

Hoover High

10621661032911

Principal's Name: Rebecca Wheeler

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Rebecca Wheeler', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

Additional Targeted Support and Improvement

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District Goals	
<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


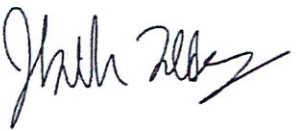
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Policy and the Parent-School Compact.</p>
<p>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.</p>
<p>The School 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.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Rebecca Wheeler	X				
2. Chairperson – Jetcybeth Hernandez					X
3. Crystal Rodriguez		X			
4. Khethmany Tibbets		X			
5. Lizette Cherres		X			
6. AJ Pipkin		X			
7. Tonya McGill			X		
8. Luz Maria Gonzalez				X	
9. Megumi Kiang				X	
10. Michelle Villanueba				X	
11. Santiago Batista					X
12. Destity Guillen					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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Rebecca Wheeler		4/29/2020
SSC Chairperson	Jetcybeth Hernandez		4/29/20

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 2020/21

Hoover - 0235

ON-SITE ALLOCATION

3010	Title I	\$203,950 *
7090	LCFF Supplemental & Concentration	\$435,795
7091	LCFF for English Learners	\$66,675
TOTAL 2020/21 ON-SITE ALLOCATION		\$706,420

* 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	\$59,965
Remaining Title I funds are at the discretion of the School Site Council	\$143,985
Total Title I Allocation	\$203,950

Hoover High 2020-2021 - School Plan for Student Achievement (SPSA) - AMENDED 4/21/2020

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)	53.974 %	53.421 %	2018-2019	60.421 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	16.565 %	11.765 %	2018-2019	18.765 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)	-131.7 pts	-106.9 pts	2018-2019	-91.9 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)	-212.1 pts	-194.8 pts	2018-2019	-179.8 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)

Hoover High School implemented a comprehensive Multi-tiered System of Supports (MTSS) in order to improve performance for all students in CCSS as measured by SBAC. Our response was predicated in the foundation of strong PLC teams, focus on common core literacy standards and effective instructional practices in all courses. To support strong PLC teams, ILT utilized the 10 SEL teaching practices and both the PLC+ and PLC + Playbooks to improve instruction and student learning. PLC teams worked with a new diagnostic called I-Ready. During PLC meetings, ELA teams work focused on common core standards and development of CFAs before embedded assessments. On a Tier 2 level, co-teachers joined the PLC meetings and provided differentiation strategies. We had co-teaching classes in targeted areas of English and math. We also employed a tutorial for all students and provided additional tutorials for English Learners. For Tier 3, we worked with the district to develop our Foster/Youth Homeless mentoring program and Special Education services.

Furthermore, all staff participated in 6 full days of professional learning around instructional practices to support SEL in instruction and actively connected lesson planning, PLC work, and instructional walks to the 10 SEL teaching practices.

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

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)

I-Ready was a new diagnostic and both teachers and students needed to become more familiar with how to administer the test, disaggregate data, and use it to improve student learning.

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

Not all co-teaching pairs shared a common prep and many did not initially attend content PLC meetings. Some teachers had more than one teacher with whom to collaborate in different grade levels. There were no co-teaching in ERWC or English III classes. Though I-Ready will help bridge the gap through identification of deficits in specific skills, there are still some interventions required in tier 3 academically as well as the need for intervention resources/supports.

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

Our tier 1 interventions in the classroom are still being developed to match the needs of students, such as differentiated instruction by our Plus teacher and regular balanced instruction. Math teachers are embedding SEL teaching practices after 2 years of targeted Professional Development. Targeted Tier 2 interventions (i.e., after school tutoring and tutors in the classroom) need to be accessed routinely by

For students with disabilities, Special Education and core English teachers co-taught classes to provide support and differentiation for students. Special Education teachers received professional learning in establishing goals and supports for students to support literacy growth. Through SEL walks, both teachers and leaders received professional learning focused on the needs of students with disabilities and the staff was provided the opportunity for some professional learning support and release time for special education and general education co-teachers to learn cross-cutting instructional strategies focused on literacy development. Positive reports from teachers about their experiences and should keep SEL walks and SEL skill development a priority with some changes to the structure and teams to collaborate with.

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

In an effort to improve performance for all students in CCSS as measured by SBAC by the end of 2019-2020, Hoover High School used a Multi-Tiered System of Supports (MTSS) and in service of an inclusive school community, Hoover High School's approach was predicated on a foundation of strong PLC work. Tier 1 supports include a strong functioning PLCs 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, and additional staffing to reduce class size. Math teachers have worked extensively with SBAC Interim assessments in order to monitor student learning and guide their instruction. Additionally, as a response to intervention, students who fell behind were offered credit recovery over winter break and immediate credit recovery during the second semester in Algebra 1. PLC teams also used a new diagnostic tool called I-Ready. Tutorial was provided as were STEM applications in the after school program. In addition, student peer tutors and college tutors supported instruction directly in the Algebra I class. For Tier 3, students were provided with immediate Credit Recovery options.

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

For students with disabilities, opportunities for credit recovery, and co-teaching were expanded to further support Algebra 1 and special education staff participated in Core PLC work. Staff received training in Social Emotional Learning with a focus on student need.

students who need it. Our Winter credit recovery was not well attended.

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

We were not able to provide co-teaching in Geometry this year due to need for more co-teaching sections in Algebra I. There was little training, feedback, and support given to our COT pairs. Teachers in our self-contained classes faced challenges in adapting the GVC to the needs of student and requested additional training, support and examples.

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

We carried out major plans for school-wide professional learning around SEL competencies, provided supplemental resources and technology to support instruction and for the most part, did not shift budget priorities this year.

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.

All staff participated in pull-out-days to learn about SEL and instructional strategies. Teams for pull-out-days were structured by subject matter and included PL in the morning with instructional walks partnered with time to meet and plan as PLCs in the afternoon; we used a PLUS teacher to support Algebra I; and we implemented i-Ready as a diagnostic. Next year the main changes in actions will be simply to continue to develop and deepen our understanding and application of instructional practices that build and support SEL, build and deepen our understanding of PLC processes especially focused on questions of equity, and learn to use data to drive decisions. We have been steadily increasing in ELA SBAC and had increased in Math SBAC, so we are maintaining focus on our action steps that have been bringing growth.

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:	2 ELAC:	3 Staff:
<p>Goal 1:</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • Parents need to engage more in supporting students. • Continue to focus on ELA, Homeless and foster youth connectedness and belonging. • School Staff and Parent-Teacher meetings with students discussing low grades - sub divisions of teachers to tackle large quantity. • Make parents more accountable to SPED student's grades. Follow up checks Atlas, parent connection. 	<p>Goal 1:</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • Support parents with ways to support students with literacy • Continue with EL Supports • Support teachers with EL students: PL for teachers 	<p>Recommendations:</p> <ul style="list-style-type: none"> • continue focus of professional learning (SEL, PLCs, instruction). • Continue Learning Walks for on-site professional learning and school-wide growth, with modifications. • Provide opportunities for teacher-directed professional learning, including subject-specific workshops and conferences. • Provide resources such as graphing calculators, computers, and technology applications. • Allocate time for staff collaboration.

Action 1

Title: CCSS: ELA/Literacy

[Action Details:](#)

LITERACY: By the end of 2020-21, 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 Professional Learning Community teams: 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, I-Ready, PSAT) monitored after each relevant assessment cycle by Principal and PLC'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 CFAs, ensure that PLC 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

PLC team 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

Professional Learning Community teams 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

Professional Learning Community teams will backwards map and align CFAs within the first weeks of school. Adjusting pacing calendar will be done through weekly PLC time.

Owner(s):

VP over ELA and Lead teacher

Timeline:

Monthly

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

VP 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

Timeline:

Every six weeks

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

ELPAC results analyzed and aligned to other data sources (i-Ready, PSAT, SBAC) for progress monitoring of English Learners.

Owner(s):

VP Over ELL, ILT

Timeline:

Quarterly

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 Spring Board novels and supplemental materials to support all students having access to resources.
- 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, I-Ready).
- 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 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, reading and listening.
- 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.

Bilingual Instructional Aides (BIAs) in content classes to support Spanish and Arabic speaking students.

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.

Provide Nearpod to support technological and visual support for ELL

Site team of English Learner PLC 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
- 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 in 12th.
- 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:

- Work with SDAIE teachers and new teachers to deliver common strategies
- Provide feedback to teachers on the strategies used.

Newcomers/Refugee Students:

- BIAs are strategically placed in core content areas for our Arabic speaking students. BIAs are fluent Arabic and English speakers supporting content learning
- BIAs are also used during tutorial to support our newcomers in understanding math concepts
- English Learner Services will provide support by sending TSA to show individual PLCs 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

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

Provide resources for onsite credit recovery for students with disabilities.

Provide supplemental Reading A-Z curriculum materials for DHH program to support student literacy development.

Provide support for Tier 2 academic options for Mild/Moderate Special Education students through a caseload manager/mentor.

Special Education staff will fully participate as members of content-based Professional Learning 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.

Provide support for PIVOT Homeless/Foster Youth to increase school connectedness, attendance, graduation rate, and academic performance by sponsoring Homeless/Foster Youth activities, mentoring, and enrichment.

Provide support for A4 through mentorship, the coordination of an advisor/s and enrichment support.

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.
- 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 PLCs to engage in detailed instructional planning, observe other PLCs/classrooms (including across region to support vertical alignment), and monitor student progress.
- Professional Learning 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 and building an inclusive school.
- 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 Professional Learning Communities, all teachers will

- analyze the performance of English Learners and students with disabilities 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 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).
- Provide support and resources for additional professional learning to develop Professional Learning Communities to meet the needs of all students.
- Provide resources and release time for some staff to receive training in Cultural Proficiency and serve as a site lead team to connect to other site efforts to build an inclusive school.

Action 2

Title: CCSS: Math

Action Details:

MATHEMATICS: By the end of 2020-21, 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 Professional Learning Communities: Tier 1 supports include a strong functioning Professional Learning Community with common assessments, common grading practices, and instructional practices that promote conceptual understanding; Tier 2 supports include the use of flexible groupings/ deployment, the strategic use of PLUS and Special Education co-teachers, an aggressive use of Tutorial, and the use of student peer tutors and college tutors directly in the Algebra I class; and Tier 3 supports include 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, iReady data, PSAT) monitored after each relevant assessment cycle by Principal and PLC'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 iReady assessment, ensure that PLC 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

Professional Learning 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

Professional Learning 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 as available, 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 may otherwise have an open period, will 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, iReady results).
- Provide support for students to have opportunities to use Khan Academy resources to develop and practice skills.
- Ensure that offerings in the 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.
- CAASPP Math Saturday Academy to be offered to Juniors in early 2nd semester to prepare them for upcoming SBAC assessment.

Specify enhanced services for EL students:

- 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.
- TSA 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 teacher will:
 - support the EL caseload in the Algebra 1 classroom
 - Support math teachers by bringing forward the EL needs for support and scaffolding
 - 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.

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

- Back to School Night provides opportunity for parents to learn about expectations in math classes and open up lines of communication with teachers.
- Provide parent meetings at intervals when students are identified as needing additional support to build parent commitment and support for interventions.
- Parent Center will offer sessions for parents specific to supporting math homework completion and attendance at tutorials.

Specify enhanced services for low-performing student groups:

- 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 Co-Teaching in Algebra.

Special Education staff will fully participate as members of content-based Professional Learning Community.

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

Network Improvement Committee (NIC), which includes site stakeholders work to determine root cause and problems of practice within the system.

- NIC team works with district leaders and other site NICs to complete a root cause analysis and determine area of focus.
- NIC team learns 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 NIC, site plan is developed too ensure students with disabilities are able to access needed resources to obtain skills necessary to be college and career ready.

- Provide Edgenuity, i-ready, Kahn Academy, or other learning platforms to promote skill and credit acquisition

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.
- Professional Learning 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.
- Professional Learning 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.
- Opportunities for continued off-site learning for representatives from departments, including conferences and AP workshops, in order to increase engagement in learning, connect Hoover teachers with the wider professional community, and provide new learning. Teachers will be provided with classroom coverage to participate in these learning opportunities.
- Special Education and core Algebra teachers will co-teach classes to provide support and differentiation for students with special needs in mainstream classrooms.
- Provide time and support for professional learning for teachers of accelerated mathematics classes (Geometry Accelerated, Algebra II/Precalculus).
- Provide opportunities to learn to analyze and use student PSAT, SAT, SBAC, SBAC Interims and iReady results in instructional planning.
- Provide opportunities to learn to use technology resources including Nearpod, Desmos, Khan, and Big Ideas to assist with visualization of concepts and differentiated instruction.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Staffing cushion for extra period contracts G1A1, G1A2	12,491.00
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Staffing Cushion, Extra Periods of Instruction G1A1, G1A2	12,491.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Supplies and materials - No food or incentives. - Also supports G1A2, G3A1,G3A2,G4A1,G4A2	78.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Student Laptops - Instructional Materials as needed. Will also support G1A2, G3A1,G3A2,G4A1,G4A1.	26,230.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sub			Categorial Substitute - G1A2 also	300.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Staffing Cushion, Extra Period Instruction G1A1, G1A2	12,491.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release day for Culture Climate Team (2)	3,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for participants in Cultural Proficiency Training	7,200.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			FCOE Science PLC (subs \$150 plus registration \$800)	4,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for AP and SBAC testing. - Also Supports G1A2 -	2,201.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract for summer planning for PLCs 15 teachers @ 22 hrs - Also G1A2,	12,540.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Summer Bridge additional teacher - also supports G3A2,G1A2	4,800.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental Materials/supplies. Pate Pride program, Academic Awards, Valedictorian Luncheon, Academic Awards, Food for Teacher Meetings (Tacos Marquitos etc.), Link Crew Shirts, Save Mart, Me and Ed's, Office Depot, Walker Lewis Rentals, Mock Trial Registration Fees and Shirts, ACADEC registration materials and supplies. BFS curriculum and training for coaches, Foster Youth mentoring and supplies. - Also supports G1 A2, G2 A1, G3 A1, G3 A2, G4 A1, and G4 A2	42,251.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Calculators	1,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Science: materials for new labs in new curriculum - Also supports G1A2	2,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology and Tablets Also Supports G1A2	7,000.00
G1A1	Sup & Conc	Instruction	Travel			: Travel for Conferences like Conference costs (CLTA, CATE, CASMEC, CSTA). Support G1A2, G2, G3, G4.	30,000.00

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Travel			: FCOE Science PLC (plus registration \$800) - also supports G1A2	8,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Office Equipment Lease - Also supports G1/A2	12,000.00
G1A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Sub			Categorical Substitute also supports G1A2	300.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Substitutes for ELPAC testing - also supports G1A2	901.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Will also support G4A1.	11,765.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Arabic	0.4375	Also supports G3 and G4.	13,250.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Also supports G1A2	13,594.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Instructional Materials. Also supports G1A2, G3, G4.	374.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sub			Categorical classified sub. Also supports G1A2	300.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contract for SDC credit recovery also supports G1A1	2,281.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contract for Algebra Intersession.	1,139.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Additional Lead Teacher Contracts - also supports A2	15,001.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows: Also supports G1A1, G3, G4.	4,948.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Edgenuity - PL Books for Library, - Also supports G1A2 and G4A1 - on track graduate.	10,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Graphing Calculators	9,000.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows: Also supports G1A1, G3, G4.	11,006.00
G1A2	Sup & Conc	Instructional Library, Media & Tech	Mat & Supp			: Theater: additional materials for new standards - also supports G1A2	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			ELD teacher subs for regional work	901.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Will also support G1A1, G3, G4 and will serve EL students	13,594.00

\$311,127.00

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	86.454 %	69.095 %	2018-2019	76.095 %

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

Hoover continued to develop and improve opportunities for student engagement. Athletic, class, and club sponsorship remained focal points of our overall plan and we expanded participation in and inclusiveness in areas like the visual and performing arts through the further development and growth of Unified Sound. In addition, we continued our sponsorship of Special Olympics, numerous field trips, pathway days, 8th grade move-up day, and Link Crew. We also continued to develop the PRIDE program to help provide resources to help keep students athletically eligible such as tutorials. We also continued regional nights, Athlete of the Week, and a plethora of lunch-time activities.

In a deliberate effort to improve staff culture, we created "The Patriot Games."

In CTE, we supported interdisciplinary collaboration across grade levels, educational experiences like the Hoover Dam Trip and multiple Public Service Expos.

We also promoted building community relationships through partnerships with groups like the Hoover Educational Foundation and Key Club. We worked with the district to create a Foster Youth/Homeless PIVOT team and mentorship program and A4.

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

Goal 2 Participation Rate

Tracking still does not distinguish between different levels of engagement.

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.

Staff are often pulled in multiple directions so we have not always had intensive support for programs that need development.

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 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.

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.

We are planning on continuing many of our services that provide engagement opportunities to students, but we are also going to provide expanded outreach to students are not as involved as others. This means continuing Pate Pride, Valedictorian recognition, lunch time activities, incentives, and as well as looking for opportunities to improve out 9th grade transition, athletic presence and cohesion, community presence, and engagement of under-engaged groups especially in cultural events.

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:

Goal 2:

Recommendations:

- Try to engage our 10th graders more. Data shows that participation stayed the same.
- In high school, keep up their increase of announcements to signage for sports, groups, and clubs - its noticeable
- Advertise on a larger network - social media
- Incentives?
- Figure out why 8th graders tend to decline in participation.

2 ELAC:

Goal 2:

- Cheer Leading or other sports are expensive for parents and should be supplemented.
- Fund to support EL Students to go to Universities.
- Cultural Awareness for students:
- Dance Groups
- Performances
- Cultural Clubs - Multicultural

3 Staff:

Recommendations:

- Provide more opportunities to celebrate and recognize students, especially students involved in engagements that require dedication and commitment (e.g., multiple sport athletes).
- Provide more support for athletes to be eligible for post-secondary opportunities.
- Provide more resources for VAPA
- Look for ways to engage students who are not engaged. Look at who's not engaged and why.
- Increase and develop opportunities for cultural group engagements.

Action 1

Title: Student Engagement

Action Details:

STUDENT ENGAGEMENT: By the end of 2020-21, 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
- Support 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.
- School community service days
- Athlete of the Week
- Provide support in the form of teacher release time and/or supplemental contracts to build a comprehensive program to attract and retain students in extended engagement activities such as athletics.
- 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 buddy identified who will on-board them with Goal 2 opportunities, availability of Tutorial, a campus tour, and textbook check-out.
- Provide resources and coordination to ensure an active BSU.
- 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) through Patriot Games.
- 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)
- Provide support for clubs and activities that promote academic, social or emotional development goals of the school like ACADC etc.

Specify enhanced services for EL students:

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

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

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

- An 8th grade parent night in the spring will include an emphasis on Goal 2.
- 9th grade parent meetings at the beginning of the year will include an emphasis on Goal 2.

Specify enhanced services for low-performing student groups:

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).

- We will provide monthly monitoring of Goal 2/Student Engagement data and opportunities for participation and exposure to activities, athletics and the arts for the following student groups:
 - Students with disabilities
 - Foster youth
 - African-American
 - ELL
- a pivot team focused on the needs of homeless/foster youth will meet regularly and design opportunities for engagement including clubs.

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

Describe Professional Learning related to this action:

- An Engagement Leadership Team will meet quarterly for Cycles of Review to analyze data related to student involvement, coordinate programs, and create follow-up actions (Campus Culture Director, Link

- 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.

- 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, student leadership 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
 - Provide training in BFS curriculum and health/safety for teachers and coaches
 - Provide teachers release time for Arts Integration Professional Learning
 - Site leadership team of teachers and other staff will participate in Cultural Proficiency Training and apply learning to an analysis of engagement opportunities and barriers to creating an inclusive school.

2020-2021 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	Instruction	Teacher-Subs			Subs for teachers in Arts Integration PL (2 tchrs, 2 days)	600.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			3 sub days for all teachers (Site PL) G1,A2	43,839.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract for class meeting development. - Also supports G1A1, G1A2,G3A1,G3A2, and G4A1 -	4,560.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Bigger Faster Stronger (BFS) curriculum and traing for coaches. - Also Supports G1A1, G1A2, G3A2, G4A1	8,971.00

\$57,970.00

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	41.442 %	31.638 %	2018-2019	34.638 %
College/Career Readiness (Students w/Disabilities)	6.6 %	5.5 %	2018-2019	8.5 %

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:

Linked Learning and CTE continued to build worthwhile and engaging experiences for students through pathway expositions, off-campus learning experiences, field trips, and numerous guest speakers. Students were provided opportunities to participate in work-based learning experiences, resume workshops, internships, career fairs, industry visits, and other career readiness activities. Students at our middle schools we provided an 8th grade move up day experience to explore the pathway possibilities and gain exposure to options available to them in the fall.

EL students were provided PLUS and academic coach support in core classes within the linked learning pathways and counselors identified EL Students for various pathways and provided them with information and support. Our Home School Liaison also worked with families of EL students to help engage families and let them know about our college and career readiness options.

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.

College/Career Readiness (Students w/Disabilities)

Last year, opportunities within CTE and pathways for student with disabilities has increased due to the removal of restriction of pathway participation being available only to students who can take all linked courses, and we are still looking for opportunities to expand CTE and pathway participation to all students.

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

College/Career Readiness

We continued contracting with the Ivy League Project to provide a series of courses and a summer trip to Ivy League schools to selected students in order to remove barriers and improve access to highly respected colleges and universities.

We provided Men's and Women's Alliance classes to promote college and career readiness skills.

We also engaged in deliberate PL by continuing SEL walks and offering training for teachers in Culturally Responsive Teaching.

We also continued to develop our Homeless/Foster Youth Pivot team and partnered with the district for A4 to identify issues such as transportation and loss of instructional time.

College/Career Readiness (Students w/Disabilities)

Participation of students in pathway classes increased due to the removal of the restriction of students needing to take linked courses. Co-Teaching options are provided in some, but not all pathway core classes. Students in ALPs were provided work experience programs and after school tutoring and resources like Khan Academy were made available as were Saturday Academy enrichment opportunities but transportation issues and awareness of availability led to underutilization.

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. Furthermore, we expanded opportunities to develop career competencies and broaden student vision through Pathway Days, trips to places like the Hoover Dam, the Ivy League Project and others.

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.

We will continue to support programs like the Ivy League Project, other college visitations, pathway expansion, and promotion of career competencies and college readiness. In addition, we will provide release time for our pathway teachers to collaborate and observe other pathway teachers, other teachers teaching similar classes, and strong instruction to promote the overall academic program.

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:

:

Recommendations:

- Our English Language Learners need to read, write, and speak more
- Focus on reading, have interesting reading material.
- Set Goals and targets to measure progress should be maintained by teachers
- Create "AMD" like program to help students of color and socially economically disadvantaged be ready for college
- Experiment with students by breaking them in to learning circles to see what's better.
- Why is there almost a 50/50 chance of meeting or not meeting A-G when all students have access to a counselor that's supposed to guide them through.
- Our SPED and Foster Youth need special attention
- More pathways for SPED.

2 ELAC:

Recommendations:

Showcase for parents to see student work.

3 Staff:

Recommendations:

- More support and tutorials especially for students needing help with advanced courses like statistics or calculus.
- Make sure the master schedule is built to not shut out opportunities for students with disabilities (like from pathways).
- Staff needs awareness of what it means to be considered college and career ready and ways to track decisions.
- Continue focus on helping students develop SEL.

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

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

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

Owner(s):

Teachers/CTE coordinator/VP over pathway

Timeline:

Monthly

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

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

Owner(s):

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

Timeline:

Monthly

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

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

Owner(s):

CTE Coordinator/Head Counselor/VPs 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:

TSA 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

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.

Community School Liaison and BRCA (bilingual resource counseling assistant) to support parent education and translation during CTE events

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.

Provide additional resources to develop college and career ready experiences for Homeless/Foster Youth

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 2020-21, 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.

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 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.

Provide support for college field trips for on-track juniors.

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.

Provide support for the UC Merced CAASPP Workshop.

Provide support for summer bridge and summer bridge field trip to promote self-efficacy and get students started on the right track towards high school graduation and college acceptances

Specify enhanced services for EL students:

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

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

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

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

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

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

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

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

Specify enhanced services for low-performing student groups:

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 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:

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

2020-2021 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
G3A1	Sup & Conc	Instruction	Teacher-Subs			Sub release day for Linked Learning Teachers 40 teachers x 2 days. G3A1, G1A1,G1A2	11,690.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Honor Roll Supplies and other reward/incentives. Also supports G1, ang G2, and G4.	2,250.00
G3A2	Sup & Conc	Instruction	Direct-Food			: College Field Trip (food - 2 trips)	2,000.00
G3A2	Sup & Conc	Instruction	Direct-Food			: College Field Trip (food for 2 college trips)	1,200.00

\$17,140.00

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
Chronic Absenteeism	15.681 %	16.408 %	2018-2019	14.408 %
Suspensions Per 100	14.578 %	13.559 %	2018-2019	12.559 %
Graduation Rate	87.935 %	84.507 %	2018-2019	85.507 %
Graduation Rate (Students w/Disabilities)	75 %	66.1 %	2018-2019	81.1 %
Suspension Rate (Students w/Disabilities)	12.7 %	14.2 %	2018-2019	11.2 %

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

Chronic Absenteeism was consistently monitored and addressed through a number of systemic and targeted interventions. Administration regularly discussed absenteeism and truancy with students, staff, and other shareholder groups and data was updated regularly. Numerous Tier 1 supports were utilized to improve attendance and truancy including a focus on SEL strategies to improve student connectedness.

Additional resources were devoted to curb chronic absenteeism which included the addition of supplemental pay contracts to teachers to help usher students into class during passing periods, noon time aides, and an additional CA. In addition, staff made regular phone calls, home visits, utilized the Edu-Text and School Messenger systems, A2A workshops, parent education, counselor check ins, check-in-check out, our REC, Saturday Academy, SSTs, staff development around accurate attendance procedures, Homeless/Foster youth PIVOT team, and other supplemental resources to support "Start on Time."

Furthermore, 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.

Graduation Rate

Counselors performed graduation checks, parent phone calls, meetings with administration, parent meetings, 1:1 counseling, SSTs, A2A meetings, home visits, referrals to the REC, Tier 2 support, Foster Youth PIVOT and numerous other interventions were utilized to specifically address students at risk of not graduating on time. In addition, students were provided numerous credit recovery avenues and held regular meetings to discuss graduation requirements.

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

Chronic Absenteeism

Students in Special Education sometimes have health concerns and multiple appointments that require them to miss school and issues with Homeless/Foster Youth transiency and insecurity in placement have contributed to disproportional rates of chronic absenteeism.

Graduation Rate

Chronic absenteeism, refusal of ERC referrals, failure to fully utilize credit recovery options and Foster Youth transiency are major contributing factors affecting graduation rate.

Graduation Rate (Students w/Disabilities)

Co-teaching in Geometry was not offered due to Alg I needs. In addition, students with disabilities in self-contained classes have not consistently had access to credit recovery options due to impacted classes at the continuation schools among other factors.

Suspension Rate (Students w/Disabilities)

Students gaps in prior records and necessary supports were not always communicated to school staff at enrollment, as a result, students may not have received the appropriate supports until later.

Transitional supports were not always readily available for students moving to a comprehensive site or between districts. In particular, incoming 9th graders, with a disability, who were also foster or homeless youth, did not always receive necessary supports due to intake complications, communication hang-ups, and a myriad of other external reasons.

Graduation Rate (Students w/Disabilities)

Administration, counseling, case managers, RIM, Psychologist and other support staff contributed regularly to IEPs, career/goal setting, behavior intervention plans and updated 504s. In addition, we added co-teaching team and sections in Algebra I to ensure our class sizes remain appropriate. Provided credit recovery options for students in 2 subject areas and utilized support personnel and various collaborative teams to identify individual roadblocks and work with students to improve student success.

Suspension Rate (Students w/Disabilities)

School-wide instructional focus on Social Emotional Learning, coordination with DPI around discipline guidelines and policy enforcement consistency, REC, after school detention, mini-lessons, parent visits, parent contact, BNFs, Culturally Responsive Teaching, class meetings, school-wide assemblies and incentives, parent workshops, student planners, clubs, intervention specialists guidance, drug and alcohol counseling through transitions, Foster Youth PIVOT, Men's and Women's Alliance, Staff PL reviewing IEP at a glance, strategic improvement of BIP implementation, and other interventions were utilized by staff and administration to reduce the number of suspensions for students with disabilities. In some cases, students with disabilities were also foster/homeless youth and additional Tier 3 interventions were provided beyond a BIP or other similar interventions.

Suspensions Per 100

Though suspensions initially increased due to various reasons, specific, targeted interventions reduced fights and suspensions overall. An increase in the variety of interventions, support staff assisting, and school-wide training, messaging, and focus regarding both expectations and social emotional support seemed to yield the greatest results. Contracts were added to staff to support during passing period and lunch, we coordinated with the district to create an A4 liaison, we provided both a REC room and social emotional support in an alternative location, lunch and after school detention, and contracted Transitions to help provide drug and alcohol counseling. Administration consistently monitored suspension data and worked with DPI to improve consistency.

Suspensions Per 100

Many students who got suspended had a prior history of suspensions; and we did not adequately address needs to interrupt this pattern of behavior or conflict management early enough. Consequences for certain actions exposed Inconsistent enforcement of policy between the middle and high schools and between administrators; and we lacked a robust menu of interventions.

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

To address absenteeism and tardies, we provided supplemental contracts for teachers to assist in tardy sweeps. In addition, added supplemental contracts for teachers to provided monitored and structured detention during lunch and after school. The result of the structural improvements showed a dramatic increase in student attendance. We also added additional CA support and partnered with the district around discipline guidelines. The result was a consistent lowering of suspension rate gradually through the latter part of the first semester and the second semester.

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.

We will continue to offer supplemental contracts to teachers for lunch and after school detention. We will also continue to support our after school program, credit recovery options for SDC, Saturday Academy, student, planners, climate and culture team and PIVOT teams. In addition, this year we added certain supports (campus safety substitute, Transitions substance abuse counseling), and these supports will continue next year. We also plan some structural changes in vice principal case management to facilitate better collaboration with counselors and families; to support this restructuring, we are adding a Resource Counseling Assistant to support student reflection and goal-setting.

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:	2 ELAC:	3 Staff:
<p>Goal 4:</p> <p>Observations:</p> <ul style="list-style-type: none">• Improved in all areas except foster and homeless• Suspensions decrease over the grade level years• Suspensions have decreased• Suspension has decreased in all areas but homelessness <p>Recommendations:</p> <ul style="list-style-type: none">• Maybe more help in EL graduation.• Keep attendance the same focus on our foster and homeless.• Attendance is great, work on homeless.• Help African American and white students graduate.• Graduation rate has decreased a lot.	<p>Goal 4:</p> <ul style="list-style-type: none">• Engage Parents• Give students extra rewards• Pizza parties• Meetings @ 5pm• Visiting classes• Lunch in with student	<p>Recommendations:</p> <ul style="list-style-type: none">• Provide more resources for safety, from facilities improvements to staff and student training.• Provide more consistency in discipline practices including staff agreements about responses to different levels of misbehavior.• Continue recognition opportunities for students.• Continue focus on building student SEL.

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:

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

Owner(s):

Vice Principal over Attendance

Timeline:

Biweekly

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 Attendance Intervention Team (goal is 100% of students will have a documented intervention). Attendance Intervention team will also run ATLAS reports (Truancy Student Summary Report, Attendance Rates (ADA) Report and Students with Chronic Truancy Report) to review and monitor.

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):

Attendance Clerk/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 regularly.

- School Readiness Facilitator will work with Tier 2 attendance issues (90% - 94%), making calls weekly to discover reasons for truancy.
- Both attendance clerks will work with 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 Community School Liaison 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 95% rate or higher to keep privilege; 2) Pate Pride incentive and recognition program includes the opportunity for students to be recognized for improved attendance; 3) pizza parties after school-wide mini-lessons on attendance for classes that earn top scores on follow-up assessments; 4) students with perfect attendance recognized and incentives provided.
- Provide resources for "Start on Time" program to discourage students being tardy to class, including:
 - Supplemental Contracts for staff (lunch and after school detention for tardies, support during Tardy Sweeps)
 - Materials and supplies
- Provide transportation (bus tokens) for students in unstable situations who need assistance with transportation.
- 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.
- Renew licenses with effective systems used by Tier 2 support like Check-in Check-out to assist in monitoring and supporting positive attendance.
- Provide onsite drug and alcohol counseling through Transitions Youth Services to address underlying issues that can interfere with attendance.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

School personnel (i.e., VPs, Special 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, Community School Liaison and Resource Counseling Assistant when attendance drops below 91% for students with disabilities.

Continued Social and Emotional support through various school staff.

Provide resources for an A4 advisor who provides mentorship and coaching for a caseload of African American students, with attendance as one focus.

Provide intentional support and engagement with Homeless/Foster youth through an ongoing pivot team.

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

- Community 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 Community School Liaison 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.
- Attendance clerks 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.
- School staff will coordinate with parents to conduct SSTs and conferences to identify the root cause of absenteeism.
- School personnel will work with SRO, Probation, Social Workers, School Psychologist, Administration, and other stakeholders to identify students who need extra support due to either internal or external factors and facilitate communication with/to parents.

Describe Professional Learning related to this action:

- Administration will engage in a Cycle of Inquiry about best practices for attendance intervention within the team and with colleagues across the region.
- All staff will understand the importance of accurate and timely attendance recording; and will develop and communicate an all-site common message about attendance.
- All staff will engage in a continuous inquiry and professional learning to increase engagement in lessons and build relationships with students, decreasing the likelihood that students will avoid coming to class.
- All staff will plan for Tier 1 classroom systems that support regular attendance, including systems for quickly catching students up following an absence. (Part of classroom CHAMPS plan in MTSS system).
- Attendance staff will receive regular training and feedback from district support staff about effective attendance procedures.
- Staff will review Board Policies related to attendance and grading and ensure policies for grades and make-up work are consistent with Board Policy.

Action 2

Title: PBIS and Intentional Climate-Building

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

For overall monitoring of Suspension Rates:

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

Owner(s):

Principal

Timeline:

Monthly

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 Behavior PowerBi 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 Community 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

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

A4 advisor will work with VP team to identify trends affecting at promise groups and help to coordinate interventions and outreach.

Owner(s):

A4 Advisor, VP 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 staffing for a Resource Counseling Assistant to facilitate this reflection before student is referred to vice principal.

- Provide staff and materials for a Re-Engagement Center, where students assigned will engage in curriculum designed to elicit learning and reflection; and will be monitored and supported by a classroom teacher to reflect on behaviors and develop plans for success in the classroom.
- 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.
- Plan the After-School Program to include opportunities for students to connect with mentors, coaches, and teaching staff in a variety of ways to encourage relationship-building and positive mentorships.
- Provide opportunities for student leadership through clubs, peer mediation and mentorship (both here at Hoover and at feeder middle schools), student advisory committees, Men's & Women's Alliance, etc.
- Provide after school support in the way of tutoring, Saturday academy, and credit recovery
- Provide early credit acquisition and skill gain through Summer bridge and summer bridge exploration/extension activities
- Provide enrichment through Saturday Academy
- Provide resources and support for a Culture Climate Team, including supplemental contracts, planning time, and resources for professional development and school-wide actions.
- Provide resources to allow for additional Campus Safety Assistant substitute during key times of the year (responding to data about needs for increased supervision).
- Provide Transitions Youth Services substance abuse counseling on campus.

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.

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

- A Community 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.

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.
- VPs 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, as needed.
- Foster Youth pivot team will meet regularly to review data and continue to develop programs: mentoring, enrollment, clubs, engagements. Provide additional resources to Homeless/Foster Youth for engagement through PIVOT team and mentors.
- A4 Advisor will meet with African American students on caseload, provide mentorship, and help to remove road blocks to success.

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.

- 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 about site counseling opportunities.
 - Parents of students whose behavior appears to be connected to emotional issues will receive information about counseling and support services.
- 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.
 - Provide release time for administrative team to engage in ongoing professional learning about discipline practices with the support of DPI in order to increase consistency and develop a repertoire of effective interventions.
 - Provide support for a Tier II Support Team (TST) to collaborate and learn strategies for intervention and support in an MTSS model and align resources.
 - 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.
 - Provide resources (sub days, conference costs) for some staff to engage in extended Cultural Proficiency Training and then serve as a site lead team.

2020-2021 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	Liaison, Sch/Community Spanish	1.0000	Home visits, supports EL and parent involvement. Title I funding cannot be used for translation of mandatory items such as ELAC and IEP.	69,453.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	Also supports G1A1,G1A2,G2A1, and G3A1.	59,538.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract for ASD, Lunch Detention (all of lunch), Lunch Detention (20min.x4days), Tardy Sweeps G4 A1	26,677.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Culture & Climate team supplemental contracts (6 paid by us; 6 by DPI) - also supports: G4A2, G1A1,G1A2	7,751.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness Spanish	0.8100	Parent and community support.	51,140.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: Local Mileage -HSL Etc.	600.00
G4A1	Sup & Conc	Security	Cls Sup-Sub			Campus Safety Assistant Substitute - Sept 1-Nov 30 & Feb 14-May1	10,400.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness Spanish	0.1900	Parent and community support.	11,996.00
G4A2	Sup & Conc	Instruction	Bks & Ref			: Safe and Civil License.	450.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Summer Bridge Supplies and Fields Trip - Also supports G1, G2,G3, G4	1,124.00
G4A2	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance Goal 1,2,3,4	10,000.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			Transitions Counseling Professional Consultation Services. Also supports G1.	10,000.00
G4A2	Sup & Conc	Parent Participation	Cls Sup-Sup			Advisor for A4 students - also supports G1, G2, and G3 (Alvin)	2,600.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Will also support G1A1 and G1A2 , G3, and G4 by assisting DIscipline.	58,454.00

\$320,183.00

2020-2021 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-Regu	Teacher, Senior High	0.1250	Staffing cushion for extra period contracts G1A1, G1A2	12,491.00
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Staffing Cushion, Extra Periods of Instruction G1A1, G1A2	12,491.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Supplies and materials - No food or incentives. - Also supports G1A2, G3A1,G3A2,G4A1,G4A2	78.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Student Laptops - Instructional Materials as needed. Will also support G1A2, G3A1,G3A2,G4A1,G4A1.	26,230.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sub			Categorical Substitute - G1A2 also	300.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Staffing Cushion, Extra Period Instruction G1A1, G1A2	12,491.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release day for Culture Climate Team (2)	3,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for participants in Cultural Proficiency Training	7,200.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			FCOE Science PLC (subs \$150 plus registration \$800)	4,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for AP and SBAC testing. - Also Supports G1A2 -	2,201.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract for summer planning for PLCs 15 teachers @ 22 hrs - Also G1A2,	12,540.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Summer Bridge additional teacher - also supports G3A2,G1A2	4,800.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental Materials/supplies. Pate Pride program, Academic Awards, Valedictorian Luncheon, Academic Awards, Food for Teacher Meetings (Tacos Marquitos etc.), Link Crew Shirts, Save Mart, Me and Ed's, Office Depot, Walker Lewis Rentals, Mock Trial Registration Fees and Shirts, ACADEC registration materials and supplies. BFS curriculum and training for coaches, Foster Youth mentoring and supplies. - Also supports G1 A2, G2 A1, G3 A1, G3 A2, G4 A1, and G4 A2	42,251.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Calculators	1,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Science: materials for new labs in new curriculum - Also supports G1A2	2,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology and Tablets Also Supports G1A2	7,000.00
G1A1	Sup & Conc	Instruction	Travel			: Travel for Conferences like Conference costs (CLTA, CATE, CASMEC, CSTA). Support G1A2, G2, G3, G4.	30,000.00
G1A1	Sup & Conc	Instruction	Travel			: FCOE Science PLC (plus registration \$800) - also supports G1A2	8,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Office Equipment Lease - Also supports G1/A2	12,000.00
G1A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Sub			Categorical Substitute also supports G1A2	300.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Substitutes for ELPAC testing - also supports G1A2	901.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Will also support G4A1.	11,765.00

G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Arabic	0.4375	Also supports G3 and G4.	13,250.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Also supports G1A2	13,594.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Instructional Materials. Also supports G1A2, G3, G4.	374.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sub			Categorical calssified sub. Also supports G1A2	300.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contract for SDC credit recovery also supports G1A1	2,281.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contract for Algebra Intersession.	1,139.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Additional Lead Teacher Contracts - also supports A2	15,001.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows: Also supports G1A1, G3, G4.	4,948.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Edgenuity - PL Books for Library, - Also supports G1A2 and G4A1 - on track graduate.	10,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Graphing Calculators	9,000.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows: Also supports G1A1, G3, G4.	11,006.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			: Theater: additional materials for new standards - also supports G1A2	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			ELD teacher subs for regional work	901.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Will also support G1A1, G3, G4 and will serve EL students	13,594.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Subs for teachers in Arts Integration PL (2 tchrs, 2 days)	600.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			3 sub days for all teachers (Site PL) G1,A2	43,839.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemtal contract for class meeting development. - Also supports G1A1, G1A2,G3A1,G3A2, and G4A1 -	4,560.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Bigger Faster Stronger (BFS) curriculum and traing for coaches. - Also Supports G1A1, G1A2, G3A2, G4A1	8,971.00
G3A1	Sup & Conc	Instruction	Teacher-Subs			Sub relese day for Linked Learning Teachers 40 teachers x 2 days. G3A1, G1A1,G1A2	11,690.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Honor Roll Supplies and other reward/incentives. Also supports G1, ang G2, and G4.	2,250.00
G3A2	Sup & Conc	Instruction	Direct-Food			: College Field Trip (food - 2 trips)	2,000.00
G3A2	Sup & Conc	Instruction	Direct-Food			: College Field Trip (food for 2 college trips)	1,200.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	1.0000	Home visits, supports EL and parent involvement. Title I funding cannot be used for translation of mandatory items such as ELAC and IEP.	69,453.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	Also supports G1A1,G1A2,G2A1, and G3A1.	59,538.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Supplemtal contract for ASD, Lunch Detention (all of lunch), Lunch Detention (20min.x4days), Tardy Sweeps G4 A1	26,677.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Culture & Climate team supplemental contracts (6 paid by us; 6 by DPI) - also supports: G4A2, G1A1,G1A2	7,751.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness Spanish	0.8100	Parent and community support.	51,140.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: Local Mileage -HSL Etc.	600.00

G4A1	Sup & Conc	Security	Cls Sup-Sub			Campus Safety Assistant Substitute - Sept 1- Nov 30 & Feb 14-May1	10,400.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness Spanish	0.1900	Parent and community support.	11,996.00
G4A2	Sup & Conc	Instruction	Bks & Ref			: Safe and Civil License.	450.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Summer Bridge Supplies and Fields Trip - Also supports G1, G2,G3, G4	1,124.00
G4A2	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance Goal 1,2,3,4	10,000.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			Transitions Counseling Professional Consultation Services. Also supports G1.	10,000.00
G4A2	Sup & Conc	Parent Participation	Cls Sup-Sup			Advisor for A4 students - also supports G1, G2, and G3 (Alvin)	2,600.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Will also support G1A1 and G1A2 , G3, and G4 by assisting DIscipline.	58,454.00

\$706,420.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$203,950.00
Sup & Conc	7090	\$435,795.00
LCFF: EL	7091	\$66,675.00
Grand Total		\$706,420.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$311,127.00
G2 - All students will engage in arts, activities, and athletics	\$57,970.00
G3 - All students will demonstrate the character and competencies for workplace success	\$17,140.00
G4 - All students will stay in school on target to graduate	\$320,183.00
Grand Total	\$706,420.00