



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

HOOVER ELEMENTARY

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School Year: 2019-2020 - Revision

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hoover Elementary	39686766042634	Original – 01/08/2018 Revision – 05/20/2019	Original – 04/10/2018 Revision – 06/25/2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

In January 2019, Hoover Elementary was identified as a Comprehensive Support and Improvement (CSI) school.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Hoover Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Hoover Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on January 16, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Hoover Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions

1 and 2. Discussion and review of the evaluation has been notated in the May 20, 2019 School Site Council meeting.

In school year 2018-2019, also Year 2, Hoover Elementary initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. These meeting were held on March 25, April 8, and April 15, 2019.

March 25, 2019>In summary, The SSC, ELAC, and CSI reviewed Hoover's Mission and Vision Statement. Dr. Mah explained that the mission and vision of a school is a living document subject to revisions as the school's needs, and the roles of students' lives may change. the proposed meeting schedule and timeline was reviewed. All committee members engaged in an ice breaker activity and the feedback was positive. Goals and commitments to use data to inform, and improve our school; ensure that changes reflect the needs of all stakeholders; with a focus and commitment to find solutions where research and data determine the areas in need of improvement. The first item of data reviewed were in columns 1 & 2 of the Decision Making Model (DMM). Hoover's attendance data of where we are and where our largest gaps exist, knowing that our end goal is to decrease chronic attendance by 4% a year were reviewed and discussed. Subgroups showed the highest rate of chronic attendance with Homeless (HOM) at 53%. Students with Disabilities (SWD) were at 36% and Students Economically Disadvantaged (SED) along with Hispanic (HI) were both at 21%. For the state category of Condition & Climate, Suspension Data was also reviewed. Dr. Mah explained that the state of California counts In-School Suspensions the same as Out-of-School Suspensions because the student who is suspended from class is without a credentialed teacher. The California Dashboard showed that over the past three years, the percent of students suspended remained the same. We discussed the subgroups with the highest rates of suspension: Black/African American and Asian were at 6%. Students designated as SED were at 4%.

The California Continuous Progress report was reviewed to understand how Hoover was identified as a CSI school. Data from the district CSI protocol showed student progress in ELA and Mathematics. Team members also looked at the SUSD continuous improvement report from the district's Research & Assessment Department. Dr. Mah displayed the data while team members read along, asking questions. The data showed that 53% of Hoover students did not achieve standards in ELA/Literacy. Subgroups that met standards were SED at 21%, Students with Disabilities (SWD) at 18%, Asian at 19%, Hispanic at 22%, White at 23%, Multiple Races at 20% and EL's with the lowest rate at 4%. The CSI Planning Team also reviewed those grade levels with the highest performance as well as Subgroups of EL, Black/AF.A, Hispanic, Multiple Races and White were not making trends across cohorts. The planning team saw that subgroups SED, SWD, and Asian continued to make improvement toward meeting grade level standards. They also saw that the Subgroups of EL, Black/AF.A, Hispanic, Multiple Races and White were not making the improvement needed toward meeting grade level standards. the distance from meeting grade level standards. The number of EL's who were The team also saw and discussed specific areas of student performance in Reading, Writing, Listening, and Research/Inquiry. Dr. Mah explained how calculations determining the reclassification as fluent English proficient (RFEP) was encouraging, however the overall performance of ELs in meeting grade level standards was extremely disappointing and sparked conversation.

April 8th> In summary the SSC, ELAC, and CSI planning team viewed the Power Point presentation for Meeting 2: Continuous School Improvement. The meeting timeline was reviewed and dates were set for the remainder of planning team meetings and required deadlines for the Needs Assessment draft. All committee members engaged in an icebreaker activity and the feedback was positive. Goals and commitments to use data to inform, and improve our school; ensure that changes reflect the needs of all stakeholders; with a focus and commitment to find solutions where research and data determine the areas in need of improvement emphasized. Column three of the DMM model was explained with the activities that would follow. The team

utilized the 5-Whys Protocol to delve deeper into root causes. The three categories were posted onto chart paper and labeled, Attendance (Chronic Absenteeism), Discipline (Condition & Climate), and Academic Achievement. Reflecting on data from the California Dashboard supported their findings. Trends concluded the following: Chronic Absenteeism>Parents are not adequately informed about the importance of attendance to support student academic success. The school lacks consistency in providing activities that strengthen home/school relationships. The school significantly lacks opportunities for parent outreach. The school does not provide the homeless population with alternative forms of transportation, such as bus passes. Academic Achievement>The school is inconsistent in its delivery of instructional practices. Teachers vary in skill sets and types of professional development they have received. Not all teachers have been trained in practices to differentiate instruction. Teachers do not believe they have adequate training to provide multi-tiered systems of support. Students may need additional in-class support. Lack of a school-wide award system that recognizes student growth and motivates student learning. The school offers very few parent workshops that would provide parents training on how to work with their students at home. Lack of clear school wide expectations for student achievement. With a minimum of 153 annual IEPs limits principal's ability to be in classrooms. Time. Condition & Climate>The school does not carry out a school wide plan of student expectations in a consistent manner (in the classroom, in the walk-ways, in the cafeteria, in the restrooms, and on the playground). The school does not have an updated school wide discipline plan/handbook for students and parents. Not all staff members enforce school wide rules (example: one staff member may tolerate a behavior and one may not). The school lacks an orientation process for new incoming students and parents. The school lacks consistent resources to support student emotional needs, and building social skills. Limited visibility of administration during recesses and for providing classroom presentations. Time.

April 15th> In summary the SSC, ELAC, and CSI planning team viewed the Power Point presentation for Meeting 3: Continuous School Improvement. The meeting timeline was reviewed and dates were set for the remainder of planning team meetings and required deadlines for the Needs Assessment draft. All committee members engaged in an icebreaker activity and the feedback was positive. Goals and commitments to use data to inform and improve our school; ensure that changes reflect the needs of all stakeholders; with a focus and commitment to find solutions where research and data determine the areas in need of improvement emphasized. The team focused on the DMM columns 4-6. For Column 4 of the DMM "Do I know What I need to get to Where I want to be?" a variety of suggestions were narrowed down, based upon core roots of the problem areas. For the area of chronic attendance, the committee felt strongly that: Parents are uninformed of the importance of attendance. A huge discrepancy occurs between the attendance of general ed compared to students with special needs. Two solutions were the need of a parent liaison to increase parent awareness of the importance of school attendance. The need for open discussion between CWA, Special Ed., parents of students with special needs, and school staff. In the area for student achievement, the following suggestions were confirmed to address the root causes of poor academic achievement. Teachers and parents expressed the need for teachers to have more time with students who demonstrate a need for small group instruction. One solution was to use Title I funding and/or LCFF funds to provide classroom assistants. Another solution was to increase teacher professional development with the new curriculum adoptions (Dr. Mah explained that this has already been provided through contractual agreement between the publishers of the new adoptions and SUSD). Changes in student recognition would incorporate more incentives for those students who are making improvements in Reading, Writing, and Mathematics. Increased parent involvement, would strengthen the relationship between home and school. The benefits of a parent liaison are an integral resource to increase parent partnerships and increase their student's academic achievement. The need for an instructional assistant took precedence over a program specialist in that the assistant principal had assumed the duties of assessing for ELPAC and assisting in CAASPP and MAP. The principal has assumed the duties of ensuring that curriculum is dispersed (UOS), and teacher awareness for opportunities of professional development. Still,

a program specialist would release the administration to be present in classrooms, providing instructional feedback.

As a result of the stakeholder involvement and data reviews, Hoover Elementary has been able to complete the Decision Making Model (DMM), a component of the CNA in March and April 2019. The DMMs are located in the google drive and describe six key columns that allow stakeholders to delve down into data; identifying root causes of poor academic performance, chronic absenteeism, and increased suspension rates. Stakeholders identified what variables are within the school's locus of control, and those variables that are outside the school's locus of control. The DMM model provides a framework where stakeholders move forward to support change(s) in policies, practices, and application of resources. The goal is to provide all students equity and access to variables/resources that support student academic achievement, positive attendance and a climate conducive to success.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Academic Achievement>The school is inconsistent in its delivery of instructional practices. Teachers vary in skill sets and types of professional development they have received. Not all teachers have been trained in practices to differentiate instruction. Teachers do not believe they have adequate training to provide multi-tiered systems of support. Students may need additional in-class support.

Lack of a school-wide reward system that recognizes student growth and motivates student learning. The school offers very few parent workshops that would provide parents training on how to work with their students at home. Lack of clear school wide expectations for student achievement. A minimum of 153 annual IEPs limits the principal's ability to be in classrooms. Time. Regardless of the three hours set aside each month, teachers do not feel it is enough time for collaboration. Some schools offer a modified day to allow additional time for collaboration.

Chronic Absenteeism>Parents are not adequately informed about the importance of attendance to support student academic success. The school lacks consistency in providing activities that strengthen home/school relationships. The school significantly lacks opportunities for parent outreach. The school does not provide the homeless population with alternative forms of transportation, such as bus passes. There is a disconnect in communication between state, district, school, and health agencies to address students with chronic disabilities who account for the majority of Hoover's rate of chronic absenteeism. Thus, we are lacking clear effective guidelines, policies, and practices.

Condition & Climate>The school does not carry out a school wide plan of student expectations in a consistent manner (in the classroom, in the walk-ways, in the cafeteria, in the restrooms, and on the playground). The school does not have an updated school wide discipline plan/handbook for students and parents. Not all staff members enforce school wide rules (example: one staff member may tolerate a behavior and one may not). The school lacks an orientation process for new incoming students and parents. The school lacks consistent resources to support student emotional needs, and building social skills. Limited visibility of administration during recesses and for providing classroom presentations.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

SPSA goal for next year is a 20% increase in Reading by June 1, 2020.

Math SMART Goal:

SPSA goal for next year is a 20% increase in Math by June 1, 2020.

Identified Need

ELA/ELD:

29% of students met Winter MAP standards in Reading

When comparing Winter MAP 2017 to 2018, the percent of students who met grade level standards in Reading fell (35%-29%) for a loss of 6%. There has been no progress in performance between 2017/2018.

21% of students met SBAC grade level standards in ELA

When comparing SBAC 2017 the percent of students who met grade level standards in ELA were 20% compared to 2018 at 21% for a gain of 1%.

Math:

26% of students met Winter MAP standards in Mathematics

When comparing Winter MAP 2017 to 2018, the percent of students who met grade level standards in Math remained the same.

Students fell from 25% proficient in 2017 to 17% in 2018 SBAC grade level standards in Math

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	73.9 points below	70.9 points below
Spring 2019 MAP	11% Winter English Learners 29% Winter School Wide	20% Spring English Learners 40% Spring School Wide
Spring 2019 ELPAC	17% Overall	20% Overall
Spring 2019 SBAC	4% Overall English Learners 21% Overall School Wide	20% Overall English Learners 30% Overall School Wide

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	83.5 points below	80.5 points below
Spring 2019 MAP	10% Winter English Learners 26% Winter School Wide	20% Spring English Learners 40% Spring School Wide
Spring 2019 SBAC	6% English Learners 17% Overall School Wide	20% Overall English Learners 30% Overall School Wide

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners
 Students with Special Needs
 All Students

Strategy/Activity

Student Academic Achievement: Multi-tiered Systems of Support
 1 (a) Equity & Access to a Guaranteed & Viable Curriculum
 All students will be grouped heterogeneously
 Grades K-3 will increase ELD from 30-45 minutes
 All students receive Tier 1 Core Instruction in ELA & Mathematics
 Those students identified as Tier 2 Strategic will receive additional support above Tier 1
 Those students identified as Tier 3 Intensive will attend Learning Centers and/or after school tutoring in addition to Tier 1 & 2 instruction
 Grades K-3 will utilize an instructional assistant while the teacher works with strategic groups
 Groups will be fluid based upon identified areas in need of re-teaching
 Students with special needs will mainstream into general education based upon IEP goals
 As students demonstrated low reading comprehension and fluency, a library media assist will provide students the opportunity to increase their reading skills. Students can also attend reading centers in the library during non-core academic time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$12,826 - 21101 (.4375 FTE Instructional Assist) \$4,085 - 30000 (Statutory Benefits)	LCFF - 23030 LCFF - 23030
\$15,149 - 22601 (.4375 FTE Library Media Clerk) \$4,010 - 30000 (Statutory Benefits)	LCFF - 23030 LCFF - 23030
\$12,826 - 21101 (.4375 FTE Instructional Assist) \$4,085 - 30000 (Statutory Benefits)	Title I - 50643 Title I - 50643

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2 (a). Teachers will meet every other Tuesday each month to collaborate as part of their contractual agreement between SUSD and STA. The program specialist and administrative staff (principal and assistant principal) will provide teacher support in utilizing appropriate techniques to: Analyze data, Create SMART Goals, Identify Essential Standards (CCSS), Create Formative Assessments, and Identify Content to be delivered through research based strategies (DII, Writing Across the Curriculum, Reading Across Text Types, Use of Rubrics, DOK, Progress Monitoring, etc.). DATA will come from multiple sources: SBAC, MAP (this is the last year for MAP), I-Ready, ELPAC, Teacher made assessments, and current student work samples.

2 (b). Staff meetings are held every other Tuesday each month and will provide professional development opportunities and shared leadership. Teacher understanding and application of research based instructional strategies will be shared/demonstrated by teachers to teachers. Additional funding will provide teachers an hourly rate to stay one hour beyond the staff meeting for extended PD that require more in depth presentation and practice.

Substitute Pay Calculation: 50 days x \$200= \$10,000

Additional Hourly Pay Calculation: 138 hours x \$60 = \$8,280 (Allocating \$8,266)

Additional Hourly Pay Calculation: 133 hours x \$60= \$7,980 (Allocating \$8,005)

2 (c). The program specialist will be instrumental as an instructional leader for teacher support through the following actions:

* Increase student achievement in all common core curriculum. A special focus on EL subgroups in Math & Reading would require in depth data analysis and student planning for Individual Student Learning Plans. Working collaboratively with teachers, monitoring student progress, maintaining fluidity in groups as they move between Tiers (I, II, III). The functions of the program specialist will support all students in academic achievement in that he/she will:

- * Coordinate all district/state/federal assessments
- * Be the EL Deputy (including bilingual duties)
- * Organize and oversee tutorial programs
- * Select/order/inventory instructional materials
- * Coordinate a literacy program
- * Provide teachers instructional support/peer coaching

- * Coordinate all district/state/federal assessments

Teachers will receive professional development incorporating:

- * The new curriculum adoptions
- * ELD Institute
- * CHAMPS
- * PBIS
- * PLTW
- * Illuminate & Synergy
- * Solution Tree (Creating common formative assessments, PLC development, etc.)

Action/Walks – Observation

of students making growth

of students below standards

of students at standards

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$8,266 - 11500 (Teacher Additional Comp)	Title I - 50643
\$8,005 - 11500 (Teacher Additional Comp)	LCFF - 23030
\$10,000 - 11700 (Substitutes)	LCFF - 23030
\$70,123 - 19101 (1 FTE Program Specialist)	Title I - 50643
\$36,611 - 30000 (Statutory Benefits)	Title I - 50643

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students will participate in on-line district provided core curriculum activities and support curriculum (stMath, Imagine Learning, Benchmark, and Ready Math). This includes support materials and resources.

Materials & Resources

Technology will be replaced/updated to meet student needs for academic achievement. Supplemental materials, resources, and technology will support core instruction such as project materials (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. printer, smart board, etc.), web-based programs, license agreements (e.g. ESGI, Handwriting without Tears, etc.).

Maintenance Agreements are necessary to keep copiers and Duplo in working condition and to provide materials necessary for duplication that support students academics in the common core.

Non-Instructional Materials includes: Books for teacher use on differentiation, AVID strategies, common formative assessments, social-emotional/mind-sets, CD's or down loads if available on similar subjects, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,238 - 43110 (Instructional Materials)	Title I - 50643
\$30,000 - 43110 (Instructional Materials)	LCFF - 23030
\$1,200 - 43110 (Non-Instructional Materials)	Title I - 50643
\$15,000 - 43110 (Non-Instructional Materials)	LCFF - 23030
\$2,000 - 58450 (License Agreements)	Title I - 50643
\$1,500 - 56590 (Maintenance Agreements)	Title I - 50643

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Instructional Coach is provided by the school district. Along with curriculum developers he/she will provide teachers with professional learning and supports focusing on the coaching cycle with: demo lessons (including lesson planning), co-teaching in the classroom, co-planning and reflective conversations, implementation of ELD, AVID strategies, academic conferences, data analysis, PLC process, attending conferences/training (e.g., PLC, MTSS, CFA's, etc.), etc.

The Instructional Coach will work closely with the Program Specialist to ensure a wide but focused range of instructional strategies are provided to teachers and support staff. The focus is to strengthen what is working (data supported) and what areas of instruction can be improved.

of co-teaching events

of demo lessons # of observations

attending conferences

of observation with feedback pre/post assessment

of students at grade level performance, particularly those grade levels that historically demonstrate growth versus the number of students below grade level

of students making progress

of academic conferences

of trainings attended

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$10,000 - 52150 (Conferences)

LCFF - 23030

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To provide students with hands on experiential learning opportunities through field trips (e.g. college and academic focused), career exploration (e.g. Career Cruising, etc.), resume building and career interest inventory, A-G requirements and information on how to qualify for admission, etc. Primary grades experience hands on learning activities through educational field trips to learn math, science, technology, and social studies.

of field trips

academic area of focus and alignment to CCSS

of college visits Career Cruising Usage

of PSAT taken pre/post assessment culminating project

College and Career Day

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$2,000 - 58720 (Field Trip Non-District Trans)

Title I - 50643

\$8,000 - 58920 (Pupil Fees)

LCFF - 23030

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district’s one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

- 1.1 Teachers attended off-campus training through the SUSD and SJCOE. Training was provided in DII, ELA, LTEL, and NGSS. Teachers also received site-based training from curriculum, LDO, principal, lead teacher and instructional coach. Those teachers who worked with the instructional coach to co-plan and co-teach lessons increased opportunities for professional collaboration, demonstration, and feedback. As the district continues developing as professional learning community (PLC) and many grade levels demonstrated inconsistency in their application and/or understanding of the process, additional time was spent with the grade levels during their collaboration time. The principal, substitute retired principal (acting AP), program specialist, and instructional coach rotated every two weeks with collaborative groups. Surveys were given to teachers to assess their journey on the PLC process. Resources were ordered to help teachers develop as a PLC. Teacher Academic Conferences were held in the fall and after Winter MAP testing. Teachers requested specific materials and resources they believed would increase students' comprehension and application of skills in both ELA and Mathematics. The A-B Principal was applied to guarantee that all students would meet their growth targets and beat the district rate of growth by 5%.
- 1.2 Many grades demonstrated low reading comprehension and fluency. This demonstrated the need for additional reading materials and support. A part-time library media assist was hired to provide students the opportunity to increase reading opportunities in areas of interest and needs. The library was open 5 days a week with whole group reading to those grades requesting as well as weekly book check-outs. Grades K-8 utilized the library on a weekly basis. The library media assist also volunteered her time to sit with struggling readers during their recess. Additional compensation was allotted to offer book fairs and to inventory and organize outdated materials.
- 1.3 Student motivation to reach grade level standards and pursue higher learning opportunities warranted educational field trips. The field trips were aligned to CCSS. Eighth grade students experienced the opportunity to learn first-hand the university environments, scholarship and other funding sources, as well as college and career interest inventories.
- 1.4 Technology needs increased with the addition of a new third grade class and agreement to house 5 new special day classes. Teacher feedback and classroom observations demonstrated the increase use of technology and implementation of strategies. Increased student population and outdated computers warranted the purchase of two 30-count carts and computers to provide a 1-1 student to computer ratio. This would allow ready access to district approved software, google docs, and ease of MAP and SBAC assessment.

Effectiveness

- 1.1 According to 2017-18 MAP data fall to spring, reading: Percent Met Standards grades K, 1, 5, 6, & 8 surpassed the district. Grades 2, 3, 4, & 7 demonstrated a significant loss compared to the

district. When comparing Reading: Percent Met Growth, grades K, 1, 6, 7, & 8 significantly surpassed the district with grade 3 meeting the district rate of growth. Those teachers who applied the strategies and skills learned from attending and applying their PD, working with the instructional coach and other support staff demonstrated positive growth. Overall students fared far better in attaining growth than meeting grade level standards with 50% compared to 25% respectively. According to 2017-18 data fall to spring, Math: Percent Met Standards grades 1 & 8 surpassed the district with grade 6 meeting the district rate of growth. Grades K, 2, 3, 4, 5, & 7 demonstrated a significant loss compared to the district. When comparing Math: Percent Met Growth, grades 1, 2, 4, 6, 7, & 8 demonstrated significant growth when compared to the district rate of growth. Two grade levels (6 & 8) shined with 78% to 49% (+29%) and 78% to 56% (+22%) compared to the district respectively. Overall students fared far better in attaining growth than meeting grade level standards with 51% compared to 16% respectively. More PD in mathematics is necessary. In addition, the allocation of remaining funds for materials and resources were requested for mathematic support during the spring and next fall. Materials did not arrive until late spring in May, near the end of school. Teachers varied in their use of online district approved math software. Interestingly, according the spring 2018 SBAC results, students performed higher in Mathematics with 21.6% meeting or exceeding grade level standards compared to ELA with 20.1% meeting or exceeding grade level standards, a difference of (+1.5%) respectively. Also, when comparing MAP to SBAC students scored higher with 25% meeting standards compared to 20.1%, a difference of (+4.9%) respectively. Funds were also allocated support teachers in providing small group support 1 hour each day with rotating groups with no more than 5 students. Those teachers spent more time focusing on ELA than Mathematics, as they believed student work samples and teacher observations demonstrated a greater need for ELA than Mathematics. Consistency in grade level identified essential standards, common formative assessments, and delivery of content would have supported greater gains in both ELA and Mathematics. Consistency in DII strategies, cognitive application of DOK levels, and heterogeneous student groupings would have been conducive to meeting all student needs.

- 1.2 Affordability of a full-time versus part-time library media assist is needed. The available hours spent in supporting student interest, and motivation to read was at its maximum that the budget allowed.
- 1.3 The funding allocated for academic field trips presented students opportunity to learn about science, math, reading, and writing through hands-on learning opportunities. Eighth grade students reported their excitement and assurance that if they chose to attend a UC or CSU, there would be funding and support services available, including those students with special needs.
- 1.4 Funding for technology helped to increase the number of chrome books for student use, however, the largest order of technology did not arrive until late spring in May. We are still missing a computer cart that was purchased. District staff are tracking information to help locate the cart. Students increased their skill building in google docs and the teachers were able to quickly give students feedback on assignments. Students increased their skills in computer applications and presented projects that were computer based in ELA, Math, Science, and History.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Carryover funds arrived mid-October, 2017. These expenditures increased Goal 1-Academic Achievement via Title I.

- 1.1 Funds increased to provide an additional \$28,800 for substitute teachers. Teacher additional compensation of \$9,372 provided hours for on-site PD through LDO, Curriculum, DII, Tiered Student Support (Core, Strategic, Intensive), and MTSS. \$6,160 was allocated to provide non-instructional materials. The funds purchased reading materials for teachers (Learning By Doing 2nd ED. Left over funds were then transferred to equipment.
- 1.2 None.
- 1.3 Funds were allocated to educational Field Trips in the amount of \$7,800.00.
- 1.4 Funds were allocated to Equipment in the amount of \$6,160. In early spring additional funds were transferred from non-instructional materials to purchase chrome books, replacement teacher computers (Lap Tops), headphones, and a computer cart.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

- 1.1 The position of a program specialist was eliminated in order to provide a full-time assistant principal. The assistant principal would support student achievement through classroom walk-throughs, monitoring collaboration, assisting in the instructional process, and attend IEPs which doubled with the addition of 5 SDC classes to equal 9. A decrease in the amount of funds for substitute teachers due to over-funding last year. These substitutes will be utilized more effectively for instructional rounds, teacher academic conferencing, new teacher support, instructional coaching (co-plan & co-teaching), observing August school's instruction as they are similar to our demographics (for those grade levels that have continued to decline), and IEP/SSTs. Funding was placed in Books to provide teacher support in student intervention through differentiation, and creating common formative assessments. A small decrease in instructional materials remains until carry-over funding arrives in 2018.
- 1.2 Additional compensation for the library media assist to provide additional hours as needed.
- 1.3 Additional funding was placed for pupil fees to support the cost of hands-on learning experiences in science, math, ELA, and social studies.
- 1.4 Additional funding to Equipment of \$25,377 will provide additional chrome books and carts, head phones, projectors, docucams, and printers to provide the additional 6 classes (1 gen. ed. & 5 Sp. Day) equipment to support student needs. Funding for license agreements will provide yearlong contracts for district approved licensed support. Accelerated reading was not agreed upon by the majority of teachers. They have chosen EPIC, ESGI, and Engage New York based upon data outcome comparisons of the products.

Goal 2 – School Climate

Suspension –

Decrease the percentage for all students and in all subgroups who are suspended by 0.3 to 1.0 by June 1, 2019

Attendance/Chronic Truancy –

Decrease the percentage for ALL students, in all subgroups who are chronically absent by 0.5 to 3.0 points by June 1, 2019

School Climate – Increase Parent Participation and Volunteers by 25% by June 1, 2019

Identified Need

Suspension –

According to the Ca Dash Board, 2018 Suspension rate:

ALL 5.1 Orange

EL 2.8 Orange

SED 5.2 Orange

SWD 10.1 Red

AA 16.7 Red

Hisp 4 Orange

White 8.8 Orange

Asian, 2 Race, Fili, PI, Fos, and HOM (NC)

Comparison of Out of school days of suspension 71 days mid Feb. 17/18 vs 114 days mid Feb.18/19

Attendance/Chronic Truancy –

CA Dashboard results for Chronic Absenteeism: (CSI School)

ALL 22.9 Red

EL 16.6 Red

SED 23.3 Red

SWD 26.9 Red

AA 38.6 Orange

Hisp 20.9 Red

White 30.9 Red

Asian, 2 Race, Fili, PI, Fos, and HOM (NC)

Number of students with 10% or more days of UNX abs: 168

Chronic Ab Rate for Feb. 2018- : 20.22%

School Climate – All teachers will receive training in PBIS, CHAMPS, and Restorative Justice Practices. Parents will be informed of these programs through Back to School Night, Parent Meetings, SSC, ELAC, and CSI meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	3% (2017-2018)	2018-2019 <3%
Suspension (All Students)	3% (2017-2018)	2018-2019 <3%
Chronic Absenteeism (All Students)	20% (2017-2018)	2018-2019 <17%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc. to improve student behavior and attendance.

- # of student referrals
- # of student suspensions related to non-instructional time
- # of student attending school
- # of student attending on time
- # of discipline referrals
- # of students suspended

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The program specialist will hold parent educational meetings to inform parents of California School Attendance Laws. The program specialist will recognize students using positive attendance data each month with rewards that include extended recess, certificates, t-shirts, and treats (Not paid using Title I or site LCFF funds). The program specialist will partner with parents and teachers to motivate positive attendance.

Duplicating will provide parents with information and resources to inform that of techniques to encourage daily attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$1,000 - 57150 (Duplicating)

LCFF - 23034

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

1.1 The benefits of funding a full-time counselor supported a significantly improved school climate. Peer Leaders Uniting Students (PLUS) provided positive interactions with all students. The interactions including mentoring students with special needs and students with behavior issues. The counselor trained staff, 7th and 8th grade PLUS students in the application of restorative justice practices to prevent and mediate minor conflicts in the classroom, and playground respectively. PLUS Team students were active role models for positive behavior and citizenship, participating in fun Friday activities for students during their lunch recess, morning flag salute, and a variety of extracurricular student activities. Point Break met with referred male students in grades 4-8 once weekly to offer support with school, personal issues, or family circumstances. Chaplain Andy Gutierrez from the Stockton City Police attended on Tuesdays and every other Thursday to mentor students during recess. His presence was positive and students in grades 1-3 ran to greet him each week. For students in grades 4-8 he provided a listening ear. Chaplain Andy also met with parents as requested. Stockton Unified Police Department mentored students who demonstrated serious delinquent behaviors. They successfully turned many of these students around. They also conducted whole school presentations on tobacco, drugs & alcohol, social media, bullying, and harassment. A live K-9 presentation to all students demonstrated how important these canine officers are to the public safety. The school counselor provided staff with RACE (Respect, Accountability, Cooperation, & Excellence) tickets to acknowledge student positive behaviors. Classrooms were recognized weekly for perfect attendance. A quarterly RACE assembly gave students rewards for most improved behavior, improved attendance, and perfect attendance. A gaming truck provided end of the year activities for students with perfect attendance. A writing contest presented one boy and one girl from each classroom the opportunity to win a computer tablet from Barnes & Nobles. The title of the essay "Hoover is the Best School!" prompted thoughtful, creative, and sincere responses. Students themselves judged the work of their peers and chose the winning essays. UOP provided students the opportunity to attend a Pacific Tigers Basketball Scrimmage. Hoover and Stagg High School held Special Olympics for students with special needs. Fifth grade gen. education, and special education teachers set up and coached the contestants. The campus received an electronic gate to help secure the campus from harm. Kindergarten received a gate to enclose their play area to help with supervision and safety.

Effectiveness

1.1 While district chronic absenteeism increased from 18% to 21%, Hoover decreased from 21% to 20%, a gain of 1% positive attendance. However, Hoover did not attain the district's goal of 3% positive attendance. Of the 6,038 total absences, Kindergarten (K) and Transitional Kindergarten (TK) accounted for significant negative attendance at 15% and 17% respectively. To improve

attendance, TK & K will require greater focus and efforts. Suspensions decreased by 37%, which ranked Hoover at 8 in the districts' 42 elementary schools for lowest rate of suspensions. Parents and students rated high on the survey for feeling safe and cared for by school personnel.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

1.1 None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

1.1 Home visits will increase by the principal for students with chronic absences. Teachers will make a concentrated effort to call parents after the third day of absence. RACE Assemblies will address the importance of attendance as the larger turnout for these events are parents from the TK, Kinder, and primary grades. The school will support the CWA representative to hold parent conferences at large instead of relying on single appointments downtown. The conferences will be held at the school site. More student support will occur through the addition of university counseling intern(s). Teachers will make positive notes to send home or telephone calls to improve student motivation for success and attendance. Inclusion practices by staff & teachers will increase for students with special needs. Increased after school activities will include music, continued basketball league, and possible flag football (depending upon construction). More evening productions will occur focusing on school, student, and family connections.

Goal 3 – Meaningful Partnerships

By June 30, 2020, increase the number of parent meetings/events from 14 to 20.

Identified Need

Parent involvement is a critical component of student academics & positive school culture. Parent involvement can have a direct impact on student achievement, attendance and discipline. While parent participation increased for the 2017-2018 school year, a greater number of participants are needed. The addition of a CSI standing for the 2018-19 school year will increase parent participation as required for the Title I Needs Assessment.

Meaningful Partnerships

3,1 Parent Education classes were organized by the school counselor and principal. Parent Involvement grew substantially with the addition of new classes and promoting TK students to Kindergarten. Parents also became involved in extracurricular activities and yard duty supervision. SSC parent members worked extensively to ensure all students were receiving academic, behavior, and attendance support. ELPAC parent members visited classrooms, attended district meetings, and worked with the SSC to create the parent/student/compact. Parents gave positive feedback for day and evening events (college & career, science fair, VAPA performances, end of year TK and 8th grade choreography and dance production, APTT conferences, Saturday conferences, and student led conferences). Parent interest and climate surveys were submitted with a significant number returned. Data was analyzed and used to help in planning for the 2018-19 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of parent meetings/events attended	14 (2017-2018)	20>for the 2018-19 year
California Dashboard	3% (2017-2018) suspensions	2018-2019 <3%
California Dashboard	20% (2017-2018)	2018-2019 <17%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide parents with support and resources that empowers them to be engaged in their student’s learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings (e.g., Parent Coffees, parent volunteering, etc.), SSC, ELAC, CSI, parent engagement events, etc.

Classified staff will provide support to parent to ensure they are able to be involved and focused on parent meeting topics.

Additional Hourly Pay Calculation for Classified Staff: 10 hours X \$50 = \$500

Kindergarten teachers provide a Kinder Bridge Summer Meeting for Preschool and incoming Kindergarten so students become familiar with the school environment. Teachers inform parents of Common Core standards and pretest students.

of parents attending

of students attending

pre/post assessment

of meetings coordinated

of parents attending

of parents attending parent/teacher conferences

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$500 - 29800 (Classified Additional Hourly)

Title I - 50647

\$2,308 - 43400 (Parent Meeting)

Title I - 50647

Amount(s)

Source(s)

\$1,000 - 57150 (Duplicating)

Title I - 50672

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Primary Grades

Strategy/Activity

Classroom volunteers to assist students with activities that support instructional processes (reading to small groups, cutting and preparing art materials, helping students use scissors and glue, supervising recess, making copies, etc.).

Parent Volunteers

Parent volunteers will be recruited by the SSC/ELAC/CSI committees, program specialist, school counselor, and Hoover teachers.

- * Hoover will present throughout the school year opportunities and assistance to become parent volunteers and committee members
- * Childcare will be provided so that parents can attend meetings relevant to student support
- * The school counselor, program specialist, and administration will collaboratively meet every Monday to address student needs, identify current resources, and those resources that may be lacking (human and material).

Hoover parent volunteers and teachers will establish a successful Parent/Teacher/Student Association (PTSA)

The association will support student activities while involving parents in fundraising

The association will involve an increased number of parents and community members in school based and local community events

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

1.1 Parent Education classes were organized by the school counselor and principal. Parent Involvement grew substantially with the addition of new classes and promoting TK students to Kindergarten. Parents also became involved in extra-curricular activities and yard duty supervision. SSC parent members worked extensively to ensure all students were receiving academic, behavior, and attendance support. ELPAC parent members visited classrooms, attended district meetings, and worked with the SSC to create the parent/student/compact. Parents gave positive feedback for day and evening events (college & career, science fair, VAPA performances, end of year TK and 8th grade choreography and dance production, APTT conferences, Saturday conferences, and student led conferences). Parent interest and climate surveys were submitted with a significant number returned. Data was analyzed and used to help in planning for the 2018 school year.

Effectiveness

1.1 A greater number of parents attended award ceremonies, evening performances, and volunteered to support student learning and school culture. Parents have inquired into the prospect of a PTSA for the following year. Parents reported favorably on the ability to collaborate and conference over student concerns rather than moving straight to a suspension. The after school program has offered teachers the ability to provide students with extra-curricular activities. Sutter Health video-recorded a classroom production utilizing “Go Noodle”. This was also presented on the school website. SUSD Police Department conducted welfare checks on students at risk. They also mentored these students. Parents would contact the officer mentors as needed. Students and parents demonstrated positive participation and support for the first ever Hoover Basketball League. The increase in positive attendance and decrease in student suspensions presented under Goal 2 lends support to the success of Meaningful Partnerships.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

1.1 Carryover funds increased parent funding from \$2,545 to \$2,956 a difference of + \$411.00. The funds were placed in Additional Compensation to provide parents with childcare from SUSD classified employees.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

1.1 The after school program (Step-Up) will inquire to Harvest Food Bank to provide monthly groceries to students participating in the program. More parents have inquired for assistance to support basic needs. An increase of teacher partnerships with Donor's Choose will occur as the program has demonstrated superior teacher support to meet academic needs for students. The recruitment of parent volunteers will continue but through improved communications. Flyers, School Messenger, school assemblies, and school productions will be the central means to communicate our needs for increased parent involvement. Local business communities will be sought to provide student and parent involvement with the school in fun and educational activities.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$144,656
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$262,646

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$144,656

Subtotal of additional federal funds included for this school: \$144,656

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$117,990

Subtotal of state or local funds included for this school: \$117,990

Total of federal, state, and/or local funds for this school: \$262,646