


Hoover High School

10621661032911

Principal's Name: Rebecca Wheeler

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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

2016 - 2017 SPSA Needs Assessment

SCHOOL : Hoover ▼ Select

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1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	7/9	58.13 %
<input checked="" type="checkbox"/>	High	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	6/9	36.98 %
<input checked="" type="checkbox"/>	High	Advanced Placement (AP)	1- AP Eligibility Pool	5936	Number and percentage of 10th-12th grade students who meet the AP Eligibility Pool Criteria	6/10	20.37 %
<input checked="" type="checkbox"/>	High	Advanced Placement (AP)	5- Course Retention Exam Takers Passing Rate	5940	Number and percentage of 10th-12th grade students who meet the AP Eligibility Pool Criteria who were appropriately placed in AP course(s), complete the AP course(s), take the corresponding AP exam(s), and pass AP course exam(s) with 3 or higher, plus 9th grade students enrolled in AP Human Geography, complete the AP course, take the corresponding AP exam, and pass AP course with a 3 or higher	5/8	11.56 %
<input checked="" type="checkbox"/>	High	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	5/9	28.95 %
<input type="checkbox"/>	High	Advanced Placement (AP)	3- Course Retention	5938	Number and percentage of 10th-12th grade students who meet the AP Eligibility Pool Criteria who were appropriately placed in AP course(s), and completed the course(s) in the current year, plus 9th grade students enrolled in AP Human Geography and completed the course in the current year	5/8	79.8 %
<input type="checkbox"/>	High	Advanced Placement (AP)	4- Course Retention Exam Takers	5939	Number and percentage of 10th-12th grade students who meet the AP Eligibility Pool Criteria who were appropriately placed in AP course(s), complete the AP course(s) and take the corresponding AP exam(s), plus 9th grade students enrolled in AP Human Geography, complete the AP course, and take the corresponding AP exam	5/8	90.74 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	7/9	25.9 %
<input type="checkbox"/>	High	EL Redesignation	5- LTEL Graduation and A-G On-Track Status	6175	Number and percentage of 9th-12th grade Long Term English Learner students who were continuously enrolled for 5 years prior to the start of their 9th grade year and are on-track for high school graduation and A-G requirements	5/9	20.79 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	High	Career Technical Education (CTE)	5- Post-CTE Careers	6359	Number and percentage of CTE graduates who pursued a postsecondary education or advanced training, or military service, or employment	9/9	79.58 %
<input checked="" type="checkbox"/>	High	A-G	3- On-Track Retention Rate	6023	Number and percentage of 9th-12th grade students who were on-track at the beginning of the academic year, are enrolled in the appropriate A-G courses in the current academic year and remain A-G on-track in the most recent quarter	9/9	64.06 %
<input checked="" type="checkbox"/>	High	College-Going Culture	1- 12th Grade A-G Competitive Eligibility	6014	Number and percentage of 12th grade students who meet A-G Competitive Eligibility criteria	9/9	53.95 %
<input checked="" type="checkbox"/>	High	A-G	4- Off-Track to On-Track	6149	Number and percentage of 9th-12th grade students who started the academic year A-G subject borderline or off-track and moved to A-G on-track status in the most recent quarter	9/10	6.08 %
<input type="checkbox"/>	High	Career Technical Education (CTE)	3- Graduation and A-G On-Track Status	6355	Number and percentage of CTE participants who graduated A-G on-track	8/9	41.88 %

<input type="checkbox"/>	High	Career Technical Education (CTE)	1- CTE Enrollment	6344	Number and percentage of 9th-12th grade students enrolled in a Career Technical Education (CTE)	8/10	22.04 %
<input type="checkbox"/>	High	College Enrollment	1- CCC Matriculation Rate	6288	Number and percentage of 12th grade students who are only eligible to apply to a community college, applied to State Center Community College District (SCCCD) and are fully matriculated	8/9	34.04 %
<input checked="" type="checkbox"/>	High	A-G	1- On-Track Status	6134	Number and percentage of 9th-12th grade students who are A-G on-track at the beginning of the current semester and does not consider courses in progress (9th grade is excluded from fall semester)	8/10	38.34 %
<input type="checkbox"/>	High	Graduation	3- Off-Track to On-Track	6152	Number and percentage of 9th-12th grade students who started the academic year borderline or off-track for graduation and moved to on-track status for graduation in the most recent quarter	8/10	47.48 %
<input type="checkbox"/>	High	Graduation	1- On-Track Status	6148	Number and percentage of 9th-12th grade students on-track for graduation considering course completion and current course enrollment using the FUSD Graduation Matrix as a benchmark	8/10	55.51 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	9/10	16.94 %
<input type="checkbox"/>	High	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	9/10	50.46 %
<input type="checkbox"/>	High	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	8/10	18.32 %
<input type="checkbox"/>	High	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	7/10	92.84 %
<input checked="" type="checkbox"/>	High	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	7/10	15.71 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	High	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	7/9	2.85 %
<input checked="" type="checkbox"/>	High	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	7/9	67.82 %
<input checked="" type="checkbox"/>	High	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	7/10	19.53 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain <small>Rates</small>	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<i>Detail the action:</i> Hoover High School will provide a Response to Intervention approach to literacy development: Tier 1 services focus on common core implementation of literacy standards in all courses so that students are developing and practicing literacy skills in every class; Tier 2 includes opportunities for deployment, flexible groupings, tutorial, PLUS, co-teaching, and strategic class size reduction in targeted areas; and Tier 3 includes mentoring, tutorial, and technology resources.		
<i>SQII Element:</i> ➤ ELA (SBAC)	<i>SQII Sub-element(s):</i> <ul style="list-style-type: none"> 6142: Standard Not Met/Nearly Met 5997: Achievement Gap 	<i>Site Growth Target:</i> 6142: 50% 5997: A-A 60%; SWD 95%	<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point:</i> By June 2017 the percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC will decrease from 58% to 50% (so the percentage of students scoring Standard Met or Standard Exceeded will increase from 42% to 50%). The achievement gap will be narrowed as the percentage of African American students scoring Standard Not Met or Standard Nearly Met decreases from 70% to 60% and the percentage of Special Education students scoring Standard Not Met or Standard Nearly Met decreases from 97% to 95%.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <ul style="list-style-type: none"> Orders for materials, supplies, technology placed Staff calendar including professional learning developed and shared with staff Monitoring of class sizes and master schedule to support identified student needs Attendance at Tutorial and data about students receiving services (weekly/monthly) 		<i>Owner(s)</i> <ul style="list-style-type: none"> Principal and librarian Principal/ILT Principal & Head Counselor Vice Principal and Counselor 	<i>Timeline</i> <ul style="list-style-type: none"> By the end of September August June/September/January On-going

<ul style="list-style-type: none"> • Cycles of Review at each DRP and Interim Assessment benchmark point • Attendance and formative assessment feedback from Family Pate Tours program • Accountable Community agendas and created products (e.g., common assessments) • Formative assessment data from use of the Instructional Practice Guide 	<ul style="list-style-type: none"> • ILT • Vice Principal and Home School Liaison • Lead Teachers & VPs • All staff 	<ul style="list-style-type: none"> • 3X per year • Bi-weekly • Weekly • Weekly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Hoover will implement a Family Pate Tours program to engage parents in the educational efforts of the school. Weekly, 10 families will be invited to spend one hour at Hoover. They will receive an overview of instructional and behavioral efforts, walk classrooms to observe, and debrief. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Development of a professional learning library, with a coordinator to generate continuing energy around inquiry and professional learning through book groups, strategy sharing sessions, book pass activities, etc. • Staff calendar, including all-staff collaboration and Accountable Community collaboration, will be constructed around Inquiry Cycles, with teachers identifying particular students at varying levels of proficiency for ongoing study, inquiry, and assessment; and teachers using Instructional Practice Guide to identify areas for professional growth. • Instructional leadership team (ILT) will meet monthly to identify needs for professional learning and make recommendations. • Multiple opportunities will be provided for staff (roughly every other Wednesday) to select from a menu of professional learning opportunities based on their needs and inquiry questions. Sessions will be primarily focused on instructional strategies and taught by site and/or regional colleagues as part of teacher inquiry process. • Staff will be provided with ongoing, actionable data and supported with tools to interpret and question data. • Staff will use the Fresno Unified Instructional Practice Guide to provide common language and vision about instructional goals, and will be provided feedback weekly. 		

- Opportunities for continued off-site learning for representatives from departments, including conferences and AP workshops, in order to increase engagement in learning, connect Hoover teachers with the wider professional community, and provide new learning.
 - Opportunities for teachers to collaborate with colleagues in feeder middle schools to develop strong vertical plans and engage in side-by-side training on effective AC’s.
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- Students in all classes will receive instruction that is aligned to CCSS. Materials and supplies will support teacher implementation of CCSS, including library databases, classroom technology, and subscriptions. (Tier 1)
 - Master schedule developed strategically to maximize opportunities for students in 9th and 10th grade classes to receive responsive acceleration or intervention based on DRP and formative assessment information. (Includes additional staffing to allow for strategic class size reduction, use of PLUS to push in, scheduling of classes to allow for teacher collaboration and for deployment based on need.) (Tier 1, 2)
 - On-track 11th and 12th graders who would once have had a Teacher Assistant or Open Period will instead be in a Peer Helpers class to serve as tutors and mentors in classes where students have struggled: primarily 9th grade English. (Tier 2)
 - Development and expansion of lunchtime and after-school Tutorial, including mandatory Tutorial for some students. (Tier 2, 3)
 - Recognition and incentive programs for students who do well and/or show improvement: Pate Pride, Honor Roll, Student of the Month. (Tier 1)
 - Software support for tutorial and additional, intensive reading experiences. (Tier 3)
-
- Specify any additional services for EL students:*
- Provide Bilingual Instructional Aides (BIAs) to support the comprehension and academic progress of EL students by working directly with students in SDAIE classrooms throughout the day.
 - Provide targeted specific Tutorials for English Learners, emphasizing writing and literacy development in all classes.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Span	0.4375			\$12,644
1	2	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraeducator, Community Based	0.4375		REC 3.5	\$12,495

1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts for Teachers to Offer PL Workshops	\$5,813
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contract for PL Librarian	\$1,743
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Laptops, Carts, Tablets, docu cams,	\$78,161
1	1	Sup & Conc	In-House Instructional Staff Development	Travel				Counselor PL	\$10,000
1	1	Sup & Conc	Instruction	Travel				SJVWM Summer Training	\$1,500
1	1	Sup & Conc	Instruction	Travel				GATE/AP PL	\$10,000
1	1	Sup & Conc	Instructional Supervision & Administration	Office Equipment Lease				Copy Machine Lease	\$7,000
1	1	EL	Instruction	Materials & Supplies				Instructional Materials	\$5,000
1	1	Title 1 Basic	Instruction	Materials & Supplies				Instructional Materials	\$8,000
1	1	Sup & Conc	Instruction	Books & Other Reference				Multiple Vendors Books for PL Library	\$2,500
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Classroom Technology Maintenance and Installation	\$15,000

1	1	EL	Instruction	Direct-Other (Dr)				CELDT Accessors	\$2,000
								Total	\$171,856

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
	Action # 2		
<i>Detail the action:</i> Hoover High School will provide a Response to Intervention approach to mathematics proficiency. Tier 1 supports include a strong functioning Accountable Community with common assessments and common grading practices; Tier 2 supports include the use of flexible groupings/ deployment, the strategic use of PLUS and Special Education co-teachers, an aggressive use of Tutorial, and the use of student peer tutors and college tutors directly in the Algebra I class; and Tier 3 supports include mandatory Tutorial and immediate Credit Recovery options.			
<i>SQII Element:</i> ➤ Math (SBAC)		<i>SQII Sub-element(s):</i> • 5998: Achievement Gap	
		<i>Site Growth Target:</i> 6160: 77% 5998: 86%	
<i>Vendor (contracted services)</i>			
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point:</i> <i>By June 2017 the percentage of students scoring Standard Not Met or Standard Nearly Met on the Math SBAC will decrease from 82% to 77% (so the percentage of students scoring Standard Met or Standard Exceeded will increase from 18% to 23%). The achievement gap will be narrowed as the percentage of African American students scoring Standard Not Met or Standard Nearly Met decreases from 96% to 86%.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
<ul style="list-style-type: none"> • Orders for materials, supplies, technology placed • Staff calendar including professional learning developed and shared with staff • Monitoring of class sizes and master schedule to support identified student needs 		<ul style="list-style-type: none"> • Principal and librarian • Principal/ILT • Principal & Head Counselor 	<ul style="list-style-type: none"> • By the end of September • August • June/September/January

<ul style="list-style-type: none"> • Attendance at Tutorial and data about students receiving services (weekly/monthly) • Cycles of Review at each DRP and Interim Assessment benchmark point • Attendance and formative assessment feedback from Family Pate Tours program • Accountable Community agendas and created products (e.g., common assessments) • Formative assessment data from use of the Instructional Practice Guide • Weekly grade monitoring in Algebra and deployment lists based on data 	<ul style="list-style-type: none"> • Vice Principal and Counselor • ILT • Vice Principal and Home School Liaison • Lead Teachers/VPs • All staff • Algebra AC and PLUS 	<ul style="list-style-type: none"> • On-going • 3X per year • Bi-weekly • Weekly • Weekly • Weekly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Back to School Night provides opportunity for parents to learn about expectations in math classes and open up lines of communication with teachers. • Provide parent meetings at intervals when students are identified as needing additional support to build parent commitment and support for interventions. • Parent Center will offer sessions for parents specific to supporting math homework completion and attendance at tutorials. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Accountable Community in Algebra I will continue to develop common formative assessments, share results and student work from those assessments, and make decisions about grouping, re-teaching, tutorial needs, and differentiation based on assessment results. • Accountable Community in Algebra II will be provided time to work with new curriculum, develop common formative assessments, share results and student work from those assessments, and make decisions about grouping, re-teaching, tutorial needs, and differentiation based on assessment results. • Multiple opportunities will be provided for staff (roughly every other Wednesday) to select from a menu of professional learning opportunities based on their needs and inquiry questions. Sessions will be primarily focused on instructional strategies and taught by site and/or regional colleagues as part of teacher inquiry process. 		

- Staff will be provided with ongoing, actionable data and supported with tools to interpret and question data.
- Staff will use the Fresno Unified Instructional Practice Guide to provide common language and vision about instructional goals, and will be provided feedback weekly.
- Support district-provided professional learning for Algebra II teachers and new adoption of Algebra II curriculum.
- Accountable Communities in Science will “adopt a standard” based on identified common student deficits. This “adopted” standard will serve as the focus for that AC’s collaboration, sharing of student work, planning, and formative assessment.
- Opportunities for continued off-site learning for representatives from departments, including conferences and AP workshops, in order to increase engagement in learning, connect Hoover teachers with the wider professional community, and provide new learning.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Development and expansion of lunchtime and after-school Tutorial, including mandatory Tutorial for Algebra I. (Tier 2, 3)
- Algebra I students will be provided with journals and/or portfolios to assist with organization and continuity of learning.
- Algebra I students who fail first semester will have opportunity for immediate S1 credit recovery in the 2nd semester.
- Master schedule developed strategically to maximize opportunities for students in Algebra I to receive responsive acceleration or intervention based on formative assessment information. (Includes additional staffing to allow for strategic class size reduction, use of PLUS to push in, scheduling of classes to allow for teacher collaboration and for deployment based on need.) (Tier 1, 2)
- On-track 11th and 12th graders who would once have had a Teacher Assistant or Open Period will instead be in a Peer Helpers class to serve as tutors and mentors in Algebra I classes. (Tier 2)
- Instructional leadership team (ILT) will meet monthly to identify needs for professional learning and make recommendations.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts for Algebra Intersession \$200/teacher/day	\$4,649
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Laptops, Carts, Tablets, docu cams,	\$43,825
2	1	Sup & Conc	Instruction	Materials & Supplies				Journals for Algebra 1	\$2,800
								Total	\$51,274

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<i>Detail the action:</i> Hoover High School will build a comprehensive program to support students for rigorous courses such as Advanced Placement through focused attention on building skills in earlier grade levels, communicating the importance of advanced courses, providing professional learning for teachers, supporting students with experiences and tutorials, and monitoring progress.		
<i>SQII Element:</i> ➤ Advanced Placement (AP)	<i>SQII Sub-element(s):</i> • 5936: AP Eligibility Pool • 5940: Course Retention Exam Takers Who Pass With a 3 or Higher	<i>Site Growth Target:</i> 5936: 25% 5940: 16%	<i>Vendor (contracted services)</i> College Board and Khan Academy
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point:</i> <i>By June 2017, the AP eligibility pool will increase from 20% of Hoover’s population to 25%.</i> <i>By June 2017, the percentage of students passing AP exams will increase from 11% to 16%.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> <i>(Include all interim monitoring evidence points showing impact)</i> <ul style="list-style-type: none"> • Orders for materials, supplies, technology placed • Monitoring of master schedule to support identified student needs and identify retention support needs. • Attendance at AP Tutorial and data about students receiving services (weekly/monthly) • Cycles of Review at each major grading point • Accountable Community agendas and created products • AP scores 		<i>Owner(s)</i> Principal/AP Coordinator AP Coordinator AP Coordinator AP Coordinator and AP Team Vice Principals AP teachers	<i>Timeline</i> end of 1st quarter ongoing ongoing quarterly weekly annually

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

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

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

Describe related professional learning:

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

Support for AP teachers to attend College Board conferences and workshops to ensure understanding and alignment to the AP curriculum.

Professional learning opportunities for teachers (Wednesday Workshops) will include opportunities to learn about differentiation for GATE in order to support teacher banks of strategies for expanding the pool of prepared students.

Provide opportunity for AP teachers to function as an AP AC (supplemental contracts) to design a program to support students.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

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.

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

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.

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.

Specify additional targeted actions 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.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for AP Testing	\$1,144
								Total	\$1,144

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 4	<p><i>Detail the action:</i> Hoover High School will provide English Learners with learning experiences that directly build literacy skills in alignment with Common Core State Standards for ELD and ELA/Literacy while progressing in acquisition of academic content in all areas. Staff will work to provide instruction in all curricular areas that require students to engage in complex text, write regularly, and participate in academic talk; staff will monitor progress of English Learners and know strategies to support and challenge continued literacy development.</p>		
<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> ➤ EL Redesignation 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> • 5990: Borderline Eligibility Pool 	<p><i>Site Growth Target:</i></p> <p>5990: 35%</p>	<p><i>Vendor (contracted services)</i></p>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>		
<p><i>Write a SMART Goal to address each data point:</i></p> <p>By March 2017, Hoover will have increased the percentage of English Learners who meet borderline eligibility criteria from 25% to 35% by increasing performance on the interim assessments.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Agendas and products from ELD cross-site collaboration • Professional learning calendar and workshop options in Professional Learning Management System show EL emphasis • Monitoring of students moving toward redesignation at DRP, Interim, and CELDT reporting dates 		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Vice Principal, ELD Teacher • Principal and ILT • Vice Principal 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • Quarterly • August and on-going

<ul style="list-style-type: none"> • Ongoing monitoring data/reports of long-term EL caseload 	<ul style="list-style-type: none"> • Home School Liaison 	<ul style="list-style-type: none"> • August, October, February, and April • Weekly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Home School Liaison will monitor long-term ELs with a comprehensive picture including behaviors and attendance; and will use this information to reach out to parents and offer services to connect families and students with what is needed (e.g., long term ELs are more likely to stop coming to school, so attendance and engagement in Goal 2 interventions may be appropriate). • Support ELAC and use opportunities in ELAC to work with parents on understanding CELDT scores and progress toward redesignation. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Provide time and opportunity for ELD teacher to collaborate with colleagues at other sites. • Provide professional learning on the use of the EL Goal Setting Report to identify target students and understand all EL students' instructional needs. • As part of inquiry cycles for professional learning focused on individual representative students, all teachers will identify at least one long-term English Learner as a focus for their study. • Menu of workshop options for professional learning always includes and targets scaffolds for English Learners • Instructional coach will provide EL-specific strategies and resources and provide targeted support in AC's and with individual teachers. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Bilingual Instructional Aide(s) will support language development of English Learners in content-area SDAIE classes; includes support for long-term ELs as well as students at earlier levels of proficiency. • Conduct CELDT data chats and DRP/Interim data chats with targeted students. • Create a celebration wall and activity to recognize students who have achieved the milestone of redesignation or achieved the Seal of Biliteracy. • Provide EL-specific tutorials focused on writing. • Place students in A-G classes according to Fresno Unified master plan for English Learners. 		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.4375			\$12,866
4	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.3750			\$10,213
4	1	Sup & Conc	Instruction	Teacher- Substitute Salaries				Subs for SBAC Testing	\$1,144
4	1	EL	Instruction	Teacher- Substitute Salaries				ELD Teacher Subs for Regional Work	\$501
4	3	EL	Parent Participation	Other Classified- Other				Babysitting for ELAC	\$194
4	1	EL	Instruction	Non Capitalized Equipment				Tablets/Cart	\$15,350
Total									\$40,268

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 5	<p><i>Detail the action:</i> Hoover High School will support students to earn passing grades (and thus stay on track for A-G completion) through a system of monitoring, recognizing achievement, in-classroom assistance in challenging courses, guidance, engagement, and response to intervention, with many efforts targeted to 9th and 10th grade to ensure a strong start and teach academic habits. The academic counseling team will participate in additional professional learning opportunities so as to enhance their repertoire of skills and strategies to support all students in maximizing academic prospects and staying on-track to graduate. Additionally, the tutorial program will be restructured and expanded to include a tutorial coordinator, tracking of attendance, conduct follow-up, and mandatory tutoring for targeted students.</p>		

<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> ➤ A – G/College Going Culture 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> • 6149: Off-Track to On-Track • 6134: On-Track Status • 6023: On-Track Retention Rate • 6014: 12th Grade A – G Competitive Eligibility 	<p><i>Site Growth Target:</i></p> <p>6149: 25%</p> <p>6134: 48%</p> <p>6023: 73%</p> <p>6014: 64%</p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>By the end of each grade reporting period, Hoover will reduce the percentage of students earning D's and F's by 5% compared to last year (precise target varies by quarter and grade level).</i></p> <p><i>By the end of Semester 1, Hoover will increase the percentage of 9-12th grade students who started the year subject borderline or off track and moved to on track status from 18% to 25%, with greatest increases in the 9th and 10th grades.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> • Orders for materials, supplies, technology placed. College tutors hired. • Staff calendar including professional learning developed and shared with staff • Monitoring of class sizes and master schedule to support identified student needs • Attendance at Tutorial and data about students receiving services (weekly/monthly) • Cycles of Review at each grading point • Attendance and formative assessment feedback from Family Pate Tours program 		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Principal and librarian • Principal • Principal & Head Counselor • Vice Principal and Counselor • Principal • Vice Principal and Home 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • By the end of September • August • June, September, January • On-going • 3/year • Bi-weekly by end of September

<ul style="list-style-type: none"> Accountable Community agendas and created products (e.g., common assessments) demonstrating attention to intervention and support 	<p>School Liaison</p> <ul style="list-style-type: none"> Vice Principals 	<ul style="list-style-type: none"> Weekly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> Hoover will implement a Family Pate Tours program to engage parents in the educational efforts of the school. Weekly, 10 families will be invited to spend one hour at Hoover. They will receive an overview of instructional and behavioral efforts, walk classrooms to observe, and debrief. Provide a spring Parent Night for parents of incoming 9th graders to review programs available at Hoover and meet with guidance counselors to understand high school and A-G requirements and review student course selections. Parents will be provided with information about Edutext, a system to receive daily updates of grades and attendance via cell phone, as well as the ATLAS parent portal. Support provided by Home School Liaison and counselors. Parent Center will work with Parent University to offer courses/modules in grade-level-specific topics, such as preparing for college in the 11th grade. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> General Education and Special Education teachers will attend formal professional learning sessions to implement the Co-Teaching model, and will be provided with common planning time to develop a program of supports and intervention. 9th grade team including PLUS and 9th grade counselors will meet regularly to monitor student progress, develop common strategies, and review effects of implementation. 9th grade team will use student focus groups, observation, and surveys to determine learning gaps (e.g., not understanding that grades don't start over at quarter), develop lessons and activities to fill gaps, and then assess the effects of these strategies. Staff calendar will be developed to provide common planning time not just in subject-alike Accountable Communities but in Linked Learning pathways and grade-alike meetings so that staff engages in cycles of monitoring and learning about support strategies that result in improved student grades. Staff will be provided with grade data about students at regular intervals, with processes for determining action steps. Lead teachers will engage in professional learning about PLC systems of interventions. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> 9th grade Student-led Conferences for reflection and goal-setting. (Tier 2) Staff will select 5 students for ongoing monitoring, support, and intervention; track the impact of efforts; and share strategies with colleagues. (Tier 3) 		

- Development and expansion of lunchtime and after-school Tutorial, including mandatory Tutorial for some students and targeted tutorials. (Tier 2, 3)
 - Recognition and incentive programs for students who do well and/or show improvement: Pate Pride, Honor Roll, Student of the Month. (Tier 1)
 - Counseling calendar will be revised to include in-classroom presentations and interventions in 9th grade classes during PLUS weeks, as well as calendared dates of activities/strategies for 10th grade support.
 - 9th graders will be supported with the PLUS program including credit recovery and reteaching opportunities as well as differentiated support.
 - Accountable Communities will develop plans to use formative assessment data to identify needs for intervention and acceleration and provide those opportunities, using technology as needed.
 - Online credit recovery (APEX), both within the school day and after school.
- Specify additional targeted actions for EL students:*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instruction	Teacher- Regular Salaries	Teacher, Senior High	0.4000			\$34,792
5	1	Sup & Conc	Instruction	Other Classified- Other				Mandatory Lunch Tutorial for 9th Grade	\$3,037
5	1	Sup & Conc	Instruction	Other Classified- Other				Tutor contracts for tutorial. 8hrs/wk x 36 weeks x \$10.60 x 5 tutors	\$15,934
5	1	Sup & Conc	Instruction	Materials & Supplies				Supplies for Pate Pride Program 500/PO x 7, 1500/Materials and Supplies	\$5,000
Total									\$58,763

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation</i>	<input checked="" type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
Action # 6	<p><i>Detail the action:</i> Hoover will support attendance of students by providing a comprehensive, tiered program of attendance monitoring and intervention. Hoover will regularly monitor and analyze attendance data in order to identify root causes behind attendance issues; link families with resources to improve attendance; and provide solid tier 1 systems across the school in every classroom to support regular attendance and ensure students are quickly caught up and re-integrated into the learning following an absence.</p>					
<i>SQII Element:</i>		<i>SQII Sub-element(s):</i>		<i>Site Growth Target:</i>		<i>Vendor (contracted services)</i>
➤ Chronic Absenteeism		• 5942: Chronic Absenteeism Rate		5942: 12%		Eminence
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>	<input checked="" type="checkbox"/> <i>Data</i>	<input checked="" type="checkbox"/> <i>Research-based</i>	<input type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i> <i>By the end of Semester 1, the percentage of absences with no reason code recorded within 48 hours will decrease from 67% to 40%.</i> <i>By the end of Semester 1, the percentage of 9-12th grade students who are chronically absent and have documented evidence of an attendance intervention will increase from 40% to 60%.</i></p>						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i>				<i>Owner(s)</i>		<i>Timeline</i>
<ul style="list-style-type: none"> • Weekly logs of attendance monitoring and intervention • A2A conference attendance • EduText sign-ups • Agendas and sign-ins from parent workshops 				<ul style="list-style-type: none"> • Attendance Personnel and vice principal • Vice Principal • Head Counselor • Home School Liaison/monthly 		<ul style="list-style-type: none"> • Weekly • 2/month • Monthly • Monthly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Parents will be personally called the day after an un-cleared absence has been incurred. • Hoover will coordinate with feeder schools in the region to offer A1 meetings at the feeder sites in an effort to streamline attendance intervention for families with students in multiple grade levels/schools. • Parents will be provided with information, encouragement, and support to register for Edutext to monitor grades and daily attendance. • Home School Liaison will coordinate parent workshops and focus groups to address particular problems of attendance. 						

Describe related professional learning:

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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Additional 3 ½ hour office assistant focused on attendance 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.
- Pate Pride incentive and recognition program includes the opportunity for students to be recognized for improved attendance.
- Provide substance abuse counseling through Eminence, which provides daily support groups to have a direct effect on attendance.
- Provide transportation (bus tokens) to 11th and 12th grade students who originally came to Hoover on a magnet transfer and need continued support to stay enrolled with good attendance, or for students in unstable situations who need assistance with transportation.

Specify additional targeted actions for EL students:

- Home School Liaison and School Readiness Facilitators will coordinate and run small group sessions to educate EL parents about attendance monitoring and intervention.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.2000		Erick Pineda 1068550/ CSR	\$17,396

6	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.2000		CSR	\$22,495
6	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.2000		CSR	\$17,447
6	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contract for After-School Detention 3 hs/wk x 36 x \$34.	\$4,267
6	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contract for Lunch Detention 5hrs/wk x 36 x \$34	\$7,114
6	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Tues/Thurs School 3hrs/wk x 36 x \$34	\$4,267
6	2	Sup & Conc	Attendance & Social Work Services	Other Classified-Supplemental				Supplemental Contracts for A2A Monitoring	\$1,367
6	2	Sup & Conc	Instruction	Materials & Supplies				Bus Tokens	\$2,000
Total									\$76,353

Domain	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rates	1. Academic – Performance/Growth/Completion/Retention/Graduation	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 7	<p><i>Detail the action:</i> Hoover will focus attention on understanding the factors that are leading to certain groups of students (foster youth, homeless, Special Education, and African American) engaging in negative behaviors that lead to suspension by engaging in PDSA (Plan-Do-Study-Act) cycles of inquiry: reading and professional study, implementing actions such as explicit instruction for students, and the continual focus on building relationships. Additionally, Hoover High School will provide a Response to Intervention approach to developing and exhibiting positive social-emotional skills: Tier 1 services focus on consistency and communication of expectations in all courses as well as school-wide explicit instruction in social emotional skills; Tier 2 includes opportunities for reflection and an</p>		

emphasis on restoration and learning from mistakes; and Tier 3 includes connection to services to meet underlying needs and an expansion of efforts to involve and support families.			
<i>SQII Element:</i> ➤ Suspension	<i>SQII Sub-element(s):</i> 6109: Suspension Rate	<i>Site Growth Target:</i> 6109: 10%	<i>Vendor (contracted services)</i> Eminence
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>By the end of Semester 1, Hoover will decrease the number of suspension incidents involving a primary interpersonal conflict violation from 116 to 50.</i></p> <p><i>By the end of Semester 1, Hoover will decrease the percentage of students with more than 1 suspension incident by 10%.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Culture and Climate Team agendas and products • Calendar and logs of Home School Liaison • Behavior data to track how many students engage in repeated misbehavior (effects of intervention) • Professional Learning agendas and products • Calendar of instructional plans (class meetings) 		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Vice Principal • Home School Liaison • Vice Principal • Vice Principal and Principal • Vice Principal/August 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • Monthly • Monthly • Monthly • Monthly • Monthly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • A home school liaison will communicate with families regarding behavior; refer to local agencies or school services as appropriate; and coordinate family educational opportunities and promote family and community involvement in school activities. • Parents of students who have been suspended will meet with school officials to discuss behaviors and develop a behavior contract and attend classes with their student. Parents of students who have been suspended more than once will be required to have a meeting, with a home visit conducted if necessary. • Hoover will implement a Family Pate Tours program to engage parents in the educational efforts of the school. Weekly, 10 families will be invited to spend one hour at Hoover. They will receive an overview of instructional and behavioral efforts, walk classrooms to observe, and debrief. 			

- Establish a Parent Resource Center, with staff available to assist parents, computers to show parents how to access and interpret ATLAS and Edutext information, connect parents with volunteer opportunities, facilitate parent groups, and offer general support.

Describe related professional learning:

- An active Culture and Climate Team, comprised of teachers, classified staff, administrators, counselors, and students will meet monthly to function as a leadership team for climate—reviewing data, recommending plans, and presenting to staff.
- Culture and Climate Team and site administrative team will learn to use data to identify trends and adapt strategies to address behaviors.
- Provide continued support for staff to engage in off-site professional learning opportunities, such as sending a regional team to the Museum of Tolerance for two-day sessions for educators.
- Staff will engage in foundational Safe and Civil Schools training in classroom conditions to support learning, teach behaviors, and build relationships.
- Administrative team will participate in Safe and Civil/ CHAMPS training for administrators, focused on campus-wide systems to support learning, teach behaviors, and build relationships.
- Professional learning to support CCSS implementation will emphasize strategies for engagement, dialogue, and choice; which in turn supports the development of relationships and the teaching of social emotional skills.
- An additional part-time Psychologist for the Hoover Region will assist staff in understanding root causes of behavior and planning strategies for teaching students appropriate behavior.

- Students referred to the office for Level 2 or chronic Level 1 misbehaviors will engage in reflection, goal-setting, perspective-taking, and conflict resolution that encourages accountability and restoration.
- Provide staff and materials for a Re-Engagement Center, where students assigned will engage in curriculum designed to elicit learning and reflection; and will be monitored and supported by a classroom teacher to reflect on behaviors and complete missing school work.
- Structure school day/calendar to allow for Class Meetings to build relationships, reinforce expectations, teach Social/Emotional skills explicitly, and problem solve.
- Structure the PLUS program to actively teach and reinforce social emotional skills, coordinated with the 9th grade Guidance team.
- Develop a calendar to coordinate and connect Class Meetings and initiatives such as iPledge, Cyber Safety, Human Element, and Breaking Down the Walls to provide a comprehensive year-long curriculum in building Social Emotional skills.
- Provide substance abuse counseling and related services to identified students. Daily support groups/lessons will have a direct effect on behaviors leading to suspension.

Specify any additional services for EL students:

- Home School Liaison and School Readiness Facilitators will assist staff in understanding and negotiating any cultural differences that may be affecting a situation with behavior; and will support communication between home and school.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Facltr, Schl Readiness Hmong	0.5000			\$25,885
7	2	EL	Attendance & Social Work Services	Classified Support-Regular	Facltr, Schl Readiness Hmong	0.5000			\$25,885
7	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Facltr, Schl Readiness Spanish	1.0000			\$51,430
7	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Sch/Community Spanish	1.0000			\$52,177
								Total	\$155,377

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
Action # 8		<p><i>Detail the action:</i> Hoover will provide an inclusive school climate, focused on building relationships. Relationship-building will be supported through a program of celebration of successes, increased efforts to engage parents, and building in time and resources to enhance staff-student and student-student relationships. These strategically implemented strategies will engage all students in the full community that is Hoover, through participation in Goal 2 activities. Several action items will address the challenges in obtaining accurate data about student participation so that we can engage in Plan-Do-Study-Act cycles based on accurate data.</p>				

<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> ➤ Student Engagement 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> • 2080: Overall Student Participation • 5944: Disproportionality 	<p><i>Site Growth Target:</i></p> <p>2080: 78%</p> <p>5944: 10%</p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i> Reasoning: <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>			
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>By October 2016, the number of Goal 2 activities available to students will increase by 10% to provide more opportunities for student participation.</i></p> <p><i>By October 2016, all club sponsors will have created groups and recorded Goal 2 participation.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Link Crew trainings and calendar • Engagement data, disaggregated by subgroup • Cycle of Review 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Vice Principal and CCD • CCD • Principal 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • August • Monthly • 3/year 	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • An 8th grade parent night in the spring will include an emphasis on Goal 2. • 9th grade parent meetings at the beginning of the year will include an emphasis on Goal 2. • Home School Liaison will work with families of students who have historically been under-involved in Goal 2 (e.g., EL) to engage parents in understanding the role of Goal 2 in students' academic success. 			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Additional staff will be trained as Link Crew advisors and coordinators, to create a comprehensive year-long program to serve 9th graders. • Goal 2 data will be shared school-wide in order to generate staff awareness of students who are uninvolved; staff will identify 5 students to connect with a Goal 2 activity and monitor their involvement and progress. 			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p>			

- Incoming 9th graders will visit Hoover the spring before entry to select electives, learn about Goal 2 opportunities, and gain a sense of the culture and climate of Hoover and how to best enter.
- 9th grade students will be supported with an expanded Link Crew program including monthly activities, both academic and social. Provide stipend or release time to coordinator to provide support for expanded program.
- Students entering Hoover at any point after the beginning of the year will have a student counseling buddy identified who will on-board them with Goal 2 opportunities, availability of Tutorial, a campus tour, and textbook check-out.
- Provide transportation (i.e., bus tokens) in some cases as needed to remove a barrier of transportation from students who could not otherwise participate in Goal 2 activities.
- Provide resources for incentives to encourage participation in culture and climate activities (e.g., students who reach a certain level of participation earn a small prize).
- Purchase ID scanners to enable club sponsors to easily track student participation so that data-based decision making about participation is informed by accurate data.
- Provide ID scanners and dedicated Goal 2 computers (2) to enable athletics and major activity events to easily track student participation.
- Use House of Representatives to regularly recommend strategies for increasing participation.

Specify additional targeted actions for EL students:

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

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Pay for Cultural and Climate Team 12hrs x 10 x \$34	\$4,742
8	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contract for Classroom Meeting Coordinator	\$2,905
8	3	Sup & Conc	Instruction	Materials & Supplies				Academic Awards, Honor Roll... etc	\$5,000
8	3	Sup & Conc	Instruction	Materials & Supplies				Supplies for Classroom Meetings	\$1,000

8	3	Sup & Conc	Instruction	Materials & Supplies				Summer Bridge	\$2,000
								Total	\$15,647

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Hoover - 0235

ON-SITE ALLOCATION

3010	Title I	\$155,432 *
7090	LCFF Supplemental & Concentration	\$343,241
7091	LCFF for English Learners	\$72,009
TOTAL 2016/17 ON-SITE ALLOCATION		\$570,682

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$57,716
Remaining Title I funds are at the discretion of the School Site Council	\$97,716
Total Title I Allocation	\$155,432

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0235 Hoover High School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Instructional Materials	8,000.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Teachers to Offer PL Workshops	5,813.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract for PL Librarian	1,743.00
1	2	Sup & Conc	Instruction	Ins Aide-Reg	Paraeducator, Community Based	0.438	REC 3.5	12,495.00
1	1	Sup & Conc	Instruction	Bks & Ref			Multiple Vendors Books for PL Library	2,500.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Laptops, Carts, Tablets, docu cams,	78,161.00
1	1	Sup & Conc	Instruction	Travel			SJVWM Summer Training	1,500.00
1	1	Sup & Conc	Instruction	Travel			GATE/AP PL	10,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			: Classroom Technology Maintenance and Installation	15,000.00
1	1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			: Copy Machine Lease	7,000.00
1	1	Sup & Conc	In-House Instructional Staff Deve	Travel			Counselor PL	10,000.00
1	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.438		12,644.00
1	1	EL	Instruction	Mat & Supp			: Instructional Materials	5,000.00
1	1	EL	Instruction	Direct-Other			: CELDT Accessors	2,000.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			: Laptops, Carts, Tablets, docu cams,	43,825.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Algebra Intersession \$200/teacher/day	4,649.00
2	1	Sup & Conc	Instruction	Mat & Supp			Journals for Algebra 1	2,800.00
3	1	Sup & Conc	Instruction	Teacher-Subs			Subs for AP Testing	1,144.00
4	1	Sup & Conc	Instruction	Teacher-Subs			Subs for SBAC Testing	1,144.00
4	1	EL	Instruction	Teacher-Subs			ELD Teacher Subs for Regional Work	501.00
4	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438		12,866.00
4	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		10,213.00
4	1	EL	Instruction	Nc-Equipment			: Tablets/Cart	15,350.00
4	3	EL	Parent Participation	Oth Cls-Oth			Babysitting for ELAC	194.00
5	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.400		34,792.00
5	1	Sup & Conc	Instruction	Oth Cls-Oth			Mandatory Lunch Tutorial for 9th Grade	3,037.00
5	1	Sup & Conc	Instruction	Oth Cls-Oth			Tutor contracts for tutorial. 8hrs/wk x 36 weeks x \$10.60 x 5 tutors	15,934.00
5	1	Sup & Conc	Instruction	Mat & Supp			Supplies for Pate Pride Program 500/PO x 7, 1500/Materials and Supplies	5,000.00
6	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.200	CSR	22,495.00
6	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.200	CSR	17,447.00
6	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.200	Erick Pineda 1068550/ CSR	17,396.00

6	2	Sup & Conc	Instruction	Teacher-Supp		Supplemental Contract for After-School Detention 3 hs/wk x 36 x \$34.	4,267.00
6	2	Sup & Conc	Instruction	Teacher-Supp		Supplemental Contract for Lunch Detention 5hrs/wk x 36 x \$34	7,114.00
6	2	Sup & Conc	Instruction	Teacher-Supp		Tues/Thurs School 3hrs/wk x 36 x \$34	4,267.00
6	2	Sup & Conc	Instruction	Mat & Supp		Bus Tokens	2,000.00
6	2	Sup & Conc	Attendance & Social Work Service	Oth Cls-Supp		Supplemental Contracts for A2A Monitoring	1,367.00
7	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness Spanish	1.000	51,430.00
7	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	1.000	52,177.00
7	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness Hmong	0.500	25,885.00
7	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness Hmong	0.500	25,885.00
8	3	Sup & Conc	Instruction	Teacher-Supp		Supplemental Contract for Classroom Meeting Coordinator	2,905.00
8	3	Sup & Conc	Instruction	Teacher-Supp		Supplemental Pay for Cultural and Climate Team 12hrs x 10 x \$34	4,742.00
8	3	Sup & Conc	Instruction	Mat & Supp		: Supplies for Classroom Meetings	1,000.00
8	3	Sup & Conc	Instruction	Mat & Supp		: Summer Bridge	2,000.00
8	3	Sup & Conc	Instruction	Mat & Supp		: Academic Awards, Honor Roll... etc	5,000.00
							\$570,682.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$155,432.00
Sup & Conc	7090	\$343,241.00
EL	7091	\$72,009.00
Grand Total		\$570,682.00

Domain Totals	Budget Totals
Academic	\$355,310.00
Culture & Climate	\$15,841.00
Social/Emotional	\$199,531.00
Grand Total	\$570,682.00

E.1. Assurances



The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
Strategies to improve students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.
The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester for annual approval by the Board of Education.

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Rebecca Wheeler	X				
2. Chairperson - Richard Salinas				X	
3. Debbie Flowers		X			
4. Sally Cavitt		X			
5. Elaine Guzman		X			
6. Oliver Valenzuela		X			
7. Yasmine Lee			X		
8. Christina Tolbert				X	
9. Nancy Altschuler				X	
10. Kayla Chapa					X
11. Mackenzie Rivera					X
12. Christina Her					X
13.					
14.					
15.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. 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 consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Rebecca Wheeler		3/21/2016
SSC Chairperson	Richard Salinas		3/31/16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws