


Hoover High

10621661032911

Principal's Name: Rebecca Wheeler

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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 Engagement 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. Rebecca Wheeler, Principal	X				
2. Chris Gage, Chairperson		X			
3. Lizette Cherres		X			
4. Danielle Stewart				X	
5. Mikki Gonzalez				X	
6. Megumi Kiang				X	
7. Arlene Villa					X
8. Yessica Guzman					X
9. Maddie Hernandez					X
10. Tonya McGill			X		

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: Hoover High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Rebecca Wheeler		4/12/2021
SSC Chairperson	Chris Gage		4-12-2021

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 2021/22

Hoover - 0235

ON-SITE ALLOCATION

3010	Title I	\$212,344 *
7090	LCFF Supplemental & Concentration	\$508,660
7091	LCFF for English Learners	\$53,700
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$35,080</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$809,784

* 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	\$59,917
Remaining Title I funds are at the discretion of the School Site Council	<u>\$152,427</u>
Total Title I Allocation	\$212,344

Hoover High 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
4 Year Cohort Graduation Rate		88.15 %	2019-2020	89.15 %
I-Ready ELAD1 On Level		16.57 %	2020-2021	16.57 %
I-Ready Math D1 On Level		13.97 %	2020-2021	13.97 %
I-Ready ELAD1 On Level (Students With Disabilities)		2.7 %	2020-2021	2.7 %
I-Ready Math D1 On Level (Students With Disabilities)		0.6 %	2020-2021	0.6 %
4 Year Cohort Graduation Rate (Students With Disabilities)		70 %	2019-2020	70 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

4 Year Cohort Graduation Rate

Counselors reviewed transcripts regularly to ensure students were on track, 1:1 meetings with students, and parent phone calls were conducted. Students had access to counselors as needed for 1:1 academic counseling and support. As a site, A1 attendance meetings, home visits, Tier 2 referrals, which consisted of various student supports - CICO, Wellness checks, small group intervention, and grief counseling were assigned to meet student needs. Students were also provided numerous credit recovery avenues, such as Thanksgiving break intervention, winter break session, Fresh Start for Algebra that started in semester 1 rather than semester 2, and after-school recovery.

4 Year Cohort Graduation Rate (Students With Disabilities)

Administration, counseling, case managers, RIM, Psychologist, and other support staff regularly contributed to IEPs, career/goal setting, individual transition plans, behavior intervention plans, and updated 504s. Also,

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

4 Year Cohort Graduation Rate

Chronic absenteeism, ERC referrals were denied or refused by families, and/or not fully utilizing credit recovery options at the site.

4 Year Cohort Graduation Rate (Students With Disabilities)

Students with disabilities in self-contained classes have not consistently had access to credit recovery options like their GE counterparts.

I-Ready ELA D1 On Level

I-Ready ELA D1 On Level (Students With Disabilities)

I-Ready Math D1 On Level

we added coteaching 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. Hoover has a designated RIM to help move the work of inclusion and increase graduation rates for SWD. We have a designated team of administrators to work with our para-educators on a bi-weekly basis to increase their skill set in working with students. Each para has a group of targeted students that they work with to assist in increasing academic performance during asynchronous work.

I-Ready ELA D1 On Level

I-Ready ELA D1 On Level (Students With Disabilities)

I-Ready Math D1 On Level

In an effort to improve performance for all students in CCSS by the end of 2020-21, Hoover High School's approach was based on a foundation of strong PLC work and high-quality first instruction. Strong PLC work included high functioning PLCs that used common assessments, common grading practices and share good teaching practices that promote conceptual understanding. The math department continued to strategically use the PLUS and Special Education co-teachers, and additional staffing to reduce class size. Math teachers have expanded technology platforms to include several different programs that allow them to monitor and give immediate feedback to students in the virtual classroom. Students who fell behind were offered intervention over Thanksgiving break and a winter session credit recovery. We also implemented a Fresh start program for students that started the first semester rather than the second semester for Algebra 1. Students have also been given the opportunity to participate in afterschool recovery program.

I-Ready Math D1 On Level (Students With Disabilities)

For students with disabilities, para-educators are strategically placed in high-need classes to help support students. Opportunities for credit recovery and co-teaching were expanded to further support Algebra 1. Special education staff participated in core PLC work in order to increase collaborative opportunities and ownership.

Due to distance learning, teachers and students had to learn new math programs to implement in the virtual classroom. Teachers had to learn innovative ways to engage students and provide immediate feedback in the virtual classroom - again this meant new learning of digital platforms for students and teachers. Instructional minutes were also reduced because of the pandemic.

I-Ready Math D1 On Level (Students With Disabilities)

We had new COT pairs in ALG I and GEO who had little opportunity to train what the COT model looks like in the virtual setting. They did not share the same prep period for planning. Teachers had to learn new ways to provide immediate feedback and implement student accommodations in the digital space. Students and teachers had to learn new technology due to the pandemic and online learning.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to the shift to distance learning, budgetary funds were shifted to cover supplemental contracts to meet student needs in the areas of credit recovery, tutorial, and technology needs for teachers.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

All staff will participate in additional training to learn more about SEL and Cultural Proficiency embedded in instructional strategies. Teams for pull-out-days will be 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.

For 21-22 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 and CP, 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:
<ul style="list-style-type: none"> • Address any learning gaps that may have occurred because in-person instruction did not occur for over a year. • Supplemental contracts for teachers to do tutoring instead of Teaching Fellows or Certificated Tutors 	<p>ELAC Parent Recommendations 2021:</p> <ul style="list-style-type: none"> • Certificate Tutors for intervention • The assistance of a bilingual instructor's assistant to support students in their primary language. • Additional academic support when students return due to possible learning loss. • Additional Career and technical education. • Extended learning in sciences English, and math. • Instructional materials and technology. • Teaching fellow for additional student support. 	<ul style="list-style-type: none"> • After school tutoring • Credit recovery • Additional learning opportunities to address gaps in learning • Integrate newly learned technology into the classroom • Exposure to college/university course work

Action 1

Title: Improve Math Concepts For All Students

Action Details:

MATHEMATICS: By the end of 21-22, improve performance for all students in mathematics measured through SBAC, IABs, and ICA. 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 including IABs, common grading practices, and instructional practices that promote conceptual understanding; Tier 2 supports include the use of flexible groupings, the strategic use of PLUS and Special Education co-teachers, 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 (CAASPP, 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

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

Owner(s):

Lead Teachers

Timeline:

Monthly

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

IABs 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

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

Hoover students will utilize Hoover School App as an educational Planner to assist with organizing their assignments, communicating with their teachers, and being notified of assignments and tests.

Owner(s):

Students, teachers, staff

Timeline:

Daily

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

- Development and expansion of lunchtime and after-school Tutorial, with an emphasis on support in mathematics.
- Provide supplemental contracts and/or release time for math teachers to plan for and work with IABs and ICA
- Provide Interact Teaching Fellows to push into 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 the first semester will have the opportunity for immediate S1 credit recovery in the 2nd semester (supplemental contracts for teachers to offer credit recovery over winter break, immediate credit recovery during the 2nd semester).
- 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, scheduling of classes to allow for teacher collaboration)
- 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.

- The instructional leadership team (ILT) will meet monthly to identify needs for professional learning and make recommendations.
- Provide targeted tutorials 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, IABs, iReady results)
- 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.
- Provide supplemental contracts to teachers for math enrichment and acceleration.
- CAASPP Math Saturday Academy to be offered to Juniors in the early 2nd semester to prepare them for the upcoming CAASPP assessment.

Specify enhanced services for EL students:

- Implement the Fresno Unified master plan for English Learners
 - Provide Bilingual Instructional Assistants and InterAct Teaching Fellows to support Arabic as well as Spanish-speaking students in the content.
- Plus teacher 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 programs.
 - Work with the Community School Liaison to contact parents and set up parent conferences, as needed, to discuss student progress.

Specify enhanced services for low-performing student groups:

- Provide opportunities for credit recovery for students with disabilities in mathematics coursework.
- 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 the 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 NIC teams to complete a root cause analysis and determine areas of focus.
- NIC team learns together using an inclusive, improvement science model. They are responsible to monitor outcomes and identify next steps to accelerate progress.

Based on the findings of NIC, the site plan is developed to ensure students with disabilities are supported throughout the system and site to obtain skills necessary to be college and career-ready.

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

Action 2

Title: Improve ELA Concepts For All Students

Action Details:

LITERACY: By the end of 2022, improve performance for all students in CCSS as measured by SBAC (summative, IABs, ICA). 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 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](#)

Hoover students will utilize Hoover School App as an educational Planner to assist with organizing their assignments, communicating with their teachers, and being notified of assignments and tests.

Owner(s):

Students, teachers, staff

Timeline:

Daily

[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 the progress of students after CFAs, ensure that PLC teams are analyzing progress, and share with the 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 the 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 the 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 CFA's 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 the support of the Community Home School Liaison and other staff.

Owner(s):

VP of Caseload, Community 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) and InterAct Teaching Fellows to support the comprehension and academic progress of EL students by working directly with students in SDAIE classrooms throughout the day.
- Provide targeted specific Tutorials for English Learners, emphasizing writing and literacy development in all classes. Development and expansion of lunchtime and after-school tutorial, with options to support writing.
- Provide additional SpringBoard novels and supplemental materials to support all students having access to resources.
- Provide 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) and InterAct Teaching Fellows in content classes to support EL students. BIAs and InterAct TF monitor EL student's grades and attendance weekly.

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 the 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.

Specify enhanced services for low-performing student groups:

Implement the Fresno Unified model for students receiving Special Education services, including the 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 a similar focus as a Professional Learning Community (PLC).

- School site team works with CF Pivot Team to complete a root cause analysis and determine the area of focus.

- Monitor the attendance and the D's/F's of their EL caseload
- Encourage their EL caseload 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 3)
- Offer the opportunity for intervention/enrichment to their EL caseload by encouraging them to attend Hoover's after-school Program, EL afterschool tutoring, and tutor.com.
- 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 classrooms.
- Bilingual tutoring and additional after-school services for newcomer EL services.
- EL resources with GVC Big Ideas and digital access to language supports.

- 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 the 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.

PLUS teachers will support at-risk 9th graders by monitoring their grades and attendance.

Para Educators provide support to Special Education students in ELA classes. They work directly with students to monitor their grades and attendance.

Utilizing Edgenuity involving extended learning opportunities to support/encourage student credit recovery on campus.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.2000	Also G1A2, G2A1, G3A1, G3A2, G3A3, staffing cushion, extra period instruction - *Supports Math CSR*	17,567.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Also G1A2,G3A1,G3A3. 3 sub days for all teachers (site PL) ** NO IEPS **	44,496.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Also G1A2. ELD teacher subs for regional work. ** NO IEPS **	1,053.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for Algebra Intersession ** NO IEPS **	1,437.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Also G1A2. Additional Lead Teacher contracts ** NO IEPS **	17,960.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			instructional materials, Math: graphing calculators ** NO FOOD OR INCENTIVES **	9,136.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Student laptops	20,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.4000	Also G1A2, G2A1, G3A1, G3A2, G3A3, staffing cushion, extra period instruction - *Supports Math CSR*	35,133.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Also G1A2. Subs for ELPAC testing.	936.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Also G1A2. Subs for AP testing.	1,053.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Also G1A2. Subs for SBAC testing	1,289.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Also G1A2. Subs for FCOE Science PL	4,450.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Also G1A2. Contract for Advisory lesson development.	11,373.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Also G1A2. Supplemental for summer planning for PLCs.	13,171.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Also G1A2. Supplemental for Climate & Culture team	8,140.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Also G1A2. site licenses for students	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also G1A2. Office Depot	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also G1A2. Food for teacher meetings	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Math: additional class sets of regular calculators	1,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also G1A2. Science: materials for new labs in new curr.	2,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also G1A2. Theater: addtl. materials for new standards	2,000.00

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also G1A2,G3A1,G5. Hoover App	1,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also G1A2. Instructional materials	35,030.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Also G1A2. Technology Enhancement (laptops, WiFi) for students	9,608.00
G1A1	Sup & Conc	Instruction	Travel			: Also G1A2. Conference costs (CLTA, CATE, CASMEC, CSTA)	25,000.00
G1A1	Sup & Conc	Instruction	Travel			: Also G1A2. FCOE Science PLC (10 x \$800 ea.)	8,000.00
G1A1	Sup & Conc	Instruction	Equip Rental			: Also G1A2. Walker Lewis Rentals (testing)	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Also G1A2. General maintenance	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Classroom tech maint. and install	2,500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Also supports G1A2. Copy machine in new building	12,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Also G1A2. Instructional supplies	198.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Also G1A2. Tutoring - Interact Fellows in classrooms/after school tutoring	41,210.00
G1A1	One-Time School	Instruction	Teacher-Supp			Also G1A2. Supplemental for SDC Recovery	2,874.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for categorically funded positions	936.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Staff Laptops	7,000.00
G1A2	One-Time School	Instruction	Bks & Ref			: Edgenuity costs	10,000.00

\$380,250.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness		42.08 %	2019-2020	45.08 %
College/Career Readiness (Students With Disabilities)		20 %	2019-2020	20 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

College/Career Readiness

Pathway Coordinator monitors success and completion of project-based learning and staff implementation of content.
 PL's scheduled with all pathways to ensure all teachers are collaborating on their collaborative projects so students receive their CTE completion certificate.
 Pathway Coordinator monitors all D/F's by collaborating with counselors to run reports of students who are struggling in their classes.
 Coordinator attends weekly AC/PLC meetings of CTE/Linked Learning teachers to ensure collaboration and student data is being tracked and monitored.
 Recruitment and Retention enrollment of CTE and Linked Learning courses is monitored by Pathway Coordinator to ensure the program remains relatable and engaging to students.
 Pathway Coordinator and teacher work together to provide meaningful work-based learning opportunities for all pathway students and CTE.

College/Career Readiness (Students With Disabilities)

Opportunities within CTE and pathways for students with disabilities have increased due to the removal of course restrictions. We have added para-professional support in CTE English and Electives classes to ensure as many schedule options as possible for students with disabilities.

Student-centered real world learning experience - Site Defined

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

College/Career Readiness

Hoover addressed engagement struggles with African American students by creating mentoring support for all African American students who have high needs in grades, behavior, and attendance through REC, TST, and A4 mentoring.

College/Career Readiness (Students With 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.

Student-centered real world learning experience - Site Defined

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to the shift in distance learning, CTE courses struggled with hands-on application of designated fieldwork, field trips to colleges/universities, and field trips to and from industry partners could not be conducted.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

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:

- Ensure students know how to utilize their tech tools accordingly
- Teach positive life skills to combat bad habits that may have been acquired during quarantine (poor sleeping habits, procrastination)
- Saturday Academy based on real-life skills such as balancing a checkbook, filing your taxes, changing a tire, and oil, completing a job application, and how to show up for a job interview.

2 ELAC:

- Increase Technological Education
- Increase social-emotional supports for students

3 Staff:

- Building opportunities for mentorships
- Bring in Community speakers
- Create opportunities for interactive classrooms and project-based learning
- Expand Career Fair
- More CTE Pathways tied to business/community needs
- More field trips

Action 1

Title: Advanced Placement Retention and Success

Action Details:

By the end of 2021-22, Hoover will increase retention and success in AP courses. Hoover High School will build a comprehensive program to support students for rigorous courses such as Advanced Placement and dual enrollment 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 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.

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

[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.

Action 2

Title: Linked Learning/CTE

[Action Details:](#)

Linked Learning and CTE: Hoover will continue to build engaging and worthwhile experiences in the Arts Media Entertainment, Eco-technology, and Public Service Pathways. Hoover will use Linked Learning pathways to support students interests in careers and teachers will connect relevant course work and allows them to apply their knowledge in real-world settings through internships, externships, dual enrollment, and job shadows.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Teachers/CTE coordinator/MP over pathway

Timeline:

Monthly

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

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

Owner(s):

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

Timeline:

Monthly

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

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

Owner(s):

CTE Coordinator/Head Counselor/MPs over pathways

Timeline:

August/Quarterly

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

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

Owner(s):

CTE Coordinator/MP 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 and teacher release time for student field trips, guest speakers, internships, and job shadowing.

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

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

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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Also G3A1. Honor Roll supplies	2,250.00
G2A2	Sup & Conc	Instruction	Teacher-Subs			Subs for Linked Learning teachers	12,059.00
G2A2	Sup & Conc	Instruction	Teacher-Subs			Subs for tchs. in Art Integration PL	586.00

\$14,895.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		14.21 %	2020-2021	12.21 %
Suspensions students with 1 or more		0.04 %	2020-2021	6 %
Chronic Absenteeism (Students with Disabilities)		17.63 %	2020-2021	15.63 %
Suspensions students with 1 or more (Students With Disabilities)		0.32 %	2020-2021	5 %
Chronic Absenteeism (African American)		23.53 %	2020-2021	21.53 %
Chronic Absenteeism (English Learner)		11.63 %	2020-2021	9.63 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Chronic Absenteeism was consistently monitored and addressed through several systemic and targeted interventions. The administration regularly discussed absenteeism and truancy with students, staff, and other shareholder groups. Tier 1 supports were utilized to improve attendance and truancy, including SEL strategies to improve student connectedness and community building in the classrooms. Additional resources were shifted to address absenteeism, including Hoover's Targeted Support Team (TST), which made attempts to contact students and families to determine barriers prohibiting students from attending school. Home visits were conducted as prohibited by safety guidelines during the COVID-19 pandemic to assist families and delivering information about resources. At virtual meetings were held monthly with administration and attendance clerks to provide students and parents with information and resources. Edu-Text and School Messenger systems, parent education, counselor check-ins, check-in-check out, staff development around accurate attendance procedures, the collaboration of the Resource Counseling Assistant, Community School Liaison, and School Resource Facilitator have allowed for increased follow-up with families to determine reasons for absences and provide home visits.

Chronic Absenteeism (African American)

All tier 1 and 2 interventions were implemented along in the 3rd quarter our African American students with high levels of absenteeism became an intense focus of Hoover's TST. We intentionally shifted our efforts to

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

Chronic Absenteeism

Technical barriers (lack of computer or internet), competing responsibilities in the home, or pandemic-related issues caused some of our students to have a more challenging time logging in regularly.

Chronic Absenteeism (African American)

Some of our African American students faced significant issues with not having access to the internet, competing responsibilities in the home, and/or pandemic-related issues that caused some of them to have a more challenging time logging in regularly.

Chronic Absenteeism (English Learner)

Some EL students had a more challenging time with learning the on-line platform. Some families struggled with assisting them to log into classes and understanding the technology. Transitional supports to online learning were lacking for EL students.

Chronic Absenteeism (Students with Disabilities)

Students with disabilities (SWD) had a more challenging time with learning the on-line platform. Some families struggled with assisting them to log into classes and understanding the technology. Transitional supports to online learning were lacking for SWD.

Suspensions students with 1 or more

ensure that every student of color was being matched with an attendance intervention. Data was then updated bi-weekly by TST staff. Interventions included wellness checks, small group interventions, CICO, home visits, and 1:1 meeting with family, admin, and counselor to determine needed resources.

Chronic Absenteeism (English Learner)

All tier 1 and 2 interventions were implemented. Tier 3 interventions included a Plus teacher conducting regular check-ins, BIA's having a list of target support students to work during office hours and on Mondays during asynchronous learning. During the spring semester, a small cohort of EL students was permitted to come on to campus with a substitute EL instructor to assist with online learning.

Chronic Absenteeism (Students with Disabilities)

Chronic Absenteeism for SWD was consistently monitored and addressed through several systemic and targeted interventions along with additional supports from the case manager calling family and student to determine barriers. The administration regularly discussed absenteeism and truancy with students, staff, and other shareholder groups. Tier 1 supports were utilized to improve attendance and truancy, including SEL strategies to improve student connectedness and community building in the classrooms. Additional resources were shifted to address absenteeism, including Hoover's Targeted Support Team (TST), which made attempts to contact students and families to determine barriers prohibiting students from attending school. Home visits were conducted as prohibited by safety guidelines during the COVID-19 pandemic to assist families and delivering information about resources. At virtual meetings were held monthly with administration and attendance clerks to provide students and parents with information and resources. Edu-Text and School Messenger systems, parent education, counselor check-ins, check-in-check out, staff development around accurate attendance procedures, the collaboration of the Resource Counseling Assistant, Community School Liaison, and School Resource Facilitator have allowed for increased follow-up with families to determine reasons for absences and provide home visits

Suspensions students with 1 or more

Due to the pandemic and the associated Distance Learning format, The suspension rate of .04% was abnormally low (1 suspension) Therefore our goal will be set to a more normalized rate of a high school where all students are present on campus. Our new target of 6% percent of students suspended within the academic year 2021-2022 will be a reduction of the rate realized in 2019-2020.

Suspensions students with 1 or more (Students With Disabilities)

Hoover High School has the same behavioral expectations for our special needs students as our general education students. Depending on the needs of the students and their identified disability, school wide interventions and behavior expectations will only be modified as needed to address the behavior concerns and also comply with their stated identified needs. Our new target will show a reduction in suspension rates from students with disabilities from 5.9% to 5% for academic year 2021-2022

As of this school year, due to the pandemic, there were no inequities of SEL resources on the school campus or delivered virtually for students. We will continue with the variety of resources implemented in 2019-2020 to reduce altercations and suspensions which include and are not limited to: support staff assisting and school-wide training, messaging and focus regarding both behavior expectations, Social emotional support to leverage behavioral improvement and maintenance. Continue contracts added to staff to support during passing period and lunch, 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 will continue to consistently monitor suspension data and work with DPI and our TST team to ensure consistency in resource allocation for students using the appropriate intervention tier. Will monitor application of consequences for levels of misbehavior for consistency of enforcement of policy.

Suspensions students with 1 or more (Students With Disabilities)

We will continue with the variety of resources implemented in 2019-2020 to reduce altercations and suspension as listed above for our general education students. However, the behavioral needs of the students will be addressed according to their disability.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The budget expenditures from 2020-2021 school year will be maintained.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

The annual metric has been modified to be more realistic of high school student activity of student being brought back to school after the pandemic. See goals listed above.

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:

- Create social spaces for students before and after school that is safe and inviting
- Return to school celebration when safe
- Focus on building support for clubs and intermural sports

2 ELAC:

- Increase social-emotional supports for students
- Increase Technological education

3 Staff:

- Community building opportunities
- Intermural sports
- Build big events on campus
- Hoover app for students
- Advisory/class meetings – SEL instruction
- Increase social media presence
- More SEL training for teachers to connect with students – teach resiliency, perseverance, social skills
- Address increase social/emotional needs
- Build processes/routines of how to be on campus
- School Pride through competitions and fun activities

Action 1

Title: Student Engagement

Action Details:

STUDENT ENGAGEMENT: By the end of 2021-22, 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 the celebration of successes, increased efforts to engage parents, and building time and resources to enhance staff-student and student-student relationships. Strategically implemented strategies will engage all students in the full community that is Hoover, through participation in 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 engagement opportunities (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 engagements/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 engagements /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 engagements

[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 a positive school climate.

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

Link Crew Advisers/ Campus Culture Director

[Timeline:](#)

Monthly

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

Hoover students will utilize Hoover School App as an educational Planner to assist with organizing their assignments, communicating with their teachers, and being notified of assignments and tests. The app will be used to notify students of upcoming school events, engagements, lunchtime activities, dress-up days, rallies, etc.

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

Students, staff, Campus Culture Director, Counselors

[Timeline:](#)

Daily

[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
 - Superfan activities and recognition
 - Rally work nights: allows any and all students to come and help their class finalize their assignments for the rallies.
 - School community service days
 - Athlete of the Week
 - Pates of Distinction
 - Cultural Celebrations and events
 - Pate Pride
 - Special Olympics
- Provide support in the form of teacher release time and/or supplemental contracts to build a comprehensive program to attract and retain students in extended engagement activities such as athletics.
- Support opportunities for students to attend conferences off-site to build connections and broaden their knowledge in a variety of different ways.
- Incoming 9th graders will visit Hoover the spring before entry to select electives, learn about Goal 3 opportunities, and gain a sense of the culture and climate of Hoover and how to best enter.
 - Incorporation of Summer Bridge to increase engagement in school activities
 - Coordinators from Summer Bridge work to engage students in Goal 2 related activities
 - Hoover students will visit feeder schools to welcome incoming 9th graders
- 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 onboard them with Goal 2 opportunities, availability of tutorials, a campus tour, and textbook check-out.
- Provide resources and coordination to ensure strong cultural clubs.
- Provide transportation (i.e., bus tokens) in some cases as needed to remove a barrier of transportation from students who could not otherwise participate in activities.
- Provide resources for incentives to encourage participation in culture and climate activities (e.g., students who reach a certain level of participation earn a small prize).
- Increase staff attendance at student events and build staff culture by creating a system of staff competitions (e.g., staff team that gets most staff attending student events wins).
- Provide materials and resources to support advertising and promotion of involvement opportunities, including Message Boards for the cafeteria and quad.
- Provide 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.
- Provide professional development (CADA and Link Crew training) for staff participating in school culture and Link crew events.
- Provide Hoover School App as an educational Planner to assist with organizing their assignments, communicating with their teachers, and being notified of assignments and tests. The app will be used to notify students of upcoming school events, engagements, lunchtime activities, dress-up days, rallies, etc.

Specify enhanced services for EL students:

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

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

Presentation in ELD class once per semester in primary language to encourage students to become involved

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, VP, Athletic Director, counselor, class sponsors).

- We will provide monthly monitoring of 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.

Provide support and coordination for participation in Special Olympics, Unified Sports, and United Sound program to expand opportunities for participation for students with disabilities.

Action 2

Title: Attendance

Action Details:

ATTENDANCE: By the end of 2021-22, Hoover will increase ADA and decrease chronic absences by supporting the attendance of students by providing a comprehensive, tiered program of attendance monitoring appropriate interventions. Hoover will regularly analyze attendance data in order to identify root causes behind attendance issues; link families with resources to improve attendance, and provide solid tier 1 systems across the school to support regular attendance and ensure students are quickly caught up and re-integrated into the learning following an absence.

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 monthly by VP over Attendance and Attendance Intervention Team.
- ADA is reviewed quarterly by VP over Attendance and Attendance Intervention Team, Admin Team, and Culture and Climate Team.

Owner(s):

Vice Principal over Attendance

Timeline:

Monthly

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:

- Student 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 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, attendance 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 attendance issues, speaking with parents and students daily, helping facilitate A1 meetings, and making changes in attendance as needed.
- School Readiness Facilitator will monitor attendance patterns; communicate with homes of those with excessive absences; and schedule conferences with counselors, home school liaison, or vice-principal to assess root causes behind poor attendance and connect with services.
- The new Resource Counseling Assistant position will function to support student academic engagement. They will support student behavior in the classroom by collaborating with teachers, counselors and administrators to support classroom instruction.
- Provide Community School Liaison and resources/supports to follow up on Tier 2 attendance intervention through home visits, coordination with counselors, and caseload management.
- Mini-lessons taught by all teachers at beginning of each semester will include lessons focused on the importance of regular attendance.
- The importance of regular attendance will be coordinated with other incentive and recognition programs, using such strategies as: 1) seniors who have off-campus lunch privileges must have 95% rate or higher to keep privilege; 2) Pate Pride incentive and recognition program includes the opportunity for students to be recognized for improved attendance; 3) pizza parties after school-wide mini-lessons on attendance for classes that earn top scores on follow-up assessments; 4) students with perfect attendance recognized and incentives provided.
- Provide resources for "Start on Time" program to discourage students being tardy to class, including:
 - Supplemental Contracts for staff (lunch and after school detention for tardies, support during Tardy Sweeps)
 - Materials and supplies
- Student incentives for good attendance
- 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
- 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 to address underlying issues that can interfere with attendance.

Specify enhanced services for EL students:

- Community Home School Liaison and School Readiness Facilitators will coordinate and run small group sessions to educate EL parents about attendance monitoring and intervention.
- Bilingual Resource Assistant and Community Home School Liaison will connect with 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 site staff

Action 3

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 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: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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):

BRCA

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 advisory lessons, 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 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 and team for writing mini-lessons and advisory lessons.
- Students referred to the office for Level 2 or chronic Level 1 misbehaviors will engage in reflection, goal setting, perspective taking, and conflict resolution that encourages accountability and restoration. Provide staffing for a Resource Counseling Assistant to facilitate this reflection before student is referred to vice principal.
- Provide staff and materials for a Re-Engagement Center, where students assigned will engage in curriculum designed to elicit learning and reflection; and will be monitored and supported by a classroom teacher to reflect on behaviors and develop plans for success in the classroom.
- Structure school day/calendar and provide resources for Advisory to build relationships, reinforce expectations, teach Social/Emotional skills explicitly, and problem solve.
- Develop a calendar to coordinate and connect Advisory 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 coordinator for After School Program.
- 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 substance abuse counseling on campus.

Specify enhanced services for EL students:

- Ensure that advisory lessons and school-wide instruction in systems provide opportunities for EL students to verbally process, ask questions, and understand the content.

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.

- BIAs and InterAct Teaching Fellows collaborate regularly with teachers and vice-principals to support student understanding of expectations and facilitate communication with families.
- VP's will monitor misbehaviors of students with disabilities on their caseload, and offer support and guidance as needed.
- Students with disabilities and homeless/foster youth will be provided with FAX tokens if they attend an After School Program activity should the token be necessary.
- Establish and support weekly "SPED Chats" by program (ED, Autism, ALPs) involving program staff, psychologist, support staff, and administration in order to monitor and support individual students on caseloads.
- Establish and support bi-weekly social-emotional support staff meetings to align services and monitor students to identify support needs.
- Provide resources and training for ED teacher to allow for the development of a Tier 2 short-term intervention of a more structured learning environment, 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.
- AA Advisor will meet with African American students on caseload, provide mentorship, and help to remove road blocks to success.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Subs			Also G3A2,G3A3. Subs for Culture Climate Team.	2,927.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Also G3A2. Supplemental for A4 Advisor (Alvin)	2,633.00
G3A1	Sup & Conc	Instruction	Bks & Ref			: Connections Annual Licenses (Safe & Civil check in/out)	450.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Also G3A3. Pate Pride program supplies/postage	6,550.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: College field trip - food	4,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Valedictorian luncheon	520.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Also G3A3. Academic Awards (rentals, graphics, plaques)	7,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Also G5A1. Vallarta (parent meetings, student incentives)	7,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Me and Eds (student incentives, tch PD meetings)	3,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Link Crew shirts	1,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Also G1A1, G1A2. Mock Trial shirts	225.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Also G1A1, G1A2. ACADEC registration materials, shirts	2,700.00
G3A1	Sup & Conc	Instruction	Direct Trans			: College field trip - bus	6,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Bigger Faster Stronger (BFS) : Bigger Faster Stronger (BFS) curr. & training for new coaches in weight room	7,500.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			To Be Determined : Also G1A1, G1A2. Mock Trial registration fees	500.00
G3A1	One-Time School	Instruction	Teacher-Supp			Also G1A1, G1A2. Summer Bridge/9th ramp up program	20,196.00
G3A1	One-Time School	Instruction	Mat & Supp			: Also G1A1, G1A2. Summer Bridge supplies and field trip	2,010.00
G3A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental for lunch detention (all lunch, 5 days)	5,746.00
G3A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental for lunch detention (20 min, 4 days)	4,309.00
G3A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental for tardy sweeps	14,366.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facitr, Schl Readiness Spanish	0.8100	Also G5A1 and community support	52,406.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	Also G5A1	60,747.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	Will assist with discipline and re-engaging students back into the classroom.	60,072.00

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2		Attendance & Social Work Service	Cls Sup-Reg		1.0000	Currently filled by Marisela Maldonado	60,077.00
G3A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Local mileage - HSL	600.00
G3A2	Sup & Conc	Security	Cls Sup-Sub			Classified subs for Campus Safety Asst.	10,435.00
G3A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Facitr, Schl Readiness Spanish	0.1900	Also G5A1 and community support	12,292.00

\$295,184.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		76.04 %	2019-2020	83.04 %
Staff Goal - Site Defined		0 %	2020-2021	100 %
Student Survey - Included (Foster Youth)		38.1 %	2019-2020	48.1 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

By 2022, 100% of Hoover staff will have completed the foundation compulsory Cultural Proficiency training as outlined by Fresno Unified.

Student Survey - Included (Foster Youth)

- Climate and Culture Team will have one representative from each department and a classified member. The CCT will use data and feedback from departments to set goals and provide feedback
- CCD will provide monthly engagement activities to support student connectedness to site.

Staff Survey – Overall Positive in Belonging Domain

- Climate and Culture Team will have one representative from each department and a classified member. The CCT will use data and feedback from departments to set goals and provide feedback
- Principal has an open door policy with staff
- Staff are acknowledged during a monthly Green Apple Award selecting a Pate who exemplifies traits of Pate PRIDE
- Department Chairs meeting is held monthly to provide feedback and updates to site admin
- ILT meetings are held monthly to provide an instructional focus, data to support goals of instructional focus
- A Staff Club has been established: recognizes birthdays and other celebrations
- New teachers have access to an Academic Coach for support
- All teachers have access to PLUS teachers for EL strategies and support
- Professional Learning provided on a regular basis to address areas of need and best practices for the classroom

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

Staff Goal - Site Defined

Efforts will be made to ensure that classified staff is included in the training as much as possible. If not possible, then additional training opportunities will be provided.

Student Survey - Included (Foster Youth)

- Lunch time music
- lunch time activities
- strategic month-long activities to engage Foster Youth who don't usually feel connected to campus

Staff Survey – Overall Positive in Belonging Domain

- Student vs Staff competitions at lunch
- When safe, staff meal celebrations: back to school, Christmas and End of Year festivities

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to the shift in distance learning, and the reduction in staff meeting hours, the site has had to accommodate the need for additional training opportunities in Cultural Proficiency modules

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will be including targeted PD around cultural competencies, Cultural Proficiency, diversity, etc that is supportive of staff in reflecting on the diversity of the community and how approach student success including future Patriots we hire. Our target is 90% of Classified staff engaging in Cultural Proficiency PD by EOY 2022

In order to reflect our student demographics and population, we will work to fill our open positions with the highest qualified candidates who match our students by including, but not limited to: diverse hiring panels, updated interview questions with more inclusive language, work with HR to seek out candidates who meet our demographics. The hiring panel attendance will demonstrate the actions we've taken along with the staffing roster to indicate a shift in site support. We are also utilizing partner organizations like Interact Fellows as tutoring during the school day.

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:

- Ensure budgeted monies to support student and staff

2 ELAC:

- maintain clear and consistent communication with home
- Increase parent participation

3 Staff:

- Supplemental contracts for teachers to do tutoring instead of TF or CT
- Additional SEL training for teachers

Action 1

Title: Staff Diversity and Professional Learning

Action Details:

Hoover staff will engage in ongoing professional learning and collaboration to support and value a diverse and healthy community.

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

- Staff list reviewed annually to analyze reasons for vacancies.
- Panel logs
- Interview questions

Owner(s):

Principal

Timeline:

1/year

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

Professional learning agendas/minutes/sign-ins

Owner(s):

Principal

Timeline:

4X/year

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

Staff survey data on satisfaction/sense of community

Owner(s):

Principal

Timeline:

1X/year

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

- ILT agendas, notes and feedback

Owner(s):

ILT

Principal

Admin Team

Timeline:

Monthly

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

Culture and Climate team agendas, data, feedback and goals

Owner(s):

VP over CCT

Principal

Timeline:

monthly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Staff will participate in cultural proficiency training as outlined by FUSD Equity and Access.
- Staff leadership teams include participants with a range of backgrounds, experience, and viewpoints.
- Professional learning and PLC teams designed to provide opportunity for meaningful dialogue and community-building.
- Staff will engage in visioning of Hoover future: reviewing/revising Hoover mission, vision in light of new district vision/mission/values/goals.
- Teacher Academy will prepare current Hoover students for careers in education, building toward a work force reflecting the community.
- Culture and Climate team meetings to focus on data and goals
- Teachers work in PLCs to plan and discuss instructional moves to improve student learning

Specify Professional Development or Staff Services to support EL students:

- Staff will have access to Interact Fellows who will provide targeted tutoring support to ELs
- Staff will be provided EL strategies during PD to apply to their learning

Specify Professional Development or Staff Services to support 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, VP, Athletic Director, counselor, class sponsors).

- We will provide monthly monitoring of 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.

Provide support and coordination for participation in Special Olympics, Unified Sports, and United Sound program to expand opportunities for participation for students with disabilities.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			To Be Determined : Consultant contract for professional learning	20,000.00
G4A1	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			UC Merced : UC Merced CAASPP Workshop	10,000.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Cultural Proficiency Training participants	7,260.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Also G4A2,G1A1, G1A2. Foster Youth mentoring materials and supplies.	500.00
G4A1	Sup & Conc	Instruction	Direct Trans			: Also G3A1. Foster Youth field trip and engagement	1,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			To Be Determined : Substance Abuse consulting services	10,000.00

\$48,760.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		90.65 %	2019-2020	97.65 %
Parent Survey - Safe and secure		85.02 %	2019-2020	92.02 %
Family Goal - Site Defined		0 %	2020-2021	85 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

By Spring 2022, families will feel an increase in Hoover's climate of academic support for learning as measured by our Spring Climate/Cultural data. Currently, Hoover's positive response is at 77%. We want to reach a positive rate of 85%.

Parent Survey - Respected and welcomed

Parents feeling supported and welcomed has been supported in the following areas

- parent coffee hours
- HSL-Spanish
- ELAC meetings regularly with support of EL services
- PL for parents led by HSL
- Home visits are performed by HSL

Parent Survey - Safe and secure

- New funding at strategic times of the year to add a CSA
- Ensure facilities are in top working order: lighting working, fences mended
- VP over facilities working with PC to bring concerns immediately to address

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

Family Goal - Site Defined

Due to the shift in distance learning, communication with families was challenging. Many Hoover students were using another email and needed to be taught how to use @fresnou email. The lack of updated parent emails, and phone numbers hinders parent communication and inclusiveness in access to academic supports for both students and parents.

Parent Survey - Respected and welcomed

- Ensure signs on campus are updated, visible and offered in home language
- Ensure communication home is offered in home language
- Ensure parents understand school protocol

Parent Survey - Safe and secure

- Ensure connection between parents and school as well as communication between parents and SRO

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to the shift in distance learning all of our parent meetings, Back to School Night, Title One, College Night, SSC, ELAC, Attendance Meetings, Coffee Hours, etc. had to be held virtually. This new platform may have been a barrier

for some parents in participating.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Hoover will seek new and innovative ways to connect with families including a Hoover App (pending FUSD district approval), social media platforms, and more traditional methods such as school messenger, mailers, and student/parent email in order to increase a climate of academic support for learning. Greater focus on Parent Center, parent outreach by HSL, and school website.

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:

- Increase opportunities for families to connect in school activities (Open House, Back to School Night, Increase Social Media presence)
- Return to school celebration when safe

2 ELAC:

- Increase opportunities for families to connect in school activities (Open House, Back to School Night, Increase Social Media presence)

3 Staff:

- Families to be able to engage with school staff more regularly.
- Hoover App for families

Action 1

Title: Increase Academic Learning Climate for Families

Action Details:

Hoover will seek new and innovative ways to connect with families including a Hoover App (pending FUSD district approval), social media platforms, and more traditional methods such as school messenger, mailers, and student/parent email in order to increase a climate of academic support for learning.

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

Hoover School App will be used to communicate with our families regarding school-wide events, athletics, individual student meetings with counselors, teachers, or other staff members, current assignments, the ability to communicate with teachers, see the school calendar and individual student schedule.

Owner(s):

Parent, students, staff

Timeline:

Daily

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

Parent Survey results and responses

Owner(s):

Vice Principal over Parent Engagement

Timeline:

annually

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

- IEP translation logs
- Event sign in logs
- Phone call logs
- Home visit logs

Owner(s):

HSL
VP over HSL
Principal

Timeline:

Ongoing

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

- ILT agendas, notes and feedback structures

Owner(s):

ILT
Principal
Admin team

Timeline:

Monthly

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

- Culture and Climate team notes, agendas, data and feedback

Owner(s):

VP over CCT
Principal

Timeline:

Monthly

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Fund Home School Liaison positions to provide connections to school for parents, as well as support for communication in three languages.**
- **Meet and greet with SRO, CSAs and admin/counselors**
- **Fund CSA during strategic months to ensure additional adult supervision, and positive student/adult interactions, on campus.**
- **Parent informational meetings where SRO offers information on the latest things to look out for (social media, drugs, gangs...)**
- **Parent Coffee Hours facilitated by HSL in Parent Center**
- **Classes to support parents facilitated through Parent Center and Parent University.**
- **Parent Center courses and resources will fluctuate to meet dynamic needs of families of English Learners and the community.**

Specify Direct Service and Opportunities for parents and families to support EL students:

- Community Home School Liaison will hold weekly Coffee hours and provide parents with resources.
- Families have access to HSL who will provide: translation services, school connected opportunities, community opportunities, school information, parent learning opportunities
- Families will engage in informational meetings facilitated by: academic counselors, HSL, SEL support team, SRO, EL Services

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Community Home School Liaison will hold weekly Coffee hours and provide parents with resources.
- Families have access to HSL who will provide: translation services, school connected opportunities, community opportunities, school information, parent learning opportunities
- Families will engage in informational meetings facilitated by: academic counselors, HSL, SEL support team, SRO, EL Services

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0235 Hoover High School (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Sch/Community Spanish	1.0000	Also G3A1, G3A2, home visits, supports EL and parent involvement Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	70,695.00

\$70,695.00

2021-2022 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	0.2000	Also G1A2, G2A1, G3A1, G3A2, G3A3, staffing cushion, extra period instruction - *Supports Math CSR*	17,567.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Also G1A2,G3A1,G3A3. 3 sub days for all teachers (site PL) ** NO IEPS **	44,496.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Also G1A2. ELD teacher subs for regional work. ** NO IEPS **	1,053.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for Algebra Intersession ** NO IEPS **	1,437.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Also G1A2. Additional Lead Teacher contracts ** NO IEPS **	17,960.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			instructional materials, Math: graphing calculators ** NO FOOD OR INCENTIVES **	9,136.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Student laptops	20,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.4000	Also G1A2, G2A1, G3A1, G3A2, G3A3, staffing cushion, extra period instruction - *Supports Math CSR*	35,133.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Also G1A2. Subs for ELPAC testing.	936.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Also G1A2. Subs for AP testing.	1,053.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Also G1A2. Subs for SBAC testing	1,289.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Also G1A2. Subs for FCOE Science PL	4,450.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Also G1A2. Contract for Advisory lesson development.	11,373.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Also G1A2. Supplemental for summer planning for PLCs.	13,171.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Also G1A2. Supplemental for Climate & Culture team	8,140.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Also G1A2. site licenses for students	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also G1A2. Office Depot	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also G1A2. Food for teacher meetings	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Math: additional class sets of regular calculators	1,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also G1A2. Science: materials for new labs in new curr.	2,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also G1A2. Theater: addtl. materials for new standards	2,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also G1A2,G3A1,G5. Hoover App	1,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also G1A2. Instructional materials	35,030.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Also G1A2. Technology Enhancement (laptops, WiFi) for students	9,608.00
G1A1	Sup & Conc	Instruction	Travel			: Also G1A2. Conference costs (CLTA, CATE, CASMEC, CSTA)	25,000.00
G1A1	Sup & Conc	Instruction	Travel			: Also G1A2. FCOE Science PLC (10 x \$800 ea.)	8,000.00

G1A1	Sup & Conc	Instruction	Equip Rental	: Also G1A2. Walker Lewis Rentals (testing)	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint	Also G1A2. General maintenance	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint	: Classroom tech maint. and install	2,500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease	Also supports G1A2. Copy machine in new building	12,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp	: Also G1A2. Instructional supplies	198.00
G1A1	LCFF: EL	Instruction	Subagreements	Education and Leadership Foundation : Also G1A2. Tutoring - Interact Fellows in classrooms/after school tutoring	41,210.00
G1A1	One-Time School	Instruction	Teacher-Supp	Also G1A2. Supplemental for SDC Recovery	2,874.00
G1A2	Sup & Conc	Instruction	Teacher-Subs	Teacher subs for categorically funded positions	936.00
G1A2	Sup & Conc	Instruction	Nc-Equipment	: Staff Laptops	7,000.00
G1A2	One-Time School	Instruction	Bks & Ref	: Edgenuity costs	10,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp	: Also G3A1. Honor Roll supplies	2,250.00
G2A2	Sup & Conc	Instruction	Teacher-Subs	Subs for Linked Learning teachers	12,059.00
G2A2	Sup & Conc	Instruction	Teacher-Subs	Subs for tchs. in Art Integration PL	586.00
G3A1	Sup & Conc	Instruction	Teacher-Subs	Also G3A2,G3A3. Subs for Culture Climate Team.	2,927.00
G3A1	Sup & Conc	Instruction	Teacher-Supp	Also G3A2. Supplemental for A4 Advisor (Alvin)	2,633.00
G3A1	Sup & Conc	Instruction	Bks & Ref	: Connections Annual Licenses (Safe & Civil check in/out)	450.00
G3A1	Sup & Conc	Instruction	Mat & Supp	: Also G3A3. Pate Pride program supplies/postage	6,550.00
G3A1	Sup & Conc	Instruction	Mat & Supp	: College field trip - food	4,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp	: Valedictorian luncheon	520.00
G3A1	Sup & Conc	Instruction	Mat & Supp	: Also G3A3. Academic Awards (rentals, graphics, plaques)	7,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp	: Also G5A1. Vallarta (parent meetings, student incentives)	7,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp	: Me and Eds (student incentives, tch PD meetings)	3,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp	: Link Crew shirts	1,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp	: Also G1A1, G1A2. Mock Trial shirts	225.00
G3A1	Sup & Conc	Instruction	Mat & Supp	: Also G1A1, G1A2. ACADEC registration materials, shirts	2,700.00
G3A1	Sup & Conc	Instruction	Direct Trans	: College field trip - bus	6,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth	Bigger Faster Stronger (BFS) : Bigger Faster Stronger (BFS) curr. & training for new coaches in weight room	7,500.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth	To Be Determined : Also G1A1, G1A2. Mock Trial registration fees	500.00
G3A1	One-Time School	Instruction	Teacher-Supp	Also G1A1, G1A2. Summer Bridge/9th ramp up program	20,196.00
G3A1	One-Time School	Instruction	Mat & Supp	: Also G1A1, G1A2. Summer Bridge supplies and field trip	2,010.00
G3A2	Sup & Conc	Instruction	Teacher-Supp	Supplemental for lunch detention (all lunch, 5 days)	5,746.00
G3A2	Sup & Conc	Instruction	Teacher-Supp	Supplemental for lunch detention (20 min, 4 days)	4,309.00
G3A2	Sup & Conc	Instruction	Teacher-Supp		

G3A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental for tardy sweeps	14,366.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Facltr, Schl Readiness Spanish	0.8100	Also G5A1 and community support	52,406.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	Also G5A1	60,747.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	Will assist with discipline and re-engaging students back into the classroom. Currently filled by Marisela Maldonado	60,072.00
G3A2	Sup & Conc	Attendance & Social Work Services	Local Mileag			Local mileage - HSL	600.00
G3A2	Sup & Conc	Security	Cls Sup-Sub			Classified subs for Campus Safety Asst.	10,435.00
G3A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Facltr, Schl Readiness Spanish	0.1900	Also G5A1 and community support	12,292.00
G4A1	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			To Be Determined : Consultant contract for professional learning	20,000.00
G4A1	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			UC Merced : UC Merced CAASPP Workshop	10,000.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Cultural Proficiency Training participants	7,260.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Also G4A2,G1A1, G1A2. Foster Youth mentoring materials and supplies.	500.00
G4A1	Sup & Conc	Instruction	Direct Trans			: Also G3A1. Foster Youth field trip and engagement	1,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			To Be Determined : Substance Abuse consulting services	10,000.00
G5A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Sch/Community Spanish	1.0000	Also G3A1, G3A2, home visits, supports EL and parent involvement Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	70,695.00
							\$809,784.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$212,344.00
Sup & Conc	7090	\$508,660.00
LCFF: EL	7091	\$53,700.00
One-Time School	7099	\$35,080.00
Grand Total		\$809,784.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$380,250.00
G2 - Expand student-centered and real-world learning experiences	\$14,895.00
G3 - Increase student engagement in their school and community	\$295,184.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$48,760.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$70,695.00
Grand Total	\$809,784.00