

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on _____
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Committee

Date of Meeting

Committee

Date of Meeting

Attested:

Typed Name of School Principal



Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hoover Elementary	39686766042634	05/22/2023	06/20/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Hoover Elementary is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program for African American, Asian American, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities (SWD), White, and Two or More Race student groups.

Description

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.

All Hoover goals, strategies and activities are in alignment with Stockton Unified School Districts LCAP Goals

Engaging Educational Partners

Refer to the Comprehensive Needs Assessment.

Resource Inequities

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

Refer to the Comprehensive Needs Assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

Parent surveys were made available in hard copy and on-line. The survey is a living document so it will continue to remain posted on-line for continual input. The survey was posted on December 2, 2022. A parent power point was updated and placed on the Hoover website on December 5, 2022. Data will continue to be added for parent analysis and suggestions on how to make improvement in student academic achievement, student attendance, and student behavior. Subgroup data was also included. Parents responses for cause analysis included: Lack of childcare, lack of transportation, siblings have to watch siblings instead of coming to school, parents who worked graveyard shifts and unable to supervise children, parent attitude toward importance of school since COVID, mental health/depression, and more. An all staff survey was posted on February 2, 2023 for input as to the materials & resources believed would be beneficial to move our students forward and to make up for the two year learning loss. Staff feedback was placed into a top 5 which resulted in: Increasing Instructional Assistants to serve students in grades 4-8, hiring an intervention teacher, increase student opportunities for hands-on learning experiences, technology that included SMART boards, projectors mounted, PD in curriculum for math and reading intervention.

Classroom Observations

The principal, assistant principal, math instructional coach, program specialist, district curriculum specialist, and Curriculum Associates conducted classroom instructional observations. The biggest concern was how to address the learning loss that took place since the impact of COVID. The highest rates of absenteeism occurred in primary and special education. If you are not attending school it is difficult to learn. Students suffered mostly in math conceptual understanding. Teachers admitted they needed help with conceptual learning. The district curriculum math specialist along with the instructional coach provided professional development directly tied to conceptual learning. The majority of teachers used effective engagement practices, created grade level classroom management plans, and adhered to the district's adopted curriculum and pacing. Feedback from teachers included a sense of urgency as how to best make up for learning loss, focus on priority standards, and provide strategic interventions for students with varying skill sets. Students appeared eager to learn and supported each other when working in small groups or with elbow partners. The program specialists maintained data logs and organized groups on a rotating basis to receive regularly scheduled assistance with the instructional assistant. About one-third of classrooms demonstrated AVID strategies, displayed WICOR walls, reference materials and charts. The need for social emotional learning was evident by observed behaviors in the classrooms. Teachers took time to create a morning opener, restorative circle, review of procedures, and continual use of praise.

Analysis of Current Instructional Program

On September 9, 2022, SSC Notice of Elections were both sent home with students and posted on the school website. Hoover would have three openings to be filled by the end of November 2022. Hoover did not receive any nominations.

On September 22, 2022, ELAC met for the initial meeting of the 22/23 school year. The committee discussed the role of ELAC, responsibilities of ELAC members, bylaws, and voted on changing bylaws to not require officers.

On November 1, 2022, SSC Notice of Elections were again, sent home with students and posted on the school website. Ballots followed and this time however, Hoover was able to fill all vacancies!

On November 17, 2022, ELAC met for the second meeting of 22/23 school year. The committee went over EL student data, goals and objectives for EL students, and LCAP goals related to EL students.

On December 13, 2022, the SSC began the process of conducting a Comprehensive Needs Assessment. Principal Mah presented current data in attendance, discipline, and academic performance in Reading and Math. The process of determining a school's needs for improvement through a Decision Making Model (DMM) was discussed and the use of the Fishbone Cause Analysis 5-Why's Tool. Hoover parents would receive an overview of the Needs Assessment and DMM model on December 15, 2022. Parent input would be an on-going process both in person and online through the school website.

On December 15, 2022, parents attended a school meeting to learn about the Comprehensive Needs Assessment Process. Parents learned that we would attempt to determine root causes and those causes that the school can control or assist to decrease. Parents discussed the level of frustration in not knowing how to help their student, not knowing that their student was in danger of failing/struggling, and methods for teacher/parent/student communication. Posters displayed the following headings: Chronic Absenteeism, Discipline, and Academic Achievement.

On January 23, 2023, the SSC continued the process of conducting the Comprehensive Needs Assessment. Dr. Mah presented current data from the second iReady diagnostic tool in both reading and math, along with the current rate of chronic absenteeism, and number of suspensions. Hoover was now the school with the highest rate of chronic absenteeism in the district. The SSC reviewed parent responses from the on-line survey addressing the 5-Why's tool in determining cause for low academic performance, high rate of chronic absenteeism and increasing problem behaviors. Continued parent input would occur during parent coffee hours, ELAC, and Parent Informational Mtgs and through the school's on-line website. Dr. Mah explained that these tools would ensure that parent input was a continual process in analyzing the current SPSA's goals and objectives.

On February 9, 2023, the SSC met to determine by data the effectiveness of current funded positions by categorical funds. The SSC reviewed line by line categorical funded positions and programs. Survey results from the public and staff as to the priority of needs to support students were reviewed as well. The top priority was to increase student academic support through the increase of instructional assistants creating at least 2 FTE and possibly 3. Data from iReady primary grades supported the current position of a FTE instructional assistant. Data from grades 4-8 demonstrated a severe need for the same support that would be provided with the increased positions of instructional assistants. The program specialist position was found to contribute to the growth in primary grades student achievement in both ELA and Math. Her duties were reviewed in the SPSA and found justified to continue. Progress for EL to RFEP already exceeded the year end goal for increasing the number of EL to RFEP status. To support student achievement through improved instructional practice, the SSC determined that more opportunities for teachers to be released to observe their peers on site as well as sites with similar demographics would determine more funding for substitutes. As the district covered the costs of the majority of teacher attended PD, less money was determined to be needed for additional compensation. Teacher and public survey results asked for art, mini labs, natural sciences, and more hands-on learning experiences off and on-site as opportunities would present themselves. Data did not support the current funding of a library media assist. The SSC voted to delete this position for the 2023-2024 school year.

On February 23, 2023, ELAC met for the third meeting of the 22/23 school year. The committee discussed ideas for promoting attendance, EL needs assessment, and reviewed the results of the school wide needs assessment.

On April 24, 2023, the SSC met to review the Plan 4 Learning for the 2023-2024 school year. They were also introduced to the ATSI subgroups of students who have failed academically and continued chronic absenteeism. The needs assessment data and suggestions from the public, staff, and students were considered in

moving forward with the plan. The goal is for Hoover to meet all students needs including those identified as ATSI. Specifics would continue to be discussed.

On May 4, 2023, ELAC met for the fourth meeting of 22/23 school year. Dr. Mah joined the committee to present the SPSA and gather information to be shared with SCC. Mr. Torres then shared language census data, discussed Hoover School Parent Compact and Hoover's Parent Engagement Policy, reviewed the effectiveness of ELAC activities from this school year, and we planned for the next school year.

On May 22, 2024, the SSC met to review ELAC recommendations for the 2023-2024 SPSA. The SSC reviewed the Plan 4 Learning, Goals and Strategies, and Budget. The SSC reviewed strategies for students identified in ATSI subgroups. The SSC voted unanimously to approve the 2023-2024 SPSA.

Standards, Assessment, and Accountability

Academic Assessment Data for SBAC demonstrated the following:

ELA Met or Exceeded Standards: 2016 at (19%), 2017 at (20%), 2018 at (21%), 2019 at (22.3%), and 2022 at (16.5%) respectfully. A significant decline of -5.8% occurred following the impact of COVID on learning loss.

Math Met or Exceeded Standards: 2016 at (21%), 2017 at (22%), 2018 at (17%), 2019 at (19.5%), and 2022 at (11%) respectfully. The most significant decline of -7.5% occurred in Math following the impact of COVID on learning loss.

In observing student achievement 3 Years Diagnostic Results through iReady 2022-2023 demonstrated the following:

Reading Met or Exceeded Standards: 2020-2021 at (33.2%), and 2021-2022 at (33.9%) respectfully. An insignificant increase of .7% occurred following the impact of COVID on learning loss.

Math Met or Exceeded Standards: 2020-2021 at (25.3%), and 2021-2022 at (27.9%) respectfully. A slight increase of 2.7% occurred following the impact of COVID on learning loss.

As we have not completed the 2022-2023 school year, the following will present data from Fall to Winter Results across three years.

Reading Met or Exceeded Standards: 2020-2021 (25%) to (27%) for a gain of +2%, 2021-2022 (14.2%) to (21.7%) for a gain of +7.5%, and 2022-2023 (14.5%) to (25.9%) for a gain of +11.4%. This is a significant gain and we are hopeful it continues to demonstrate significant growth when Diagnostic 3 is taken.

Math Met or Exceeded Standards: 2020-2021 (18.8%) to 23.7%) for a gain of +1.9%, 2021-2022 (6.2%) to (13.5%) for a gain of +7.3%, and 2022-2023 (5.3%) to (16.6%) for a gain of +11.3%. Although Math is significantly lower than Reading, the gain is significant and again, we are hopeful to continue to demonstrate significant growth when Diagnostic 3 is taken.

Staffing and Professional Development

Staffing and Professional Development Summary

Hoover teachers are categorized by the following: 33 Fully Credentialed * 4 Instructional Intern Probationary * 2 Probationary

Hoover teachers received opportunities to attend professional development provided by site, district, inter-agency and SJCOE. Such opportunities provided content in:

- Common Core State Standards (CCSS)
- Benchmark Core Curriculum & Assessment
- Ready Math & iReady Assessment
- English Language Development (ELD)
- National Grade-Level Science Standards (NGSS)
- Technology Integration
- Migrant Education
- SIPPS
- Heggerty
- AVID Pathways
- Professional Learning Communities
- Puberty Talk
- Inclusion Strategies
- Studies Weekly
- Social Emotional Learning

Hoover teachers met in collaboration twice monthly and examined student CCSS standards, identified essential standards, determined how standards would be assessed and taught. Teachers also brought student work samples, assessment/end of unit tests, teacher made tests, and compared student strengths and areas in need of re-teaching.

For the first half of the school year, teachers met by grade level, and for the second half of the year, teachers met in vertical teams, including those teachers with students in special education. The purpose was to create a plan for inclusion of students with special needs into the general education program. All meetings focused on the 4 Essential Questions of a Professional Learning Community:

1. What is it we want our students to learn?
2. How will we know they have learned it?
3. What will we do when they have'nt learned it?
4. What will we do when they have learned/mastered it?

Staff meetings were held twice monthly and used for opportunities to provide professional development and time in Shared Leadership Teams. Shared Leadership Teams addressed: Curriculum & Instruction, School Culture and Parent Involvement, Multi-tiered Systems of Support (MTSS), and PBIS with Schoolwide Student Recognition Activities. All staff participated in the Shared Leadership Team they committed to.

Administration, the program specialist, and instructional coach provided support to teachers during collaboration and teacher academic conferencing. Lessons were modeled for teachers when opportunities presented themselves to do so. The program specialist and instructional coach met with new and struggling teachers to provide co-plan and co-teaching opportunities. They also provided the opportunity for teachers to visit and observe grade level colleagues utilize optimal and researched based instructional strategies as well as visiting and observing SUSD schools with similar demographics.

Staffing and Professional Development Strengths

Hoover Elementary continues to maintain a full roster of highly qualified teachers, with only 6 of 39 at the level of not fully credentialed. Two of the 6 are at the pre-school level. Support has been provided to all teachers through professional development opportunities at both the district, site, inter-agency, and SJCOE. Each new teacher is placed within a grade level of veteran teachers. These veteran teachers are able to provide support in understanding the curriculum, determining grade level Common Core State Standards, identifying how CCSS standards will be assessed, which instructional strategies are best, and agreement on pacing and assessment time frames. New teachers bring to their grade level teams the newest in theories of education and technology. The program specialist addressed the needs of ELD instructional strategies and commitment to time frames. She worked closely with the Bi-lingual assistant who supported ELD students in grades 4-8. The program specialist also provided SIPPS (an intervention program for phonics) training and progress monitoring to grades K-3. The instructional coach provided on going support to Kindergarten with the new Heggerty program to help prepare students for SIPPS that would begin in January.

Heggerty supported the development of phonemic aware where the instructional focus is on the graphemes or letters that represent the sounds we hear in spoken words.

The first three weeks of school encompassed 2 staff meetings and 1 collaboration meeting where opportunities existed to address by grade level the following questions:

- How are essential standards identified and presented?
- What does Rigor, Focus, and Coherence look like in an equitable classroom?
- How do you determine pacing?
- What opportunities are there for differentiation?
- How are second language learners supported?
- With all of these factors in mind, and specific to our EL population, what will designated & integrated ELD look like?

Three veteran teachers supported teachers at the primary and intermediate levels with new advances in technology to enhance student comprehension and skill sets in reading fluency, writing, math and science applications. PD was attended at the CTE convention by Hoover teachers and this administrator in March, 2023. The goal is to provide students with as many strategies to learn by in order to help shrink the learning loss that occurred due to COVID.

The district provided Math classroom walk-throughs twice to help identify trends in the delivery of math instructional practices, student engagement, and how to increase teacher competence in delivery of the district's adopted curriculum. The district also provided 4 days of professional development addressing curriculum needs and areas of interest for all elementary and high school teachers, coaches, and specialists.

Teachers also attended AVID Pathways in Lodi, CA on March 22nd and 23rd. A team of 10 represented life levels along with the program specialist and instructional coach. Hoover will continue to move toward implementation school wide for 2023-2024 school year.

Another team represented of Hoover Life Levels are registered to attend the Professional Learning Communities (PLC) conference in Sacramento, CA on June 19 - 21, 2023. The outcomes will help to strengthen the PLC process for Hoover teachers and support staff.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Administration, Teachers, and Support Staff struggled with knowing how to help bridge the gap between where students are academically and socially to where they should have been. **Root Cause/Why:** The impact of COVID presented a severe degree of learning loss for students and the ability to develop their social skills in a traditional classroom environment.

Needs Statement 2 (Prioritized): Specific professional development to address student learning loss. **Root Cause/Why:** The unforeseen impact of COVID could not prepare professionals to address this unknown phenomenon that would spread world wide.

Needs Statement 3 (Prioritized): Special Education Teachers need professional development specific to their core adoption for their assigned student populations. **Root Cause/Why:** Lack of professional development to address multiple core adoptions for students with special needs.

Teaching and Learning

Teaching and Learning Summary

The Principal, Assistant Principal, Program Specialist, and Instructional Coach conducted classroom walk-throughs to observe teacher implementation of the core curriculum in ELA, Math, and ELD (designated and integrated). We observed that the majority of teachers utilized Direct Interactive Instructional Strategies and AVID strategies. Depth of Knowledge (DOK) levels were applied while teachers listened to student responses. DOK strategies help guide student responses with student displayed levels of confidence. Students in grades Pre-K through 5 participated in small groups in a Centers approach to learning. The centers consisted of content related activities and would rotate until they reached their teacher for specific strategic instruction. Students were actively engaged and demonstrated on-tasks behaviors, willingness to collaborate in small groups, and demonstrate their skill sets when called upon. Teachers platooned for ELD in grades K-6. It was encouraged to utilize an integrated approach to ELD beyond the specific time allotted for designated ELD instruction. Teachers began to practice implementation of the "Try It" process in iReady Math before jumping into direct instruction. In this manner the teacher could learn through observation where her/his students were in the process of learning the standard/objective. Throughout instruction teachers assessed students by checking for understanding, student work samples, end of unit assessments, teacher made assessments and project based learning outcomes. Students engaged in a competitive manner for fulfilling their "My Pathways" minutes in Reading and Math. Each week the classes with the most minutes by grade level and successful completion of assigned pathways won a popcorn party. Teachers delivered instruction through Benchmark, iReady Math, Weekly Studies, McGraw Hill, Savaas, and Houghton Mifflin Harcourt Science Dimensions. District adopted materials for K-3 included Heggerty and SIPPS. All instructional minutes were adhered to as presented in the Master Schedule. The program specialist pulled small groups for SIPPS instruction and under her supervision, the instructional assistant worked with small groups of EO and EL students providing support in reading fluency and comprehension. In addition the program specialist supervised the bi-lingual instructional assistant for EL students in grades 4-8. Groups were fluid and dependent upon assessment outcomes in core curriculum, SIPPS, and ELPAC. Upcoming assessments will occur in April and May of 2023 in CAST for science, CAASPP, iReady Diagnostic 3, and continued ELPAC. All students received Tier 1 District adopted core instruction. Those students in Tiers 2 & 3 would receive additional support on top of the Core. Additional supports consisted of Strategic Time, Small group pull-out, after school tutoring, Extended Learning Opportunity Program, and Extended School Year. If students demonstrated even more need for support beyond Tier 3 a referral for SST and possible Psych Consult for a potential learning disability would follow. All interventions leading up to this next step would be implemented, and outcomes documented.

Hoover Elementary continues to house the third largest integrated program for students with special needs. The Orthopedic Handicap serves students in grades Pre-k through 4. The Autism program serves students in grades K-2. The MOD/SEVERE Multiple Diagnosis serves students in grade Pre-K through 1st. The opportunities for inclusion occur on a regular basis from a partial to full-day in general education. Students who made significant progress in meeting or exceeding IEP goals would move to the next level of Least Restrictive Environment. This year, more than 15 students were fully mainstreamed into the general education program. Both general education and special education teachers collaborate in a blended format. Special education teachers are invaluable in providing general education teachers with strategies for differentiation of instruction. Hoover has consistently provided extended school year for special education each summer for the district in grades K through Young Adult and will do so again in June, 2023 with the addition of Pre-K autism.

The SBAC data listed below displays a two year gap from 2019 ending the testing year due to COVID, then resuming in 2022, post COVID. The learning loss endured by our students demonstrated a significant decline in both reading and math, placing Hoover back into the category of ATSI status across 8 subgroups:

Academic Assessment Data for SBAC demonstrated the following:

ELA Met or Exceeded Standards: 2016 at (19%), 2017 at (20%), 2018 at (21%), 2019 at (22.3%), and 2022 at (16.5%) respectfully. A significant decline of -5.8% occurred following the impact of COVID on learning loss.

Math Met or Exceeded Standards: 2016 at (21%), 2017 at (22%), 2018 at (17%), 2019 at (19.5%), and 2022 at (11%) respectfully. The most significant decline of -7.5% occurred in Math following the impact of COVID on learning loss.

Teaching and Learning Strengths

Student Learning Strengths:

Student Learning Growth in **Reading** as assessed through iReady Benchmark Assessment between the fall and winter of 2022 demonstrated significant growth between Tiers 1, 2, & 3. Kindergarten: Tier 1 increased from 13% to 48%. Tier 2 decreased from 87% to 52% with no student ever at the Tier 3 level. First Grade: Tier 1 increased from 6% to 18%. Tier 2 increased from 67% to 76%. Tier 3 decreased from 27% to 6%. Second Grade: Tier 1 increased from 16% to 26%. Tier 2 increased from 33% to 41%. Tier 3 decreased from 51% to 33%. Third Grade: Tier 1 increased from 25% to 33%. Tier 2 increased from 20% to 23%. Tier 3 decreased from 56% to 44%. Fourth Grade: Tier 1 increased from 15% to 23%. Tier 2 decreased from 32% to 29%. Tier 3 decreased from 53% to 48%. Fifth Grade: Tier 1 increased from 16% to 23%. Tier 2 increased from 20% to 23%. Tier 3 decreased from 64% to 54%. Sixth Grade: Tier 1 increased from 9% to 15%. Tier 2 decreased from 22% to

20%. Tier 3 decreased from 69% to 65%. Seventh Grade: Tier 1 increased from 20% to 22%. Tier 2 increased from 17% to 19%. Tier 3 decreased from 63% to 59%. Eighth Grade: Tier 1 increased from 16% to 24%. Tier 2 increased from 12% to 20%. Tier 3 decreased from 73% to 57%.

Student Learning Growth in **Math** as assessed through iReady Assessment between the fall and winter of 2022 demonstrated significant growth between Tiers 1, 2, & 3. Kindergarten: Tier 1 increased from 6% to 29%. Tier 2 increased from 94% to 71% with no student ever at the Tier 3 level. First Grade: Tier 1 increased from 2% to 15%. Tier 2 increased from 68% to 69%. Tier 3 decreased from 30% to 16%. Second Grade: Tier 1 increased from 4% to 13%. Tier 2 increased from 55% to 61%. Tier 3 decreased from 41% to 25%. Third Grade: Tier 1 increased from 3% to 16%. Tier 2 decreased from 46% to 36%. Tier 3 decreased from 51% to 48%. Fourth Grade: Tier 1 increased from 10% to 23%. Tier 2 decreased from 47% to 40%. Tier 3 decreased from 44% to 37%. Fifth Grade: Tier 1 increased from 8% to 16%. Tier 2 remained at 25%. Tier 3 decreased from 67% to 59%. Sixth Grade: Tier 1 increased from 5% to 9%. Tier 2 remained at 27%. Tier 3 decreased from 67% to 64%. Seventh Grade: Tier 1 increased from 6% to 15%. Tier 2 decreased from 39% to 33%. Tier 3 decreased from 56% to 52%. Eighth Grade: Tier 1 increased from 8% to 12%. Tier 2 increased from 17% to 21%. Tier 3 decreased from 75% to 67%.

Important to Note: In the Diagnostic Growth Report for students reaching Typical Growth, the majority of Hoover students moved 2 and 3 grade levels up. This is important to note that significant growth is occurring despite the impact of COVID!

Teaching Strengths:

Teachers continue to work very hard during collaboration to address student learning loss and how to compensate with existing holes in the Math curriculum. Teachers express a sense of urgency to provide additional support through strategic grouping, intervention, after school tutoring and Extended Learning Opportunities Program (ELOP). Parent Conferences were held in person in October and Early March. Teachers demonstrated their greatest strengths in Reading for phonemic awareness, phonics, high frequency words, and informational text. The district adopted intervention program for phonics (SIPPS & Heggerty) demonstrated a significant impact on learning loss. Teachers also showed students how to mark the text, identify key details and supporting evidence, make successful connections and predictions, as well as writing informational/explanatory text, use Cornell Note Taking, incorporate daily journal writing, and reading to elbow partners. Kindergarten students drew pictures to support comprehension. Teachers took initiative to celebrate cultural diversity by show-casing writing and presentations of students' families, foods, traditions, and hands-on activities. One student taught simple Spanish words to EO students. Another student wrote about how their family celebrates the lives of those relatives who have passed. A poster entitled Dia De Los Muertos utilized pictures which he explained the meaning to his classmates and visitors. Science and History Fairs were another strategy teachers utilized to enhance reading and cultural relevance. This created equity in learning opportunities.

ELD was supported through teachers' platooning at appropriate levels with an increase from 30-45 minutes of designated ELD. Integrated ELD strategies were utilized heavily in primary grades. The program specialist successfully met the SPSA goals to increase the number of students from 9 to 16. This can also be attributed to the district provided Bi-Lingual Assistant who supported students in grades 4-8. The program specialist demonstrated and supported teachers in the use of ELD strategies both in designated and integrated ELD.

Historically, primary teachers continued to demonstrate the most aligned instructional practices in regard to identifying the essential standards, how and when the standards would be assessed, and how instructional strategies/delivery of the lesson would take place and what they would look like.

A sixth grade teacher enhanced a school wide reading incentive program by offering 5 students each month per class the ability to receive a new book from the book vending machine. These monthly awards were accompanied by a certificate identifying the student as a Rocket Reader!

More than \$12,000 were used to purchase books for the school library where teachers had the ability to check out books per student or by class sets.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Limited opportunities for teachers to observe master teachers at the site and neighboring sites with similar demographics. **Root Cause/Why:** Lack of substitute teachers in the district.

Needs Statement 2 (Prioritized): Students continued to show high rates of chronic absenteeism. If you are not at school it is difficult to learn! **Root Cause/Why:** Parents stated that the fear of COVID remained so they often kept their student(s) home when even mildly ill. Parents also claimed they lacked transportation to get students to school. Parents lacked childcare and had siblings remain home to watch younger siblings. Parents also stated depression existed within the family and they lacked resources for mental health.

Needs Statement 3 (Prioritized): New teachers were inadequately prepared to instruct iReady math. **Root Cause/Why:** With the return of instructional coaches, coaches had to cover both Reading and Math. In addition the shortage of substitute teachers limited the quality support an instructional coach can provide the teacher.

Needs Statement 4 (Prioritized): Teacher rates of absenteeism. **Root Cause/Why:** Despite vaccinations and booster, 1/4 of teachers still tested positive for COVID.

Needs Statement 5 (Prioritized): Teacher loss of faith in the iReady Math Curriculum. **Root Cause/Why:** Teachers still believe iReady Math touches upon areas of math standards rather than providing a deeper and focused approach to student learning needs.

Needs Statement 6 (Prioritized): Special Education Para Assistance rates of absenteeism. **Root Cause/Why:** Despite vaccinations and booster, 1/3 of para assistants still tested positive for COVID.

Needs Statement 7 (Prioritized): Students learning styles are lacking support. **Root Cause/Why:** Most educational experiences are instructed through visual and auditory methods of learning, lacking in experiences requiring hands on or kinesthetic experiences.

Needs Statement 8 (Prioritized): Teachers need complete sets of curriculum and resources to support instruction for students with special needs. **Root Cause/Why:** Shortage of available materials for purchase, and delays in arrival time due to the economic impact of COVID,

Parental Engagement

Parental Engagement Summary

Parent engagement consisted of on-site activities and on-line activities. Parents received a hard copy of a general needs assessment distributed during Back to School Night on August 11, 2022. An on-line needs assessment addressing chronic absenteeism, academic support, and behavior was posted on the school website and through class Dojo on December 2, 2022. A parent power point was updated and placed on the Hoover website on December 5, 2022. Open-ended response data was also included. Parents responses for cause analysis included: Lack of childcare, lack of transportation, siblings have to watch siblings instead of coming to school, parents who worked graveyard shifts and unable to supervise children, parent attitude toward importance of school since COVID, mental health/depression, and more. Data will continue to be added throughout the year for continued input/parent analysis and suggestions on how to make improvement in student academic achievement, student attendance, and student behavior.

The school counselors provided monthly parent meetings addressing topics that included: Becoming a school volunteer, resources to support student attendance/achievement, CAPC (Child Abuse Prevention), Elconcilio, Family Works, Student Health, and Catholic Charities, Parent School Compact and Parent Engagement Policy. Parents were able to peruse newly purchased books on a variety of topics that were also available in both English and Spanish. The collection will continue to include books that can be read by parents and students in the "We Read Together" collection set to be purchased and delivered by the end of April. The titles will include other cultures and languages represented in Hoover's student population.

The school counselors provided all day SST's at least every other week of the month. Counselors worked especially hard with parents whose concerns included: learning loss, social media, and vaping/marijuana use. Parents were also informed of A-G requirements, Signs of Suicide, Attendance, and Restorative Practices.

All classrooms had significant attendance at Back to School Night held on Thursday, August 11, 2022. Teachers communicated the importance for parents to check their student's class dojo for current information and messaging opportunities. Additional parent communication occurred directly on the school's website and through the school's Instagram account.

Parents attended SSC and ELPAC meetings offered both in-person and through ZOOM. Vacancies were filled for both parents and teachers. Two elections took place to replace parent vacancies and teachers elected new teacher representatives during the July on-site schoolwide professional development.

On Thursday, November 10, 2022, parents attended the Hoover Community Fair. The fair hosted 22 district and county agencies and provided COVID booster and immunizations. Many families took advantage of food baskets prepared by Second Harvest Food Bank.

On December 15, 2022, parents participated in the Hoover 5-Whys activity identifying root causes for it's continual rates of high chronic absenteeism, learning loss in student achievement, and behavior concerns. Parents viewed a Power-Point and did a gallery walk commenting and/or adding to the poster a sticky note.

Well over a 175 IEPs would be held by the end of the school year and attended in person by parents and the IEP staff members. Rarely was an IEP held over ZOOM unless the parent had transportation issues. Parent input is required by law to help set their student's IEP goals. Parents also give insight into happenings at home that may impact achievement and attendance.

The ASP (After School Program) continued to be the Hub for parent connections to the school. Hoover had more than 90 students enrolled in the program, helped to support after school tutoring and the ELOP (Expanded Learning Opportunities Program), along with fall and spring day campus. The ASP program provided parents with food baskets, shoes/clothing (through donations) and blessing bags to community members in the armed services.

Child Welfare and Attendance played a crucial role in strengthening parent commitment to sending their students to school. Home visits were continuous through the year.

Teachers offered parent/teacher conferences in the fall and spring. This included Saturday opportunities to attend for parents who would not be able to attend due to work hours.

The assistant principal is Bi-lingual and was significant in communication with parents over any concerns as well as student recognition. Translation was made available to parents at all parents meetings, SSTs, IEPs, and assemblies. Additional communication occurred through both the district and school site Blackboard communication system.

Parental Engagement Strengths

Hoover parent engagement strengths included the following:

- Attendance to Back to School Night
- Responding to the Needs Assessment Surveys
- Attending SSC Meetings
- Attending ELPAC Meetings
- Attending Student Recognition Assemblies
- Attending Parent/Teacher Conferences
- Attending IEPs
- Attending Parent/Student/Administrative Meetings
- Requesting Meetings with Administration
- Attending the Community Fair
- Enrolling students in the ASP program, fall and spring day camps
- Maintaining teacher/parent communication through class dojo

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Lack of Parent Commitment to Establish a PTA **Root Cause/Why:** Parents have voiced other priorities such as employment, childcare, and transportation.

Needs Statement 2 (Prioritized): Lack of Parent Volunteers **Root Cause/Why:** Parents have voiced other priorities such as employment, childcare, and transportation.

Needs Statement 3 (Prioritized): Accessible Resources for Parents and Families to fulfill basic needs. **Root Cause/Why:** Parents have voiced they often lack enough food for their children at home.

School Culture and Climate

School Culture and Climate Summary

Students completed the California Healthy Kids Survey on....

All students have opportunities each month to participate in the RACE assembly (R=Respect*A=Accountability*C=Cooperation*E= Excellence). Assemblies were held on the last Friday of each month. Students were also recognized for attendance and improved reading.

On January 21, 2023, students were administered the California Healthy Kids Survey. Results will be available late April - Mid May.

On February 12, 2023, students in grades 4th-5th and 6th-8th participated in the districts School Culture Survey. The results in a simple table are attached to this report. Students in grades 4th-5th demonstrated a significant positive report ranging from 88% - 98% of feeling safe at school, enjoying school activities, knowing that school staff really care about them, and their willingness to report a weapon on campus (100%!). Nearly 1/2 of students in grades 6th-8th sadly reported that they would not tell an adult if they knew a fight was going to take place, 43% felt the existence of racial tension, 26% reported to have been bullied on campus in the last 30 days, with only 46% reporting they felt safe at school. We clearly have areas of need that will be addressed in the goals and planning for School Culture & Climate for 2023-2024 school year.

On March 22, 2023, Peer Leaders Uniting Students (PLUS), attended the annual PLUS convention held on the University of Pacific (UOP) campus.

Throughout the 2022-2023 school year, students in grades 4 mentor TK students in a reading buddy program. Seventh grade students provide students in MOD/Severe Special Day Classes STEAM activities. Pictures are then posted on class dojo.

Students in the primary grades provided school wide activities that welcomed parents into the classrooms. Cultural representations were showcased by the students themselves. These included meals, celebrations, traditions, and historic to present-day contributions.

The Early Bird Program began early March to help support parents with childcare needs so they were able to drop students off 1.5 hrs earlier than start time. Students were provided a variety of fun activities or academic support.

Parent surveys were made available in hard copy and on-line. The survey is a living document so it will continue to remain posted on-line for continual input. The survey was posted on December 2, 2022. A parent power point was updated and placed on the Hoover website on December 5, 2022. Data will continue to be added for parent analysis and suggestions on how to make improvement in student academic achievement, student attendance, and student behavior. Subgroup data was also included. Parents responses for cause analysis included: Lack of childcare, lack of transportation, siblings have to watch siblings instead of coming to school, parents who worked graveyard shifts and unable to supervise children, parent attitude toward importance of school since COVID, mental health/depression, and more.

The district provided each school with a specific amount of funds to purchase incentives to increase school attendance and increase positive

School Culture and Climate Strengths

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Social Emotional Learning & Support **Root Cause/Why:** Due to COVID, students lost two years of developing emotionally and socially with their peers in a structure environment.

Needs Statement 2 (Prioritized): School Readiness specific to transitioning from pre-school or transitional kindergarten to Kindergarten. **Root Cause/Why:** Students need more opportunities to experience life as a Kindergarten student when preparing for entry for the next school year.

Needs Statement 3 (Prioritized): Changing mindsets about abilities of students with special needs. **Root Cause/Why:** Lack of professional development for all staff about significance of cultural awareness, diversity, and integration.

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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

Hoover Elementary was identified as an Additional Targeted Support & Improvement school (ATSI). The following subgroups did not meet performance goals in ELA and/or Math. Their performance is listed below with a new goal set for the 2023-2024 school year. Black/African American > ELA> 11.9% at grade level. Math> 9.31% at grade level Asian> ELA> 25% at grade level. Math> 14.28% at grade level Hispanic> ELA> 15.49% at grade level. Math> 12.5% at grade level Two or More Races> ELA> 27.59% at grade level. Math> 3.3% at grade level White> ELA> 13.89% at grade level. Math> 5.56% at grade level Homeless Students> ELA>18.75% at grade level. Math> 6.25% at grade level Student with Disabilities> ELA>8.16% at grade level. Math> 4.08% at grade level Socioeconomically Disadvantaged Students>ELA>17.61% at grade level. Math>10.59 % at grade level. Math ELA: By EOY 2024, per CAASPP Results, based on the last diagnostic for CAASPP (2022), the total number of students in all subgroups identified as ATSI who meet standards will increase by 10% or more. MATH: By EOY 2024, per CAASPP Results, based on the last diagnostic for CAASPP (2022), the total number of students in all subgroups identified as ATSI who meet standards will increase by 10% or more. ELA: By EOY 2024, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 10%. By EOY 2024, per CAASPP Results, based on the last diagnostic for CAASPP (2022), the total number of students who meet standards will increase by 10% or greater from 16.5% to 20%. EL: By EOY 2024, per ELPAC, increase the number of students who reclassify by 15 students. By EOY 2024, per CAASPP (2024), the total number of EL students who meet standards in ELA will increase from 7% to 12%. Math: By EOY 2024, per iReady Diagnostic 3 Growth Report, 25% of Grade 6-8 students will meet grade level standards. By EOY 2024, per CAASPP Results, based on the last diagnostic for CAASPP (2023), the total number of students who meet standards will increase by 10% or greater from 11% to 20%. By EOY 2024, per CAASPP Results, based on the last diagnostic for CAASPP (2023), the total number of EL students who meet standards will increase by 10% or greater from 9% to 12% By Winter 2023, per iReady Diagnostic 2 Results Report, the total number of students performing 2 or more grade levels below will decrease by 10% or greater. By Winter 2023, per iReady , EL students who meet standards will increase from 4.76% to 10%.

Identified Need

Administration, Teachers, and Support Staff struggled with knowing how to help bridge the gap between where students are academically and socially to where they should have been.

Specific professional development to address student learning loss.

Limited opportunities for teachers to observe master teachers at the site and neighboring sites with similar demographics.

Students learning styles are lacking support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA	Winter 2022 @ 25.9%	Winter 2022 @ 33%
iReady Math	Winter 2022 @ 16.6%	Winter 2022 @ 25%
CAASPP ELA	2022 @ 16.5%	2023 @ 27%
CAASPP Math	2022 @ 11%	2023 @ 25%
CAASPP Math/ ELs	2022@ 9%	2023 @ 12%
CAASPP ELA/ELs	2022 @ 7%	2023 @ 12%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Equity & Access to a Guaranteed & Viable Curriculum All students will be grouped heterogeneously AVID Leadership/PLC Team Teachers, administrators, coaches, program specialist will meet once each month or more to discuss and analyze student data and the instructional strategies & activities that support and extend student learning through AVID implementation. The team will determine the effectiveness of AVID instructional strategies through consistency in grade level implementation of YEAR 1. Grades K-3 will continue with 45 minutes of daily ELD Instruction The Bi-Lingual Instructional Assist will continue to work with grades 4-8.

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 participate in Learning Centers and/or after school tutoring in addition to Tier 1 & Tier 2 Instruction. Student groups identified as a state identified target group in need of specific interventions (ATSI) will receive purposeful tailored intervention. This includes Tier 2 and Tier 3 interventions. Such interventions will include supplemental materials to support instruction for reading, writing, and mathematics. Students will be offered after school tutoring as well as extended learning opportunity program (ELOP). ATSI subgroups will be monitored for end of unit growth, participation in SIPPS (K-3) and CHAMPS (4-8). Grades K-3 will utilize an instructional assistant while the teacher works with strategic groups and those subgroups identified as ATSI. Grades 4-8 will utilize an instructional assistant while the teacher works with strategic groups and those subgroups identified as ATSI. The cost for one full time, 1.0 and one .75 -6hr. instructional assists with benefits will cost \$144,000 - Title I The program specialist will also assist in providing Tier 3 intervention through small pull out groups. Groups will be fluid based upon identified areas in need of re-teaching. Teachers will receive PD for ELD Instruction through the LDO department and district/county PD opportunities. Substitute teachers will relieve teachers to attend PD: Substitute Teachers: \$8,000. Teacher Additional Comp: AVID/PLC Leadership Team x 10 Teachers x 10 hrs x hourly rate of \$60 = \$12,000 Student with special needs will mainstream into general education based upon IEP goals Teachers can help to increase student fluency and comprehension through use of the library reading center during their assigned times. Teachers will be trained in Destiny, the district library system for checking in and out books of interest. If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$22,000	50643 - Title I
\$8,000	50643 - Title I
\$144,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2a. Teachers will engage in grade level and vertical collaboration around best practices for instruction through the implementation of AVID strategies in Math and ELA/ELD focusing on key shifts in math (focus, coherence, and level of rigor) and key shifts in ELA (text complexity, reading, writing and speaking with text evidence, and developing knowledge and vocabulary through content rich non-fiction). Teachers will 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. 2b. 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. Teacher Additional Comp: 34 teachers X 5 hours X \$60 = \$10,200 (Allocating \$8,000) The instructional coach will provide additional support for teachers who need support in the delivery of CCSS. Additional Compensation would be needed if the support is provided after or before contractual hours. Additional Comp: 1. Instructional coach X 5 hours X \$60 = \$300 (Allocating \$300) 2c. 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, supporting the implementation of AVID strategies, 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: 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 Work with the Lead Teacher to 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. Monitor the Instructional Assistant (s) and EL Instructional Assistant in placement for literacy support in grades K-3 & 4-8, teachers instructional support/peer coaching for ELD instructional strategies Ensure that students in target subgroups under ATSI will also receive assistance from the Instructional Assists, and Bi-lingual Assist. Keep teachers abreast of all professional development opportunities offered through the district via the curriculum department and LDO. Arrange and coordinate for teachers to receive professional development incorporating: * ELD Institute * Cultural Proficiency * Equity & Access * CHAMPS * PBIS * PLTW * AVID * Illuminate & Synergy *SIPPS *CORE ELA/MATH STANDARDS specific to Focus, Coherence, & Rigor, Strengthening PLC development, etc.) The program specialist will be funded at .80 FTE in LCFF at \$127,517 including benefits. Funded at .20 FTE Title 1 with benefits at a cost of \$31,879 Additional compensation for supporting teachers with planning and collaboration around AVID implementation and ELD to support student movement from Tiers 2 & 3 will be compensated at: 10 hrs x \$75 hourly rate = \$750. *Collaboration supporting staff on development/ alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on all subgroups identified as receiving ATSI status. Focusing on: Scope and Sequence Planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for reteaching to move forward more efficiently: In-Depth Root Cause Analysis and Needs Assessment Stakeholder Involvement Plan In-Depth Data Analysis and Evaluation Walk-Through Visit - Observation of Actual Activities Debrief of Observation of AVID instructional strategies Equity - Culturally Relevant Instruction Training and Planning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$127,517	23030 - LCFF (Site)
\$31,879	50643 - Title I
\$750	23030 - LCFF (Site)
\$300	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

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 My Pathways in iReady Math & iReady Reading). This includes support materials and resources. Technology will be replaced/updated to meet student needs for academic achievement. Supplemental materials, resources, and technology will support core instruction such as project materials (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. printer, smart board, computers, etc.) Equipment - 1,000. - LCFF Instructional Materials/Supplies - \$27353 - LCFF, Instructional and Non-Instructional Materials includes: Student Binders, College adoption flags, t-shirts, reference charts, WICOR Posters, folders, glue sticks, colored pencils and highlighters, software & 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, positive growth mindset, 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. 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 need 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. 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. 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 & Savvas, checking for understanding and end of unit assessments along with student work samples are utilized to demonstrate student growth. License Agreements: web-based programs, license agreements (e.g. Accelerated Reader, Handwriting without Tears, Healthy Choices, etc.). 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. Accelerated Reading (AR) license agreement to increase student reading comprehension and fluency. Budgeted for license agreements \$5,926 (Title I) 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. The cost has averaged \$1500 (Title I) each year. \$3000 (LCFF) Duplication can provide all Hoover Students with student planners and note taking pages that support AVID strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3,400	23030 - LCFF (Site)
\$27,353	23030 - LCFF (Site)
\$1,926	50643 - Title I
\$1,500	50643 - Title I
\$3,000	23030 - LCFF (Site)
\$4,000	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4a. 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 (1 FTE Instructional Coach - Centralized Service) 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. 4b. Conferences/Trainings/Workshops - \$20,000 (Title I) 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 45-80 mile radius (Sacramento/San Francisco) in the late summer or early fall. Conference Registration, Training Attendance, Pre Conference collaboration and post conference collaboration, hotel, meal/gas reimbursement (Eligible Attendees with Title I: Teacher, Program Specialist, Administrator Registration - 11 staff (9 teachers, 1 counselor, 1 admin X \$900 = \$9,900 Post Conference Collaboration* - 11 staff (9 teachers, 1 counselor, 1 admin) X 18 hours X \$60 = \$11,000. Hotel @ \$250.00 per night X 11 staff X 2 nights = \$5,500 (Tax/fees not included) Mileage Reimbursement .58.5 per mile X 80 miles X 2 round trip X 11 staff = \$1,030 Meals based on SUSL Rates for Travel lasting 24 hours or more X 11 staff = \$2,277 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. Opportunities that support teachers of students with special needs that are directly applicable to their instructional practices will be supported. As the specific names of such PD/Conferences/Workshops may not yet be known at the time of writing this SPSA, they will still be allowable. Opportunities to attend the Standards Institute will be looked into as a school wide opportunity to advance student achievement through increased development in teacher pedagogy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$24,000	50643 - Title I
\$0	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.5

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 will occur in the fall and spring depending upon any COVID restrictions. Field Trips - Non District Transportation - \$2,000 - Title I 1. CSU-Sacramento 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 - 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 to cover expenses. The district has also offered in the past to cover some field trips as well as the county for science camp. These field trips can take place in winter and spring.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2,000	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

When comparing iReady Fall to Winter school wide results for 2022 in Reading, Tier 1 increased from 15% to 26%. Tier II decreased from 38% to 37%. Tier III decreased from 47% to 37%. When comparing iReady Fall to Winter school wide results for 2022 in Math, Tier 1 increased from 6% to 17%. Tier II decreased from 50% to 45%. Tier III decreased from 44% to 37%. While the students made some academic gains, nothing could prepare us for the realization of how much learning loss had actually occurred. The Care Team met on a weekly basis to determine which students were in most need of additional academic Tier 2 & Tier 3 strategies. One full-time (1.0) instructional assist met each day with students in grades 1-3 to provide supplemental support of the core, supplemental support through the newest adoption of the SIPPS intervention program as suggested by teachers and the program specialist. Kindergarten, first, second, and third demonstrated the highest growth in iReady assessments for both math and reading which demonstrated a positive impact from utilization of the instructional assistant. The Bi-lingual assistant worked closely with ELs and LTELs in grades 4-8. There scores ran stagnant with little to no growth. The program specialist also provided daily tutoring for students at the Tier 2 & Tier 3 levels. Teachers attended AVID professional development in the summer and winter months. The AVID ILT Team presented to staff during staff meetings how to implement AVID strategies. For the first year, teachers motivated students with the adoption of a college and students presented during morning openings their college of choice and the programs the colleges offered. The second strategy demonstrated to teachers were how to take Cornell notes for grades levels K-8. Several samples were demonstrated. These would be the two main strategies of focus school wide. Our EL program was strengthened although limited. In 2022, the number of students who reclassified to become Re-classified Fluent English Proficient. (RFEP) rose from 9-15. This year with the focus of the program specialist, we are expecting at least 25 ELs to have made RFEP status. As we await for our ELPAC results, the program specialist has stated how well our ELs have done in the primary and early intermediate levels. The increased time from 30-40 minutes of Designated ELD time is also responsible for their projected growth. An additional \$8,000 was utilized to purchase books in both English and Spanish to increase parent and student reading together. Examining our mission statement, Hoover staff created a new more meaningful mission that address the need for equitable practices. License agreements were purchased for Accelerated Reading for all grades to support increased reading fluency and comprehension. The Systematic Instruction in Phonological awareness, Phonics, and Site words program (SIPPS) provided immediate feedback for student progress. Parents commented favorably on the program as it also provided an end of assessment parent letter describing their student's progress and areas of need. After school tutoring was provided by teachers representing each grade level and monitored by the program specialist. All ASP students participated in this program so classes were full at the K-6 grade levels. The Extended Learning Opportunity Program (ELOP) offered a wide range of programs including STEAM and intramural sports. Attendance was high for the first year in a long while for grades 7/8. Angelia Pilcher from the SUSD Curriculum Department provided two professional development opportunities to all teachers for iReady. These occurred on October 25, 2022, and May 2, 2023. The focus was on utilizing iReady Resources and lesson guidance. The May presentation focused on the three years of iReady data, grade level trends, and how to plan for effective delivery of iReady Math. Teachers began to look deeper and discuss how to better deliver their instruction utilizing her guidance. This occurred during staff meetings. While the spread of COVID had seriously declined, Hoover had 8/36 teachers and 9/27 para assists absent and some more than once who tested positive for COVID. The principal and assistant principal covered many days of teacher and severe para assist shortages. This greatly impacted the administration's ability to provide walk-throughs and teacher feedback. Severe weather prohibited students from attending hands-on learning experiences as planned. Buses were extremely limited so only 8th grade students had the opportunity to re-schedule from CSU Sacramento to CSU Stanislaus.

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

Although a less significant number of cases of COVID-19 occurred, it still impacted teacher collaboration, coaching, staff meetings, and professional development opportunities. Not all teachers could conduct grade level walk-throughs, attend in-person meetings with students and their parents or receive individualized PD as needed. This was due to an existing shortage of substitute teachers district wide. Thus, their ability to improve in the art of differentiation of instruction, ELD, writing, ELA and Mathematics prevented the intended strategies to be implemented in an effective, efficient, equitable, and professional manner. With the district paying for the implementation of SIPPS, the purchase of ESGI was not needed. The difference in cost to provide Accelerated Reader was underestimated and utilized the funds from ESGI in order to provide all grade access.

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.

Since our strategies were solid but limited or halted from delivery as intended and needed, the majority of strategies will roll over for the 2023-2024 year. Annual outcomes will be made the same as determined by the needs assessment reviewed by staff, parents, ELAC, and SSC committees. In our upcoming SPSA for the 2023-2024 school year, EL's in grade 4-8 will receive additional support with a full-time Bi-lingual assistant. The district will provide funding for the position. Hoover will hire an additional instructional assistant to work with students in grades 4-8 at the Tier 2 and 3 levels. This is found in strategy 1.1.1. New goals for student performance are found in Goal 1. More teachers will attend AVID professional development opportunities through local pathway opportunities significantly decreasing the cost for overnight expenditures. The district AVID representatives will regularly visit and tour classrooms checking on consistency in the use AVID instructional strategies. AVID information is located in 1.1.4.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

Decrease the percentage from 3.8 to 2.0 for all students who are suspended by June 1, 2024. School Goal for Attendance/Chronic Truancy: Attendance/Chronic Truancy - Decrease the percentage of 49% chronic absence rate to less than 18% for all students by June of 2024. (In 2023 we reduced our chronic absence rate to 49% from 62% the previous school year

Identified Need

Students continued to show high rates of chronic absenteeism. If you are not at school it is difficult to learn!

Social Emotional Learning & Support

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Report & CA Dashboard Suspension Report & CA Dashboard	49% 3.8%	<18% <2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

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. Student surveys will keep the school apprised of student sense of belonging and connectedness to peers and staff. The PBIS team will hold monthly meetings with the committee to review discipline data and brainstorm school-wide interventions that promote good citizenship inside and outside the classroom. # of student referrals # of student suspensions related to non-instructional time # of students attending school # of students attending on time # of discipline referrals # of students suspended

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Weekly CARE TEAM, and Monthly ILT meetings will ensure students are monitored for attendance, academic needs of support, socio-emotional support and referrals for families to agencies that can help with providing basic needs. The counselor and/or mental health clinician will offer counseling support to those students who demonstrate a need for emotional support dealing with the loss of family members, signs of depression, and/or anxiety, including the effects from COVID-19.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The administrators, counselors, and program specialist will hold parent educational meetings to inform parents of California School Attendance Laws. They will recognize students using positive attendance data each month with rewards that include extended recess, certificates, treats, and t-shirts. ***Incentives/gifts/appreciation "events"/entertainment is not allowable using State and Federal funds. Funds will come through PBIS, grants, and donations. The administrators, counselors, and program specialist will partner with parents and teachers to motivate positive attendance. Staff wide monthly meetings will continue to involve our journey and professional development in Cultural Literacy, Proficiency, and Self-Reflection. Duplicating will provide parents with information and resources to inform that of techniques to encourage daily attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

The school counselor, assistant principal, principal, teachers, CSA, and specific noon duty staff implemented Restorative Justice practices. This is under the broader PBIS umbrella. Students met daily in whole class morning circles. The counselor provided monthly RACE assemblies for character recognition. The school counselors also held monthly parent coffee meetings where we were able to present relevant information regarding Hoover School as well as community organization presentations to parents. Fun Friday activities such as Be a Friend, No One Sits Alone, and Kindness Activities were implemented. The PLUS team mentored students in grades K-6 and acted as conflict mediators on the playground during recess. The PLUS team was also able to provide Fun Friday activities and treats throughout the year. Daily incentive "RACE" tickets were handed out by all staff including noon duty when students demonstrated positive character traits. Monthly assemblies occurred in our school gym and parents were invited to come when their students were recognized. The program specialist and assistant principal attended on-line PBIS meetings and took suggestions from the district's PBIS representative. Data through March of 2023 demonstrated a drop-in suspension rate from 4.6% to 4/2%. Students and parents completed a needs assessment both on campus, and on the school's website. The needs assessment was given in the fall and again in the spring with questions regarding student performance, student attendance, and student suspension rate. Many parents stated that they are still very concerned and possibly overly cautious about their children contracting COVID as a reason for their students not attending school regularly. Large class sizes and bullying were reasons parents stated for student performance levels. Weekly care team meetings identified students in needs of support for attendance, academics, and mental health needs. We worked very hard to improve attendance this year. Starting in January, we split up grade levels among our CARE team members and met with teachers to begin making weekly phone calls to parents of our chronically absent students. Then in March, we started a positive attendance punch card system where after ten days of school the students receive a prize. Due to our efforts, we were able to drop our chronic absenteeism rate from 50% in January to 47% by the end of April.

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

COVID-19 continues to have a significant impact on our student attendance as well as teacher and staff attendance. Parents are still very much afraid to send their students to school on a regular basis for fear that their children may contract COVID. Hoover teacher and staff attendance improved from the 2021/2022 school year, however it was still a significant problem especially with the lack of substitutes. Once both teacher and student attendance improves we hope to improve our school culture as well.

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.

Our strategies will roll over for the 2023-2024 year. Annual outcomes will be made the same as determined by the needs assessment reviewed by staff, parents, ELAC, and SSC committees. In our upcoming SPSA for the 2023-2024 school year, we will continue to use PBIS funds for student incentives so that we can recognize positive attendance and decreased negative behaviors.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal) Increase the number of parent meetings/events (pre-COVID) from 20 -25 by June 2024.

Identified Need

Lack of Parent Volunteers

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Agendas & Sign-In Sheets	20	20

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

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, parent engagement events, etc. 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 - Title I - 50647: 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 - 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 - \$946-Title 1-50647 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 - \$500 - Title I - 50647: is utilized for parents for take home activities that support reading and math activities. For example: Mini books, flash cards, and parenting best practices pamphlets.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2,000	50647 - Title I - Parent
\$946	50647 - Title I - Parent
\$500	50647 - Title I - Parent
\$500	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Hoover successfully met it's goal of increasing parent meetings from 17- 20 by June of 2022. The total number of parent meetings were..... Summer Bridge did not occur as two of three teachers were out due to COVID. SSC and ELAC meetings accounted forParent education classes accounted for..... Parents attended Saturday parent/teacher conferences, a mid year school wide review of student achievement and the process of the 5-Why's activity to begin the comprehensive needs assessment. Hoover successfully filled it's openings for SSC in November, 2022 at it's second attempt to fill vacancies. ELAC maintained it's membership and held its 4 required meetings. ELAC covered topics such as student attendance, ELD requirements, student achievement, RFEP process, with input of the

parent/school compact, Title I parent involvement Policy, Needs Assessment, and SPSA for feedback to the SSC. Even though Hoover exceeded its parent meetings, attendance began small with a gradual increase by spring of 2023. This impacted the budgeted amount of Title 1 funds for parent meetings. Approximately 1/3 of funds allocated for parent meetings were utilized due to small attendance numbers. Also, teachers spent their own funds for their parent meetings. Parent surveys were distributed in hard copy and on-line. This included a parent needs assessment with relevant information that could be addressed in the 2023-2024 SPSA. In December, 2022, parents conducted a gallery walk of input and contributed to the possible causes for low achievement in ELA and Math, suspension rates, and chronic absenteeism. Parent materials & resources were made available in the counselors office. These included books for addressing student concerns, academic support, and how to improve relationships with their students, how to communicate with students, and take home literature. In May of 2022, Hoover became a closed campus due to safety concerns. Parents expressed their understanding of why this had to occur, but also voiced disappointment in having to check in through the front office with appts., invitations, and the inability to sit with their children for breakfast. Pamphlets and Books were maintained and accessible by parents in the counselor's room where monthly parent education meetings were held. An additional \$8,000 was spent from donations to purchase "Read to Me books" for second language parents that are in both a native language and English, motivating student and parent participation in reading. These books were distributed to teachers and students take them home and share with a parent.

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

With the impact of COVID-19, 3/4 of the budget for Parent Meeting will not be utilized.

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.

Since our strategies were solid but limited or halted from delivery as intended and needed, the strategies will roll over for the 2022-2023 year. Annual outcomes will be made the same as determined by the needs assessment reviewed by staff, parents, ELAC, and SSC committees. In our upcoming SPSA for the 2022-2023 school year, we are sure that we will once again as in the pre-COVID years, open and welcome our parents to campus activities that will increase our school, student, and parent connections.

Goal 3.2

By the end of the 2024 school year, parent completion of the Parent Needs Assessments will increase by 50%.

Identified Need

Students continued to show high rates of chronic absenteeism. If you are not at school it is difficult to learn!

Accessible Resources for Parents and Families to fulfill basic needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Completed Parent Needs Assessments.	73	150

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.2.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase parent access by 25% to community resources and district/site sponsored events to meet the needs of families who exhibit/request help with family stress, mental health, child behaviors, and basic needs such as food and shelter.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

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

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.

LCAP Goal

Goal 4: Special Education Pending development

Goal 4.1

Hoover Elementary will increase the number of students with special needs to participate in school activities (morning presentations, mainstreaming into general education settings within IEP goals, increase pre-school enrollment blending students with specials needs and students without special needs. This is a new goal and a baseline will be set at the end of 2024 for actual outcome and expected outcome data to establish for the 2024-2025 school year.

Identified Need

Changing mindsets about abilities of students with special needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Synergy class-enrollment data, number of students assigned to each general ed classroom with a special ed. para assist. Number of students assigned to a general ed. class without a special ed. para assist, number of special ed. students assigned as watch and consult by their special education teacher/case manager.	TBD	TBD

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 4.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase from 20 to 30 the number of students with special needs who attend special day class to mainstream into general education classes by the end of June, 2024.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

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

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.

Goal 4.2

By the end of the year, students with special needs will increase in ELA the number of students at grade level by 10% or greater as measured by CAASPP. By the end of the year, students with special needs will increase in Math the number of students at grade level by 10% or greater as measured by CAASPP.

Identified Need

Special Education Teachers need professional development specific to their core adoption for their assigned student populations.

Special Education Para Assistance rates of absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA /ATSI Standing CAASPP Math/ ATSI Standing	SWD: ELA> 8.16% at grade level SWD: Math>4.08% at grade level	15% 12%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 4.2.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students with special needs will receive the district adopted and state approved core curriculum and support materials for students identified through the IEP process. Hoover serves many students with disabilities under IDEA. The following is an extensive list with some of these student populations served at Hoover Elementary. The following are definitions of the 13 disability categories provided under IDEA. AUTISM DEAF-BLINDNESS DEAFNESS EMOTIONAL DISTURBANCE HEARING IMPAIRMENT INTELLECTUAL DISABILITY MULTIPLE DISABILITIES ORTHOPEDIC IMPAIRMENT OTHER HEALTH IMPAIRMENT SPECIFIC LEARNING DISABILITY (SLD) SPEECH LANGUAGE IMPAIRMENT TRAUMATIC BRAIN INJURY (TBI) VISUAL IMPAIRMENT

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 4.2.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Special Education Teachers will receive professional development in their assigned curriculum adoption. The current adoptions are Frog Street for Pre-K, Attainment for Students with MOD/SEVERE Emotional and Intellectual Disabilities, and Benchmark for students with Autism levels 1-3.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

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

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.

Goal 4.3

By the end of 2024 Students with Disabilities will decrease their rate of chronic absenteeism by 40%.

Identified Need

Students continued to show high rates of chronic absenteeism. If you are not at school it is difficult to learn!

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Chronic Rate of Absenteeism for Students with Disabilities	70.7% of 181 Students identified as SWD	Less than 40%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 4.3.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student incentives, student recognition awards assemblies for improved and/or perfect attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

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

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.

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	\$239,251.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$405,571.00

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 (\$)
50643 - Title I	\$235,305.00
50647 - Title I - Parent	\$3,946.00

Subtotal of additional federal funds included for this school: \$239,251.00

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 (\$)
23030 - LCFF (Site)	\$166,320.00

Subtotal of state or local funds included for this school: \$166,320.00

Total of federal, state, and/or local funds for this school: \$405,571.00

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

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