



**2017-2020**

## **Single Plan for Student Achievement (SPSA)**

### **Site Strategic Plan**

<b>School:</b>	Hoover Elementary School
<b>Address:</b>	2900 Kirk Street
<b>CDS Code:</b>	6042634
<b>District:</b>	Stockton Unified School District
<b>Principal:</b>	Dr. Charlene Mah
<b>Revision Date:</b>	January 8, 2018
<b>District Governing Board approved:</b>	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

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## SECTION I: BACKGROUND

### *Purpose/Intent*

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

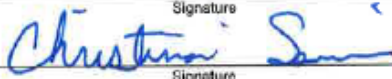
**Recommendations and Assurances**

**Recommendations and Assurances**

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 Single 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 **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
 Signature  
  
 \_\_\_\_\_  
 Signature

English Learner Parent Involvement Committee

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

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.

6. This SPSA was adopted by the SSC at a public meeting on January 8, 2018.

Attested:

Dr. Charlene Mah  
\_\_\_\_\_  
Typed Name of School Principal

  
 \_\_\_\_\_  
 Signature of School Principal      03/09/2018  
 \_\_\_\_\_  
 Date

Sabrina Sigle  
\_\_\_\_\_  
Typed Name of SSC Chairperson

  
 \_\_\_\_\_  
 Signature of SSC Chairperson      03/09/2018  
 \_\_\_\_\_  
 Date

## **Mission**

Insert the school site's mission.

The Hoover School Community will create a rigorous, standards-based, challenging curriculum, that provides students with the academic tools and technological skills to become productive, critical thinking, cooperative citizens.

## **Vision**

Insert the school site's vision.

To establish a healthy, safe, positive, academic environment that will produce high student achievement.

## **School Site Story**

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

Hoover Elementary School enrolled a total of 636 students for 2016-2017 school year. Of this population, 58.2% are Hispanic, 12.07% are Black or African American, 9.13% are Asian, 2 or More Races and White are 8.67%. Those students classified as second language learners make up 15.79% of the student population. Socio-Economically Deprived (SED) account for 80.34% and students identified as Special Education needs comprise 11.76%. Hoover K-8 staff and students work hard to improve student achievement. Hoover School provides after school tutoring for students struggling in reading, writing and math. In the after school program students have a specific time to do their homework under supervision and guidance, a healthy snack is provided and physical fitness games are implemented to help students learn to be good team players and become physically fit. Through San Joaquin A+, Hoover is the beneficiary of UOP literacy tutors in all K-3 classrooms for an average of eight hours a week. Hoover teachers, parents and administrator continue to strive to find more ways to help students become proficient in all learning areas. The district implemented MAP (Measures of Academic Progress) assessments, which are given three times year. They provide teachers and students an indication of student mastery of the standards that had been taught in the time period before the assessment. The results are immediate and teachers utilize these results to re-teach and improve the learning for all students. Goal

setting through MAP is implemented. ST Math is also used with a minimum of 90 required minutes a week for grades 2-8 and 60 minutes a week in grades K-1.

Hoover School has students in Transitional Kindergarten through Eighth grade. Hoover has two Transitional Kindergarten classes. Our special education programs serves students with a full-time resource specialist, three full-time special day teachers, 6 special ed. assists, and a full-time nurse. Through the San Joaquin County Public Health Services, students from neighboring schools are serviced with physical therapy for a variety of orthopedically handicapping conditions. Hoover has an additional nurse that is on campus for 6 hours a week. Some of the services that our nurse provides are: vision, hearing, and growth and development screenings, health assessments and flu clinics. Hoover School has a full time Campus Security Monitor. Hoover also has a full time Program Specialist. The Program Specialist is responsible for all English Learner testing and paperwork. The Program Specialist is responsible for all testing, including, CAASPP. The program specialist ensures the computer lab and the 11 computer carts are always in working condition. Hoover has a music teacher. Students in fifth, sixth, seventh, and eighth grade can participate in band or strings.

Hoover has a full time Counselor. Our Counselor supports students with student study team meetings, student groups, and counseling. Our counselor guides Hoover school through Positive Behavior Interventions and Supports (PBIS). Hoover students show Respect, Accountability, Cooperation, and Excellence (RACE). She holds monthly RACE assemblies that support positive behavior and Perfect Attendance. Students with perfect attendance each month are given an extra 20 minute recess as a reward for being at school everyday. Attendance incentives are also given to those students who are struggling with attendance and have made improvements. Teachers support the Positive Behavior Interventions and Supports by having classroom incentives for students they see are showing respect, accountability, cooperation, and excellence. Our counselor also runs the Hoover Peer Leaders Uniting Students (PLUS) team. These students lead forums in classrooms. They are Ambassadors for new students. They also participate in training and conferences.

Hoover students have a variety of activities they are involved in to support academics as well as social skills. Hoover 5th grade students attend Science Camp for one week during the school year. The sixth, seventh, and eighth grade students participate in Kennedy Games. Hoover eighth graders participate in our Leadership program. This allows the eighth graders to work with younger students by listening to them read and helping with activities. Hoover third graders participate in Ag Venture each spring. Hoover students participate in Pennies for Patients. The money raised benefits the Leukemia & Lymphoma Society. Hoover students participate in a can food drive and a toy drive each school year. Hoover students participate in Jeans for Troops in honor of United States Veterans. Hoover students hold a school wide science fair every February. Hoover staff holds a Family Math Night, to provide assistance with student math support.

Hoover has an after school STEP Up program. Students who are enrolled in STEP Up receive tutoring in reading, math, and homework assistance. STEP Up students also have enrichment activities that extend their learning from the classroom.

Hoover teachers are providing several opportunities for professional development. Teachers have received professional development in ST Math, Imagine Learning, Illuminate, Common Core, Units of Study, and Google. Hoover teachers have three (3) hours a month of collaboration time after school.

Hoover teachers support student achievement in some great ways. Teachers allow students to go on "brag walks". The students come the office to share their accomplishments to Dr. Mah, (principal), Mrs. Villasenor (Assistant Principal), Office support staff, program specialist, instructional coach, and any other adults. Hoover teachers keep the parents informed with newsletters, "Homework Hotline", and phone calls. Parents are invited to join us Halloween parades, Winter Programs, classroom events, talent show, Science Fair, Family Math Night, Field Day, and end of the year celebrations. Some of our classes have buddy classes, where the older students read to the younger students. Hoover students support Red Ribbon Week Activities with dress up days, poster contest and door decorations celebrating being drug free.

## SECTION II: EVALUATION

### *Plan Priorities*

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
  - Identify the major expenditures supporting these priorities.
1. By the end of the year the current percentage of students who met/exceeded ELA and Math standards were to be increased by 10%
    - a. All students will receive core instruction in ELA and Mathematics with the SUSD adopted core curriculum UOS and recommended support materials.
    - b. Students were identified as those in need of additional support that was provided through a Multi-Tiered System of Support Services and Resources.
    - c. Student progress was continuously monitored allowing flexibility as students moved back and forth according to current areas of need.
    - d. The importance of school attendance was emphasized and supported by all Hoover Staff and the district.
  2. By the end of the year the percentage of EL students who meet/exceed ELA and Math standards will grow by no less than 10% over the prior year.
    - a. All EL students will increase one CELDT level by the end of the year.
    - b. The percentage of students who meet eligibility for reclassification (RFEP) will increase by at least 10% .
    - c. Teachers will receive professional development to support EL achievement and projected growth in ELA and Math.
    - d. EL students will be closely monitored by teachers and identified through current work samples (listening/reading/speaking/writing) and provided additional support by areas of need.
  3. By the end of the year the number of students who received suspensions were to be decreased by at least 10%.
    - a. All students received regular classroom visitations by their school counselor, who provided information on Anti-bullying strategies, restorative justice practices, PLUS team opportunities, and mentorship opportunities.
    - b. All parents received information on available resources to address the social-emotional needs of their students as well as resources in the community to support basic needs.
    - c. All students and parents received a needs survey that was reviewed by the SSC, ELAC, and Parent groups. Once completed specific areas of need were addressed.

### Major Expenditures to Support SPSA Top Priorities

1. By the end of the year the current percentage of students who met/exceeded ELA and Math standards were to be increased by 10%
  - a. Teachers met every other Tuesday each month to collaborate as part of their contractual agreement between SUSD and STA. The program specialist, instructional coach and administrative staff (principal and .5 assist. principal) provided teacher support in utilizing appropriate techniques to: Analyze data, Create SMART Goals, Identify Essential Standards (CCSS), Create Formative Assessments, and Identify Content to be delivered through research-based strategies (DII, Writing Across the Curriculum, Reading Across Text Types, Use of Rubrics, DOK, Progress Monitoring, etc.). DATA came from multiple sources: SBAC, MAP, CELDT, UOS Pre/Post Assessments, Teacher made assessments, and current student work samples.
  - b. Staff meetings were held every other Tuesday each month to provide professional development opportunities to deepen teacher understanding and application of research based



instructional strategies. Additional funding provided teachers an hourly rate to stay one hour beyond the staff meeting for those PDs that required more in-depth presentation and practice. Student incentives for increasing attendance were provided through funding in Mandated Costs to provide awards/rewards (field trips, certificates, nooks, food vouchers (McDonalds), movie tickets, sporting leagues, bicycles, skateboards, iPods, Barnes/Noble gift certificates, school dances, etc.

2. By the end of the year the percentage of EL students who met/exceeded ELA and Math standards were to grow by no less than 10% over the prior year.
  - a. In addition to the support listed above under 1a. and 1b. Substitute teachers were provided to release teachers to attend district PD offered through the LDO and SJCOE in ELD and LTEL instructional practices; academic conferences, lesson planning, co-plan and co-teaching opportunities, and instructional rounds.
  - b. Progress monitoring was provided to all EL and RFEP students by teachers, the program specialist, instructional coach, and administration.
  - c. Instructional walkthroughs during designated ELD and core instruction supplied school wide and individual teacher feedback on what was working well and areas that were in need of improvement. The administrative staff provided direct feedback, while the program specialist and instructional coach supported teachers in identified areas of instructional strategies in need of improvement. Teachers who attended off-campus PD presented key elements to teachers during staff meetings.
3. By the end of the year the number of students who received suspensions were to be decreased by at least 10%.
  - a. The .5 assistant principal along with the principal, and school counselor were visible to students during recesses, and classroom visitations. Modeling appropriate behaviors, listening to student concerns, conducting student conferences, SSTs, creating student contracts (behavior and attendance), referring to outside agencies, creating partnerships with SUSD Police (mentoring) helped to motivate and mentor students with the result of decreased problem behaviors and increased rate of attendance.
  - b. The FTE. school counselor supported students behavioral/emotional needs by presenting proactive classroom presentations such KELSO, anti-bullying curriculum, Restorative Justice, PLUS team, and opportunities to focus on college and career. The counselor met weekly with her PLUS Team members to address current happenings on campus that could impact school culture and students' sense of community. In addition, the school counselor provided school-wide incentives for positive behavior and attendance through the RACE (Respect, Accountability, Cooperation, and Excellence) program. Anti-drug campaigns are provided through literature, student presentations (PLUS Team), and fun school-wide activities.

## Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Time was taken at the beginning of the school year through department, staff and school site council meetings to review the data that had been identified as the major factors in affecting the school's progress. Sources of data are listed below. As the year progressed, data was updated, and the information was shared with the staff and community members through the Principal's message via the school's website, school site council, ELAC, or parent meetings. Communication of student performance data remained a top priority at our school. Results were shared with the following shareholders: parents, students and staff. Communication was supported through school and teacher websites, online grade books, principal bulletins, and newsletters, parent conferences, staff meetings SSC and ELAC meetings with relevant stakeholders. In addition, our school streamlined communication with these shareholders with the use of ParentLink, a web-based portal that links principals, teachers, parents, students and community in communication. Hoover also communicated with parents and the community through the newly acquired digital marquee. Communication and conscious data collection ultimately led to improved student achievement at our school. These paths have led to changes in the way that we operated our school using professional learning communities with the purpose of improving instructional practices and student achievement.

- CCSS Units of Study- Grade Level/SLC/Academy/Area Collaboration
- Academic conferences with Principal/Coaches (Trimester)
- Development of Common Formative Assessments (CFAs)
- Use of data to determine to reteach, for enrichment and for intervention
- Student identification for SAP/SST referral
- Multiple measures (i.e. graded projects, tasks, assignments, assessments etc.) for grade reporting to students and parents
- Skills Assessments (i.e. fluency, etc.)

Although common assessments were required by the district, the consistency of this practice was not met at the same levels in all departments. While most departments/schools created common assessments, not all were thoroughly analyzed, leaving the outcomes as varied. Evidence to support the need for consistency in instructional practices and agreed upon content were evidenced by varying student outcomes, collaboration practices, and classroom walkthroughs, along with teacher input during academic conferencing.

## ***Strategies and Activities***

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Providing teachers professional support to deliver effective lessons through the use of research-based practices (DII) and ELD compliance supported the hiring of the Program Specialist proved to have a positive impact on student achievement for specific grade levels. Teachers varied the degree of strategy implementation.

Conducting SSTs and home visits supported a decrease over all in the number of retained students.

Providing students with the opportunity to participate in the PLUS program and Restorative Justice practices significantly reduced the number of suspensions overall (-1.7%). EL students however increased their suspension rate by with 1.7 more suspended than any other subgroup.

Providing teachers with professional development in Restorative Justice allowed teachers to conduct daily circles with a positive impact on behavior. These strategies support the funding for the school counselor.

Providing staff with professional development to attend PLC conferencing in Las Vegas supported those teachers who embraced and implemented the processes of collaborating, utilizing data from multiple measures and creating SMART goals to ensure optimum student achievement in both ELA and Mathematics. Many grade levels were inconsistent in their incorporation of the PLC process.

Placing students into various intervention programs such as tutoring, counseling, retention, or resource intervention. However, there were inconsistencies from classroom to classroom that hindered the fidelity of implementation of the programs.

Provide students with access to supplemental technology, materials and supplies. There was inconsistency in the minutes of implementation and specific district adopted technology.

Monitor EL students in placement and scheduling to increase reclassification rates.

Provide Academic Parent/Student/Teacher conferences to discuss student academic progress throughout the year. To increase effectiveness the strategy will need to increase parent/teacher connections.

Provided parents with opportunities to volunteer and remain active participants in their children's education through assisting in the classroom and listening to students read. Few parents attended day time meetings. Most work and would attend evening performances.

## ***Involvement/Governance***

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

The SSC regularly meets throughout the year on an at least once monthly basis. Special meetings are called when strategies or resources that require categorical funding are needed. Also the SSC advises Hoover on the parent needs for school and community involvement event nights such as:

- Back to School Night
- Literacy/Math Night
- Classroom and campus volunteers
- Tutoring
- Extended Year Opportunities
- Science Fair
- Community Fair
- Diversity Recognition Events

The SSC also attends the Parent Advisory Committee to review and develops the Parent/School/Compact. The SSC is kept abreast of all current state and federal laws governing school finance, and as a courtesy informed of LCAP and EL needs.

Changes made to the school plan consisted of identifying student needs (Library Media Assist, AP, and Instructional Coach). Student performance data in regard to SBAC and MAP were also reviewed as these data indicate where student support is needed.

## Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

SCHOOL GOAL #1: All students will make positive growth in ELA as measured by district and state assessments.

- By July 2017, the percentage of all students (grades 3-8) meeting their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.

This goal was not met. Only 16% of all students meet or exceeded overall performance standards for ELA as measured by CAASPP. The most significant subgroup gains were Special Ed with +20.6 pts, Black or African American with +10.3 pts and English Learners with +6.7 pts. Grade levels that struggled the most were 3rd, 5th, and 6th.

- By July 2017, the percentage of all students (grades K-8) meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.

This goal was not met. The school's overall goal was 59.4%. Hoover students overall met 57% (-2.4%). Grades 4-6 exceeded their target growth rate by 7%, 11%, and 12% respectively. Grades K, 2, 3, 7, & 8 demonstrated the greatest loss with -17, -18, -9, -12, and -12 respectively.

**Conclusions for ELA progress met or not met:** Hoover was in its second year without an instructional coach. The principal was absent a significant period of time leaving interim and retired staff to guide the school. Evidence of walk-throughs were not available. Evidence of developing and strengthening the professional learning community (PLC) were not evident. While Hoover participated in district PLC professional development, there is little evidence of the skills learned to be brought into place by the team. Again, this could have been affected by the absence of permanent leadership. The interim principal however, kept immaculate records of English Learner Instructional practices and adherence to master scheduling for ELD. This would explain the significant gains made by English Learners. The special education staff continued to collaborate effectively and ultimately, this subgroup of students made the greatest gains. The program specialist provided technical assistance and professional development to those staff members willing to accept her assistance. She also assessed students for CELDT which is normally a task for teachers to administer. The school counselor held regular SSTs with students identified during CARE team meetings as though with significant needs of support. Teachers presented student led and parent/teacher academic conferences.

SCHOOL GOAL #2: All students will make positive growth in Mathematics based on district and state assessments. This goal was met overall but not in grades 3rd and 5th.

- By July of 2017, the percentage of all students (grades 3-8) meeting their expected Math growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percent of students and shall have no less than 20 percent proficient in Math.

This goal was met with 20% of Hoover students who met or exceeded overall performance standards for Mathematics as measured by CAASPP. The most significant subgroup gains were Special Ed with +20.1 pts and Black or African American students with +15.2 pts. Grade levels that struggled the most were 3rd and 5th.

- By July 2017, the percentage of all students meeting their expected MATH growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in Math.

This goal was not met as the target school goal overall was 61.6%. Only 58% overall met their growth target. The grade levels who met their target goals were grades 4th and 5th with +12% and +18% exceeding their target rate of growth respectively. Grades K, 1, 2, 3, 6, and 7 had the greatest loss by -16, -6, -24, -17, -8, and -15 respectively.

**Conclusions made for progress met or not met in Mathematics:** The same reported conditions in Reading/ELA listed above under “School Goal #2” would have impacted student performance. Teachers reported varying degrees of adherence to computer licensed software such as st Math, and Imagine Learning. Other teachers utilized Khan Academy and Prodigy. Evidence of greatest adherence were in grades K-2.

**SCHOOL GOAL #3:** EL students will continue to demonstrate positive growth in all subject matters.

This goal was met.

- By July 2017, the percentage of EL students meeting/exceeding ELA and Math standards will grow by no less than 10 percent over the prior year.
- By July 2017, the percentage of LTELs (AMAO 2, more than 5 years) will decrease by 10 percent over the prior year.
- By July 2017, the percentage of reclassified (RFEP) students will increase by 2 percent.

Utilizing data from California Dashboard, CEDLT, and MAP, EL students made significant gains in both ELA, Mathematics, and reclassification. EL students increased with +6.7 points as measured in ELA by CAASPP but had a significant decline in Math by (-7.5) pts. However, when compared to the State of California, ELs increased overall at +13.9 pts. 33/62 EL students were at RFEP status with an additional 13 students reclassified exceeding the 2% requirement.

**SCHOOL GOAL #4:**

- By July 2017, school climate and safety of all stakeholders will be improved by providing a welcoming and safe environment.

This goal was met. The school counselor was the greatest factor by creating the RACE award system for citizenship. She also held PLUS team meetings on a regular basis where students mentored their peers and younger grade levels. The school counselor headed the Restorative Justice Training for all staff members and continued to utilize this process to increase positive resolutions to student disputes and discipline.

- By July 2017, attendance rates will grow by 2 percent.

This goal was not met. In fact, Hoover's absenteeism rate was 21% compared to the district at 18%.

- By July 2017, suspension rates will continue to decrease.

This goal was met with a significant decrease of 1.7%

- By July 2017, disproportionate student suspension rates of all significant subgroups will continue to decrease.

English learners had the greatest rate of suspension and increased significantly at +1.7 % while students with disabilities decreased significantly with -6.6% and students identified as Social Economically Disadvantaged by a significant decrease of -4.6 %. This goal was not met based on EL student increases in suspension.

- By July 2017, expulsion rates will continue to decrease.

There continue to be no expulsions at Hoover. This goal was met.

- By July 2017, disproportionate student expulsion rates of all significant subgroups will continue to decrease.

This goal was met as there were no expulsion.

#### SCHOOL GOAL #5: Increase the number of parents involved in school activities by 10%.

The numbers of parents involved in Hoover Activities seemed to follow a pattern. If events were considered "Fun" and showcased special events high numbers of parents would attend. Where Hoover struggled was in the number of parents attending parent-teacher conferences, SSTs, and Parent Coffee hours where district information would be delivered by staff to help strengthen a shared knowledge between school and parents. The majority of parents work and this may have played a factor as the evening events would draw significantly larger numbers of parent participants.

Families play a critical role in helping their children be ready for school and for a lifetime of academic success.

First, families play critical roles in student success. they support their children's learning, guide, them through a complex school system, advocate for more and improved learning opportunities, and collaborate with educators and community organizations to achieve more effective educational opportunities.

Second, families raise their children in multiple settings and across time, in collaboration with many others.

Family engagement is:

1. A shared responsibility;
2. Continuous across a child's life;
3. Carried out everywhere that children learn - at home, in pre-kindergarten programs, in school, in after-school programs, in faith-based institutions, and in community programs and activities.

**Data Analysis:** Please refer to the School and Student Performance Data section where an analysis is provided. Surveys This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s). Once a year Hoover sends out a survey to the parents to obtain feedback on what type of training or information the parents would like to have at our monthly parent meetings. Based on parent responses Hoover held monthly parent meetings. Parents requested training on how to access and use Parent Vue, ST Math, Compass Learning, and Google Apps. Hoover parents received training on how to help their child at home with homework, math, and reading. Hoover staff added a Family Math Night and continued with their Annual Science Fair.

**Classroom Observations** This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings. Hoover School held informal monthly walkthroughs of their classrooms. During walkthroughs the administrator, program specialist and parents were invited along to observe instructional practices. Administrative staff noted teachers using Direct Interactive Instruction. Students were actively engaged in the lesson being taught. Teachers and students were used white boards, signals, pair-sharing, and group discussions to be actively engaged. Teachers and students used the Chromebooks to take pretests and post tests for the Units of Study. One focus area for our teachers were to state the objective of the lesson and having Common Core Standards posted in all classrooms. Hoover teachers were in need of time to collaborate in Professional Learning Communities (PLC) and time to go through the data team process. When teachers utilized this time to collaborate and used their data to direct their instruction the students should demonstrate higher achievement rates.

**Analysis of Current Instructional Program** Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. Standards, Assessment, and Accountability:

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA) Over the past few years, during CST and the new SBAC testing, our district has taken strides toward becoming a “data driven” and “results oriented” school. The district and leadership within the school had promoted this endeavor by supporting the acquisition of technology to advance the collection of data, increased the scope of data accessible to the shareholders, defined expectations of the assessment process within departments and subject matter, and had developed processes to guide all shareholders in creating goals, assessments and in collecting and analyzing data (i.e. SMART Goals>Specific Measurable Attainable Results that are Time- Bound).



## **Summary of Review of Overall Performance**

### **Greatest Progress**

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Based upon SBAC Performance Standards Hoover's goal for Mathematics as stated: By July of 2017, the percentage of all students (grades 3-8) meeting their expected Math growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percent of students and shall have no less than 20 percent proficient in Math. This goal was achieved with 20% of students meeting the Overall Performance indicator for the 2016-2017 SBAC.

Students received additional instructional support through strategic time, data utilized by teachers and the program specialist during allotted collaboration time, and after school tutoring. Teachers received intensive training in direct interactive instruction. Teachers will continue to improve upon their use of data and applied instructional strategies to increase student achievement in Mathematics. In addition, specialized tutoring will be provided in the spring of 2018 to ensure continued student progress. This will occur during strategic and computer time.

In concepts and procedures, 4th (16.42%), 7th (16.13%), and 8th (18.03%) grade had the highest levels of achievement respectfully. Overall, 28.92% of all students were Near Standard!

In problem solving, modeling, and data analysis grades 7th (9.68%) and 8th (14.75%) grade had the highest levels of achievement. Overall, 42.43% of all students were Near Standard! This would indicate a need to focus on those students near the bubble of meeting or exceeding this standard.

In communicating and reasoning grades 4th (10.45%), 8th (11.48%), and 7th (14.52%) grade had the highest levels of achievement respectfully. Again, we have a large percentage of students on the bubble with 45.68% of all students Near Standard.

Based upon the MAP Performance goal for Hoover with an overall school wide target of 56.6% in mathematics, Hoover met this goal with 58% of students meeting the school wide target to meet proficiency in mathematics. Grade 1 (78%), Kindergarten (69%) showed the greatest growth in MAP mathematics. Teachers are working to improve collaboration processes, use of data analysis, identifying essential standards, creating common formative assessment and agreed upon content for instructional delivery.

According to the California Dashboard, the English Learner Progress state indicator is "Green", which showed significant growth of 13.9%. In addition, the greatest growth was met by English Learners. In almost every grade level (exception was 6th grade) EL students showed significant growth compared to English only students MAP mathematics. One can conclude that the teaching strategies delivered to EL students should be delivered to All Students. During the 2016-2017 school year nineteen (19) English Learner students were reclassified. During the 2017-2018 school year there have been nine (9) students reclassified so far.

Based upon the MAP Performance goal for Hoover with an overall school wide target of 56.6% in ELA, Hoover met this goal with 57% of its students meeting their projected growth target. Grades 1st (72%), 5th (75%), and 6th (65%) grade made the greatest gains. EL students showed significant growth in ELA compared to English only students in grades 1st through 4th. One can conclude that the teaching strategies delivered to EL strategies in these grades should be delivered to All Students; in addition, vertical collaboration to demonstrate instructional strategies may significantly support EL students in grades 5-8.

A discrepancy exists between the current CAASPP data online versus reports in Illuminate with 16.85% of students meeting the ELA standards and 3.26 students exceeding the ELA standards for CAASPP giving a total of 20.11% versus the report in Illuminate of 16%! This is a serious discrepancy that requires further investigation. In this case, Hoover would have met the district's goal of no less than 20% of its students proficient in ELA by CAASPP standards.

In the ELA standard of "How well do students understand stories and information they read?" 4th grade (8.96%), 7th grade (8.06%) and 8th grade (10%) had the highest scores at Above this standard. However, 38.86% of students Nearly Met the standard.

In the ELA standard of "How well do students communicate in writing?" 4th grade (8.96%), 7th grade (11.29%), and 8th grade (13.33%) had the highest scores at Above this standard. Again, a huge percentage of students (40.49%) Nearly Met the standard.

In the ELA standard of "How well do students understand spoken information?" only one grade, 8th (8.33%) had significant growth. However, the largest percentage of students were (59.78%) for Nearly Met the standard.

In the ELA standard of "How can students find and present information about a topic?" 4th grade (7.46%) and 8th grade (16.67%) were Above this standard. Again, a large percentage of students (46.20%) were at Nearly Met the standard. One can conclude that the same strategies used for working with students who are on the bubble of moving to meeting or exceeding the standard should be applied. Teachers will continue to improve upon their use of data and applied instructional strategies to increase student achievement in English Language Arts. In addition, specialized tutoring will be provided in the spring of 2018 to ensure continued student progress. This will occur during strategic and computer time.

The following LCAP priorities will be the focus of Hoover's strides toward academic proficiency.

State Priority 2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.

State Priority 3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.

State Priority 4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.

State Priority 5. Supporting student engagement, including whether students attend school or are chronically absent.

A detailed explanation of these priorities is provided earlier in this report following discussion of Hoover's Needs Assessment.

## Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

As listed above, greater focus must be made on students who are at the Standard Nearly Met categories for both ELA and Mathematics.

Attendance continues to be an issue for Kindergarten and Eighth grade students, despite funds from Mandated Costs to provide student incentives to increase attendance. Student Study Team meetings along with Child Welfare and Attendance address attendance issues directly with parents and students. Home visits are also conducted.

LCAP priorities are the focus for Hoover to increase attendance through application of the following LCAP priorities:

State Priority 5. Supporting student engagement, including whether students attend school or are chronically absent. Hoover has seen a chronic absenteeism rate of 21% which is 3% higher than the district. One can theorize that students need to find their scholarly activities interesting, up to date, relevant to real world applications, and challenging. Hoover has many gifted and talented teachers who go beyond their job requirements and investigate new innovations in learning. They collaborate, search for ways to make learning meaningful, purposeful and fun! Teachers utilize UOS resources and explore various educational on-line collaborative opportunities to improve standards-based instruction, share ideas, attend PD, increase writing across subject matter, ensure that students understand what is expected and that they have the skills to apply and solve problems before sending work home or assigning tasks. Students are also grouped for reciprocal teaching and collaboration, taking on various roles of responsibility, utilizing rubrics to gauge their own work quality as well as opportunities to showcase their accomplishments.

State Priority 6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means. Students and parents need to feel connected to their school. Hoover provides extra-curricular activities such as music, technology, and sports. Students can become leaders through the PLUS (Peer Leaders Uniting Students) program, act as Conflict Mediators through Restorative Justice Practices, and Peer Mentoring. Academic Parent Teacher Student Conferences and Student Led Conferences bring issues to the surface where in partnership, educators, parents, and students can work together. Suspension rates continue to decline using alternative means of consequences including Saturday school (held quarterly) where students catch up on unfinished assignments. In this manner they are taking responsibility for their actions and not missing school such as occurs when one is suspended. Although discipline declined for all students by (-1.7%), of concern is that EL students received the highest rate of suspension with an increase of (+1.7%). Language barriers may well be a factor when trying to verbally express themselves. Hoover has twenty (20) Long Term English Learner Students (LTELS). Four (4) of those LTELS are special Education students who receive services from the Resource Teacher. Of the twenty LTELS eight of the students have been at Hoover since Kindergarten. The other twelve (12) LTELS enrolled at Hoover in last few school years.

State Priority 7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live. Hoover will continue to provide higher learning opportunities such as local college and university visits/tours, guest speakers, college awareness days, college and career exploration opportunities through the internet and PLUS program. Students can explore the relationship of college/career levels of income and lifestyle directly correlated through level of education and/or technical training.

State Priority 8. Measuring other important student outcomes related to required areas of study, including physical education and the arts. Hoover has explored the possibility of hiring a FTE physical fitness educator in lieu of VAPA. Teachers are incorporating project-based learning opportunities to address artistic and visual/hands on learning. Students and parents themselves have asked for more opportunities in athletics and music. Hoover has a music program that will continue to support student interest in musical instruments/band for grades 4-8 with choir opportunities for grades TK--3rd. After school program support will also provide funding for talented teachers to provide the extra-curricular activities.

### Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

According to the California School Dashboard, overall Hoover students in grades 3-8 scored 73.4 points below Level 3 and placed at Very Low in ELA. This area decreased by (-3.1 points). As stated earlier, English Language Learners made the highest progress scoring at Medium in English Proficiency with a significant increase of (+13.9%). One can conclude that the teaching strategies delivered to EL students in these grades should be delivered to All Students; in addition, vertical collaboration to demonstrate instructional strategies may significantly support EL students in grades 5-8 as these grade levels were the most impacted. In Mathematics, Overall Hoover students in grades 3-8 scored 64.9 points below Level 3 and placed at the Low level in Mathematics. Movement from Very Low to Low increased by (12.3 points).

According to MAP, ELA, all grade levels K-8 are well below grade level standards. Grades 1st, 4th, and 8th average 33% of students at grade level.

According to MAP, Math, all grade levels K-8 are well below grade level standards. kindergarten was the only grade level meeting nearly one third of its students at grade level (32%). First grade followed closely with 26% meeting grade level standards.

Hoover had developed a plan to meet and exceed by one percent the district’s rate of growth. This can be accomplished by looking where each student is currently at, committing to one grade level of growth plus a little bit by the end of each school year. If all teachers work together to improve student performance through this method, by the end of 8th grade students will be at grade level, ready for high school.

The district has provided each school an opportunity to present a trimester data summit and action plan presentation to area colleagues, specialists, directors, assistant superintendents and the superintendent.

Attached to this SPSA is a detailed plan for improvement and Multi-Tiered System of Support (MTSS) services to decrease the achievement gaps. The MTSS addresses all levels of student need from Core instruction/Resources (Tier I All Students), Strategic support/Resources (Tier II in addition to Core) and Intensive Support/Resources (Tier III in addition to Tiers I & II).

## SECTION III: STAKEHOLDER OUTREACH

### *Stakeholder Involvement*

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

Parents and staff were introduced to the Single Plan for Students Achievement beginning with our Back to School Night Title I Parent Meeting held on August 31, 2017. Monthly staff meetings and parent meetings focus on students needs in order to improve instruction. Referencing the SPSA allowed for all stakeholders to provide feedback and make suggestions for strategies, identify current practices, inventory and evaluate materials and resources with decisions on what the best supports/materials/trainings could provide students a solid academic environment. Teachers were additionally involved during Teacher Academic Conferencing. The district provided principals with monthly meetings to help identify effective strategies and activities to support student achievement. Data Summit presentations were held in November to help guide principals in how to effectively support best instructional practices to increase student achievement in ELA/Mathematics/ELD and Special Ed. The SSC and ELPAC referenced the SPSA and discussed changes to meet the needs of all students. The SSC has agreed that student achievement will improve as instructional strategies improve. This can be done with more administrative support in the classrooms, such as regular daily walk-throughs and teacher feedback. The SSC agreed to eliminate the FTE program specialist in lieu of a FTE assistant principal for the 2018-2019 year. The final SSC meeting held on January 8, 2018 reviewed the SPSA for final approval.

## **SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS**

### ***Strategic Planning Details and Accountability***

#### **LCAP Goal 1: Student Achievement**

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

#### **Strategic Area of Focus**

#### **Academic Student Achievement**

- Tier 1
  - English Language Arts and English Learners
  - Mathematics
  - Social Studies
  - Science

#### **Student Interventions**

- Tier 2
  - English Learners
  - After School
  - Tier 3

#### **Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities**

- Preschool Transitional
- 8<sup>th</sup> Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement	Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending conferences/trainings (e.g., LTEL and EL, NGSS, etc.) focusing on evidenced based, instructional practices, zone platooning, common formative assessments, effective use of data analysis, assessment of the learning continuum, curriculum, Professional Learning Community work, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of trainings/conferences attended Common Formative Assessments	Quarterly	\$45,561 \$88,443 (Salary/Benefits)  \$9,372 (Teacher Additional Comp)  \$36,800 (Teacher Substitute)	Title I LCFF	19101 11500 11700
1.2 Academic Student Achievement	To provide students with resources and support to increase fluency and comprehension such as checking out a variety of reading materials the library, literacy programs (e.g. Accelerated Reader, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy.	# of classes using library  Library Usage  Pre/Post Assessment Survey	Quarterly	\$17,321 (Salary/Benefits)	LCFF	24101
1.3 Academic Student Achievement	Provide students with hands on experiential learning opportunities to	# of field trips # of guest speakers # of mock college	Trimester	\$7,800 (Field Trip - Non-District Trans)	Title I	58720

	<p>supplement core instruction and promotion of college/career readiness through field trips (including college fields trips), guest speakers, traveling exhibits, college readiness workshops (e.g., mock college admission events, lessons pertaining to A-G, college research, etc.), etc.</p>	<p>admission events pre/post assessment culminating project</p>				
<p>1.4 Academic Student Achievement</p>	<p>Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. printer, chromebooks, etc.), web-based programs, etc.</p>	<p>Teacher technology usage · Teacher log · Observations  Student technology usage  Common Formative Assessments</p>	<p>Monthly</p>	<p>\$33,556 \$8,090 (Instructional Materials)  \$6,160 (Non-Instructional Materials)  \$6,160 (Equipment)  \$400 (Duplicating)  \$1,403 (Maintenance Agreement)</p>	<p>Title I LCFF</p>	<p>43110 43200 44000 57150 56590</p>



Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement	Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending conferences/trainings (e.g., LTEL and EL, NGSS, etc.) focusing on evidenced based, instructional practices, zone platooning, common formative assessments, effective use of data analysis, assessment of the learning continuum, curriculum, Professional Learning Community work, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of trainings/conferences attended Common Formative Assessments	Quarterly	\$10,000 (Teacher Additional Comp) \$30,000 (Teacher Substitute) \$81,506 (Salary/Benefits - 1 FTE Assistant Principals) \$2,552 (Conference)	Title I LCFF	11500 11700 13201 52150
2.2 Academic Student Achievement	To provide students with resources and support to increase fluency and comprehension such as checking out a variety of reading materials the library, literacy programs (e.g. Accelerated Reader, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy.	# of classes using library Library Usage Pre/post assessment Survey	Quarterly	\$20,761 (Salary/Benefits) \$7,000 (Additional Comp/Hourly)	LCFF	24101
2.3 Academic Student Achievement	Provide students with hands on experiential learning	# of field trips # of guest speakers	Trimester	\$2,000 (Field Trip - Non-District Trans)	Title I	58720 58920

	opportunities to supplement core instruction and promotion of college/career readiness through field trips (including college fields trips), guest speakers, traveling exhibits, college readiness workshops (e.g., mock college admission events, lessons pertaining to A-G, college research, etc.), etc.	# of mock college admission events pre/post assessment culminating project		\$8,000 (Pupil Fees)		
2.4 Academic Student Achievement	Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. printer, chromebooks, etc.), web-based programs, etc.	Teacher technology usage · Teacher log · Observations  Student technology usage  Common Formative Assessments	Monthly	\$3,000 (Books)  \$33,000 (Instructional Materials)  \$25,377 (Equipment)  \$500 \$1,000 (Duplicating)  \$1,403 (Maintenance Agreement)	Title I LCFF	42000 43110 44000 57150 56590

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement	Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending conferences/trainings (e.g., LTEL and EL, NGSS, etc.) focusing on evidenced based, instructional practices, zone platooning, common formative assessments, effective use of data analysis, assessment of the learning continuum, curriculum, Professional Learning Community work, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of trainings/conferences attended Common Formative Assessments	Quarterly	\$10,000 (Teacher Additional Comp) \$30,000 (Teacher Substitute) \$81,506 (Salary/Benefits - 1 FTE Assistant Principals) \$2,552 (Conference)	Title I LCFF	11500 11700 13201 52150
3.2 Academic Student Achievement	To provide students with resources and support to increase fluency and comprehension such as checking out a variety of reading materials the library, literacy programs (e.g. Accelerated Reader, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy.	# of classes using library Library Usage Pre/post assessment Survey	Quarterly	\$20,761 (Salary/Benefits) \$7,000 (Additional Comp/Hourly)	LCFF	24101
3.3 Academic Student Achievement	Provide students with hands on experiential learning	# of field trips # of guest speakers	Trimester	\$2,000 (Field Trip - Non-District Trans)	Title I	58720 58920

	opportunities to supplement core instruction and promotion of college/career readiness through field trips (including college fields trips), guest speakers, traveling exhibits, college readiness workshops (e.g., mock college admission events, lessons pertaining to A-G, college research, etc.), etc.	# of mock college admission events pre/post assessment culminating project		\$8,000 (Pupil Fees)		
3.4 Academic Student Achievement	Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. printer, chromebooks, etc.), web-based programs, etc.	Teacher technology usage · Teacher log · Observations  Student technology usage  Common Formative Assessments	Monthly	\$3,000 (Books)  \$33,000 (Instructional Materials)  \$25,377 (Equipment)  \$500 \$1,000 (Duplicating)  \$1,403 (Maintenance Agreement)	Title I LCFF	42000 43110 44000 57150 56590

## **LCAP GOAL 2: Safe and Healthy Learning Environments**

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

### **Strategic Area of Focus**

#### **School Climate**

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc. to improve student behavior and attendance.	# of student referrals # of student suspensions related to non-instructional time # of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$50,274 (Salary/Benefits)  \$300 (Additional Comp/Hourly)	LCFF	12151

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc. to improve student behavior and attendance.	# of student referrals # of student suspensions related to non-instructional time # of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$50,274 (Salary/Benefits)  \$300 (Additional Comp/Hourly)	LCFF	12151

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc. to improve student behavior and attendance.	# of student referrals # of student suspensions related to non-instructional time # of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$50,274 (Salary/Benefits)  \$300 (Additional Comp/Hourly)	LCFF	12151



### **LCAP Goal 3: Meaningful Partnerships**

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

#### **Strategic Area of Focus**

##### **Parent, Student, and School Engagement**

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them 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.), parent engagement events, etc.	# of meetings coordinated # of parents attending # of parents attending parent/teacher conference	Monthly	\$411 (Additional Comp/Hourly)  \$1,200 (Non-Instructional Materials)  \$800 \$28 (Parent Meeting)  \$545 (Duplicating)	Title I	43200 43400 57250

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them 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.), parent engagement events, etc.	# of meetings coordinated # of parents attending # of parents attending parent/teacher conference	Monthly	\$411 (Additional Comp/Hourly)  \$1,200 (Non-Instructional Materials)  \$800 \$28 (Parent Meeting)  \$545 (Duplicating)	Title I	43200 43400 57250

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them 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.), parent engagement events, etc.	# of meetings coordinated # of parents attending # of parents attending parent/teacher conference	Monthly	\$411 (Additional Comp/Hourly)  \$1,200 (Non-Instructional Materials)  \$800 \$28 (Parent Meeting)  \$545 (Duplicating)	Title I	43200 43400 57250

## Section V: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Gabriela Acosta	August 2017	August 2019				X
Mary Melendez	August 2017	August 2019				X
Kellie Unicano	August 2017	August 2019				X
Santiago Unicano (Student)	August 2017	July 2018				
Rebecca Lopez	February 2018	February 2020				X
Christina Servin	August 2017	August 2019				X
Sabrina Sigle	August 2017	August 2019			X	
Kimberly Scheffer	August 2016	July 2018		X		
Matthew Burt	August 2016	July 2018		X		
Diane Finnigan	August 2016	July 2018		X		
Theresa Semillo	August 2016	July 2018			X	
Dr. Mah	August 2017	Infinite	X			
Numbers of members of each category:			1	3	2	5

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: HOOVER ELEMENTARY

Revised Preliminary Allocations 2017-18 with 2016-17 Carryover  
2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
<b>Personnel Cost-Including Benefits</b>							
11500	Teacher - Add Comp			9,372		\$ 9,372.00	Goal 1 - 1
11700	Teacher Substitute			36,800		\$ 36,800.00	Goal 1 - 1
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist			45,561		\$ 45,561.00	Goal 1 - 1
19101	Instructional Coach					\$ -	
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant			-		\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly		411			\$ 411.00	Goal 3 - 1
	Montessori Assistant					\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ 411.00	\$ 91,733.00	\$ -	\$ 92,144.00	
<b>Books &amp; Supplies</b>							
42000	Books					\$ -	
43110	Instructional Materials			33,556		\$ 33,556.00	Goal 1 - 4
43200	Non-Instructional Materials		1,200	6,160		\$ 7,360.00	Goal 3 - 1; Goal 1 - 4
43400	Parent Meeting		828			\$ 828.00	Goal 3 - 1
44000	Equipment			6,160		\$ 6,160.00	Goal 1 - 4
43150	Software					\$ -	
	<b>Sub-Total-Supplies</b>		\$ 2,028.00	\$ 45,876.00	\$ -	\$ 47,904.00	
<b>Services</b>							
57150	Duplicating		545	400		\$ 945.00	Goal 3 - 1; Goal 1 - 4
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			1,403		\$ 1,403.00	Goal 1 - 4
56530	Equipment Repair					\$ -	
52150	Conference					\$ -	
59140	Telephone					\$ -	
58450	License Agreement					\$ -	
58720	Field Trip-Non-District Trans			7,800		\$ 7,800.00	Goal 1 - 3
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	<b>Sub-total-Services</b>		\$ 545.00	\$ 9,603.00	\$ -	\$ 10,148.00	
	<b>Total</b>		\$ 2,984.00	\$ 147,212.00	\$ -	\$ 150,196.00	
	Differential		-	-		-	
	2016-17 Carryover		28	40,014		40,042	
	Revised 2017-18 Allocation		2,956	107,198		110,154	
			2,984	147,212		150,196	

**SCHOOL NAME: HOOVER ELEMENTARY**  
**Preliminary Budget Allocation - LCFF**  
**2017-2018**

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	
			23030	23031		
			Instructional-SC E/General	Extended Day/Year		SPSA Alignment (Goal - Line)
<b>Personnel Cost-Including Benefits</b>						
11500	Teacher - Add Comp				\$ -	
11700	Teacher Substitute				\$ -	
12151	Counselor		50,274		\$ 50,274.00	Goal 2 - 1
13201	Assistant Principal				\$ -	
19101	Program Specialist		88,443		\$ 88,443.00	Goal 1 - 1
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant				\$ -	
24101	Library Media Clerk		17,321		\$ 17,321.00	Goal 1 - 2
29101	Community Assistant				\$ -	
	Additional Comp/Hourly		300		\$ 300.00	Goal 2 - 1
					\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ 156,338.00	\$ -	\$ 156,338.00	
<b>Books &amp; Supplies</b>						
42000	Books				\$ -	
43110	Instructional Materials		8,090		\$ 8,090.00	Goal 1 - 4
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment				\$ -	
43150	Software				\$ -	
	<b>Sub-Total-Supplies</b>		\$ 8,090.00	\$ -	\$ 8,090.00	
<b>Services</b>						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference				\$ -	
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	<b>Sub-total-Services</b>		\$ -	\$ -	\$ -	
	<b>Total</b>		\$ 164,428.00	\$ -	\$ 164,428.00	
	Differential		-		-	
	<b>Allocations</b>		164,428		164,428	