opportunities to solicit student voice in school-wide decisions; however, we did not develop any new or expanded opportunities to solicit more student voice in different ways (such as a House of Representatives).

We implemented most activities planned to increase regional connections and transition to Hoover, including:

- 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.
- move up and collaboration with feeder school
- An 8th grade parent night in the spring including an emphasis on Goal 2.
- 9th grade parent meetings at the beginning of the year including an emphasis on Goal 2.
- Home School Liaison works 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.

These regional efforts appear to be resulting in increased retention of students in the Hoover region, as our incoming freshman class for 2019-20 is significantly larger than in prior years.

Parent involvement in Hoover activities has increased but needs further development

- Coffee hours, parent classes, and other activities have been found to be valuable to a small core group of parents but have not encouraged a large and representative group of parents.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Differences between intended and actual implementation of actions and budget expenditures were minor. We carried out our major plans for providing a variety of engaging activities for all students, provided supplemental resources, and did not shift budget priorities within the school year.

We had intended to better monitor Goal 2 involvement throughout the year. This will become a priority for 19-20.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Changes:

- Though this was included in the prior SPSA, we plan to increase efforts for monitoring and data tracking in Engagements.

- We will ensure an Engagements Team regularly reviews Engagement data, asks questions about who's engaged, who's not, and why, and makes recommendations to remove barriers to engagements.
- We are continuing to broaden opportunities for engagement, especially for targeted groups: e.g., a new club for foster youth, United Sound for students with disabilities, continued development of FuEL options, expansion of Mock Trial.
- If staffing is available, provide release time for a teacher to assist the Campus Culture Director.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- 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

**2** ELAC:

- are there resources for cheer or other sports due to costs which might keep students from being engaged?
- Cultural awareness for students
- University visits

**3** Staff:

- 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

## Action 1

**Title:** Student Engagement

### Action Details:

STUDENT ENGAGEMENT: By the end of 2019-20, Hoover will increase Goal 2 participation 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
  - Weekly lunchtime activities 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.
  - Students 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.
- Provide additional stipends and/or release time, as available, to enable additional staff to support Campus Culture Director and provide services to students.
- Support student attendance at and participation in cultural conferences.
- Involve students in video programs (e.g., video pathway, digital photography) in promoting campus culture events to build interest. Increase strategies for promoting and advertising campus events.
- Ensure a safe environment for all school functions related to Goal 2 (i.e. Dances, student vs staff events, and other events)

#### Specify enhanced services for EL students:

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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.

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

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

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- 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.

#### Specify enhanced services for low-performing student groups:

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An Engagement Leadership Team will meet quarterly for Cycles of Review to analyze data related to students with disabilities, coordinate programs, and create follow-up actions (Campus Culture Director, Link Crew Adviser, Goal 2 VP, Athletic Director, counselor, class sponsors).

- Monthly monitoring of Goal 2/Student Engagement data for the following student groups:
  - Students with disabilities
  - Foster youth
  - African-American
  - ELL

In addition to providing support and coordination for participation in Special Olympics and Unified Sports, build United Sound program to expand opportunities for Goal 2 participation for students with disabilities.

#### Describe Professional Learning related to this action:

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- 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

# 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

## G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Parent Participation	Communicatio			: Communications Also supports G4 A2	3,000.00

**\$3,000.00**



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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness		38.442 %	2017-2018	41.442 %
College/Career Readiness (Students w/Disabilities)		3.6 %	2017-2018	6.6 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**College/Career Readiness**

Related to Linked Learning CTE Pathways:

- Significant changes in staff meant that some plans for pathway-specific tutorials and interdisciplinary projects were difficult to implement.
- 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 was not explored to its fullest potential.
- Classroom walks of pathways yielded data taken by VPs, Pathway Coordinator, as well as Head Counselor; that students were not consistently engaging in a different experience than they might have in the non-pathway equivalent course.
- Some pathways have effectively offered project based learning opportunities, and all pathways have planned a spring "demonstration of learning" opportunity for students.
- Students did experience guest speakers and attend field trips often which demonstrated the effectiveness of experiences in the workplace through expansion of the pathways.
- Collaboration and Job shadowing of industry partners increased as evidenced by some pathways implementing effective presentations such as Too Much Hoover.

Presentations to various groups such as: Career-Technical Education nights, technical school program visits, 8th grade parent informational meetings were effective in communicating course offerings here at Hoover and demonstrated a positive impact on the growth of pathways.

The counseling team at Hoover has made multiple changes to the course selection process which has shown promising enrollment and retention of pathway courses.

Use of parent nights and student work groups on FAFSA has led to increased number of students completing the process.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**College/Career Readiness**

We did not have a system to monitor, track, or examine disproportionality of student groups represented in pathways or CTE. This data was, however, monitored for participation in AP.

Students who are behind in credits have fewer opportunities to engage in pathway, CTE, or other elective courses.

**College/Career Readiness (Students w/Disabilities)**

New Study Skills I and Study Skills II classes (replacing Developmental Skills) in the Autism Inclusion program, will better target skill-building for students to do better in academic courses.

We began an AP Ambassadors program. In its first year, we do not yet know effect on retention or pass rates, though student and teacher feedback has been positive (increased attendance at AP tutorials, for example).

The AP Coordinator monitored student grades weekly and developed a strong targeted tutorial program which increased retention in AP.

We piloted an AP Bootcamp program which provided professional learning to teachers, leadership opportunities for students, and instruction for new AP students about strategies for success in rigorous coursework.

**College/Career Readiness (Students w/Disabilities)**

Counselors increased opportunities within CTE and pathways for students with disabilities by not restricting pathway participation to students who can take all linked courses (e.g., if a student needed a self-contained English class, he/she could still take the pathway elective).

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**Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.**

Differences between intended and actual implementation of actions and budget expenditures were minor. We carried out our major plans for professional learning, provided supplemental resources and technology to support instruction, and did not shift budget priorities within the school year.

ILT, Campus Culture Team, department chairs, and finally All Staff received information/training about the California Dashboard indicator of College and Career readiness in order to build school-wide understanding of the importance of different program components (pathways, AP, SBAC, dual enrollment) in providing students multiple ways to demonstrate college and career readiness. Previous plans called for just working within these individual programs and action steps; but staff needed to see how the pieces fit together.

We took advantage of an opportunity to help our students on track for 4 year universities envision the possibility of a competitive university and prepare for admission by contracting with the Ivy League Project to provide a series of courses and a summer trip to Ivy League schools to selected students.

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**Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.**

Changes:

- Initial success of the Ivy League Project (as evidenced by student interest and commitment to the program) means that we will include this program for 2019-20.
- Fine-tuning of AP Ambassador program: new AP ambassadors will observe the US History tutorial process which is a model for AP tutorials.
- Provide time for pathway teachers to use new tools developed by district to aid in curriculum planning and plan interdisciplinary experiences.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

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

**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**

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/MP/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

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

Experiences outside of the classroom for students to explore the industry which they are aligned to in the pathways. Career/Industry experiences support students in soft skills needed in each pathway.

**Owner(s):**

CTE Coordinator/VP 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.

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

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

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

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

**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.

Counselors to identify EL students for various CTE pathways and provide them with information

**Specify enhanced services for low-performing student groups:**

Ensure access to pathway participation for students with disabilities (e.g., if a particular core course is needed per IEP, student may still take the elective course in the pathway).

Provide resources and support for students in Alternative Learning Pathways (ALPs) program to participate in work-based learning experiences.

Provide resources and support for students with disabilities to engage in post-secondary planning and transition planning.

**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, administrative team, and counselors 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.

**Action 2**

**Title:** AP and College Going Culture

**Action Details:**

COLLEGE GOING CULTURE AND ADVANCED PLACEMENT: By the end of 2019-20, Hoover will increase retention in AP. 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.

<b>Reasoning for using this action:</b>	<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

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

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

EL students will be provided with experiences to universities and other educational opportunities.

Owner(s):

VP over EL and EL team

Timeline:

Every semester

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

Support of students by counselors through various activities that promote growth towards A-G and College readiness.

Owner(s):

Head Counselor

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.
- AP Bootcamp to provide students with strategies for success in AP.
- Students will receive access to Khan Academy teaching and test preparation resources in SAT and AP. They will have SAT prep course options with teacher and tutor support, access to technology, and incentives for those who complete the preparation program.

Student Recognition system to support AP

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

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

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

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

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

All 10th graders will 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).

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

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

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

Promote academic success through Honor Roll program and Academic Awards.

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.

Credit Recovery opportunities for students with disabilities to support on track progress towards graduation.

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

#### Specify enhanced services for EL students:

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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)

VPs, Counselors, and AP Coordinator will monitor progress in AP and A-G courses, suggesting resources and tutorials as needed.

EL Support Team will share various options, and provide instructional support as necessary

Home school Liaison and BRCA (bilingual resource counseling assistance) to support parent education and translation during CTE events

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

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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.

Provide resources including postage for mailers, flyers, handbooks to facilitate school-home communication.

#### Specify enhanced services for low-performing student groups:

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Student success conferences for students that fail two or more classes in the first semester

- progress checks for the students and follow-up to support low performing students.

Provide resources for onsite credit recovery for students with disabilities.

Provide professional learning for paraprofessionals and paraeducators in support of campus-wide professional learning in SEL in instruction, strategies for de-escalating behavior, and providing support.

#### Describe Professional Learning related to this action:

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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.

Support for professional learning opportunities for counselors, including college visits, 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 other test-preparation resources 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).

Teachers with SDAIE classes will be provided with professional development specifically for teaching EL students

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

### G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			Ivy League Project : Program to support a College going culture as a support for Juniors and Seniors who qualify.	8,000.00

**\$8,000.00**



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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
ADA Attendance	94.764 %	94.075 %	2017-2018	95.075 %
Chronic Absenteeism	14.314 %	17.681 %	2017-2018	15.681 %
Suspensions Per 100	13.439 %	15.578 %	2017-2018	14.578 %
Student Survey - Caring adult	61.701 %	56.003 %	2017-2018	63.003 %
Graduation Rate		86.935 %	2017-2018	87.935 %
Graduation Rate (Students w/Disabilities)		60 %	2017-2018	75 %
Suspension Rate (Students w/Disabilities)		15.7 %	2017-2018	12.7 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

- Progress made due to intentional intervention systems.
- The collaboration of the Resource Counseling Assistant, Community School Liaison, and School Resource Facilitator has allowed for increased follow-up with families to determine reasons for absences and to provide home visits.

**Suspensions Per 100**

- Actions taken to reduce suspensions (PBIS systems, culture climate team) were implemented. Suspension rates similar to prior years.
- 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**

- School-wide professional learning in SEL in instruction emphasized the importance of student-

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**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**

- We are just building some Tier 2 interventions and processes. Tier 2 team has engaged in professional learning and established systems. Numbers of students needing Tier 2 or 3 support are greater than the Tier 2 system can support.

**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.

teacher relationships. Teachers developed tool-kits of instructional practices to intentionally plan for SEL development in instruction.

#### **Graduation Rate**

Graduation rate was maintained at 86.9% with 398 graduating, based on CA dashboard data

- We implemented credit recovery options on-site including hard-to-provide options of lab sciences.
- We offered immediate credit recovery for Algebra I through use of PLUS.

#### **Graduation Rate (Students w/Disabilities)**

- New SDC Geometry class provides a self-contained option for a graduation requirement.
- We were able to more fully staff co-teaching support classes.

#### **Suspension Rate (Students w/Disabilities)**

- Joint meetings of ILT and the Culture Climate Team examined data including suspension rates of students with disabilities.
- Vice Principals collaborated more closely with Regional Instructional Manager about behaviors and suspensions, resulting in increased plans for support and behavior plans for students with disabilities.

- Continue to provide opportunities (Saturday Academy, after school program, coaching, clubs) for adults to interact with students in a variety of settings.

#### **Graduation Rate**

- Need earlier screening and identification strategies for students in need of academic interventions, and access to a variety of appropriate academic interventions.

#### **Graduation Rate (Students w/Disabilities)**

- Students with disabilities in self-contained classes have not consistently had access to credit recovery options that other students have.
- Lack of Tier 3 academic interventions, specifically support for students reading significantly below grade level.

#### **Suspension Rate (Students w/Disabilities)**

- Gaps in prior records and knowledge at enrollment means that sometimes students do not receive the supports they need in the first 30 days.

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### **Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.**

Differences between intended and actual implementation of actions and budget expenditures were minor. We carried out our major plans for school-wide professional learning, provided supplemental resources to celebrate and recognize accomplishments, and did not shift budget priorities within the school year.

- Students with Disabilities have previously been a student group identified for additional supports, though they have not been identified with specific data targets. New targets, however, specifically identify this student group as a focus area, which will provide additional monitoring and attention.
- We participated in a pivot team with representatives from district departments in a Professional Learning Community, focused on the needs of foster youth. As a result of this work, we updated our enrollment procedures to better connect new students with the school; established a club for foster youth; and began a mentoring program.

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### **Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.**

Changes:

- Plans to support a Tier 2 intervention system for students in the ED (Emotionally Disturbed) program through the option of more structured academic time with the ED teacher for temporary periods of time, using Edgenuity. (Goal 4, action 2)
- Continued development of Tier 2 systems and resources.
- Continued professional learning for all staff in SEL in instruction; and in responses to misbehavior.
- Hoover will participate in a pivot team with other schools with similar needs as a Professional Learning Community. The site team will work with the pivot team to complete a root cause analysis and determine areas of focus; and learn together using an inclusive, improvement science model. Additional resources in the form of human capital will be available in a menu of options once the pivot team has determined areas of need to support students with disabilities.
- In addition to the new pivot team work focused on students with disabilities, we will continue our work with focusing on the needs of foster youth: mentoring program, engagements, and enrollment procedures.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
<ul style="list-style-type: none"> <li>• Support for students who don't have a "Plan B" for attendance (e.g., bus tokens)</li> <li>• Continue to message the importance of attendance, provide incentives</li> <li>• More student voice opportunities needed, especially on Culture-Climate issues.</li> <li>• More chance to make up work (get back on track)</li> </ul>	<ul style="list-style-type: none"> <li>• Need for more ongoing input from parents.                             <ul style="list-style-type: none"> <li>◦ rewards for students</li> <li>◦ lunches with students</li> <li>◦ classroom walks</li> </ul> </li> <li>• Tutorial</li> </ul>	<ul style="list-style-type: none"> <li>• Pathways: engagement</li> <li>• More incorporation of technology</li> <li>• Increase/continue efforts to decrease level 1 and 2 misbehaviors</li> <li>• Need for intervention for 9th graders, other groups--Tier 2 groups</li> <li>• Continue work to ensure that SPED students have an accepting climate at Hoover</li> <li>• Greater learning around social-emotional teaching practices</li> <li>• Ask students what their needs are</li> <li>• Analyze data: BNF data, suspension data</li> </ul>

**Action 1**

**Title:** Attendance

[Action Details:](#)

**ATTENDANCE:** By the end of 2018-19, Hoover will increase ADA and decrease chronic absences 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:

**Owner(s):**

Vice Principal over Attendance

**Timeline:**

Weekly

- 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.

**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.

**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):**

- Resource Counseling Assistant and Community School Liaison will work with Tier 3 attendance issues (below 90%) ADA. Will do calls home and home visits daily.
- 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.
- 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
- 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.

#### Specify enhanced services for EL students:

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- 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.

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

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- 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 low-performing student groups:

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School personnel (i.e., VPs, Sped Education case managers, counselors, RIM) will ensure that students with disabilities have appropriate transportation to school to ensure accessibility and reduce any hardships.

Home visits and phone calls will be made by School Readiness Facilitator and Home School Liaison when attendance drops below 91% for students with disabilities.

#### Describe Professional Learning related to this action:

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- 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).
- 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:

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**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:

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

**Owner(s):**

Principal

**Timeline:**

Quarterly

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

To monitor implementation of strategies to reduce misbehavior:

- The rate of misbehaviors/suspensions, 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.

**Owner(s):**

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

**Timeline:**

Bi-Weekly

**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):

- 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.
- Provide resources for a coordinator for mini-lessons and class meetings.
- 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 resources to support the Pate Pride program, which allows school staff to recognize and celebrate student accomplishment in School-wide Learner Outcomes and Guidelines for Success.
- Provide supplemental contracts to support lunch-time and after-school detention to increase reflection opportunity and accountability for misbehaviors.
- Intervention Specialist will develop a program of Tier 2 responses- created and taught to students to teach self-management strategies. Students are taught how to manage stress, emotions and situations to make better choices to prevent an unwanted impact. Provide resources for Tier 2 interventions, including site license for Connections.
- Develop Tier 2 and Tier 3 systems through establishing a referral group to ensure students of concern are identified and supported with the appropriate intervention (e.g, a Tier 2 Team).
- Establish systems for students to provide feedback and voice about school climate issues.
- 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.

Specify enhanced services for EL students:

- Ensure that Class Meetings and school-wide instruction in systems provide opportunities for EL students to verbally process, ask questions, and understand the content.
- BIAs collaborate regularly with teachers and vice principals to support student understanding of expectations and facilitate communication with families.

Specify enhanced services for low-performing student groups:

- Admin team will review Behavior Support Plans of students with disabilities, and consult with RIM, in cases of suspension for misbehavior.
- VP's will monitor misbehaviors of students with disabilities on their caseload, and offer support and guidance as needed.
- Students with disabilities and homeless/foster youth will be provided with FAX tokens if they attend an After

School Program activity should the token be necessary.

- Establish and support weekly "SPED Chats" by program (ED, Autism, ALPs) involving program staff, psychologist, support staff, and administration in order to monitor and support individual students on caseloads.
- Establish and support bi-weekly social-emotional support staff meetings to align services and monitor students to identify support needs.
- Provide resources and training for ED teacher to allow for the development of a Tier 2 short-term intervention of a more structured learning environment, where students can continue learning using Edgenuity (entrance and exit criteria for intervention to be developed).
- Foster Youth pivot team will meet regularly to review data and continue to develop programs: mentoring, enrollment, clubs, engagements.

#### 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 support plan 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 on off site counseling opportunities.
- Parents of students whose behavior appears to be connected to emotional issues will receive information about counseling and support services.

#### 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.
- 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, SEL Training).
- 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.
- 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, misbehavior, attendance.



## 2019-2020 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		60,498.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Sub			Sub for facilitator and liaison	883.00
G4A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sup			A2A conference (CI& Tech Supp.)	1,428.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.5500	Counseling Resource Assistant	31,559.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for Home Visits	800.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.4500	Counseling Resource Assistant	25,821.00

**\$120,989.00**

# 2019-2020 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	Teacher-Supp			Supplemental Contracts Librarian, PL Wksp, Math Intv, ILT, & Culture Climate Also supports G1/A2	5,654.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			No food, No incentives- materials and supplies only Includes Parent Participation - Also supports G1/A2	5,100.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology and NC Equipment	1,735.00
G1A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Sch/Community Spanish	1.0000		66,844.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Arabic	0.4375	Also supports G1/A2	12,277.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Arabic	0.4375	Also supports G1/A2	12,277.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000		113,579.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			subs for PL	56,009.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Testing - Also supports G1/A2	2,874.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts Librarian, PL Wksp, Math Intv, ILT, & Culture Climate Also supports G1/A2	14,202.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.5000	Also supports G1/A2	31,383.00
G1A1	Sup & Conc	Instruction	Bks & Ref			PL Books for Library	1,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Edgenuity - Also supports G1A2 and G4A1 - on track to graduate.	7,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology and tablets	26,404.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance Goal 1, 2, 3, 4	10,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			: Professional Consultation Services and Operation - Also supports G1/A2, G2 A1	12,000.00
G1A1	Sup & Conc	Instructional Supervision & Administration	Off Eq Lease			Office Equipment Lease - Also supports G1/A2	12,000.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Also supports G1/A2	11,397.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.2500	Also supports G1/A2	15,690.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies/ Incentive programs, Springboard/Big Ideas Also supports G1/A2	5,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC testing/testers - Also supports G1/A2	2,500.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Tutorials after school and during lunch	14,376.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Supplemental Materials/supplies Goal 1 Action 1 and 2 Goal 2 Goal 3	43,143.00
G1A2	Sup & Conc	Instruction	Travel			: Travel PL Conferences - Also supports G1/A1  Culture climate	62,999.00

G1A2	LCFF: EL	Instruction	Nc-Equipment		Tablets/Technology - Also supports G1/A1	8,172.00
G2A1	Sup & Conc	Parent Participation	Communicatio		: Communications Also supports G4 A2	3,000.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth		Ivy League Project : Program to support a College going culture as a support for Juniors and Seniors who qualify.	8,000.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness Spanish	1.0000	60,498.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Sub		Sub for facilitator and liaison	883.00
G4A1	Sup & Conc	Instructional Supervision & Admir	CI&Tech-Sup		A2A conference (CI& Tech Supp.)	1,428.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.5500	Counseling Resource Assistant
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag		Mileage for Home Visits	800.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.4500	Counseling Resource Assistant
						<b>\$685,604.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$179,644.00
Sup & Conc	7090	\$437,380.00
LCFF: EL	7091	\$68,580.00
<b>Grand Total</b>		<b>\$685,604.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$553,615.00
G2 - All students will engage in arts, activities, and athletics	\$3,000.00
G3 - All students will demonstrate the character and competencies for workplace success	\$8,000.00
G4 - All students will stay in school on target to graduate	\$120,989.00
<b>Grand Total</b>	<b>\$685,604.00</b>