SUSD

Stockton Unified School District

School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 12/15/2020

Version 3 – 03/09/2021

HOOVER ELEMENTARY

Contents

School Year: 2020-2021

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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hoover Elementary	39686766042634	Ver 1 – 05/28/2020	Ver 1 – 06/01/2020 Ver 2 – 10/12/2020 Ver 3 – 02/26/2021	Ver 1 – 07/28/2020 Ver 2 – 12/15/2020 Ver 3 – 03/09/2021

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)

Hoover Elementary is implementing a Schoolwide Program.

In January 2020, Hoover Elementary was identified as an Additional Targeted Support and Improvement (ATSI) 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 one-year (2020-2021) 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 May 12, 2020 and June 1, 2020.

Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

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, 2020 and June 1, 2020 School Site Council meeting.

In the 2019-2020 School Year, Year 3, Hoover Elementary once again initiated a specific Comprehensive Need Assessment (CNA) process which included meetings with ELAC, SSC, students, parents, and community stakeholders. These meetings began with the implementation of the 2019-2020 SPSA and progress monitoring of the DMMs. These meetings were held on October 21, 2019, November 18, 2019, December 16, 2019, January 27, 2020, February 24, 2020, May 12, 2020, May 13, 2020, May 28, 2020 and June 1, 2020.

October 21, 2019> In summation, the SSC/ELAC/CSI reviewed the former minutes from May 20, 2019 wherein the recommendations of the DMM and CNA were the driving tool for the 2019-2020 SPSA. The DMMs were reviewed and a PowerPoint was shared with the specific roles the committee members were responsible for in determining progress and areas of need by on the DMMs and CNA. The importance of monitoring student achievement, positive attendance, and school climate were key to determining any revisions based on new incoming data. Data was derived from the California Dashboard (Preliminary) finding with data on student achievement. The California Dashboard was displayed with data on student achievement, attendance, and climate. The data showed that 75% of Hoover students did not achieve grade level standards in ELA/Literacy. In Math, 77% of Hoover students did not achieve grade level standards. The final report would not be available until November or Early December.

November 8, 2019>In summation, the SSC/ELAC CSI reviewed student performance data via on-line through CA Dashboard. Academic performance in ELA, Mathematics, Climate: Student Suspension Data, and Chronic Absenteeism. All subgroups made significant gains in academic achievement with the exception of English Learners. Although their gains continue to move in a positive direction, growth is minimal and significantly lower than any other subgroup. More detail is provided in the analysis section of student academic performance. Chronic attendance continued to be a concern for students with disabilities. While Hoover increased the number of students with disabilities at a significant level, the majority of absences however, were students in the general ed population of primary grades of TK, Kinder and First Grade. At the time of this report, status as to whether Hoover had moved out of CSI standing was not available.

December 16, 2019> The SSC/ELAC and now ATSI committee reviewed the impact of the 2018-2019 SPSA. A district representative from State & Federal explained to the committee how strategies to meet specific goals

and outcomes needed to be reviewed in order to plan for the following year. In other words, she explained were the strategies effective in meeting the goals of the SPSA. Discussion of student equity and access entailed definitions of each, and compared to our implementation of the goals for the 2019-2020 year, would they be effective? DMMs were placed in committee member packets so members could take their time in assessing their opinions by data of any changes that may need to incorporated, which included moving any funds in areas where needs of all students were not being met.

January 27, 2020>A vacancy arose within the ELAC due to family circumstances. The SSC/ELAC/ATSI invited members who were interested to be appointed until and election could be held. In order to maintain equity and representation of our EL's a member was appointed. A review of the role that ELAC members commit to and Roberts Rules of Order, along with a packet of translated documents previously discussed (DMMs, Budget, and data from CA Dashboard) was included. This would be a temporary solution until the election could be held. With only a half year of implementation of the DMMs for 2019-2020, it was difficult to determine their effectiveness. The only real data applicable was the I-Ready ELA and Math fall baseline and Winter Results. T Again, resorting to the newest data from CA Dashboard, Hoover was no longer in CSI standing, We were now considered Additional Targeted School Support based upon our Suspension data. This data showed that although Hoover had dropped from 3.2 in 2018 to 2.3 the subgroup African American accounted for 5.3%. Discussion of the Why this happened helped to look at underlying root causes. Revisiting strategies of the DMM may point out inequities in how discipline was managed, type of classroom management styles, and implementation of current pro-active programs. Our EL students were shown to make 44% progress toward becoming fluent English Speakers. Opportunities for academic support included Spring Board Tutorials beginning soon as evidence from the former summer implementation demonstrated 6 months gain in student reading comprehension and fluency for grades K-3 and strengthened the parenting partnership with teachers and their students. Additional news to help increase EL academic achievement would come in the summer from the district programs offered at the high schools. Before these programs were limited to LTELs (Long Term ELs) but would be open for all ELs. Strategies to increase attendance and lesson the rate of suspension were also discussed following the DMM analysis.

February 24, 2020> The ELAC now had two vacancies. The committees decided the appropriate means to hold a well-attended ELAC and representing second language learners was to hold an Election. Parent would be sent Notice of Elections and Ballots would returned and counted. In addition, in the notice of elections parents were asked what the best time of day and day of the week would work for them. Notices were sent out on Tuesday, February 25, 2020. The results of the election would be announced as soon as possible with a first meeting to be held in March. DMMs would be further explored at the next meetings of both SSC and ELAC. Dr. Mah explained to committee members about upcoming professional development for teachers in the summer and/or fall. "We must be able to guarantee that every student regardless of life circumstance, skills, challenges, race, gender, etc. receive the highest quality instruction to meet their needs for academic success in life, college and career. The impact of the needs of every student and provisions/resources to ensure equitable practices will be the heart of our SPSA."

May 12, 2020> The SSC met virtually through ZOOM at 1:00 p.m. The DMMs were finalized. The SPSA was fully reviewed by the committee, along with strategies and recommendations for the upcoming school year of 2020-2021. Budget expenditures to support implementation of the Needs Assessment were reviewed and finalized. The SSC realizes that the budget may change and some expenditures would have to be forfeited. However, at this time, the current budget and expenditures were approved. The SSC met for two hours and had thorough discussions surrounding the equity of practice and meeting all of our students' needs. Teachers suggested asked, "How do I don't know what I don't know?" As one put it, "How do I know whether I'm meeting all my student's needs, If no-one is there to help me through this process?" Cultural proficiency will be a great endeavor that if done well and not rushed will yield personal and professional insight, and positive results in staff, student, parent, and community mindsets resulting in greater and equitable student outcomes. The SSC unanimously approved the SPSA for the upcoming 2020-2021 school year.

May 18, 2020 ELAC: The ELAC met virtually by way of Zoom video conferencing. A call to order was made at 5:31pm. The ELAC committee discussed the election results that were provided to fill positions for the committee. It had been decided in the previous ELAC meeting that the committee would prefer to stand on it's own and not be combined with SSC. The ELAC addressed strategies for improving the academic achievement for ELL students, particularly with ELD strategies and the amount of professional development that will be needed. Shante Allen explained the significance of having an instructional assistant to support EL students during small group sessions. Additionally, she reviewed the Springboard reading program as an intervention for academic support, specifically a component called RAZ kids that systematically teaches students how to read based on their reading level. Evidence from the former summer implementation demonstrated 6 months gain in student reading comprehension and fluency for grades K-3 and strengthened the parenting partnership with teachers and their students. Dr. Mah explained that the Title 1 budget has allocated funds specifically for parent training with accommodations for child care to promote parent involvement. The ELAC agreed to hold it's final meeting to address distance learning concerns and additional PD opportunities.

May 28, 2020> ELAC : The ELAC team met virtually by way of Zoom video conferencing. Items discussed were that of EL parent involvement and how to improve student academic achievement. Rebecca Lopez explained that in her experience, a number of EL parents have a hard time understanding the terminology that is expressed, in which case, such terms should be explained so that parents feel more connected with the operations. The ELAC addressed the need to improve school attendance amongst EL students, reviewing strategies outlined in the SPSA that could help improve student achievement, such as increasing the frequency of home visits, establishing incentive programs and using more promotional tactics (posters, PSA etc.,) to encourage attendance. Shante Allen proposed the idea of starting a Parent Teacher Organization to promote more parent involvement on campus. ELAC team members discussed the potential positive outcomes.

June 1, 2020>SSC: The SSC met and reviewed the recommendations presented by the English Language Advisory Committee. The recommendations were implemented in the School Plan for Student Achievements (SPSA) for the 2020-2021 school year. The SSC approved the SPSA for the 2020-2021 school year.

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. Differentiation allows for student equity and access to core instruction in meeting the needs of all students. Teachers in grades K-3 obtained the most direct support through CSI consultants. Grades 4-8 were left to depend on two part-time instructional coaches who were on campus for 5 days a month. Teachers did not receive the instructional support needed for the new curriculum adoptions by the publishers/consultants. While teachers and staff are more than appreciative of the new adoptions, training by grade level specific to the adoptions is needed. Teachers do not believe they have adequate training to provide multi-tiered systems of support. Students may need additional in-class support. The hiring of two part-time instructional assistants was not in full commission until half-way through the year.

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 175 annual IEPs limited the time for both administrators 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. The district did provide free bus passes for students in 7th-12th grade. 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). This is due in part to new staff, long term substitute teachers, and inefficient classroom management plans. While the majority of teachers and staff have incorporated Restorative Justice practices, CHAMPS, and PBIS, the few who do not significantly impact the school as a whole. 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. 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.

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

SPSA goal for the 2020-2021 school year will be an increase of at least 20% from 22% proficient (2018-19 SBAC Results) in ELA to 27% for all students by June 1, 2021.

School Goal for Math: (Must be a SMART Goal)

SPSA goal for the 2020-2021 school year will be an increase of at least 20% from 20% proficient (2018-2019 SBAC Results) in Math by June 1, 2021.

Identified Need

- Be sure English Learner data is reviewed and included.

ELA/ELD:

When comparing SBAC 2018 the percent of students who met grade level standards in ELA were 21% compared to 2019 at 22% for a gain of 1%.

When comparing SBAC 2018 the percent of EL students who met grade level standards in ELA were 6% compared to 2019 at 4% for a loss of (-2%).

Math:

When comparing SBAC 2018 the percent of students who met grade level standards in Math were 17% compared to 2019 at 20% for a gain of 3%.
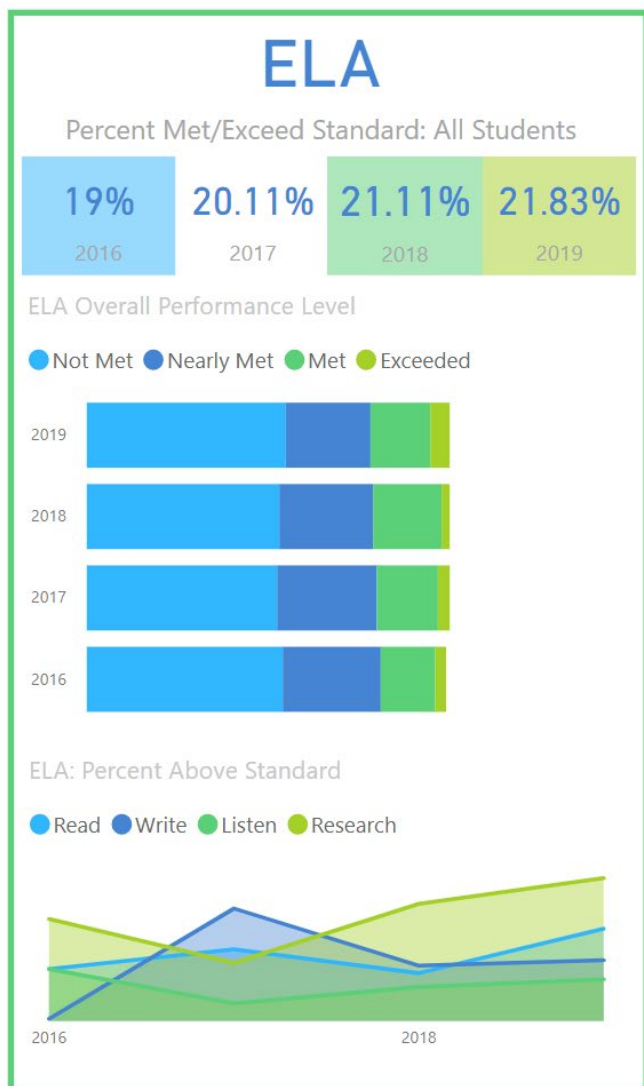
ELA

Percent Met/Exceed Standard: All Students

19%	20.11%	21.11%	21.83%
2016	2017	2018	2019

ELA Overall Performance Level

● Not Met ● Nearly Met ● Met ● Exceeded

ELA: Percent Above Standard

● Read ● Write ● Listen ● Research
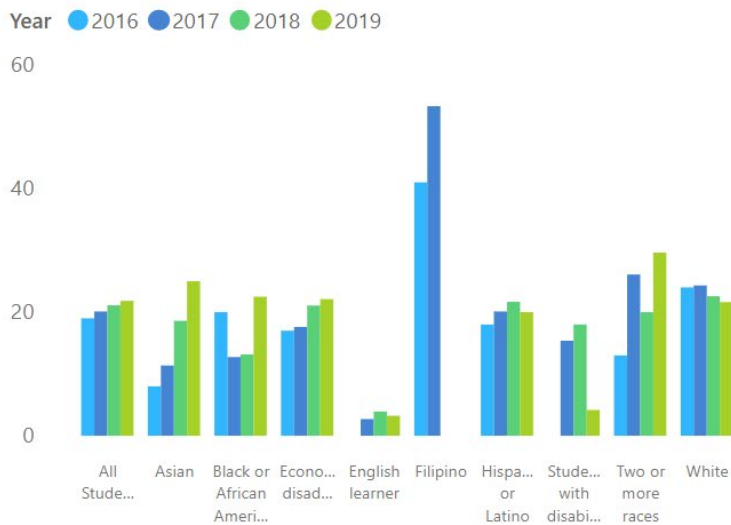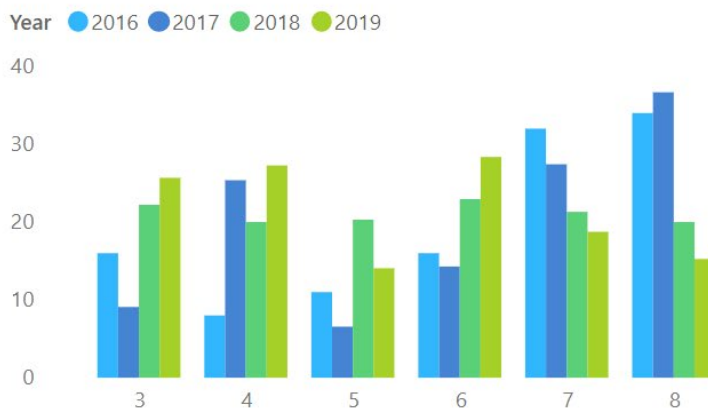
2019 Prelim ELA CAASPP: Area - Percent Above Standard

● Read ● Write ● Listen ● Research

ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

ELA CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

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2019 Summative ELPAC

ELPAC Overall Performance Level

23.53%	35.29%	33.82%	7.35%
Level 1	Level 2	Level 3	Level 4

Overall Results (grade)

01
02
03
04
05
06
KN

● Level 1 ● Level 2 ● Level 3 ● Level 4

Oral Language Overall Performance Level

22%	26%	31%	21%

● Level 1
● Level 2
● Level 3
● Level 4

01　02　03　04　05　06　KN
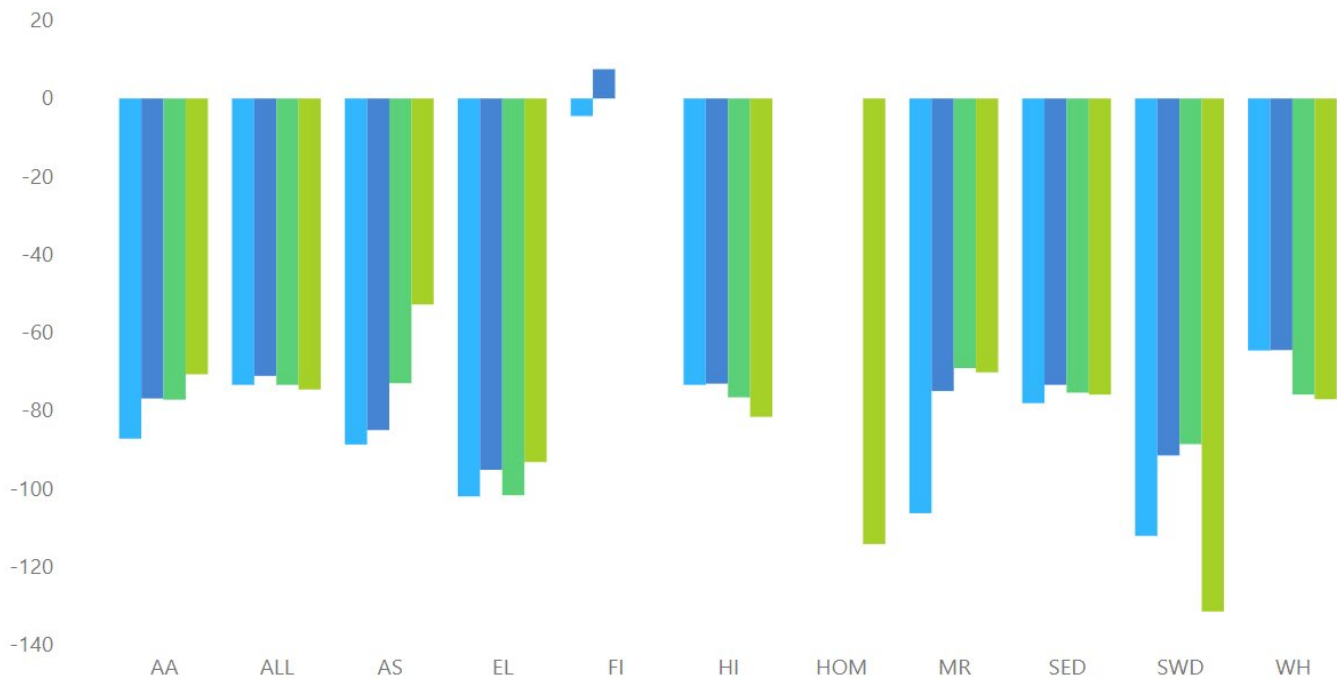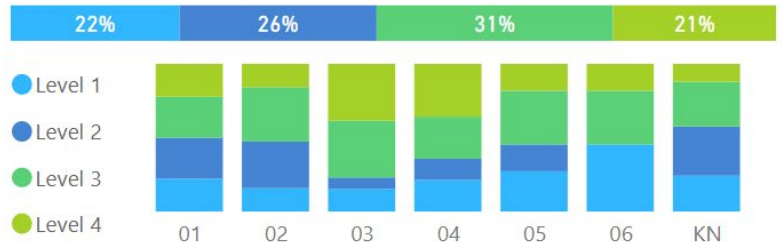
Written Language Overall Performance Level

28%	49%	18%	

● Level 1
● Level 2
● Level 3
● Level 4

01　02　03　04　05　06　KN
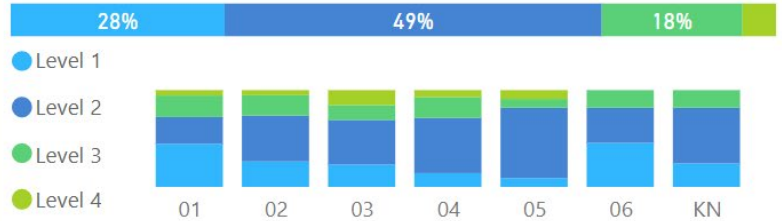
Performance Area: Percent Well Developed

● Listen
● Speak
● Read
● Write

01　02　03　04　05　06　13　KN
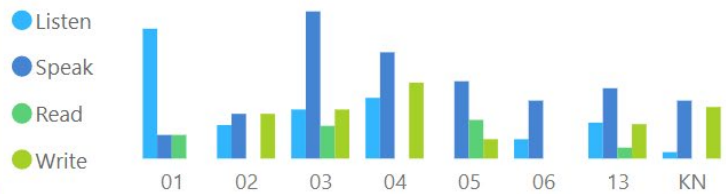
English Learner Progress
Reclassification Rates

16.50%	11.60%	20.20%	7.60%
2015-16	2016-17	2017-18	2018-19

English Learner Progress Indicator (ELPI)

44.1%

ELPI 2019
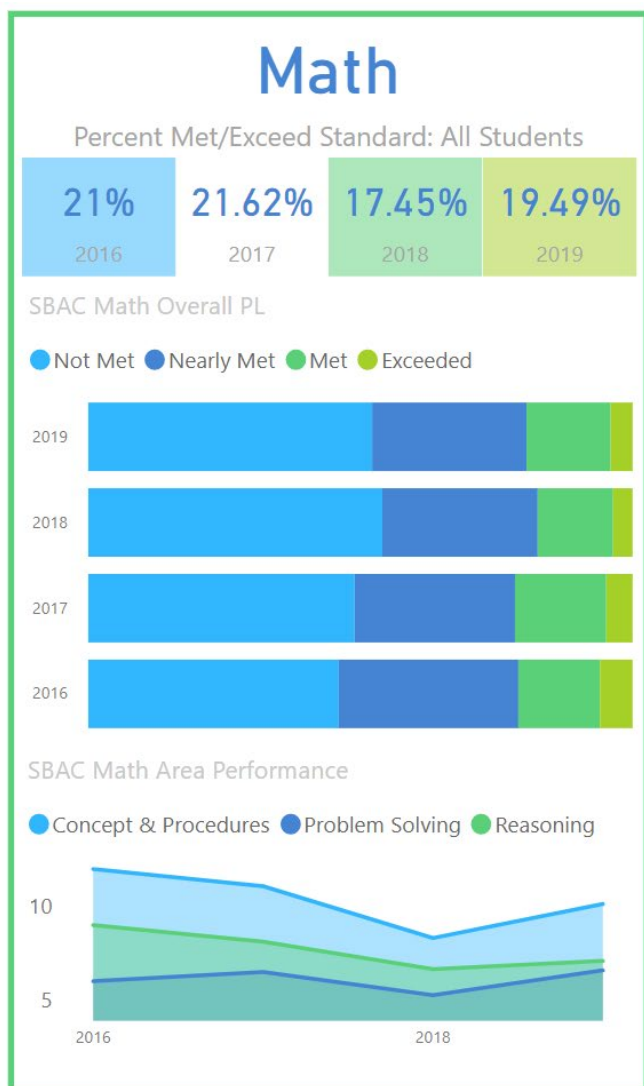
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Math

Percent Met/Exceed Standard: All Students

21%	21.62%	17.45%	19.49%
2016	2017	2018	2019

SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded

2019
2018
2017
2016

SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning
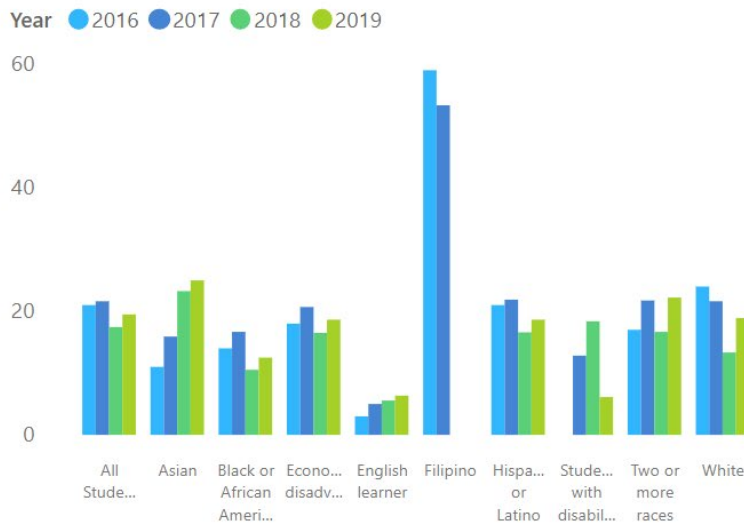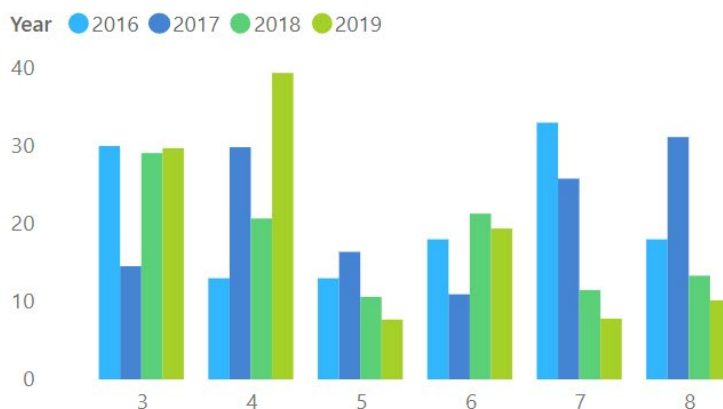
2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning

Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

Categories: All Students, Asian, Black or African American, Economically disadvantaged, English learner, Filipino, Hispanic or Latino, Students with disabilities, Two or more races, White

Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

Grade levels: 3, 4, 5, 6, 7, 8

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Math
Distance from Standard
All Students - [points]

-64.90	-71.30	-82.90	-82.90
2016	2017	2018	2019

Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

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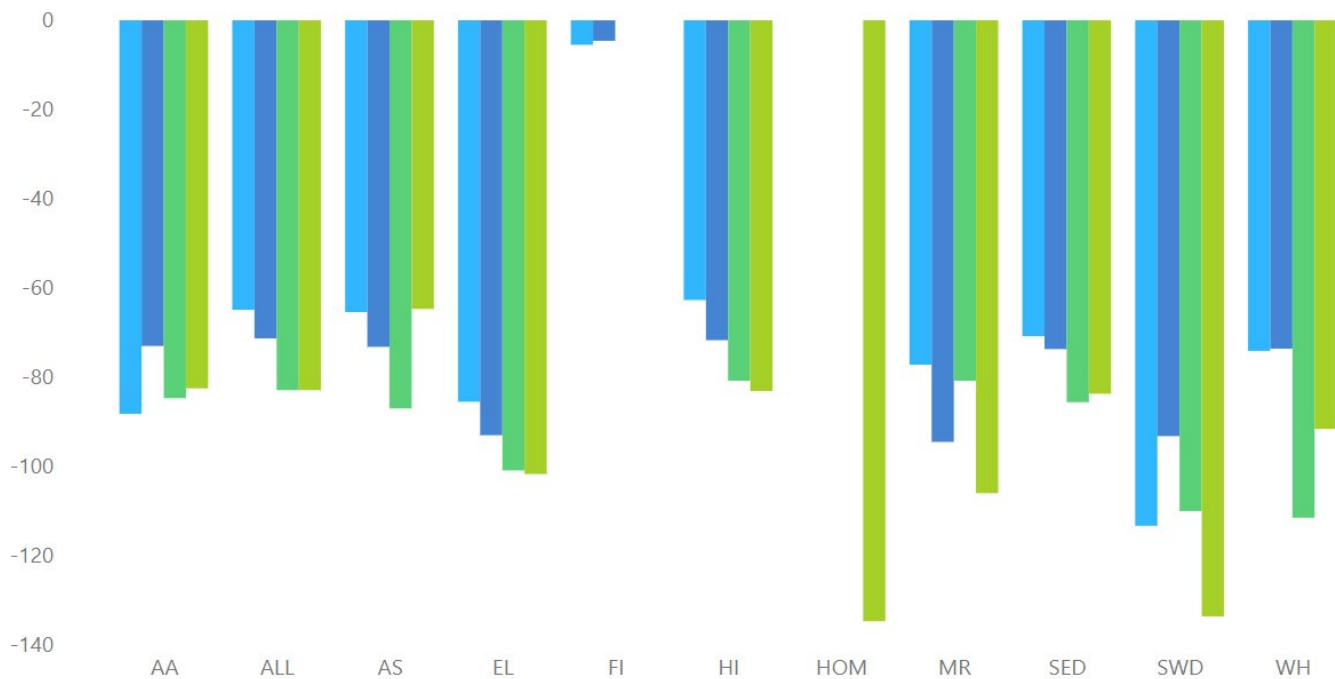
PSAT NMSQT Grade 10

Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

Percent Met ERW & Math Benchmark

PSAT 8/9 Grade 8

Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

47.00%

25.00%

19.00%

Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018

20.00%

16.00%

12.00%

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Percent Met ERW & Math Benchmark

14.00%

11.00%

9.00%
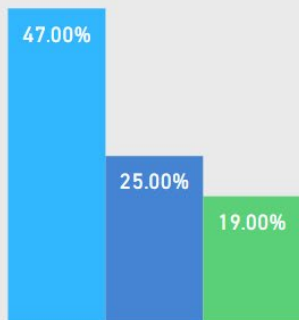
2016   2017   2018
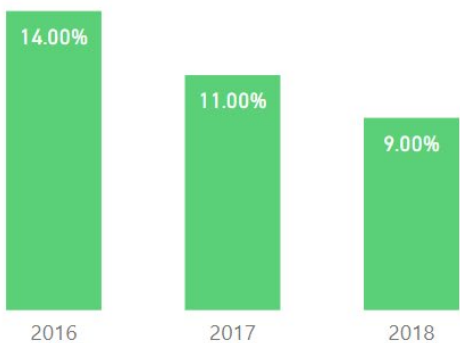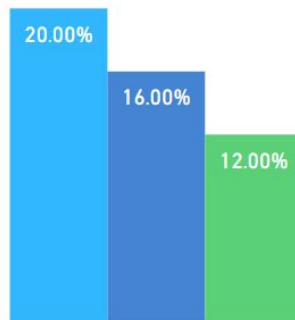
Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-74 points below	-71 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-82 points below	-80.5 points below

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 remain with 45 minutes of daily ELD Instruction

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

Teachers will receive PD for ELD instruction

Students will access RAZ Kids during after school tutoring

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 1

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$16,100	21101	.4375 FTE Instructional Assistant (salary & benefits)

$ Amount(s)	Object Code	Description
$12,652	21500	Classified Additional Comp

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$16,165	21101	.4375 FTE Instructional Assistant (salary & benefits)
$14,883	22601	.4375 FTE Library Media Assistant (salary & benefits)
$19,500		Classified Additional Comp

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, 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: 110 hours x $60 = $ (Allocating $6,769)

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 the SSC processes that include: voting (when absences occur or terms expire),

         Follow community and council memberships of meeting schedules and agendas, assist

         In planning, and attending SSC meetings, provide advisement for the SPSA and ensure

         implementation of the SPSA goals with principal direction.

*   Assist Administration in the Coordination and Monitoring of all district/state/federal
         assessments

* Assist Administration in monitoring and reporting ELPAC data, LTEL data, and those students who are eligible to be re-designated at Fluent English Proficient.

* Work with the Assistant Principal to coordinate and train teachers for administration of ELPAC

* Organize and oversee tutorial programs with the STEP-UP facilitator for district and site adopted curriculum

* Monitor student selection and placement into academic tutorials based upon student needs

* Select/order/inventory instructional materials

* Monitor the instructional assistant (s) placement for literacy support in grades K-3

* Provide teachers instructional support/peer coaching for ELD instructional strategies

* Keep teachers abreast of all professional development opportunities offered through the district via the curriculum department and LDO.

This list is not extensive of Title I sponsored activities but meet the 80% funding requirements.

Other duties the program specialist will provide based upon 20% LCFF funding include:

* Arrange and coordinate for teachers to receive professional development incorporating:

* The new curriculum adoptions (Benchmark, My Perspectives, and Ready Math/Reading)

* ELD Institute

* Cultural Proficiency

* Equity & Access

* CHAMPS

* PBIS

* PLTW

* Illuminate & Synergy

* CORE ELA/MATH STANDARDS specific to Focus, Coherence, & Rigor, Strengthening PLC development, etc.)

Action/Walks – Observation

# of students making growth

# of students below standards

# of students at standards

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$6,679	11500	Teacher Additional Comp
$111,290	19101	.80 FTE Program Specialist

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$10,000	11700	Substitutes
$27,823	19101	.20 FTE Program Specialist

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, Benchmark, Ready Math and Ready Reading). This includes support materials and resources.

Materials & Resources

Equipment - $12,000: 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, computers, etc.) For grades K-3 students additional reading materials, whiteboards, and technology support students in Reading Literacy, Fluency, and Comprehension. Student achievement outcomes will be measured by positive growth through district and site-based assessments, including teacher made assessments. Currently I-Ready Math and Reading, Benchmark checking for understanding and end of unit assessments along with student work samples are utilized to demonstrate student growth. The estimated cost for such materials and resources are $5,000 (Instructional materials), and $6000 (equipment).

Grades 4-8 utilize white boards, composition books, laptops, earbuds/phones, to support both mathematics and literacy in focus, coherence, and rigor. Students will make positive growth as demonstrated with district and site-based assessments, including teacher made assessments. Currently I-Ready Math and Reading, Benchmark & Pearsons, checking for understanding and end of unit assessments along with student work samples are utilized to demonstrate student growth. The estimated cost for such materials and resources are $5,087 (instructional materials) and $6000 (equipment).

License Agreements: web-based programs, license agreements (e.g. ESGI, Handwriting without Tears, etc.). ESGI is an instructional tool that helps teachers assess students individually with instant feedback on students' strengths and areas in need of improvement. It also provides parents with a weekly or bi-monthly up to date status on their student's achievement with suggestions on how to practice needed skill sets. ESGI is utilized for grades Pre-K, Kinder, and First grade. Handwriting without tears is a program to improve student small motor coordination in learning how to physically improve in their writing. This helps to improve clarity in students' drafts and final revisions. Pre-K and Kindergarten utilized this program.

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 in lesson study. Teachers will learn AVID strategies for differentiation, creating common formative assessments, improving classroom management technique, learning social equity and access, and how to begin with self-assessment and application to improving our school culture. CD's, or downloads would be included for similar subjects. With 34 teachers, one counselor, two administrators, program specialist, and other support personnel, the projected cost would be approximately $8,000. This is calculated at 40 (Staff) x approximately $50.00 a book. Titles include Cultural Proficiency, a Manual for School Change; Culturally and Linguistically Responsive Teachers and Learning; Culturally Proficient Instruction; the Art of Differentiated Instruction, etc. These are not an exhaustive list of titles. Funding would also be used for AVID training materials and project-based learning materials support student academic achievement by meeting student equity and access to research based proven techniques. This can only be achieved through teacher collaborative processes and site-based PD, county based PD, and through webinars. Success will be measured by improved teaching strategies and application of new skill sets as evidenced through core walk-throughs and feedback, daily classroom walk-throughs and feedback via administration, lesson study outcomes via coaching feedback, and student performances in academic achievement as measured by increased student attendance and performance on district, site, and state based assessments. Students needs materials to support their science fair, career fair, and project-based learning materials as identified in hands on activities. Examples of such materials are Tools, Styrofoam, Hard Board, Food coloring, microscopes, Hydrogen Gas, soil samples, gauges, dissection instruments, cutting boards, wire, batteries, etc.

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$1,500	56590	Maintenance Agreements
$2,700	43110	Instructional Materials

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$23,549	43110	Instructional Materials
$20,000	43200	Non-Instructional Materials
$2,000	58450	License Agreements

$ Amount(s)	Object Code	Description
$12,000	44000	Equipment

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, student equity in instructional practices, 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.

Conferences/Trainings/Workshops - $5,000:

These opportunities are provided to teachers and site administration for improved instruction in mathematics, reading, science, and history. Many of these opportunities are offered through the SJCOE and CDE. AVID conferences are normally provided within a 45-mile radius (Sacramento) in the late summer or early fall. District staff through the Curriculum Department, Language Development Office, and site based coaches provide additional opportunities for PD for teachers, administrative staff, program specialist, counselor, and coaching staff.

# 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 4

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$5,000	52150	Conference

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

Hands-on Learning Activities, Live & Virtual

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.

Field Trips - $2,000:

1. CSU-Sacrament springtime 8th grade field trip. The busing cost is approximate to past costs for transporting both 8th grade classes, teachers, and chaperones. Students learn about A-G requirements that allow immediate transfer into a CSU, how to qualify for grants, scholarships, visit actual classes in progress and promote student interest in higher learning opportunities that support college and career exploration.

Pupil Fees - $6,000:

1. Students in grades pre-k through second grade visit local farms and hands on-science opportunities that often cost a fee per student, teacher, and volunteers. Students in grades 3 attend UOP without a fee to watch athletics compete as part of their university stay. Students in grades 4-7 attend the San Francisco Academy of Science and the Arts. Pupil fees are charged as well. Classes will fundraise in order to cover buses when needed. These field trips can take place in winter and spring.

# of field trips (Live & Virtual)

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 5

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$2,000	58720	Field Trip Non-District Transportation

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$6,000	58920	Pupil Fees

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 (Live or Virtual)

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 6

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2)

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 Student Achievement

According to 2018-19 MAP data fall to spring, Reading> Percent Met Standards: Hoover performed at 28% compared to the district with 29% overall. Grades K, 1, 4, & 6 demonstrated significant performance on the spring 2018 MAP compared to the district. The most significant gain was K & 1 with (+ 10%) growth fall to spring. Grades with significant loss compared to the district were 3, 7, & 8 at a loss of -12, -11, and -10% respectively.

According to the 2018 spring SBAC results, students continued to progress slightly with the number of students meeting or exceeding grade level standards from 20.11% to 21.11%. The area with the lowest performance was Listening. The area with the highest was Research & Inquiry. Grade levels with significant gains were 3, 5, & 6 at (+13%), (+13%), and (+7%) respectively. Grade levels that demonstrated significant loss were 4, 7, & 8 at (-5%), (-6%), and (-17%) respectively.

Subgroup performance with percent increase were SED 21% (+3), SWD 18% (+3), Hisp. 22% (+2), and EL at 4% (+1). BLK/AF.A remained at 13% (no change), White 23% (-1), and Multi.Race 20% (-6). Very different results or strengths among subgroups were Hispanic who were high in R&I, and lowest in Writing., Asian & Wht. Were high in Writing and Low in Reading, R&I, while SED and SWD scored higher in R&I and Writing.

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 growth. For example, Hoover increased the number of students' reclassification rate with an increase from 16 to 20%.

Overall students faired far better in attaining growth than meeting grade level standards with 44% compared to 28% respectively.

Students also performed better in MAP than SBAC with 28% proficient compared to 21%.

According to MAP 2018-19 data fall to spring, Math> Percent Met Standards: Hoover surpassed the district overall with 29% compared to the district at 26%. All grades with the exception of 7 & 8 made significant gains from fall to spring, surpassing the district overall. The most significant gains were grades 4 & 6 with 43% and 25% meeting grade level standards compared to the district for the same grades at 26% and 19% respectively.

Overall students fared far better in attaining growth than meeting grade level standards with 51% compared to 29% respectively.

According to 2018 SBAC spring results, students fell in meeting or exceeding grade level standards in Math from 21.62% to 17.45% for a loss of (-4.17%). Grade levels 4, 5, 7, & 8 demonstrated significant loss at (-9%), (-5%), (-15%), and (-18%) respectively. Grade levels 3 & 6 made significant gains of (+14%) and (+5%) respectively.

With the exception of Asian (+7%), SWD (+5%), and EL (+1%), all other student subgroups suffered a significant loss. Blk/AF.A (-6%), Hispanic (-5%), White (-9%), Multi-Race (-5%), and SED (-5%).

More PD in mathematics is necessary. In addition, the allocation of remaining funds for materials and resources were requested for mathematics support during the spring and next fall. Materials did not arrive until late spring in May, near the end of school meaning teachers would need to review materials over the summer if they wanted to get a jump start.

Teachers varied in their use of online district approved reading and math software.

Interestingly, according the spring 2018 SBAC results, students performed higher in ELA with 21.1% meeting or exceeding grade level standards compared to Math with 17.45% meeting or exceeding grade level standards, a difference of (+3.65%) respectively.

Also, when comparing MAP to SBAC students scored higher with 29% meeting standards compared to 17.45%, a difference of (+11.55%) respectively.

Funds were also allocated to 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. According to the outcomes, math should have also been a focus for intervention.

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 Student Academic Achievement

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 Student Academic Achievement

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 Student Academic Achievement

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. Hoover was 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.

Effectiveness: Percent Met or Exceeded Standards for ELA/Literacy

When establishing the effectiveness of adopted strategies and purchased resources we look at the grade levels that made significant gains. For 2018 SBAC only three grade levels demonstrated effectiveness of the adopted strategies and resources. This could be because of the inconsistency across other grade levels in their implementation of the adopted strategies and use of resources. Also, specific to EL students, more adherence to the implementation of ELD instructional time as "sacred and specific" to meet this subgroups' academic needs is a top priority as evidenced by its lowest performing status of 4% at grade level or exceeding grade level standards. Motivation to learn is just as important as evidenced with those subgroups that showed no change.

Grade Level/Subgroup	Goal	Change
3rd	+11	+11
5th	+13	+13
6th	+6	+9
EL	+1	+1
SED	+2	+3
SWD	+2	+3
Asian	+2	+6
Hispanic	+2	+2

ELA>The SSC looked to the new year of 2019 and set the following goals to move all students to meet the district goal that no less than 20% of all grade levels would meet or exceed grade level standards as measured by SBAC.

The table below shows the set goals and change needed to secure the overall district goal.

Grade Level	Goal 2019	Chg. Needed
3rd	26%	+4
4th	24%	+4
5th	24%	+4
6th	27.6%	+4.6
7th	23%	+2
8th	24%	+4

Percent Met or Exceeded Standards for Math

When establishing the effectiveness of adopted strategies and purchased resources we look at the grade levels that made significant gains. For 2018 SBAC only two grade levels demonstrated effectiveness of the adopted strategies and resources. This could be because of the inconsistency across other grade levels in their implementation of the adopted strategies and use of resources. Also, specific to EL students, more adherence to the implementation of ELD instructional time as "sacred and specific" to meet this subgroups' academic needs is a top priority as evidenced by its lowest performing status of 6% at grade level or exceeding grade level standards. Students need to be able to read and comprehend what a math word problem is asking them to do. Motivation to learn is just as important as evidenced with those subgroups that showed no change.

Grade Level/Sub group	Goal	Change
3rd	(+3)	(+14)
6th	(+2)	(+10)
EL	(+1)	(+1)
SWD	(+2)	(+5)
Asian	(+2)	(+5)

Math>The SSC looked to the new year of 2019 and set the following goals to move all students to meet the district goal that no less than 20% of all grade levels would meet or exceed grade level standards as measured by SBAC.

The table below shows the set goals and change needed to secure the overall district goal.

Grade Level	Goal	Chg. Needed
3rd	34%	+4

4th	25%	+4
5th	20%	+9
6th	25%	+4
7th	20%	+9
8th	20%	+7

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

Continued investment in providing small group/centers approach as a strategy for student support in both ELA and Math required additional funding to provide replacements for broken or old chrome books. One agreed upon primary and intermediate collaboration protocol used to create SMART goals as a means of monitoring effective collaboration and lesson planning would have created less confusion among grade levels and more consistency. This is due to STA restrictions of how much an administrator can control or influence teacher use of collaboration time and documentation. More use of the co-plan and co-teach opportunities with the site instructional coach. Teachers who utilized the coaches made significant gains while those who did not made significant declines. Those teachers who implemented common formative assessments received via professional development through Solution Tree learned how to compare and utilize data, and were able to identify essential standards, tailor assessments, and create consistent windows for assessment. In this manner teachers could compare apples to apples.

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

More streamlined methods for the collaboration process (agreed upon protocols and use of time)

More use of the instructional coach for co-plan and co-teaching opportunities

Immediate feedback protocol for use by administration to provide consistency in feedback methods while conducting classroom walk-throughs

Create a shared leadership team on four specific areas tailored to support student academic achievement: MTSS, Curriculum & Instruction, Technology & Resources, and School Climate

Lesson study and professional development to create effective lesson plans that incorporate DII and SDAIE strategies

Move to increase ELD instructional time for grades K-4 from 30 to 45 minutes

Improve monitoring of ELD instruction by administration and representatives from LDO

Move Math instruction to the morning

Increase teacher participation in NGSS standards and science support materials such as PLTW

Increase library media assist hours to support student fluency and reading to students by providing additional reading opportunities (recess and lunch recess extended hours). These additional hours would be time sheeted out.

SPSA Year Reviewed: 2019-2020 (Year 3)

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 District Hired Consultants. Training was provided in CORE ELA, ELD, NGSS and new curriculum adoptions (Benchmark & Ready Math, and My Perspectives). Teachers also received site-based training from CSI Core Consultants, curriculum department, program specialist, principal, assistant principal, special education, lead teachers and instructional coaches, and directors relevant to intervention programs. Those teachers who worked with the instructional coaches to co-plan and co-teach lessons increased opportunities for professional collaboration, demonstration, and feedback. As the site continues developing as a professional learning community (PLC) some 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, assistant principal, program specialist, and instructional coaches 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 I-Ready Assessment. 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 10%.

1.2 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. Due to COVID-19 School Closure, 8th grade did not attend their field trips to CSU Sacramento.

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 I-Ready and SBAC assessment. The ability to provide every student a chrome book to use during distance learning proved the purchase of additional technology a success.

Effectiveness

1.1 Grades K, 1, 2, 4, & 5 saw the greatest gains in Mathematics according to Winter I-Ready results. In Math Kindergarten had 0% in Tier 111. The chart below shows the gains by grade level in Math for students at or above grade level.

Grade Level	Math Diagnostic 1 – 2 Comparison	Gain or Loss
K	6%-17%	(+9)
First	7%-21%	(+14)
Second	7%-16%	(+9)
Third	8%-15%	(+7)
Fourth	12%-23%	(+11)
Fifth	20%-32%	(+12)
Sixth	7%-10%	(+3)
Seventh	15%-22%	(+7)
Eighth	9%-12%	(+3)

Performance that drew immediate concerns were grade levels 3, 6, 7, & 8. Overall, Hoover increased the number of students in Tier 1 from 10% to 19% for a positive gain of (+9). Students at Risk in Tier III decreased from 38% to 28% for a significant/positive loss of (-10).

Grade levels K through 4th saw the greatest gains in Reading according Winter I-Ready results. In Reading, Kindergarten had 0% in Tier III. The chart below shows the gains by grade level in Reading for students at or above grade level.

Grade Level	Reading Diagnostic 1 – 2 Comparison	Gain or Loss
K	7%-33%	(+27)
First	10%-27%	(+17)
Second	18%-32%	(+14)
Third	21%-43%	(+22)
Fourth	21%-30%	(+9)
Fifth	12%-17%	(+5)
Sixth	5%-7%	(+2)
Seventh	9%-17%	(+8)
Eighth	26%-28%	(+2)

Significant concerns exist for the intermediate grades. These scores clearly demonstrated the need for additional reading strategies, differentiation, and small group support. Vertical collaboration needs to occur more often in the intermediate grades.

According to the DATA Sources listed below, Hoover did not meet its expected outcomes for end of year (2020) performance based upon Spring Indicators from May of 2019. Hoover had expected a minimum increase of 20% in Student Progress in both ELA & Mathematics.

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	74 points below	71 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	20% Overall English Learners
Fall 2019 I-READY Winter 2019 I-READY	21% Overall School Wide 14% Overall School Wide 27% Overall School Wide	30% Overall School Wide 25% Overall School Wide 30% Overall School Wide

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	82 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 20% Overall School Wide	20% Overall English Learners 30% Overall School Wide
Fall 2019 I-READY Winter 2019 I-READY	10% Overall School Wide 19% Overall School Wide	25% Overall School Wide 30% Overall School Wide

According to SBAC results over time, a similar pattern exits with those results identified in the I-Ready assessment chart. Over a four-year trend analysis, Grade levels 5th, 7th, and 8th, have demonstrated unstable results moving in a positive direction. In **ELA**, 5th grade demonstrated erratic performance with 12%, 5%, 21%, and 16% respectively from 2016 to 2019 for students meeting grade level standards. Seventh grade plummeted from 32%, 30%, 29%, and 28% respectfully from 2016 to 2019. Eighth grade demonstrated erratic performance with 33%, 35%, 28%, and 18% respectfully from 2016-2019. Grade levels that continued to show positive growth were third, fourth and 6th grade. Third grade continued with growth from 10% to 28% over a four-year trend. Fourth grade continued with growth from 8% to 29% over a four-year trend. Sixth grade continued with growth from 16% to 31% over a four-year trend. Our highest performing subgroup was RFEP with 33% at grade level standards, followed by 2 or more races at 30%, BLK/AFA at 23%, SES at 22%, Wht. At 22%, Hisp. at 20%, SWD at 4%, and ELs at 3%. ELs have continued to demonstrate slow but positive growth and represent 15% of our total school population. Our fastest growing in performance over the same trend analysis are BLK/AFA. and

those students identified as RFEP. Our greatest loss came from SWD. This is due to an increase of 5 new classes and significant increase in students placed in RSP creating an additional position of a FTE RSP Teacher.

Overall-School Wide SBAC ELA results demonstrated a slow positive pattern of growth for the four-year trend at 19%, 20%, 21%, and 22% respectfully.

According to SBAC results over time, a similar pattern existed for grade levels 5th, 7th, and 8th with unstable and/or plummeting trends. In **MATH** 5th grade performance bands over the four-year trend were 12%, 14%, 12%, and 11% respectfully. Seventh grade performance bands over the four-year trend were 34%, 25%, 12%, and 13% respectfully. Eighth grade performance bands over the four-year trend were 18%, 30%, 14%, and 12% respectfully. Our highest performing subgroup in Mathematics students designated as RFEP at 23%, 2 or more races at 22%, followed by Wht at 19%, Hisp. at 19%, BLK/AFA at 13% , SWD's and ELs at 6%. Growth has continued to be slow but positive for our EL population which is 15% of our total school population.

More PD in mathematics is necessary. In addition, the allocation of remaining funds for materials and resources were requested for math support during the spring and next fall. Teachers did not receive adequate PD in Ready Math. The majority of focus was on Benchmark and My Perspectives. All teachers reviewed language acquisition and phonics during foundational grades of K-3. Teachers varied in their use of online district approved math software and were hesitant in utilizing the slides that are helpful in keeping track of lesson progression with Ready Math. . 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, understanding the progression of standards across the grade levels, common formative assessments, and delivery of content would have supported greater gains in both ELA and Mathematics.

Consistency in instructional strategies, cognitive application of DOK levels, differentiation of instruction during strategic time, and heterogeneous student groupings would have been conducive to meeting all student needs.

1.2 Additional funding to extend the time our part-time Library Media assist is on campus. 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. However, due to COVID-19 several field trips were cancelled including the Eighth grade trip to CSU Sacramento.

1.4 Funding for technology helped to increase the number of chrome books for student use and our missing computers and cart were located in the fall thanks to the tracking services provided by facilities and purchasing. 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

For the 2019-2020 year Hoover did not receive any Title I Carryover funds.

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 will remain. The program specialist was incremental in working with assessments, monitoring EL progress, completing RFEP paperwork and parent/student notification, providing teacher training for ELPAC, scheduling student support with the instructional assistant, providing small group pull-out during non-core instructional time for grades first, second, and third, and coordinating the SpringBoard Reading Intervention Tutoring program.

1.2 The assistant principal will provide more support to parent involvement and coordination with the program specialist to monitor EL progress, assessment, and ELAC committee meetings. He will also commit to regular classroom walk-throughs with the principal around scheduled IEP meetings. The assistant principal will continue to be the go-to coordinator for technology support and teacher training in google classroom, hangout, classroom dojo, and other technology platforms.

The assistant principal will participate in district training provided off and on-site for Bench Mark, My Perspectives, Ready Math/Reading, AVID, Cultural Proficiency, and Student Equity and Access. He will share with the instructional coaches and principal participating and monitoring teacher grade level and vertical collaboration. He/she will support student achievement via increased observations of instruction that provides students equity and access to an education that meets their needs.

New budget decreases will undoubtedly affect the amount of funds for substitute teachers to allow release days for teachers receiving professional development. 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 CHAMPS, classroom mindset, equity and access, and student intervention through differentiation, and creating common formative assessments.

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 $12,000 will provide additional chrome books and carts, head phones, projectors, docucams, and printers to replace old and broken chrome books. 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 Newsela to support student fluency and comprehension.

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

Suspension –

Decrease the percentage from 2.3 to 1.0 for all students who are suspended by June 1, 2021

School Goal for Attendance/Chronic Truancy:

Attendance/Chronic Truancy –

Decrease the percentage of 19.8% chronic absence rate by 20% to less than 15% for ALL students, by June 1, 2021

School Goal for School Climate:

School Climate – Increase Parent Participation and Volunteers by 25% by June 1, 2020

Increase Parent Participation and Volunteers by 25% by June 1, 2021

Identified Need

Suspension –

Hoover was Moved from CSI Status to ATSI Status December 2019 for AF.American based upon rate of suspension.

According to the Ca Dash Board, 2019 Suspension rate:

ALL 2.3 Green (-.9%)	Number of Students 791
EL 0.7% Green (Decreased -2.5%)	Number of Students 148
Hisp. 2.1% Green (Decreased 0.7%)	Number of Students 467
SED 2.4% Green (Decreased -1.2%)	Number of Students 585
SWD 2.2% Yellow (Maintained 1.4%)	Number of Students 139
Asian 1.4% Green (Decreased -4.2%)	Number of Students 69
Af.A 5.3% Orange (Maintained -0.2%)	Number of Students 94
White 1.4% Orange (Increased 1.4%)	Number of Students 71
Two or More Races 1.7% Orange (Increased 1.7%)	Number of Students 59

Fili, PI, Fos, and HOM (NC)

Attendance/Chronic Truancy –

CA Dashboard results for Chronic Absenteeism:

ALL 19.8% (Maintained -0.3%) Moved from Red to Orange	Number of Students 739
Asian 7.4% Green (Declined 4.4%)	Number of Students 68
ELs 16.7% Yellow (Declined 1.9%)	Number of Students 144
Hisp. 18.1% Yellow (Declined 3.2% Moved from Red to Yellow)	Number of Students 437
SWD 30% Orange (Declined 5.5% Moved from Red to Orange)	Number of Students 130
SED 21.3% Red (Maintained 0%)	Number of Students 559
Af.A 26.2% Red (Increased 6%)	Number of Students 84
White 27.1% Red (Increased 8.2%)	Number of Students 70

Two or More Races 29.6% (Increased 8.1%)	Number of Students 54

Fili, PI, Fos, and HOM (NC)

Suspension Rate
All Students
percent of unduplicated suspension

4.8%	3.1%	3.2%	2.3%
2016	2017	2018	2019

Explusion
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available

Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019

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Version 1 – Board Approval 07/28/2020
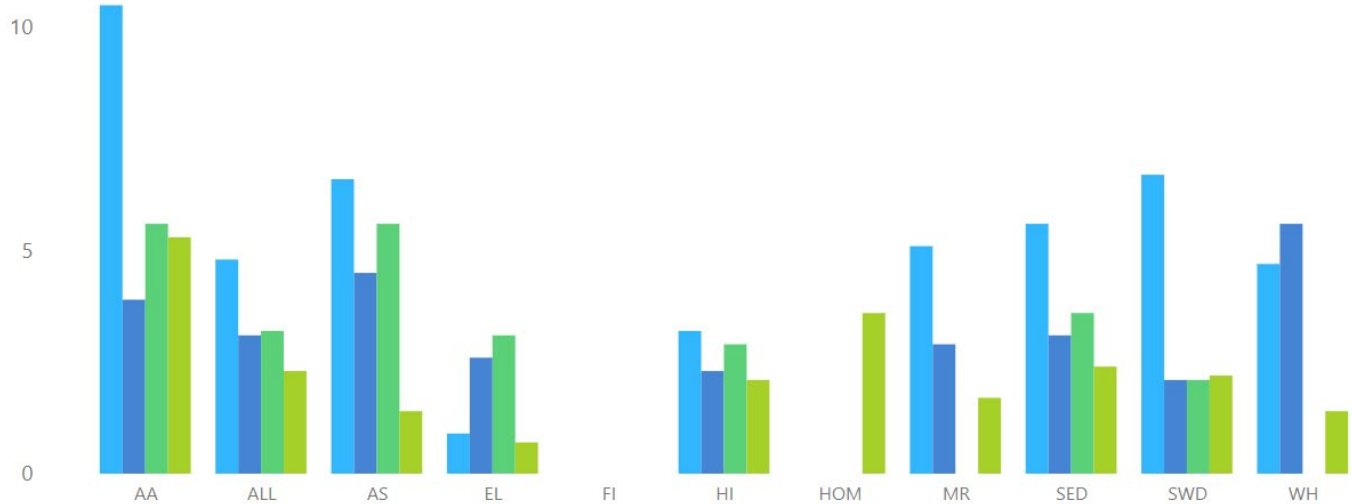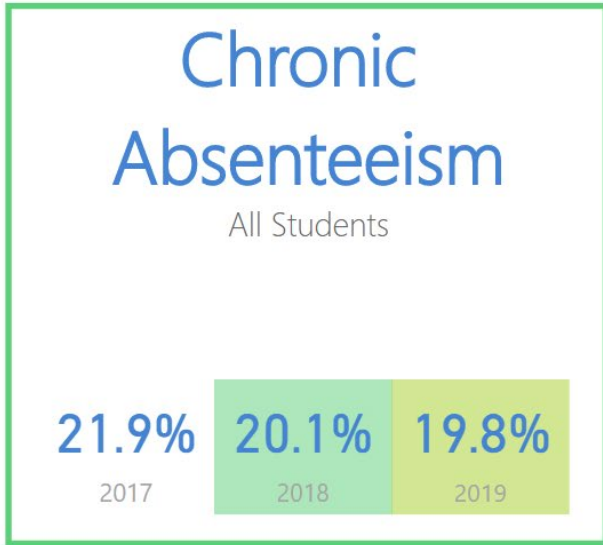
Chronic Absenteeism Rate by Student Group and Year
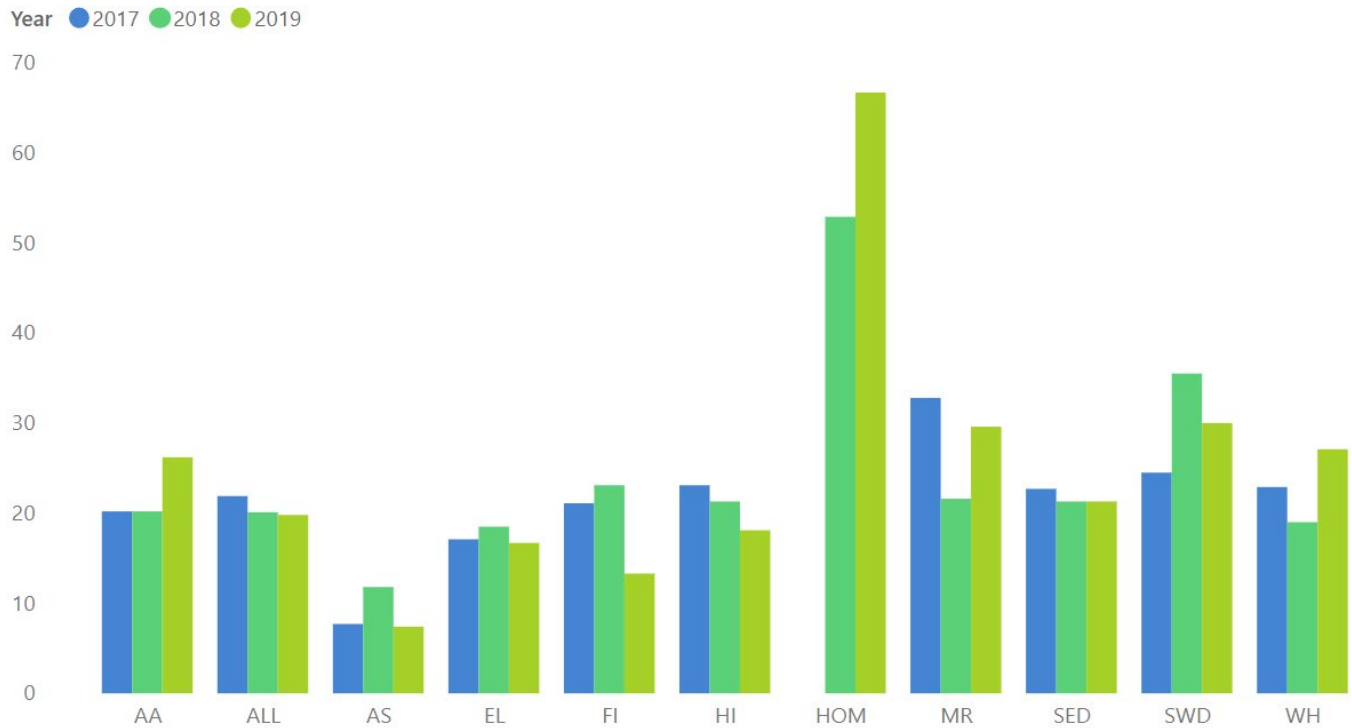
Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard (2019) Suspensions (All Students)	2.3%	1% CA Dashboard (2021)
CA Dashboard (2019) Chronic Absenteeism (All Students)	19.8%	15% CA Dashboard (2021)

*Due to early school closure on March 2020, expected outcomes are projected for June 1, 2021.

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 programs such as PBIS, PLUS program, counseling, structured student engagement activities, student forums, alternative educational setting to accommodate students' needs, and 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 1

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
		Funds not allocated.

$ Amount(s)	Object Code	Description

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 2

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$1,000	57150	Duplicating

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 – Year 2

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

PBIS was reviewed with all staff (34 teachers, counselor, administration, program specialist, CSA, yard duty, instructional coach, and office staff). Training for new teachers was provided by the school counselor. Reviews took place at the beginning of the year and during shared leadership meetings.

Hoover worked proactively with whole class presentations, and small group counseling. PLUS Student mentors were present during recess and fun Fridays. They also created a monthly newsletter that was sent home to parents.

Positive citizenship was awarded during monthly RACE assemblies, Daily RACE tickets by staff when students demonstrated positive citizenship, and positive calls home by the administration when students showed improved behavior.

Restorative Circles (RCs) were practiced at least three times weekly in all classrooms and across all grade levels. RCs were also practiced with the school counselor, CSI, and administration to resolve conflicts among students.

Under CSI standing, Hoover SSC, ELAC, and CSI committee met monthly in March, April, and May using the Decision Making Model to determine a plan to increase student achievement, decrease student suspension and decrease chronic absenteeism. A needs assessment was conducted a plan was put into place for the following school year.

The CWA Liaison conducted two parent meetings on the site to address the importance of school attendance and create plans with parents to improve their students' daily attendance.

Effectiveness

DATA trends from CA Dashboard demonstrated a change from 5% in 2016 to 3% (2017) with zero change occurring from 2017-2018 to 2018-2019. While Hoover's goal was to decrease from 3% to 2% the rate was still one of the lowest in the district. Hoover remained at a 3% rate of suspension. It is important to note that CA counts In-School Suspension the same as Out of School Suspension.

BLK/AF.A and Asian received the highest rate of suspension at 6%

SED received the second highest rate of suspension at 4%

6th grade received the highest number of suspensions (the four students served all In-School Suspension).

Students in grades 3, 5, 7, & 8 were the lowest with 1 suspension. Grades K-2 had zero suspensions.

Data from the CA Dashboard showed a positive trend to decrease Chronic Absenteeism from 22% in the 2017-2018 school year to 20% for 2018-2019.

The table below shows the subgroups with the highest rate of chronic absenteeism for the 2018-2019 school year.

Subgroup	Goal	Change
Homeless	<32%	+21%
SWD	<21%	+15%
SED	<19%	+2%
Hispanic	<19%	+2%
EL	<13%	+2%
Asian	<4%	+4%

The district goal was to see a 4% decrease in chronic absenteeism each year.

The percent of Homeless increased significantly from 36% to 53%. Nine students counted for this percent.

The percent of Students with Disabilities (SWD) increased significantly from 25% to 36%. 33 students counted for this percent.

The percent of Students identified as Socio-economically Disadvantaged (SED) decreased significantly from 23% to 21%. 121 students counted for this percent.

The percent of Students identified as Hispanic decreased significantly from 23% to 21%. 84 students counted for this percent.

The percent of Students identified as English Learners (EL) increased significantly from 17% to 19%. 23 students counted for this percent.

The subgroup African American remained the same at 20%. 19 students counted for this percent.

The subgroup Asian increased significantly from 8% to 12%. 8 students counted for this percent.

The subgroup White had the greatest decrease in chronic absenteeism falling from 33% to 19%. 11 students counted for this percent.

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

The SSC/ELAC/CSI committee had originally recommended the hiring of a parent liaison. During the final committee meeting, members argued that a program specialist would be more effective in supporting student achievement, decrease in discipline, and decrease in chronic absenteeism.

Arguments for the parent liaison were that he/she could conduct home visits, hold regular parent meetings for input, concerns and strategies, conduct parents as teachers' meetings, and give weekly treats to students who improved their attendance and citizenship.

The SSC approved to budget over $100,000 for the following year for the position of the program specialist.

No categorical funds were used for student incentives.

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

The SSC/ELAC/CSI recommended more parent education on the importance of school attendance. The students with disabilities missed school due to hospitalizations and surgeries. Better communication between the school and medical correspondents need to devise a plan where students who miss long term be placed on Home and Hospital Instruction and/or Independent Study.

To motivate student attendance for all students, the counselor recommended mid and end of year incentives such as extra-curricular sports, increased PLUS activities, game trucks and Kindle/Ipads or other type of notebook. No categorical funds will be used for these incentives.

Holding more parent conferences and student conferences would increase the communication of the importance of attendance and positive behavior.

Teachers would work with the counselor and instructional coach for improved classroom management strategies. All teachers would implement school wide consistent rules and expectations for student behavior.

Weekly CARE Team meetings will be held with administration, CSA, counselor, program specialist and instructional coach(s).

SPSA Year Reviewed: 2019-2020 (Year 3)

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

The target goal was to decrease the rate of suspension by 25%. In order to meet this goal the following strategies were implemented through March 13, 2020:

The school counselor conducted beginning of the year and quarterly classroom presentations using district approved programs for building social skills. These included Kelso's Choice, restorative justice, and PBIS practices.

Small counseling groups provided support for anger management, grief & loss, friendship building, and study skills.

Community activities>Windmills for Peace, Red Ribbon Week, Cultural Recognition, Native American Dance/Presentation, Pennies for Patients, Food Drive, Community Fair, Career and Science Fair, and Parent Educational Mtgs.

Monthly RACE and Attendance Assemblies recognized students for positive citizenship, positive attendance, perfect attendance and monthly trophy (K-3, 4-6, & 7/8) for greatest number of students with perfect attendance.

Fun Fridays utilized the PLUS Team who organized lunch time activities. The PLUS Team also mentored students who needed a "Buddy" for social skill building.

Teachers received training in CHAMPS through district sponsored PD.

Staff meetings reviewed PBIS strategies and Shared Leadership Teams (School Climate & Culture, and MTSS) recommended improvements to be incorporated using systematic processes for student referrals, alternatives to suspension, token systems for rewarding positive behavior, and school wide culture building activities.

SSTs, IEPs, and Teacher/Parent/Student Conferences were held as needed.

Teacher/Student/Parent conferences were held twice in the evenings and on twice on Saturdays.

Student extra-curricular activities required good or improving attendance and citizenship. A Mustang Basketball Team and Volley Ball Team were to begin in the spring.

Third grade attended the yearly UOP Tigers' Girls' basketball exhibition.

Science Camp and science fair (Cal Water H20) contest served as a motivator for positive attendance and behavior.

Effectiveness

According to CA Dashboard, suspension for all students fell from 3.2% (2018) to 2.3%(2019). The target goal was a decrease of 25% which would have calculated a 2.2 expected outcome. Still, Hoover moved from Orange to Green on the CA Dashboard Rubric for conditions and climate.

The table below demonstrates a comparison from 2018-2019 to 2019 - March 13, 2020 school year.

2018-2019 Grade Level	In-House Susp.	Off-Campus Suspension		2019-03/13/20 Grade Level	In-House Susp.	Off-Campus Suspension
K	0	0		K	0	0
1	0	0		1	0	7
2	0	4		2	0	1
3	0	5		3	0	15
4	0	0		4	3	16
5	2	0		5	1	4
6	4	3		6	1	4
7	3	13		7	3	4
8	0	2		8	1	4

In addition, one subgroup, African American, received the highest percentage of suspension with 5.9% of the overall 2.3% rate for all students. This finding designated Hoover as an Additional Targeted School for Improvement (ATSI).

In analyzing the Data from CA Dashboard and our District IS department, the SSC, ELAC, ATSI, utilized the Decision Making Model to delve into the reasons such an increase occurred, despite the strategies implemented. It was concluded that:

A lack of appropriate supervision existed on the playground, hallways during passing, and lunch

Lack of consistency in teacher practice with Restorative Circles

Lack of administrator presence during recess to build student relationships when they are expected to be in classrooms 2 hrs. a day and conduct other administrative duties (SSTs, IEPs, Evaluations, Parent Meetings, District meetings, off-and on-campus PD, etc.).

Lack of an alternative instructional setting with accommodations, supports, and resources when a student was removed from class

One counselor was not sufficient to meet the needs of all students when the student population of 740 warranted a second full time counselor.

Lack of participation in site based mental health services for students who were traumatized, and acting out violently

Not all teachers implemented appropriate classroom management systems despite support from coaches, counseling, and administration

With the early school closure, the Basketball Team played only two games and the Volleyball team played none.

No end of year activities could be utilized as an incentive for positive behavior and improved attendance.

Chronic Absenteeism

According to CA Dashboard, and data from the District IS department, chronic absenteeism decreased from 20.10 to 18.58 (preliminary 2019). Data gathered from August of 2019 to March 14, 2020 show an increase in chronic absenteeism.

As of March 14, 2020, the rate of chronic absenteeism is at 16.99%. As students did not complete the 2019-2020 year, it is difficult to discern if the rate of chronic absenteeism would fall, equal, or exceed that of 2018-2019.

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   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

Hoover will create an environment that is culturally responsive to the needs of all students regardless of race, ethnicity, gender identity, religion, socio-economic status, and/or life circumstance. In order to meet the individual needs of all students Hoover will:

Provide site based activities that encourage to motivate positive student participation and attendance

Provide social skills building activities that serve to model self-reflection and care for one another

Increase staff and student engagement opportunities that are culturally proficient, safe, open, and honest.

The school counselor will utilize student mentors such as the PLUS Team to mentor any student that

has expressed needs or demonstrated the need for peer support and friendship

A student forum will be created to provide student voice as to decisions that affect their learning and school environment

Teachers will receive PD in Cultural Proficiency for building supportive learning environments conducive to the socio-emotional well-being of all students.

Teachers and staff will examine their own mindsets, the existing influences of their mindsets on student achievement, behavior, and attendance, and plan with an open mindset to determine how to best serve students in an equitable and school adopted framework.

Teachers and staff will learn about child development and maturation, building upon students' existing skill sets, to motivate and prepare students for learning new ones.

Students will receive incentives to increase attendance and positive citizenship

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 30, 2021, increase the number of parent meetings/events from 17 to 20.

Identified Need

Meaningful Partnerships:

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. Research by Robert Marzano and Tim Waters tells us that "high within school quality and low within school variability is necessary for student achievement. While parent participation increased for the 2019-2020 school year, a greater number of participants are needed.

Parent meetings were held on Back to School Night, Family Game/Math Night, SSC Meetings (9), ELAC Meetings (4), LCAP Survey (1), Winter Student Music Festival (1), Community Fair (1), Parent Education Meetings (3), School Wide Academic Parent/Teacher Conferences (3), Saturday Academic Parent/Teacher Conferences (2), Science Fair (1), Career Fair (1) Regular Classroom Volunteers (K, 1, and 4th grade).

The addition of an ATSI standing for the 2020-2021 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. An election was needed in February to fill two open positions for the ELPAC. The ballots and election notification was presented by the Assistant Principal who arranged two additional meetings through a virtual platform in May to meet Federal and State Requirements for input to the SPSA and ELD programs. In 2019 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, and VAPA performances. Due to COVID-19, all end of year activities were halted by school closures. However, plans were made by the district, school sites, and student committees to conduct end of year virtual promotion and high school graduation with plans for on-site promotion and graduation events in the new year of 2020-2021.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of parent meetings/events attended	17	20

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.), SART, SSC, ELAC, ATSI, parent engagement events, etc.

Classified staff will provide support to parents 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.

Parent Meeting - $2,000: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Books - $1,000: Books will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Parents will utilize the books to gain understanding and learn positive parenting skills. These skills will transfer to the parents' ability to help their children at home and provide a positive environment that is conducive to learning.

Non-Instructional Materials - $568: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

Duplicating – $1,000 is utilized for parents to have take home activities that support reading and math activities. For example: Mini books, flash cards, and parenting best practices pamphlets.

# 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 1

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$500	29800	Classified Additional Comp
$2,000	43400	Parent Meeting
$1,000	57150	Duplicating
$568	43200	Non-Instructional Materials

Fund Source – LCFF:

$ Amount(s)	Object Code	Description

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

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/ATSI 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 2

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
		Funds not allocated.

$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 – Year 2

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

Parent education classes were organized by the school counselor and principal. Parent involvement grew substantially with the addition of new classes for special education and promoting TK students to Kindergarten. Parents became involved in extra-curricular activities and volunteered for 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 2019-2020 school year.

Effectiveness

The increase in positive attendance of (+.3%) and decrease in suspensions (-.9%) presented under Goal 2 lends support to the success of Meaningful Partnerships.

SUSD Police conducted 4 wellness checks on students viewed as At Risk. Two officers became student mentors for 2 of the 4 students who needed extra support. Parents remained in contact with the officers to keep them apprised of any changes in behavior or emotional well-being.

110 parent surveys were returned.

Attendance to parent coffees were few and averaged about 9 parents per meeting with the counselor.

Quarterly walk-throughs with parents visiting classrooms supported their students focus on their

 tasks. There was less talking or side conversations unrelated to work assignments.

A total of 90 parents and relatives attended the VAPA Winter Performance.

All parents of Native American Students attended the first Native American Graduation ceremony held at Hoover in May.

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

The $500 allocated for Child Care under Title I was underutilized. Only 8 hours of childcare was used.

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

There exists a need to better advertise the need for increased parent involvement. More home visits, use of the digital marquee, flyers sent home with students, translation of the parent newsletter created by 8th grade students, and teacher parent outreach. In this manner, parents will be able to utilize childcare services in order to accommodate attendance to activities during the day and evening.

SPSA Year Reviewed: 2019-2020 (Year 3)

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

Parent involvement substantially increased over the summer months of 2019 with the implementation of Spring board summer tutorial. The program required parent attendance every Wednesday while learning how to read and ask guiding questions of their students during read-a-louds.

Parent meetings were held with the school counselor on three occasions through February, 2020.

Parents learned about promotion requirements and opportunities that each SUSD High School Offered. This included Specialty High Schools.

Parents attended the first Hoover Community Fair in October, 2019.

A new election of SSC members was held in October, 2019.

A new election of ELAC members was held in February 2020.

Saturday parent teacher conferences were scheduled following each trimester following progress student progress reporting.

Back to School Night was offered at an earlier date and later evening time to accommodate working parent schedules.

Parents were invited to the Winter Musical Performance held in December.

Over 100 laptop computers were set up to offer parents the opportunity to complete the LCAP survey.

Game Night was set in October to offer parents and students the opportunity to learn about the importance of family engagement activities.

Spring Board Tutorial was set into place for January/February 2020 to be utilized for grades K-5 during the academic hour of the After School Program.

Effectiveness

More than 300 parents attended Back to School Night.

Parents registered for Interest to Volunteer Form during Back to School Night.

75% of teacher/parent invites to student conferences were fulfilled

100% parent or guardian participation occurred during the summer held Spring Board Tutorial and ranked Hoover as the highest performing in reading comprehension and fluency during the Spring Board Summer program with 6 months gain in only a few weeks.

Very few parents attended the parent meetings scheduled by the school counselor. The average ranged from 6-15 parents.

Due to early school closure in March 2020, only two Saturdays offered parents the opportunities to attend Saturday teacher parent conferences.

More than 120 parents utilized the laptops set up for the LCAP survey.

130 parents and family members attended the Winter Musical Performance held in December, 2019

More than 150 parents and family members attended the Game Night offered in October 2020.

Participation was low to Hoover's first Community Fair. Approximately 80 parents attended.

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

More advertising of the Community Fair would have likely brought in more parents to attend. The fair was put together within a four week time frame. More time will be given in the future. No funds were allocated for community projects.

The district purchased the contract that allowed Hoover to offer Spring Board summer and winter/spring tutorial.

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

The school counselor working in conjunction with the program specialist will offer monthly parent meetings with child care as needed.

Hoover will request the Parent Home Visit Project (PHVP) to provide an orientation to teachers in the fall of 2021. This orientation is provided by the state of CA free of charge.

Hoover will increase its collaborative team to better prepare for the its next Community Fair therefore spreading responsibility over more organizers than 5 staff.

Hoover will organize a PTSA or PTO for the 2020-2021 school year. Help from the district will be sought to organize its establishment.

The Hoover parent newsletter created by 8th grade students will be translated into Spanish.

Parents will learn about equity and access in their students' education and the positive outcomes that will occur in student attendance, behavior, and achievement. This will occur during specific calendared meetings that will be held at least quarterly. The assistant principal and program specialist will organize and seek materials and resources to support this endeavor.

The administrative staff will seek additional support for family engagement through the Community Relations Family Engagement & Education Office.

Hoover will adopt school wide Academic Parent Teacher Team Conferences that will be held twice this year.

According to research: Parental involvement has historically improved the educational and learning outcomes of students across the board. Because of this, schools throughout the country have developed policies to form and promote partnerships with parents. Moreover, the academic, emotional, and social growth of students is increased through partnerships with parents (U.S. Department of Education, 2015).

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	$156,989
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	$314,909

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	$156,989

Subtotal of additional federal funds included for this school: $156,989

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	$157,920

Subtotal of state or local funds included for this school: $157,920

Total of federal, state, and/or local funds for this school: $314,909

Budget Spreadsheet Overview – Title I

HOOVER			
Preliminary Budget Allocation - TITLE I	TOTAL ALLOCATION	$	153,921
FISCAL YEAR 2020-21	TOTAL BUDGET DISTRIBUTED BELOW	$	153,921
	TO BE BUDGETED (Should be $0.)		0

50647	TOTAL ALLOCATION	$	3,068
	TOTAL BUDGET DISTRIBUTED BELOW	$	3,068
	TO BE BUDGETED (Should be $0.)		0

			TITLE I					
Object	**Description**	**FTE**	**50643** GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	**50650** GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	**50671** GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	**50672** GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	**50647** GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	**TOTAL BUDGET**
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		$ 6,679					$ 6,679
11700	Teacher Substitute							$ -
12151	Counselor							$ -
13201	Assistant Principal							$ -
19101	Program Specialist		$ 111,290					$ 111,290
19101	Instructional Coach							$ -
19500	Instr. Coach-Add Comp							$ -
	OTHER Certificated							$ -
21101	Instructional Assistant		$ 16,100					$ 16,100
21101	CAI Assistant							$ -
21101	Bilingual Assistant							$ -
24101	Library Media Clerk							$ -
29101	Community Assistant							$ -
	OTHER Classified		$ 12,652				$ 500	$ 13,152
30000	Statutory Benefits							$ -
	Sub Total - Personnel/Benefits		$ 146,721	$ -	$ -	$ -	$ 500	$ 147,221
Books & Supplies								
42000	Books							$ -
43110	Instructional Materials		$ 2,700					$ 2,700
43200	Non-Instructional Materials						$ 568	$ 568
43400	Parent Meeting						$ 2,000	$ 2,000
44000	Equipment							$ -
43150	Software							$ -
	OTHER							$ -
	OTHER							$ -
	Sub Total-Supplies		$ 2,700	$ -	$ -	$ -	$ 2,568	$ 5,268
Services								
57150	Duplicating					$ 1,000		$ 1,000
57250	Field Trip-District Trans							$ -
57160	Nurses							$ -
56590	Maintenance Agreement		$ 1,500					$ 1,500
56530	Equipment Repair							$ -
52150	Conference							$ -
58450	License Agreement							$ -
58720	Field Trip-Non-District Trans		$ 2,000					$ 2,000
58920	Pupil Fees							$ -
58100	Consultants-instructional							$ -
58320	Consultants-Noninstructional							$ -
	OTHER							$ -
	OTHER							$ -
	Sub Total-Services		$ 3,500	$ -	$ -	$ 1,000	$ -	$ 4,500
	GRAND TOTAL		$ 152,921	$ -	$ -	$ 1,000	$ 3,068	

Budget Spreadsheet Overview – LCFF

HOOVER			**REVISED March 30, 2020**				
Preliminary Budget Allocation - LCFF						TOTAL ALLOCATION	$ 157,920
FISCAL YEAR 2020-21						TOTAL BUDGET DISTRIBUTED BELOW	$ 157,920
						TO BE BUDGETED (Should be $0.)	0

			LCFF				
Object	**Description**	**FTE**	**23030** **GOAL #1** **STUDENT ACHIEVEMENT LOW INCOME**	**23020** **GOAL #1** **STUDENT ACHIEVEMENT ENGLISH LEARNERS**	**23034** **GOAL #2** **LEARNING ENVIRONMENT** **NEW COST CENTER**	**23035** **GOAL #3** **MEANINGFUL PARTNERSHIPS** **NEW COST CENTER**	**TOTAL BUDGET**
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp						$ -
11700	Teacher Substitute		$ 10,000				$ 10,000
12151	Counselor						$ -
13201	Assistant Principal						$ -
19101	Program Specialist	0.2000	$ 27,823				$ 27,823
19101	Instructional Coach						$ -
19500	Instr. Coach-Add Comp						$ -
	OTHER Certificated						$ -
21101	Instructional Assistant		$ 16,165				$ 16,165
21101	CAI Assistant						$ -
21101	Bilingual Assistant						$ -
24101	Library Media Clerk		$ 14,883				$ 14,883
29101	Community Assistant						$ -
	OTHER Classified		$ 19,500				$ 19,500
30000	Statutory Benefits						$ -
	Sub Total - Personnel/Benefits		$ 88,371	$ -	$ -	$ -	$ 88,371
Books & Supplies							
42000	Books						$ -
43110	Instructional Materials		$ 23,549				$ 23,549
43200	Non-Instructional Materials		$ 20,000				$ 20,000
43400	Parent Meeting						$ -
44000	Equipment		$ 12,000				$ 12,000
43150	Software						$ -
	OTHER						$ -
	OTHER						$ -
	Sub Total-Supplies		$ 55,549	$ -	$ -	$ -	$ 55,549
Services							
57150	Duplicating				$ 1,000		$ 1,000
57250	Field Trip-District Trans						$ -
57160	Nurses						$ -
56590	Maintenance Agreement						$ -
56530	Equipment Repair						$ -
52150	Conference		$ 5,000				$ 5,000
58450	License Agreement		$ 2,000				$ 2,000
58720	Field Trip-Non-District Trans						$ -
58920	Pupil Fees		$ 6,000				$ 6,000
58100	Consultants-instructional						$ -
58320	Consultants-Noninstructional						$ -
	OTHER						$ -
	OTHER						$ -
	Sub Total-Services		$ 13,000	$ -	$ 1,000	$ -	$ 14,000
	GRAND TOTAL		$ 156,920	$ -	$ 1,000	$ -	$ 157,920

Amendments

Version 2

The purpose of this amendment adjusts the funding for the Program Specialist to 100% LCFF. This adjustment required the movement of expenditures and allocations. Hoover's School Site Council (SSC) reviewed and approved the changes on October 12, 2020, which have been detailed in their minutes as shown below:

5.0. New business/Nuevo negocios

5.1 Dr. Mah discussed the budget and SPSA revisions for 2020-2021 school year.

The following are the revisions discussed and motioned for approval:

Under LCFF-Goal #1 $10,000 were moved from 23030-11700 to Title I Goal#1 50643-11700. Instructional Assistant $16,165 from LCFF 23030-21101 to Title 1 50643-21101 and Other Classified $19,500 LCFF 23030-29101 to Title 1 50643-3000 Statutory Benefits. Under Books & Supplies, LCFF 23030 $23,549 to Title I 50643-43110 Instructional Materials, LCFF 23030 $20,000 to Title I 50643-43200 Non-Instructional Materials, and $12,000 from LCFF 23030-44000 Equipment to Title 1, 50643 -44000 Equipment. Under Services, $5000 from LCFF 23030-52150 to Title 1 50643-52150 Conferences and $5,076 from LCFF 23030-58920 to Title 1 50643-58920 Pupil Fees.

Under Title 1-Goal #1 the funding for the Program Specialist of $111,000 was moved from 50643-19101 to LCFF 23030-19101. This movement was very important as it would be difficult dividing time and duties with the current 80 and 20 percent split of the salary.

El Dr. Mah examinó el presupuesto y las revisiones de las SPSA para el año escolar 2020-2021.   Las siguientes son las revisiones discutidas y motadas para su aprobación: Bajo LCFF-Goal #1 $10,000 se movieron de 23030-11700 a La Meta del Título I 1 50643-11700. Asistente Instructivo $16,165 de LCFF 23030-21101 al Título 1 50643-21101 y Otros Beneficios Estatutarios Clasificados $19,500 LCFF 23030-29101 al Título 1 50643-3000 Beneficios Estatutarios. Bajo Libros & Suministros, LCFF 23030 $23,549 al Título I 50643-43110 Materiales Instructivos, LCFF 23030 $20,000 al Título I 50643-43200 Materiales No Instructivos, y $12,000 de LCFF 23030-44000 Equipo a Título 1, 50643 -44000 Equipo. En Servicios, $5000 de LCFF 23030-52150 a Título 1 50643-52150 Conferencias y $5,076 de LCFF 23030-58920 a Título 1 50643-58920 Cuotas de Alumno. Bajo el Título 1-Objetivo #1 el financiamiento para el Especialista del Programa de $111,000 se movió de 50643-19101 a LCFF 23030-19101. Este movimiento era muy importante, ya que sería difícil dividir el tiempo y los deberes con la actual división del 80 y el 20 por ciento del salario.

Sabrina made a motion to approve the 2020-2021 budget revisions and SPSA revisions. The motion was seconded by Angelique Salcedo. The committee voted unanimously to approve the motion.

Sabrina presentó una moción para aprobar las revisiones presupuestarias 2020-2021 y las revisiones de las SPSA. La moción fue secundada por Angelique Salcedo. La comisión votó unánimemente para aprobar la moción.

HOOVER 248

INITIAL BUDGET/DATE _____   REVISED BUDGET/DATE _____

	TOTAL ALLOCATION	TOTAL BUDGET DISTRIBUTED BELOW	TO BE BUDGETED (Should be $0.)
TITLE I	$ 153,921	$ 153,921	0
LCFF	$ 157,920	$ 157,920	0
TITLE I - PARENT - 50647	$ 3,068	$ 3,068	0

		ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS							
		50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME		23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME		50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS		23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS		50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE		23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE		50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS		23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS		50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS		TOTAL	TOTAL
Object	Description	FTE	$	FTE	$	FTE	$	FTE	$	FTE	$	FTE	$	FTE	$	FTE	$	FTE	$	FTE	BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)	0.000	$ 6,679	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 6,679
11700	Teacher Substitute (incl benefits)	0.000	$ 10,000	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 10,000
12151	Counselor	0.000		0.000		0.000		0.450		0.000		0.000		0.000		0.000		0.000		0.450	$ 0
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Program Specialist	0.800		0.200	$ 111,290	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	$ 111,290
30000	Statutory Benefits	0.000		0.000	$ 27,823	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Instructional Coach	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Instructional Asst/CAI (2)	0.875	$ 23,918	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.875	$ 23,918
30000	Statutory Benefits	0.000	$ 8,347	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000	$ 32,152	0.000		0.000		0.000		0.000		0.000		0.000	$ -	0.000		0.000	$ 500	0.000	
21101	Bilingual Assistant	0.000		0.000		0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Bil Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22601	Library Media Assistant	0.000		0.438	$ 13,676	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.438	$ 13,676
30000	Statutory Benefits	0.000		0.000	$ 1,207	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22901	Community Assistant	0.000		0.000		0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29500	Par Lia-Add Comp (incl benefits)	0.000	$ -	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
	Sub Total - Personnel/Benefits		$ 81,096		$ 153,996		$ -		$ -		$ -		$ -		$ -		$ -		$ 500		$ 165,564
Books & Supplies																					
42000	Books				$ -				$ -												$ -
43110	Instructional Materials		$ 26,249				$ -		$ -				$ -				$ -		$ -		$ 26,249
43200	Non-Instructional Materials		$ 20,000										$ -						$ 568		$ 20,568
43400	Parent Meeting												$ -		$ -				$ 2,000		$ 2,000
44000	Equipment		$ 12,000																		$ 12,000
	Sub Total - Books & Supplies		$ 58,249		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 2,568		$ 60,817
Services																					
57150	Duplicating										$ 1,000		$ 1,000				$ -				$ 2,000
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement		$ 1,500				$ -														$ 1,500
52150	Conference		$ 5,000																		$ 5,000
58450	License Agreement				$ 2,000		$ -														$ 2,000
58720	Field Trip-Non-District Trans		$ 2,000																		$ 2,000
58920	Pupil Fees		$ 5,076		$ 924																$ 6,000
58100	Consultants-Instructional																				$ -
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		$ 13,576		$ 2,924		$ -		$ -		$ -		$ 1,000		$ 1,000		$ -		$ -		$ 18,500
	GRAND TOTAL		$ 152,921		$ 156,920		$ -		$ -		$ -		$ 1,000		$ 1,000		$ -		$ 3,068		

Version 3

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Hoover's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

DATE	AMOUNT	FROM	TO	BUDGET	
7/24/2020	$ 300.00	SUPPLIES	MAINTENANCE	TITLE 1	
7/31/2020	$ 470.00	SUPPLIES	SALARIES/BENEFITS	LCFF	
7/31/2020	$ 2,120.00	SUPPLIES	SALARIES/BENEFITS	TITLE 1	
9/15/2020	$ 450.00	LICENSE	NON INSTR. MATERIALS	LCFF	
9/16/2020	$ 992.00	SUPPLIES	BENEFITS	TITLE 1	
10/1/2020	$ 552.00	SUPPLIES	SALARIES/BENEFITS	LCFF	
11/4/2020	$ 79,515.00	VARIOUS	1.0 FTE PROGRAM SPEC	LCFF	Program Spec. 1.0 to LCFF
11/9/2020	$ 15,757.00	VARIOUS	TITLE 1 FROM LCFF	TITLE 1	
11/19/2020	$ 5,857.00	SALARIES	SUPPLIES/NON INST.	TITLE 1	Program Spec. 1.0 to LCFF
11/19/2020	$ 4,729.00	PROG. SPEC	SUPPLIES	TITLE 1	
11/19/2020	$ 11,599.00	VARIOUS	PROGRAM SPEC. 1.0	LCFF	
12/3/2020	$ 10,028.00	VARIOUS	PROGRAM SPEC. 1.0	LCFF	
12/15/2020	$ 4,468.00	SUPPLIES	PROGRAM SPEC. 1.0	LCFF	
12/17/2020	$ 262.00	TEACHERS ADD COMP	SUPPLIES	TITLE 1	
1/5/2020	$ 3.00	SUPPLIES	DUPLICATING	LCFF	
	$ 137,102.00				

Furthermore, Hoover's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

SPSA: Goal 1, Strategy 1:

Title I –

$27,384 – 21500 – Classified Additional Comp: Due to COVID-19 restrictions pertaining to distance learning, over-budgeted for additional compensation for the classified staff.

SPSA: Goal 1, Strategy 2:

Title I –

$6,264 – 11700 – Teacher Substitutes: Due to COVID-19 restrictions pertaining to distance learning, substitutes were not necessary.

$6,264 – 11500 – Teacher Additional Comp: Reallocated funds to provide teacher compensation for attending after contractual hour on site Professional Development, and before contractual hour Instructional Leadership Team meetings. Teachers will attend extended professional development in effective research based instructional strategies and represent grade levels as the instructional leaders for teacher instructional improvement and student academic outcomes. Teachers will attend presentations and participate with hands on learning activities to support student achievement. Identified Teachers will represent their grade levels in a monthly Instructional Leadership Team meeting with administrative staff, instructional coaches, program specialist, before school begins, and meet with their grade levels to share important information that will support their grade level in ensuring equity and access for all students to achieve academic success. Our school site will need additional funds to meet the cost of providing teachers with additional compensation. 35 teachers times their hourly rate for PD and 9 teachers times their hourly rate for ILT. Research shows that increased teacher understanding of evidenced based research strategies will increase their effectiveness in the implementation of such practices and increase student academic achievement outcomes. Purpose of Change: increasing the amount of funds provided for additional teacher compensation. The increase will ensure that we can provide teachers the additional tools necessary through professional development and instructional leadership to ensure the highest quality of instruction possible. Effectiveness: Walk-throughs, observations, and student academic achievement outcomes. Data will be collected through administrative walk-throughs, observations, teacher academic conferences/feedback, and student performance on unit assessments, teacher made assessments, district iReady assessments, ELPAC, and collaboration notes. The process will include a review and analysis of all data during ILT, teacher/admin collaboration, instructional coaches feedback, teacher feedback, and documentation via a time-line for identifying trends. Data will be reviewed and analyzed month and twice monthly during collaboration, along with trimester district iReady results, state ELPAC. Data will be used to inform teachers via walk-through feedback, observation feedback, instructional coaches, program specialist, and discussions with SSC, ELAC, and parents via parent/student conferences and IEPs. The actions and outcomes of the implementation of additional PD and ILT is significant in that it supports the highest quality of teacher instruction in meeting the needs of our students identified by our needs assessments via CSI/ATSI standing.

SPSA: Goal 1, Strategy 3:

Title I –

$30,608 – 44000 – Equipment: Reallocated funds to purchase equipment. Teachers will use docucams and projectors to assist with daily classroom instruction. The docucams will be utilized to visually share instructional materials, supplemental lesson activities, student works sheets, and student information in a simultaneous method while the teacher presents and writes on the documents. The projectors will be ceiling mounted and the images from the docucams to be presented on the whiteboard for all students and staff to see. We will purchase the docucams and projectors to replace old worn equipment to the latest upgraded equipment to keep with the current demands of technology as they continue to deliver high quality instruction through a distance learning

and small cohort format. All teachers will have the newest technology installed in their classrooms to improve teacher performance with increased capabilities for all teachers. Our school site will need to purchase 35 docucams and 35 projectors to ensure all teachers classrooms are equipped. The cost of each docucam with taxes are $517.00. The cost of each projector with taxes is $499.22. Technology in the classroom will support teacher delivery of core instruction and meet student needs for academic achievement through both a virtual means and small cohort learning process. Purpose for Change: The current reality of distance learning through a virtual format requires efficient, fully operational equipment. We have exhausted our ability to provide teachers with the most functional and operational equipment. This is an addition to the existing Goal 1 Strategy 3 for equipment. Effectiveness: All teachers will utilize technology in the delivery of high-quality instruction for all students. Classroom observations/walk-throughs and evaluations will evidence teachers' use of technology to the most significant degree possible in distance learning and small cohort instruction. Classroom observations/walk-throughs, and evaluations. Daily through observations/walk-throughs and two to three teacher evaluations. Data will be shared through information via teacher feedback, collaboration, teacher academic conferences, parent/teacher conferences and parent meetings (SSC & ELAC).

$3,384 – 42000 – Books: Reallocated funds to increase the number of teachers attending professional development focusing on AVID strategies for schoolwide implementation. Implementation and effectiveness data will be collected on before/after conference surveys and classroom walk throughs for implementations of strategies used. Increasing student supplemental reading materials. Create sufficient supplemental reading materials (Books) to support students' interest and motivation in reading that will increase fluency and comprehension. Through student and teacher recommendation newer titles that interest students and serve to increase reading fluency and comprehension will be ordered and placed in the school library for teacher and student check-out. Our school site will need to purchase books for student reading and teacher use in supplementing core instruction. Current materials are seriously outdated by 30 or more years according to our district records of library reading material purchases. The cost of recommended titles is nearly $5,000. Supplemental materials and resources support core instruction which is evidenced through increased performance in end of unit assessments, district iReady assessments, teacher created assessments and student work samples. Effectiveness: Student performance in reading fluency and comprehension. Destiny check-out of reading materials by teachers and students, student outcomes for academic performance in reading fluency and comprehension. Destiny provides hard quantitative data for student and teacher literature check-out. Student performance data is quantitative through my grade book, performance on end of unit assessments, my pathways, and district iReady assessments. Monthly during collaboration, trimester via district assessment, and weekly during end of unit assessments. The data will be collected by teachers, the program specialist, counselor, and administration. Data will be reviewed through twice monthly collaboration, during CARE TEAM, Admin/ATSI, ILT, and reviewed with parents during ELAC, SSC, and academic conferences. Data provides a means for analyzing student progress as identified through needs assessment for CSI/ATSI school status. Thus, data from a variety of assessments (unit assessments, district, state, teacher made assessments) that inform our student standing in academic performance is appropriate.

SPSA: Goal 1, Strategy 4:

Title I –

$4,000 – 52150 – Conferences: Reduced funds due to COVID-19 restrictions pertaining to social distancing and travel policies, in-person conferences were not able to be attended.

SPSA: Goal 1, Strategy 5:

Title I –

$2,000 – 58720 – Field Trip Non-District Transportation: Reduced funds due to COVID-19 restrictions pertaining to social distancing and travel policies, field trips were not able to be conducted.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Hoover is receiving additional monies in Parent Involvement (Cost Center: 50647). Hoover's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials/Supplies for the purchase of hands-on materials supporting math, English and science skills taught to parents to support their student.

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
HOOVER	722	564	78.1%	$ 153,921	$ 3,426	$ 157,347	$ 3,068.00	$ 358.00

$2,000 – 43400 – Parent Meeting (50647): Reduced funds due to COVID-19 restrictions pertaining to social distancing policies in-person parent meetings are not able to be conducted.

$500 – 29800 – Classified Additional Comp (50647): Reduced funds due to COVID-19 restrictions pertaining to social distancing policies in-person parent meetings are not able to be conducted.

$908 – 57150 – Duplicating (50672): Reduced funds as the PLUS Team students have been able to provide a monthly newsletter to parents, so we did not need to utilize the funds under duplication.

$1,800 – 44000 – Equipment (50647): Reallocate funds to purchase equipment. Support staff that include the school counselor, administration, program specialist, LCSW, district parent liaison, and teachers will provide virtual parent presentations, and educational apps that support parenting skills and student learning. Parent presentations will be provided virtually from the parent resource room located in the counseling office. Implementation occurs through monthly or bi-weekly (as requested) meeting sessions. We will be purchasing a projector, docucam, and printer for parent use in the parent resource room. The evidence that supports the change is the need to provide parents with support and resources that empowers them to be engaged in their student's learning and increased communication between school and parent to foster a stronger partnership. Effectiveness: Data that will collected is proof of parent participation and feedback. Data will be collected with snapshots of

parent participation via ZOOM, parent survey feedback following presentations, and suggestions for types of presentations parents would like to have presented and participate in. The process will be to review number of participants, and survey feedback that will be discussed during Admin/CARE Team/ATSI/ILT, ELAC, and SSC meetings. Data will be retrieved immediately following the presentation and feedback completion of results. As mentioned above, stakeholders will be informed through the school's committees and parent involvement committees. As the data for parent participation and feedback is analyzed and shared with committees, data will show the increased results for parent involvement with the school that lends support for student growth and academic achievement.

$700 – 42000 – Books (50647): Reallocate fund to purchase books as Hoover is implementing a parent library. The school counselor and PLUS Team have created a list of books for parents to check out. A list of books was identified that support parent support for their students addressing areas for involving parents in cultural proficiency through a lens of equity and access. The titles address gender identity, racism, women as leaders, blended families, emotional and psychological support for students enduring trauma and isolation, ethnic studies, music and the arts, etc. The book titles will be posted on the school website and available for check-out from the family resource room. The costs are estimated to total $2,000. Books are utilized to provide parents with current strategies around positive parenting to support their children at home. Parents will utilize the books to gain understanding and learn positive parenting skills. These skills transfer to help them support their children at home and provide a positive environment conducive to learning. Reason for Change: Our PLUS Team students have been able to provide a monthly newsletter to parents, so we did not need to utilize the funds under duplication. Effectiveness: Number of books checks out by parents and parent feedback on the school website. How is data going to be collected? Through Destiny and parent on-line feedback. Destiny provides a hard source of quantitative data. Parent feedback will also be reviewed by the school counselor and administration, ELAC, SSC, and PLUS Team. Data will be analyzed monthly. Quantitative data and parent feedback on the school website will offer insight into the effectiveness of providing a parent library and areas of parent interest. The number of books checked out by parents and their feedback on the material read, will increase parent involvement with the school and their students' ability to learn in a positive home environment.

$300 – 42000 – Books (50672): Reallocate fund to purchase books as Hoover is implementing a parent library. The school counselor and PLUS Team have created a list of books for parents to check out. A list of books was identified that support parent support for their students addressing areas for involving parents in cultural proficiency through a lens of equity and access. The titles address gender identity, racism, women as leaders, blended families, emotional and psychological support for students enduring trauma and isolation, ethnic studies, music and the arts, etc. The book titles will be posted on the school website and available for check-out from the family resource room. The costs are estimated to total $2,000. Books are utilized to provide parents with current strategies around positive parenting to support their children at home. Parents will utilize the books to gain understanding and learn positive parenting skills. These skills transfer to help them support their children at home and provide a positive environment conducive to learning. Reason for Change: Our PLUS Team students have been able to provide a monthly newsletter to parents, so we did not need to utilize the funds under duplication. Effectiveness: Number of books checks out by parents and parent feedback on the school website. How is data going to be collected? Through Destiny and parent on-line feedback. Destiny provides a hard source of quantitative data. Parent feedback will also be reviewed by the school counselor and administration, ELAC, SSC, and PLUS Team. Data will be analyzed monthly. Quantitative data and parent feedback on the school website will offer insight into the effectiveness of providing a parent library and areas of parent interest. The number of books

checked out by parents and their feedback on the material read, will increase parent involvement with the school and their students' ability to learn in a positive home environment.

Hoover Elementary – Amendments

HOOVER 248

	7/28/2020	INITIAL BUDGET/DATE	
	3/9/2021	REVISED BUDGET/DATE	50647 - inc. by $358

TITLE I	TOTAL ALLOCATION	$ 153,921	**LCFF**	TOTAL ALLOCATION	$ 157,920	**TITLE I - PARENT - 50647**	TOTAL ALLOCATION	$ 3,426
	TOTAL BUDGET DISTRIBUTED BELOW	$ 153,921		TOTAL BUDGET DISTRIBUTED BELOW	$ 157,920		TOTAL BUDGET DISTRIBUTED BELOW	$ 3,426
	TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0

Column groups: **ACHIEVEMENT** (50643 / 23030 = GOAL #1 STUDENT ACHIEVEMENT – LOW INCOME; 50650 / 23020 = GOAL #1 STUDENT ACHIEVEMENT – ENGLISH LEARNERS), **LEARNING ENVIRONMENT** (50671 / 23034 = GOAL #2 LEARNING ENVIRONMENT – SCHOOL CLIMATE), **PARTNERSHIPS** (50672 / 23035 = GOAL #3 MEANINGFUL PARTNERSHIPS – COMMUNITY/PARENTS; 50647 = GOAL #3 MEANINGFUL PARTNERSHIPS – PARENTS).

Object	Description	FTE	50643	FTE	23030	FTE	50650	FTE	23020	FTE	50671	FTE	23034	FTE	50672	FTE	23035	FTE	50647	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)	0.000	$ 12,943	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 12,943
11700	Teacher Substitute (incl benefits)	0.000	$ 3,736	0.000	$ -	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 3,736
12151	Counselor	0.000	$ -	0.000		0.000		0.450		0.000		0.000		0.000		0.000		0.000		0.450	$ 0
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
191101	Program Specialist	0.800	$ -	0.200	$ 111,290	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	$ 111,290
30000	Statutory Benefits	0.000	$ -	0.000	$ 27,823	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Prog Spec-Add Comp (incl benefits)	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Instructional Coach	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Instructional Asst/CAI (2)	0.438	$ 23,918	0.438	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.875	$ 23,918
30000	Statutory Benefits	0.000	$ 8,347	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000	$ 4,768	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Bilingual Assistant	0.000		0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Bil Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22601	Library Media Assistant	0.000		0.438	$ 13,676	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.438	$ 13,676
30000	Statutory Benefits	0.000		0.000	$ 1,207	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22901	Community Assistant	0.000		0.000		0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29500	Par Lia-Add Comp (incl benefits)	0.000	$ -	0.000	$ -	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	
	Sub Total - Personnel/Benefits		$ 53,712		$ 153,996		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 165,565
Books & Supplies																					
42000	Books		$ 3,384						$ -				$ -		$ 300				$ 700		$ 4,384
43110	Instructional Materials		$ 26,249		$ -		$ -		$ -				$ -				$ -		$ -		$ 26,249
43200	Non-Instructional Materials		$ 20,000		$ -		$ -		$ -				$ -						$ 926		$ 20,926
43400	Parent Meeting												$ -				$ -		$ -		$ -
44000	Equipment		$ 42,608		$ -														$ 1,800		$ 44,408
	Sub Total - Books & Supplies		$ 92,241		$ -		$ -		$ -		$ -		$ -		$ 300		$ -		$ 3,426		$ 95,967
Services																					
57150	Duplicating												$ 1,000		$ 92						$ 1,092
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement		$ 1,500				$ -														$ 1,500
52150	Conference		$ 1,000		$ -																$ 1,000
58450	License Agreement		$ -		$ 2,000		$ -														$ 2,000
58720	Field Trip-Non-District Trans		$ -																		$ -
58920	Pupil Fees		$ 5,076		$ 924																$ 6,000
58100	Consultants-Instructional																				$ -
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		$ 7,576		$ 2,924		$ -		$ -		$ -		$ 1,000		$ 92		$ -		$ -		$ 11,592
	GRAND TOTAL		153,529		156,920		$ -		$ -		$ -		$ 1,000		$ 392		$ -		$ 3,426		