



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hoover Elementary	39686766042634	10/21/2024	11/12/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Hoover's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP).

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Hoover staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have input in what Hoover's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- September 25th, 2023
- October 23rd, 2023
- November 13th, 2023
- December 18th, 2023
- January 23rd, 2024
- February 26th, 2024
- March 25th, 2024
- April 29th, 2024
- May 27th, 2024

- September 30, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting on August 10, 2023
- Title 1 Parent Meeting on August 15, 2024
- English Language Advisory Committee on November 16th, 2023
- Parent Title 1 Review and ATSI Standing on December 14, 2023
- English Language Advisory Committee on February 14th, 2024
- English Language Advisory Committee on May 8th, 2024
- English Language Advisory Committee on May 13th, 2024
- Parent ELAC informational Meeting on September 23, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on February 27th, 2024
- Leadership Meeting on March 14th, 2024
- Faculty Meeting on September 17th, 2024
- Leadership Meeting on September 5th, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Hoover, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
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English Learner	106.8 points below standard (red)	125.7 points below standard (red)	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	8.3% suspended at least one day (orange)	X	X	N/A
Students with Disabilities	156 points below standard (red)	population too small, no indicator	2.3% suspended at least one day (yellow)	X	N/A	N/A
American Indian/ Alaskan Native	population too small no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

All students receive Tier 1 Core. Students who exhibit additional support receive assistance depending upon area of need. Tier 2 Supplemental Assistance includes SIPPS grades K-3 and new for 24-25, grades 4-6 PLUS. Students also receive "push-in" into the classroom to provide support during instruction and "pull-out" students for small group interactions and one-on-one targeted intervention from Instructional Assistants for K-8 in Reading and Math. While EL learners receives Tier II support from our Bilingual Assist. All students are offered after school tutoring through the ELOP program and Extended Year Program. Students in need of Tier III support receive an SST referral through the CARE Team which provide interventions\strategies to be monitored for 4-6 weeks. If strategies are not effective a Follow-Up SST will occur which may include a referral for psychological consult.

Students who demonstrate chronic absentee rates are referred to the CARE Team along with support staff such as CWA and school counselors who make home visits to find solutions to improve attendance. This may include reimbursement for transportation costs, administrative\CWA conferences, bus passes for older students and referral to Students in Transition.

Behavior supports to decrease suspension rates include student mentoring, PBIS, CARE Team, home visits, on-site counseling services in both guidance and mental health, afterschool activities to motivate positive behavior, and awards assemblies for Character Trait recognition.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	80.1 points below standard (red)	100.6 points below standard (red)				
Foster Youth						
English Learner	106.8 points below standard (red)	125.7 points below standard (red)				
Long Term English Learner						
Homeless Youth				66.7% chronically absent (orange)		
Socioeconomically Disadvantaged	84.9 points below standard (red)	102.5 points below standard (red)	4.4% suspended at least one day (orange)			
Student with Disabilities	156 points below standard (red)	150 points below standard (red)				
African American	98.8 points below standard (red)		7.6% suspended at least one day (orange)	64.2% chronically absent (orange)		
American Indian/Alaskan Native						
Asian			3.5% suspended at least one day (orange)	52.1% chronically absent (orange)		
Filipino						
Hispanic	80.9 points below standard (red)	99 points below standard (red)	3.5% suspended at least one day (orange)			

Two or More Races				46% chronically absent (orange)		
Pacific Islander/ Native Hawaiian						
White	102.7 points below standard (red)	122.1 points below standard (red)		50.7% chronically absent (orange)		

Data was reviewed utilizing a Decision-Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we used the following data to identify needs:

- Based on continuous survey data focusing on how to make improvements to student academic achievement, student attendance, and student behavior. The surveys were used as a component to complete the needs assessment for Sown to Grow as well. The top needs for parents were: lack of childcare, lack of transportation, parents who work graveyard shifts and are unable to supervise their children, parent attitude towards the importance of school attendance, and mental health/depression. The top needs for staff were: Increasing Instructional Assists 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
- Upon classroom observations, many students were absent on a regular basis and required the CARE team which included the CWA representative. The highest rates of absenteeism occurred in primary and special education.

When using the 5 Whys technique to analyze the decline in Math performance, we discovered the following strategies to support schoolwide improvement:

- All teachers deliver the district adopted SBE core curriculum
- Intensive intervention included referral to the CARE Team, and based upon suggested methods for additional support may lead to an SST and follow-up SST.
- Provide professional development directly tied to conceptual learning

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	<p>Hoover Elementary was identified as an Additional Targeted Support & Improvement school (ATSI). While Hoover was removed from ATSI status in November 2023, due to a decline in chronic absenteeism and suspension, Hoover did not meet the goals set for academic performance in ELA and/or Math.</p> <p>The following subgroups performance goals in ELA and/or Math are listed below with a new goal set for the 2024-2025 school year.</p> <p>Black/African American > ELA> 14.71 % (+2.8) at/or exceeded grade level. Math> 9.09% (+2,4) at and/exceeded grade level</p> <p>Asian> ELA> 35% (+10) at and/or exceeded grade level. Math> 30% (+15.72) at and/or exceeded grade level</p> <p>Hispanic> ELA> 22.87% (+7.38) at and/or exceeded grade level. Math> 12.5% (0) at and/or exceeded grade level</p> <p>Two or More Races> ELA> 22.22% (-5.37) at and/or exceeded grade level. Math> 7.41% (+4.08) at grade level</p> <p>White> ELA> 12.51% (-1.38) at grade level. Math> 9.68% (+4.12) at and/or exceeded grade level</p> <p>Homeless Students> ELA>6.25% (-12.5) at grade level. Math> 0% (-6.25%) at grade level</p> <p>Student with Disabilities> ELA>3.13% (-5.03) at grade level. Math> 6.45% (+2.37) at grade level</p> <p>Socioeconomically Disadvantaged Students>ELA>21% (+3.39) at and/or exceeded grade level. Math>12.9% (+2.31) at and/or exceeded grade level.</p> <p>ELA: By EOY 2024-25, per CAASPP Results, based on the last diagnostic for CAASPP (2023-24), the total number of students in all academic subgroups identified as former ATSI who meet standards will increase by 10% or more.</p> <p>MATH: By EOY 2024-25, per CAASPP Results, based on the last diagnostic for CAASPP (2023-24), the total number of students in all academic subgroups identified as former ATSI who meet standards will increase by 10% or more.</p> <p>ELA: By EOY 2024-25, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 10%.</p> <p>By EOY 2024-25, per CAASPP Results, based on the last diagnostic for CAASPP (2023-24), the total number of students who meet standards will increase by 10% or greater from 21.97% to 25%.</p> <p>EL: By EOY 2024-25, per ELPAC, increase the number of students who reclassify by 15 students.</p> <p>By EOY 2024-25, per CAASPP (2023-24), the total number of EL students who meet standards in ELA will increase from 2.22% to 12%.</p> <p>Math: By EOY 2024-25, per iReady Diagnostic 3 Growth Report, 25% of Grade 6-8 students will meet grade level standards.</p> <p>By EOY 2024-25, 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%.</p> <p>By EOY 2024, per CAASPP Results, based on the last diagnostic for CAASPP (2023-24), the total number of EL students who meet standards will increase by 10% or greater from 0% to 12%</p> <p>By Winter 2024, per iReady Diagnostic 2 Results Report, the total number of students performing 2 or more grade levels below will decrease by 10% or greater.</p> <p>By Winter 2024, per iReady , EL students who meet standards will increase from 4.76% to 10%.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

Professional development to address student learning loss.

Lack of experience and knowledge of the cultures for students of color as well as, biases that continue to contribute to the educational gap.

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

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

Not all teachers followed curriculum suggested pacing guides to expose all students to Grade Level Core Content.

Some grade levels participated in collaboration instead of focusing on the 4 questions of a true PLC.

Students identified as Second Language Learners need additional support in the acquisition of concepts, context, and application of the English language in speaking, listening, reading, and writing.

Students need access to updated reading materials of interest.

Students need access to extra-curricular activities that challenge their skill sets and promote student sense of belonging.

Parents, students, school and our community need to strengthen relationships to provide appropriate services with continuity.

Lack of exposure to opportunities for higher learning with focus on college and career.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA	Winter 2023 @ 25%	Winter 2024 @ 35%
iReady Math	Winter 2023 @ 17%	Winter 2024 @ 27%
CAASPP ELA	2022-23 @ 21.97%	2023-24 @ 30%

CAASPP ELA/ELs	2022-23 @ 2.2%	2023-24 @ 12%
CAASPP Math	2022-23 @ 12.76%	2023-24 @ 25%
CAASPP Math/ ELs	2022-23 @ 0%	2023-24 @ 12%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career & Technical Education</p> <p>Students will be exposed to career and technical education opportunities through counseling whole class presentations. This will include XELLO, and a wide variety of career interest inventories that provide students with college and career discovery, self-exploration, and planning programs that help people of all ages achieve their potential in career and life.</p> <p>Students will attend experiential trips to local farms and other hands-on Science opportunities to build knowledge and skills as well as career exploration opportunities for students. Educational presentations will be brought to school to support STEM, Social Studies, and additional hands-on experiential learning activities.</p> <p>Students will have the opportunity to participate in classes that support technology careers such as culinary arts, digital technology, health careers and technology, robotics, graphic design and engineering. Equipment, Instructional Materials and Supplies.</p> <p>Title I Funding Allocation: Pupil Fees: \$4,000 Transportation: \$7,500 Consultants: \$5,000 Instructional Materials and Supplies: \$10,000 Equipment: \$5,000</p> <p>LCAP 1.1 Career & Technical Education: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Low Income, Foster Youth, Students with Disabilities</p>	<p>\$5,000</p> <p>\$4,000</p> <p>\$10,000</p> <p>\$5,000</p> <p>\$7,500</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>

1.1.2	<p>College Readiness</p> <p>CSU-Sacramento springtime 7th/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. All 7th and 8th grade students will participate in high school onsite presentations by Chavez, Edison, Franklin, HCA, Merlo, SECA for motivation and commitment to focus on academia and community involvement.</p> <p>Individual Student Plans will be created for all 7th and 8th grade students with intense focus on short and long-term goals.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
1.1.4	<p>Bilingual Instructional Support</p> <p>The Bi-Lingual Instructional Assist (0.75 Centralized Funding) will continue to work with EL students in grades 4-8 in small groups with both "push-in" and "pull-out" methods.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy.</p>	English Learners	#[Enter amount here]	[Specify the funding source(s)]

1.1.5	<p>English Learner Professional Development</p> <p>Teachers will observe Master Teachers deliver Designated and Integrated ELD instruction. LDO will provide PD in optimal research-based effective instructional strategies. Substitute Teachers will cover classes of the observing teachers.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.</p>	English Learners	#[Enter amount here]	[Specify the funding source(s)]
1.1.6	<p>English Learner Programs and Supports</p> <p>Teachers will receive PD for ELD Instruction through the LDO department and district/county PD opportunities. EL Site Coordinator will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p>	English Learners	#[Enter amount here]	[Specify the funding source(s)]

<p>1.1.7</p>	<p>Teacher Collaboration, Professional Development, & Academic Support</p> <p>Staff will be provided opportunities to attend conferences and workshops focused on improved instruction in ELD, Math, Reading, Science, History, teacher pedagogy, and implementation of supplemental programs. In addition to conferences, staff will participated in professional development offered by the Curriculum Department, Language Development Office, and Ed Services to support district level initiatives and improvement. Teachers will be compensated for professional development and collaboration that happens outside of contractual time.</p> <p>Title I Funding Allocation: Conferences: \$33,742 Teacher Additional Compensation: \$10,000</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support: Conferences: \$6,000</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$10,000</p> <p>\$6,000</p> <p>\$33,742</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p>
<p>1.1.8</p>	<p>School Site Administrators Leadership Professional Development</p> <p>Both the Principal and Assistant Principal will attend all district professional development opportunities including those offered during STA PD non-student contact days.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>[\$Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

<p>1.1.9</p>	<p>Professional Learning Community Implementation, Professional Learning and Curriculum Implementation</p> <p>The Solution Tree Consultant will work with all teachers from Hoover and another Elementary School to provide professional development in the establishment and monitoring of a Professional Learning Community. The consultant provides 4 days with funding from our district to work with the PLC Coalition and others (when available) to create a collaborative culture, with a focus on learning and results, creating common formative assessments, and analyzing progress through self-reflection and next steps. Three additional days will be paid for by two school sites to provide additional PD on designated areas for teacher development.</p> <p>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.</p> <p>Additional Comp is also used for collaboration in planning and analyzing data, setting short and long term goals around Professional Development (AVID, PLC\ Solution Tree, Restorative Practices, Equity, ELD, NGSS, etc.) that requires hours beyond the contractual day.</p> <p>This includes additional compensation for collaboration outside of contractual work days.</p> <p>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.). Teachers will identify essential standards by grade level and set classroom monthly goals to monitor achievement of essential standards. The monthly classroom goals will be posted in the classroom. Students will have a planner with Essential Standards they will be working on throughout the school year. Teachers will regularly analyze strategies set during collaboration to determine whether these strategies will support the Mission and Vision of the school.</p> <p>Title I Funding Allocation:</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$21,000</p> <p>\$40,500</p>	<p>3010 - Title I</p> <p>3010 - Title I</p>
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	<p>Teacher Additional Comp: \$21,000 Consultants: \$40,500</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning and Curriculum Implementation: No additional site LCFF is being allocated for this strategy.</p>			
1.1.10	<p>Data Analysis and Evaluation</p> <p>All teachers will utilize data analysis of current student performance prior to each collaboration, academic conference, and identification of students in need of Tier 11 and Tier III interventions. The program specialist will monitor student placement into SIPPS and PLUS, and identify teachers who need additional support in data analysis based upon program recommendations to address student academic needs.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	[\$[Enter amount here]]	[Specify the funding source(s)]
1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>Students at Hoover participate in the summer bridge program as well as Transitional Kindergarten during the school year to assist with teaching students about the school structures and how to navigate campus environments such as the playground, cafeteria, and other spaces.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	[\$[Enter amount here]]	[Specify the funding source(s)]
1.1.12	<p>Acceleration of Learning</p> <p>Supplemental programs will be used to provide students with targeted support to improve learning and acquisition of skills for all students at their individual learning speed and level. These programs include focuses on fine motor skills, reading comprehension and fluency, and other strategic focus areas.</p> <p>Title I Funding Allocation: License Agreements: \$6,000</p> <p>LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$6,000	3010 - Title I

1.1.13	<p>Literacy and Library Supports</p> <p>Library Media Assistant (0.375 FTE Centralized Funding) support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement. Teachers can help to increase student fluency and comprehension through use of the library reading center during their assigned times. Books need to be updated with titles of interest to students. Replace old circulation with updated titles.</p> <p>Title I Funding Allocation: Books and Reference Materials: \$5,000</p> <p>LCAP 1.13 Literacy and Library Supports: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$5,000	3010 - Title I
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1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>Hoover will implement the supplemental program Advancement Via Individual Determination (AVID). To support the implementation, an AVID Leadership Team will meet once a month or more as needed to discuss and analyze student data and the instructional strategies and activities that support and extend student learning through AVID implementation. The team will determine the effectiveness of AVID instructional strategies through AVID walks and evaluation of student work.</p> <p>Supplemental instructional materials and resources to support the implementation of AVID curriculum. Instructional materials to support executive functioning and organizational instructional strategies both of materials and thought processes. AVID materials support students in identifying text structure, writing methods, inquiry, and collaboration. Duplicating of instructional materials for students to use such as graphic organizers and other learning tools.</p> <p>Students will attend field trips to colleges to gain knowledge about college expectations and build interest in attending college and supporting students who would be first generation college students.</p> <p>Title I Funding Allocation: Substitute Teachers: 40 days x \$200 = \$8,000 Transportation: \$2,000 Duplicating: \$2,000</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): Instructional Materials: \$35,000</p>	All Students, English Learners, Low Income, Foster Youth, Students with Disabilities	\$2,000 \$2,000 \$35,000 \$8,000	0100 - LCFF/S&C (site) 3010 - Title I 0100 - LCFF/S&C (site) 3010 - Title I
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<p>1.1.15</p>	<p>Recapturing Learning Loss</p> <p>An Intervention Teacher (1.0 FTE Centralized Funding) has been provided by the district to supports students who have suffered learning loss. The Intervention teacher forms small group instruction based upon student data indicating such a need. Sources of data are i-Ready, ELPAC, SBAC, and Teacher Recommendation based upon End of Unit assessments. Groups are fluid and rotate once students have mastered their individual goal. Differentiation of instruction is provided in both Reading, Mathematics, and Writing. The Intervention Teacher also provides SIPPS and PLUS instruction.</p> <p>Students who are below grade level will be offered afterschool tutoring through the ELOP and Extended Year Program.</p> <p>Teachers provide differentiated instruction in small learning centers and utilize strategic time for those students in need of additional support and re-teaching.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, Students with Disabilities, Low Income, Foster Youth, English Learners</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>1.1.16</p>	<p>Outdoor Education/Science Camp</p> <p>Outdoor Education/Science Camp: Students from all SUSD schools have the opportunity to attend Science Camp either at Sky Mountain Science Camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of Science Camp for all is to ensure equity for all our 5th grade students who may not otherwise have such an opportunity afforded to students of higher economic status in other parts of the state. Students engage in outdoor activities, study ecosystems, learn about sustainability and develop an appreciation for the natural world.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

When comparing iReady Fall to Winter school wide results for 2023 in Reading, Tier 1 increased from 11% to 25%. Tier II remained at 39%. Tier III decreased from 50% to 37%. When comparing iReady Fall to Winter school wide results for 2023 in Math, Tier 1 increased from 8% to 17%. Tier II increased from 43% to 47%. Tier III decreased from 49% to 37%. While students made some academic gains, the realization of how much learning loss stemmed from COVID-19 has continued to weigh heavily on student achievement with a domino effect. The Care Team met on a weekly basis to determine which students were in most need of additional academic Tier 2 & Tier 3 strategies. Instructional Assistants were each assigned a grade span of K-3 and 4-8. The focus for K-3 was in SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) to improve foundational reading skills, while the focus for 4-8 would be in Math. The Instructional Assistants worked with students each day to support the core as suggested by teachers and the Program Specialist. Grades K-3 demonstrated the highest growth in iReady assessments for both Math and Reading which demonstrated a positive impact from utilization of the instructional assistant. Math comprehension improved more for students in 4-6 moving students from Tier 3 to Tier 2 by an average of 20%. The Program Specialist also provided daily tutoring for students at Tier 2 & Tier 3 levels. Teachers attended AVID and PLC professional development in the summer. The team took an objective look at where our implementation of effective instructional strategies were evident and who needed help. A plan was created to utilize teachers who attended the conferences to present information to staff and narrow down our focus to two key areas: Utilizing with fidelity the core curriculum and deepen the quality of collaboration. 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 year involved AVID walk-throughs by the district AVID Team and site leader to ensure all students utilized AVID strategies through the use of binders, planners, and student work displayed under the class WICOR wall. Students learned how to take Cornell notes for grades levels K-8. Several samples were provided by those classrooms who faithfully implemented this strategy. All classrooms were ordered college pennants, planners, pens, highlighters, and binders. These would be the three main strategies of focus school wide. Our EL program was strengthened through the help of the Bilingual Assistant and restructuring 7/8. The Bilingual Assistant worked closely under the support of the Program Specialist. Data folders were regularly updated and students were counseled on their progress. The Program Specialist presented PD for ELD strategies, met with our EL students who were close to re-designation and awarded students with a special certificate when they succeeded. The goal was to increase 25% the rate for re-designation. 23% of students successfully reclassified to RFEP. This was an increase from 9-15 students. 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. Books were ordered in both English and Spanish to increase parent and student reading together. These books also provided new comer students areas of interest they could readily assess in a bilingual format. With the help of our Solution Tree Coach, the PLC Coalition created a new mission and vision statement that was voted on by staff and celebrated in March. License agreements were purchased for Handwriting without Tears and Healthy/Social Choices. Students in grades K-1 and Special Ed. utilized Handwriting without Tears. During IEPs progress in student goals supported its use in both programs (general ed. and special ed.) and for those students needing help with fine motor skills. After school tutoring was provided by teachers representing each grade level and monitored by the Program Specialist. All (Extended Learning Opportunity Program (ELOP) students participated in these programs increasing enrollment from 92 to 180 students! Classes were full at the K-6 grade levels. Attendance was low for 7/8. Shawn Creswell from Solution Tree provides PD for the PLC Coalition which will extend to all teachers through this 3-year plan. The focus continues on building and sustaining a professional learning community with the

focus on student learning and success for ALL students. The team began to look deeper and assess current practices in meeting the needs of all students, examine the school's climate and culture, mission and vision, collective commitments, with a focus on learning. SUSD has contracted with Solution Tree to provide both on-site coaching and cohort off-campus coaching. The PLUS Team attended the PLUS Institute held at Stagg High School. Their fieldtrip to UOP Campus will occur later in the spring. Third grade students attended the AG Adventure Fair Field Trip at the SJCO fair grounds.

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

Hoover lost their Instructional Coach due to a promotion, thus severely limiting teacher support in co-planning and co-teaching opportunities. Absences for both teaching and Para Assistants averaged 11-19 absences per week and were as high as 18 in one day! Only on one day did we have a full staff in attendance. Administration did their best to cover the shortages themselves. Hoover also went without a full-time P.E. teacher and had to rely on subs. Many days, administration covered these classes for 7th and 8th grade students when teachers did not want to receive pay for going without their prep. This greatly impacted the Administration's ability to provide walk-throughs and teacher feedback. While administration was presented with a walk-through schedule that varied grade levels each week (please note this was greatly appreciated) Administration were left with a sense of an inability to provide what should be to teachers on a more regular basis. In addition, many planned PD opportunities during staff meetings were replaced with Keenan trainings. The severe shortage of substitute teachers greatly impacted and halted the school's ability to provide teacher led walk-throughs. The insight that teachers could gain from seeing how their colleagues deliver core instruction and utilize equitable practices was non-existent. Administration offered to cover teacher classes when available to release one teacher at a time to observe their colleagues. In summation, the shortage of substitute teachers, a full-teacher roster, and Instructional Coach greatly impacted teachers' ability to grow in the art of differentiation of instruction, ELD, writing, ELA and Math, thus significantly hindered the intended strategies to be implemented in an effective, efficient, equitable, and professional manner. Hoover had a significant increase in Tri-Ennial IEPs lagging from the impact of COVID, requiring more days than usual for IEPs/Administrator presence, a requirement for all IEPs. Teacher/Parent/Student Communication was significantly impacted. Many teachers opted for Saturday before fall and spring break parent conferences. Others chose to conduct over the phone conferences which the union currently allows to count for part of their contractual parent contact hours. This is clearly not as effective as in-person conferences.

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 2024-2025 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 2024-2025 school year, more funds will be afforded to increase teacher professional development at the site level through district and outside agency consultants already board approved. Based upon long-term data and suggestions from district directors, movement of staff to grade levels that can utilize their strengths in struggling grade levels will occur. The program specialist will provide PD/Training for teachers in grades 4-6 before the fiscal end of 2024, and beginning of the 2024-2025 school year, with SIPPS PLUS for older readers. These changes/updates will be found under LCAP Goal 1.

Goal 2.1

Goal #	Description
Goal 2.1	Decrease the percentage from 4.0 to 2.0 for all students who are suspended by June 1, 2025. School Goal for Attendance/Chronic Truancy: Attendance/Chronic Truancy - Decrease the percentage of 52.6% chronic absence rate to less than 18% for all students by June of 2025. (In 2023-2024) we reduced our chronic absence rate to 39% from 52.6% the previous school year

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

Professional development to address student learning loss.

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

Limited Professional Development for instructional practices that are Equitable and Inclusive for all student populations have contributed to an inability to meet academic and social-emotional needs.

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

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

Not all teachers followed curriculum suggested pacing guides to expose all students to Grade Level Core Content.

Students identified as Second Language Learners need additional support in the acquisition of concepts, context, and application of the English language in speaking, listening, reading, and writing.

Students and Staff lack updated technology.

Hoover has an unfilled vacancy in Special Education and must fill it with substitute teachers until a permanent and qualified applicant can be hired.

Accessible resources for Parents and Families to fulfill basic needs.

Parents need to be able to support their students and themselves with resources for emotional well-being.

Students need socio-emotional support to interact maturely and positively with their peers.

Students need access to extra-curricular activities that challenge their skill sets and promote student sense of belonging.

Parents, students, school and our community need to strengthen relationships to provide appropriate services with continuity.

Hoover must remain a closed campus with specific procedures to allow parents, community members, and outside agencies on-site access.

Hoover is in need of repairs/upgrades to bring our facilities rating to Good.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Report & CA Dashboard Suspension Report & CA Dashboard	52.6% 4.0%	<18% <2%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>All staff will receive professional development through district sponsored activities (STA PD Days), California Community Schools Partnership Grant, Restorative Schools (Pilot Program), and Literature provided during staff meeting reads.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p>	All Students	#[Enter amount here]	[Specify the funding source(s)]

2.1.2	<p>Ethnic Studies Program</p> <p>All Hoover staff will have the opportunity to attend district and site PD for Ethnic Studies. Teachers will receive text materials for developing and improving effective pedagogical practices that center on students of diverse cultures, history and current lived experiences. Staff may also join in a Book Study and meet over ZOOM. Staff will have the opportunity for self-reflection and personal growth toward empathy and value for students and their families representing diverse cultures.</p> <p>The Leadership Team and Program Specialist will meet to discuss reading materials for students in grade 7 & 8 as well as meeting with the District Librarian and Director of Ethnic Studies. Books with emphasis on Ethnic Studies for Teachers, Support Staff, and Administration.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: Books and Reference Materials: \$5,000</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$5,000	0100 - LCFF/S&C (site)
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Hoover Staff will receive opportunities to attend on and off-site presentations to learn about Equity and Inclusion in the educational setting. Students will be set up for social and academic success paving the way to contributing members to our society. Staff will learn about their own biases and how such biases have stagnated opportunities for students of color, low socio-economic status, students with disabilities, gender identity, and more. A historical look on where acts of discrimination began and still harbor is an important part in understanding how to change the future to one that is Equitable and Inclusive.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>	All Students	\${Enter amount here}	[Specify the funding source(s)]

<p>2.1.4</p>	<p>Cultural Relevance, Outreach, and Support</p> <p>Hoover celebrates our diverse student, family, and staff populations. Learning about one's culture is a first step in accepting and celebrating the cultures of others.</p> <p>Student groups/families will be provided support by referrals to relevant advisory teams made possible by the Family Resource Center. Parents Advisory Committees include -African American/Black Parent Advisory Committee, Latino Parent Advisory Committee, Parent Advisory Committee, Native American.</p> <p>Additional resources include Food Distribution, Family Tips, Foster Youth, Parent Liaisons, Child Abuse Prevention Council and more.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>2.1.5</p>	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>The PBIS Team meets twice each month to monitor student participation and progress in social skills, building teams, sense of community and connectedness to the school. The school has adopted street signs that promote positive characteristics and label each building. 7th & 8th grade students mentor students in younger grades and those students with special needs. Students participate in fun, social supportive activities such as Field Days, No one Eats Alone, Friendship Weeks, Daily Check-In, Check-Out with Mentors, and other Character Recognition Activities. Monthly assemblies recognize students for Character Trait of the Month, RACE (Respect, Accountability, Character, and Excellence). PBIS incentives are board approved to increase positive behavioral and attendance. Fun Fridays also provide music, dance, and popcorn during all student lunches.</p> <p>Materials, resources, vendors, incentives are covered through PBIS funds as well as Fund Raising Activities.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.</p>	<p>All Students</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>The CARE Team will receive student referrals for guidance for appropriate interventions for Tier II and Tier III needs affecting student academics, behavior, social-emotional needs, inclusive practices, and basic needs. Interventions will run a minimum of 4 weeks and then reviewed. If interventions are not affective, the next step will be to refer for a Student Study Team Meeting.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p>	All Students	#[Enter amount here]	[Specify the funding source(s)]
2.1.7	<p>Behavior Support Services</p> <p>All students will receive opportunities to learn socially appropriate behaviors through classroom and schoolwide presentations. Students who are identified in need of additional support will be referred to the CARE Team. Parents will be incorporated into the process of intervention through Behavioral Support processes that would come as a Tier 1 source.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p>	All Students	#[Enter amount here]	[Specify the funding source(s)]
2.1.8	<p>New Teacher Training and Support</p> <p>All new teachers will receive instructional support with a mentor teacher, induction teacher, program specialist and administration. All new teachers will attend recommended PD to support their instructional needs.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p>	All Students	#[Enter amount here]	[Specify the funding source(s)]

2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>	All Students	#[Enter amount here]	[Specify the funding source(s)]
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Parents wishing to enroll students in our school are sent to Central Enrollment. Parents requesting transfers due to relocation or hardships within the district are referred to Central Enrollment. A waiting list is provided for students at the site when a family must be split among sites as the goal is to have entire families attend the same school site.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Students with Disabilities, Low Income	#[Enter amount here]	[Specify the funding source(s)]
2.1.11	<p>Student Attendance and Truancy</p> <p>Truancy letters generate a student conference with the CWA and school counselor. Chronic absenteeism is referred to the CARE Team for strategies to be implemented. Such strategies may include home visits, student/parent conferences, counseling, referrals to Families in Transition, Check-In and Check-Out with a mentor staff member, and incentives for improved attendance.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]

2.1.12	<p>Health and Wellness Services and Supports</p> <p>Hoover students receive free of charge flu vaccinations, eye exams, dental exams and dental work, hearing assessments through district, county, and local colleges/universities. Families can also qualify for free Tdap vaccinations for their students entering 7th grade.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>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 latent effects from COVID-19. The mental health clinician provides specialized services and can diagnose emotional disorders, referring students (via parents) to their physicians for possible next steps in treatment.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]

<p>2.1.14</p>	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Hoover is 1 of 5 schools selected to participate in a pilot program for a School Wide Restorative School. A Restorative Team will consist of School Counselors, PBIS/PLUS Lead Teacher, Administration, and ELOP Facilitator. Restorative Bootcamp is a two-day professional development where the Restorative Team will learn the Why, Nuts n Bolts, and Plan for Successful Implementation of the Restorative School Program. Grant funds will pay for counselors. The site will pay for those members not funded. The conference is in San Diego. Costs include: Registration, Airfare, Hotel, Meals and Parking.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>2.1.15</p>	<p>School Connectedness</p> <p>Students will participate in school wide surveys created by the site at the beginning and end of year to gauge sense of school connectedness. Students in grades 3-8 will engage in weekly social-emotional surveys through Sown to Grow.</p> <p>Teachers and members of the site safety team will receive immediate notification to act upon from the Sandy Hook, Say Something Anonymous Reporting System. Early intervention will occur in a timely manner.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

<p>2.1.16</p>	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>The Assistant Principal will attend all Restorative PD, PBIS, and supervise the implementation of restorative practices schoolwide.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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2.1.17	<p>Additional School Site Support</p> <p>-2.1.17.A- Two Instructional Assists (1.0 FTE & 0.75 FTE) will work in small groups with students to support ELA and Math core instruction. The Instructional Assistants will support small group Tier 2 instruction for ATSI targeted groups to increase academic performance. The Instructional Assist will support the implementation of supplemental programs such as AVID, SIPPS, and PLUS.</p> <p>Title I Funding Allocation: Instructional Assist Salary and Benefits (1.0 FTE): \$75,537 Instructional Assist Salary and Benefits (0.75 FTE): \$47,121 Instructional Assist Additional Compensation: \$380</p> <p>LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p> <p>-2.1.17.B- The Program Specialist (1.0 FTE Centralized Funding) will be instrumental as an instructional leader for teacher support by providing targeted support and professional development in ELA, Math, and English Language Development. The Program Specialist will work collaboratively with teachers, supporting the implementation of supplemental curriculum and strategies to ensure fidelity, coach teachers on high quality first instruction, and provide intervention support for Tier 2 intervention. In conjunction with administration, the Program Specialist will assist administration in the coordination and monitoring of all district and state assessments including ELPAC and re-designated English Language Learners. The Program Specialist will provide support to teachers during collaboration outside of contractual hours.</p> <p>Title I Funding Allocation: Program Specialist Additional Compensation: 26 hrs x \$74 = \$2,000</p> <p>LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$380 \$75,537 \$47,121 \$2,000	3010 - Title I 3010 - Title I 3010 - Title I 3010 - Title I
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2.1.18	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (Reading, Writing, Math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary Science Camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p> <p>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.</p> <p>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).</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$[Enter amount here]	[Specify the funding source(s)]
2.1.19	<p>Technology and Innovation Support</p> <p>All students will receive a new chromebook to participate in on-line learning opportunities including core curriculum, extended learning, STEM, etc. Student support will be provided through their teacher and program specialist.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$[Enter amount here]	[Specify the funding source(s)]

2.1.20	<p>Instructional Technology</p> <p>Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards.</p> <p>Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components (sound systems), and other instructional ancillary devices.</p> <p>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, projectors, computers, etc.)</p> <p>Maintenance Agreements are necessary to keep copiers and Duplo in working condition and to provide materials necessary for duplication that support student academics in the common core.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.20 Instructional Technology: Equipment: \$31,380</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$31,380	0100 - LCFF/S&C (site)
2.1.21	<p>Instruction and Teacher Staffing</p> <p>All students will receive high-quality instruction in the district's adopted core and intervention materials. When teacher absences occur a substitute teacher will be utilized. If substitute teachers are not available, classes may be split among other teachers on a voluntary base, or the Program Specialist or credentialed staff member may cover the class. If none of the above options are available, administration will take shifts in covering the class.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]

<p>2.1.22</p>	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Site Administration will attend district and county recruitment fairs in order to fill site vacancies. Long-term substitutes that demonstrate high quality instruction will be encouraged to apply through the Human Resource Department. Administration will continue to support all staff with recognition, motivation, and encouragement to remain at their assigned site.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>2.1.23</p>	<p>School Facilities</p> <p>All site facilities will be kept in consistently clean, safe, and sanitized conditions. All areas in need of repair will be reported and a work order will be placed. Monthly meetings will be held with custodial staff.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>2.1.24</p>	<p>Student and Campus Safety</p> <p>The Campus Security will maintain student and premise supervision for safety. Potential site incidents will be immediately reported to Administration. The CSA will also initiate Catapult for threats to student, staff, and site safety as identified through Catapult and REMS Trainings.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

The school counselors, 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 counselors provided end of trimester attendance and RACE assemblies for character recognition. 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 adopted students in the MOD/SEVERE Mental Handicap grades K-2. They also acted as conflict mediators on the playground during recess. Daily incentive "RACE" tickets were handed out by all staff including noon duty when students demonstrated positive character traits. The CWA representative presented classroom weekly perfect attendance incentives. The schools mission statement was reviewed and revised. The new mission statement was presented to the public, and school committees for feedback. The Program Specialist, 8th grade PLUS Teacher/PBIS Site Coordinator, and Assistant Principal attended on-line PBIS meetings and took suggestions from the district's PBIS Director. One of the most impactful activities occurred with school buildings labeled with street signs that displayed names of encouragement to foster self-esteem. The PBIS Site Coordinator also led teachers to identify the Big 5 for grade level behaviors and to identify steps to intervene before referring to administration. Data from the 2023 CA Dashboard demonstrated a significant drop in suspension rates for ATSI subgroups. Homeless declined 7.9%, Black or African American students declined 2.6, White declined 2.4%, Two or More Races declined 2.1 %, and English Learners declined 1.4%. ATSI subgroups for Students with Disabilities maintained at .2%, as well as, Socio-economically Disadvantaged at -.02%. As of March 15, 2024, the majority of suspensions (40) were In-House suspensions stemming from a teacher's right to suspend from class for 2 days. 8th grade had the highest number of suspensions (20) followed by 7th grade with (15), 5th grade (4), and 3rd grade (1). Hoover had 1 expulsion in February 2024. Students and parents completed a needs assessment both on campus, in ELOP, and on the school's website. The needs assessment was given in the beginning of the year and again in winter. The highest areas of concern for students and parents were Behavior Problems (67%), Family Stress (51%), Basic Needs (60%), and Mental Health (42%). CARE TEAM meetings were held at least 3 times a month throughout the school year. Student referrals and updates on progress was a huge component of the meeting to ensure no student fell through the cracks and that services did not overlap. The addition of a second counselor provided by our district and mental health clinician were utilized to the fullest extent possible. Students and families were supported with individual appointments, SST's, parent support groups, and referrals to outside agencies. Counselors also provided small and large group activities to instill a sense of belongingness. Students rated a sense of belongingness at 72%. Students in grades 7 & 8 were able to access Healthy Choices software to deal with vaping and marijuana use. Hoover's goal was to be at or less than 1% for discipline schoolwide which did not occur. The decrease from 4.6% to 4.0% was significant enough to move Hoover out of ATSI standing for both discipline and chronic absenteeism. Rates of Chronic Absenteeism for ATSI subgroups dropped significantly with Two or More Races (-19.3%), Homeless (-11.5%), Asian (-10.2%), White (-10.1), and African American (-6.5%). The overall rate for Chronic Absenteeism was still high at 52.6% with a significant decline of (-8.7%) school wide, moving Hoover to Orange.

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

The loss of student social emotional development weighed far more significant than one could imagine. Hoover needed a new curriculum to support the social emotional needs (SEL) of students stemming from the aftermath of COVID-19 and isolation. Students had difficulty in understanding empathy, patience, and the social morals they would have developed in co-habitation of a structured classroom with their peers. Time spent in isolation can be theorized to the dependency on social media. Social media became a tool for cyber bullying. On the student needs assessment Cyber Bullying was rated as a concern at 46%. Drugs were rated as a concern at 76%.

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.

New annual outcomes will be determined by the needs assessment reviewed by staff, parents, ELAC, and SSC committees. Hoover has applied for the California Community Schools Partnership Program (CCSPP) Grant. This grant will allow Hoover to purchase the newest and most current research based curriculum for social emotional learning. We also look to the addition for a parent liaison through the grant's funding. Both of these goals will be found under LCAP Goal 2, Safe and Healthy Learning Environments and under LCAP Goal 3, Meaningful Partnerships.

Goal 3.1

Goal #	Description
Goal 3.1	

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

Limited Professional Development for instructional practices that are Equitable and Inclusive for all student populations have contributed to an inability to meet academic and social-emotional needs.

Students identified as Second Language Learners need additional support in the acquisition of concepts, context, and application of the English language in speaking, listening, reading, and writing.

Students need socio-emotional support to interact maturely and positively with their peers.

Students need access to extra-curricular activities that challenge their skill sets and promote student sense of belonging.

Lack of exposure to opportunities for higher learning with focus on college and career.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Survey Increased sense of student belongness.	75 %	100%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities</p> <p>Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>Students in grades 7 & 8 fulfill leadership positions with PLUS. The PLUS team mentors students in all grade levels including students with Special Needs. Students in grades 4-6 will have the opportunity to join the Student Council fulfilling the positions of President, Vice President, Secretary, Treasurer, and Sargent at Arms. This opportunity allows students to learn about parliamentary representation of a school population for intermediate grades.</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$(Enter amount here)</p>	[Specify the funding source(s)]
3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>All students have the opportunity to participate in field activities during lunch recesses and after school through the Extended Learning Opportunity Program. Students participate in flag football, basketball, volley ball, and soccer. Grades 7 & 8 compete at the Stockton Parks and Recreational Center. Other activities include the arts: culinary arts, crafts, gaming, music, dance, and technology.</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: Pupil Fees: \$1,000 Non Instructional Materials: \$5,000</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$5,000</p> <p>\$1,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p>

3.1.3	<p>Arts Programing</p> <p>Through Proportion 28 all students in grades K-8 will be exposed to the ARTS. Such activities include: Music, Dance, Theater, Arts/Crafts, Photography, Field Trips to Live Productions, Art Museums and Events, Virtual and on-site Consultants/Vendors, with additional funds used for materials, supplies, equipment, and an Art Teacher.</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Foster Youth, Low Income, All Students, English Learners	#[Enter amount here]	[Specify the funding source(s)]
3.1.4	<p>Expanded Learning and Enrichment Opportunities</p> <p>The ELOP program will enroll more than 180 students in its after school program. The program provides enrichment in a variety of ways that include sponsoring athletic events, arts and crafts, dance, field trips, guest presenters, electronic gaming systems, field games, board games, and community events.</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 3.4 Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	#[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Kindergarten teachers offered a half-day introduction to Kindergarten and reviewed grade level expectations, toured the campus and answered parents' questions. Hoover will easily meet it's goal of exceeding the number of parent meetings from 20-25 by the end of May, 2024. Back to School Night was a success with the greatest number of parents in attendance since return from COVID in 2022. A newly elected SSC and ELAC occurred in September 2023. Parents and the public were offered attendance in-person in the library or by ZOOM. Our school counselors in partnership with Family Resource Centers provided weekly parent

workshops each Monday, barring holidays and school breaks. Parents gathered December 14th to review Hoover's ATSI standing in comparison to other SUSD schools, and did a gallery walk to discuss possible causes (WHY). Information for the Title I Comprehensive Needs Assessment and Parent Needs Assessment was made available and distributed. Teachers chose to hold parent/student/academic conferences on Saturdays before fall and spring break and/or chose after school or telephone conferences. Parents will receive additional books and pamphlets during the community fair scheduled to take place after SBAC and iReady spring assessment windows. The library was filled with books in both English, Spanish, and English/Spanish combined!

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

Academic Parent Teacher Team Conferences did not happen. Those teachers who were interested in holding these meetings were the same teachers that provided Saturday conferences. There just wasn't the buy-in one would have received from a SIG school. Having a closed campus may have hindered the opportunities for building teacher/parent relationships. This was the first year Hoover closed its campus due to a disturbance on campus involving a parent and staff member. Staff voted on condensing evening teacher/parent/community activities to three: Back to School Night, Winter Title I & STEM Night, and Community Fair.

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 did not occur as intended, the strategies will roll over for the 2024-2025 year. Annual outcomes will be made the same as determined by the needs assessment reviewed by staff, parents, ELAC, and SSC committees.

Goal 4.1

Goal #	Description
Goal 4.1	<p>Increase the number of parent meetings/events (pre-COVID) from 20 -25 by June 2025.</p> <p>By the end of the 2024 school year, parent completion of the Parent Needs Assessments will increase by 50%.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Accessible resources for Parents and Families to fulfill basic needs.

Parents need to be able to support their students and themselves with resources for emotional well-being.

Students need socio-emotional support to interact maturely and positively with their peers.

Parents, students, school and our community need to strengthen relationships to provide appropriate services with continuity.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Agendas & Sign-In Sheets # Completed Needs Assessments	20 73	25 150

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	<p>Family and Community Communication, Empowerment, and Engagement</p> <p>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 pre-test students.</p> <p>Parent Meeting: 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.</p> <p>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.</p> <p>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.</p> <p>Title I Funding Allocation: Meeting Expenses: \$2,416 Title I Parent Books and Reference Materials: \$1,000 Title I Parent Non-Instructional Materials: \$946 Title I Parent</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$2,416</p> <p>\$1,000</p> <p>\$946</p>	<p>3010 - Title I - Parent</p> <p>3010 - Title I - Parent</p> <p>3010 - Title I - Parent</p>

4.1.2	<p>District Strategic Planning and Communication</p> <p>All parents will receive communication via the school site of District Events through Flyers, LCAP Surveys, CWA, Volunteer Opportunities via Be A Mentor, Blackboard Communication, and Opportunities for SSC, ELAC, and Parent Committees.</p> <p>Title I Funding Allocation: No additional site Title I Funding is being allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p>	English Learners, Students with Disabilities, Low Income, Foster Youth, All Students	#[Enter amount here]	[Specify the funding source(s)]
4.1.3	<p>Community Schools Supports and Resources</p> <p>Through the California Community Schools Partnership Grant, Hoover will be able to support a Parent Liaison to build relationships between the school and community.</p> <p>Title I Funding Allocation: No Additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 4.3 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	Foster Youth, Students with Disabilities, Low Income, English Learners, All Students	#[Enter amount here]	[Specify the funding source(s)]
4.1.4	<p>Parent Advisory Committee Supports and Resources</p> <p>The Parent Advisory Committee will be formed to participate in advisement for the California Community Schools Partnership grant.</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	#[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Thus far, Hoover has met the goal to increase the number of students from 20-30 with special needs who attend special day class to mainstream into general education classes. This is accredited by large to the implementation of SIPPS and Heggarty Phonological Awareness, phonics, and site words for AUT Levels 2 & 3 and Occupational Handicap students. General Ed and Special Ed are grouped based by need for 45 minutes each day. This models a small learning community program. There are additional students who mainstream for an entire day to general ed and some for either ELA, Math, or Social Sciences. The success of this plan is due to the process of collaboration with an intense focus on reading foundational skills, and supervised by the Program Specialist. The first 30 minutes of each collaboration is devoted to student progress and fluid grouping based upon SIPPS data and teacher input.

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

There are no differences.

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.

We will use end of 2022-2024 SIPPS data to determine a new baseline for growth to be set for the 2024-2025 school year.

Goal 5.1

Goal #	Description
Goal 5.1	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 15% or greater as measured by CAASPP.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

Professional development to address student learning loss.

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

Lack of experience and knowledge of the cultures for students of color as well as, biases that continue to contribute to the educational gap.

Limited Professional Development for instructional practices that are Equitable and Inclusive for all student populations have contributed to an inability to meet academic and social-emotional needs.

Hoover has an unfilled vacancy in Special Education and must fill it with substitute teachers until a permanent and qualified applicant can be hired.

Accessible resources for Parents and Families to fulfill basic needs.

Parents need to be able to support their students and themselves with resources for emotional well-being.

Students need socio-emotional support to interact maturely and positively with their peers.

Students need access to extra-curricular activities that challenge their skill sets and promote student sense of belonging.

Parents, students, school and our community need to strengthen relationships to provide appropriate services with continuity.

Lack of exposure to opportunities for higher learning with focus on college and career.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA /ATSI Standing CAASPP Math/ ATSI Standing SWD	SWD: ELA> 3.13% at grade level SWD: Math>6.45% at grade level	10% or Greater 15% or Greater

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap</p> <p>Weekly CARE TEAM, and Monthly PBIS 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.</p> <p>School counselors will provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address specific academic and behavioral needs.</p> <p>Students will be integrated into general education during SIPPS and areas where specific academics are align with near or at grade level performance. Small learning communities will support students with areas in need of intensive focus. Students will move in and out of small learning communities once academic gains are evidenced.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]

5.1.2	<p>Developing Student Individual Transition Plans</p> <p>All students with IEPs receive a transitional educational plan from Pre-K to K, and 8th grade to H.S. The plain reviews IEP goals and progress and identifies supports that may need to be continued or changed before transitioning to Primary and High School.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP Strategy 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Increase from 30 to 40 the number of students with special needs who attend special day class to mainstream into general education classes by the end of June 2025.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
5.1.4	<p>Culturally Responsive Professional Development</p> <p>All teachers will participate in district and site-based PD addressing the needs of students with IEPs. They will learn cultural sensitivity, address myths that can bias individual concepts, actions, and behaviors. Conferences for Inclusion Practices and Small Learning Communities, Foundation Institute.</p> <p>Title I Funding Allocation: Books and Reference Materials: \$2,200</p> <p>LCAP 5.4 Culturally Responsive Professional Development: Conferences: \$20,000</p>	Students with Disabilities	\$2,200 \$20,000	3010 - Title I 0100 - LCFF/S&C (site)

5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>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.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities	\$[Enter amount here]	[Specify the funding source(s)]
5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Site Administration will attend district and county recruitment fairs in order to fill site vacancies. Long-term substitutes that demonstrate high quality instruction will be encouraged to apply through the Human Resource Department. Administration will continue to support all staff with recognition, motivation, and encouragement to remain at their assigned site.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities	\$[Enter amount here]	[Specify the funding source(s)]
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Parents will be invited to attend district and site informational meetings, referrals to obtain resources from Student Support Services, Family Resource and Referral, Families in Transition, Parent Organizations and the Special Education Department. Additional county resource information will also be included.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$[Enter amount here]	[Specify the funding source(s)]

5.1.8	<p>Enhancing School Engagement and Attendance for Students with Disabilities</p> <p>Hoover will provide student incentives, and student recognition awards assemblies for improved and/or perfect attendance.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
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Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and 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 6.1

Goal #	Description
Goal 6.1	Hoover Elementary was identified as an Additional Targeted Support & Improvement school (ATSI). While Hoover was removed from ATSI status in November 2023 due to a decline in chronic absenteeism and suspension, Hoover did not meet the goals set for academic performance in ELA and/or Math. The following subgroup performance goals in ELA and/or Math are listed below with a new goal set for the 2024-2025 school year. Black/African American > ELA> 14.71 % (+2.8) at and/or exceeded grade level. Math> 9.09% (+2,4) at and/exceeded grade level

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

Professional development to address student learning loss.

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

Lack of experience and knowledge of the cultures for students of color as well as, biases that continue to contribute to the educational gap.

Limited Professional Development for instructional practices that are Equitable and Inclusive for all student populations have contributed to an inability to meet academic and social-emotional needs.

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

Not all teachers followed curriculum suggested pacing guides to expose all students to Grade Level Core Content.

Some grade levels participated in collaboration instead of focusing on the 4 questions of a true PLC.

Parents need to be able to support their students and themselves with resources for emotional well-being.

Students need socio-emotional support to interact maturely and positively with their peers.

Students need access to extra-curricular activities that challenge their skill sets and promote student sense of belonging.

Parents, students, school and our community need to strengthen relationships to provide appropriate services with continuity.

Lack of exposure to opportunities for higher learning with focus on college and career.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA CAASPP Math	21.97% 12.76%	30% 25%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>All African American/Black Students will receive high quality instruction in the use of District Adopted CORE Curriculum and Supplemental Materials across all in all CCSS.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.</p>	African American	#[Enter amount here]	[Specify the funding source(s)]
6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>The site will ensure African American/Black Students receive high quality instruction by highly qualified teachers who support students to see their:</p> <ul style="list-style-type: none"> * Graduation rate increase * Attendance and chronic absenteeism rate decrease * Increase enrollment in Advanced Placement and honors courses * Increase proficiency in Math and ELA * Increase number of students on track in A-G requirements * Increase number of students at or above benchmark in literacy skills * Decrease 1st time referrals for Special Education services <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p>	African American	#[Enter amount here]	[Specify the funding source(s)]

<p>6.1.3</p>	<p>Educator Gap Equity Plan</p> <p>Hoover Teachers will attend PD as offered by the site and district for: Developing and improving effective pedagogical practices that center on Black people's history and current lived experiences. Expanding understanding of anti-black racism and examining how it exists and continues to impact Black students' and their families' material conditions Facilitating self-reflection and personal growth toward empathy and value for Black students and their families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>	<p>African American</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>6.1.4</p>	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>Hoover Teachers will attend PD as offered by the site and district for: Developing and improving effective pedagogical practices that center on Black people's history and current lived experiences. Improve collaboration practices to focus on student needs and skillsets to build upon in academics and socio-emotional needs Facilitating self-reflection and personal growth toward empathy and value for Black students and their families . Provide students a voice in their educational journey</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.</p>	<p>African American</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

<p>6.1.5</p>	<p>BSAP Community Partnerships</p> <p>The Parent Liaison will work the district's African American\Black Parent Advisory Committee.</p> <p>Improving African American/ Black student performance is a responsibility shared among Black families, community partners, and the District. Through our shared partnership, we will leverage the assets of each to provide comprehensive support for Black students, honoring the voices of Black students and their families.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>	<p>African American</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>6.1.6</p>	<p>Development of an African American Studies Course</p> <p>Hoover staff will work with the curriculum department to explore current Ethnic Studies Curriculum and begin with students in 7th and 8th grade. Increase the integration of culturally responsive curriculum and instruction in the classroom setting.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>	<p>African American</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

6.1.7	<p>BSAP School Climate & Wellness Personnel Support</p> <p>Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, 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.</p> <p>School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.</p> <p>Hire a 1.0 FTE Parent Liaison.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.</p>	African American	#[Enter amount here]	[Specify the funding source(s)]
6.1.8	<p>BSAP Community -Based Safety Pilots</p> <p>The BSAP is founded upon five central tenets: Culturally and Linguistically Responsive Pedagogy and Curriculum, Multi-tiered Individual Student Support, Rigorous Standards Aligned Education, Black Excellence Experience, and Black Families, Community Partners, and District Together as One.</p> <p>Hoover is designated to receive the California Community Schools Partnership Grant. The grant will support the financial costs of resources, materials, school wide activities, and a 1.0 FTE Parent Liaison.</p> <p>Hoover is also 1 of 5 schools participating in Restorative Schools Pilot Program.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p>	African American	#[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and 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 Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$289,342.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$394,722.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
3010 - Title I	\$284,980.00
3010 - Title I - Parent	\$4,362.00

Subtotal of additional federal funds included for this school: \$289,342.00

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 (\$)
0100 - LCFF/S&C (site)	\$105,380.00

Subtotal of state or local funds included for this school: \$105,380.00

Total of federal, state, and/or local funds for this school: \$394,722.00

Addendums

2024-25 School Plan for Student Achievement Recommendations and Assurances

Site Name: Hoover Elementary

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

09/30/2024

Date of Meeting

4. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

09/23/2024

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on 10/21/2024.

Date of Meeting

(Optional)

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

Committee

Date of Meeting

Attested:

Dr. Charlene Mah



10/24/24

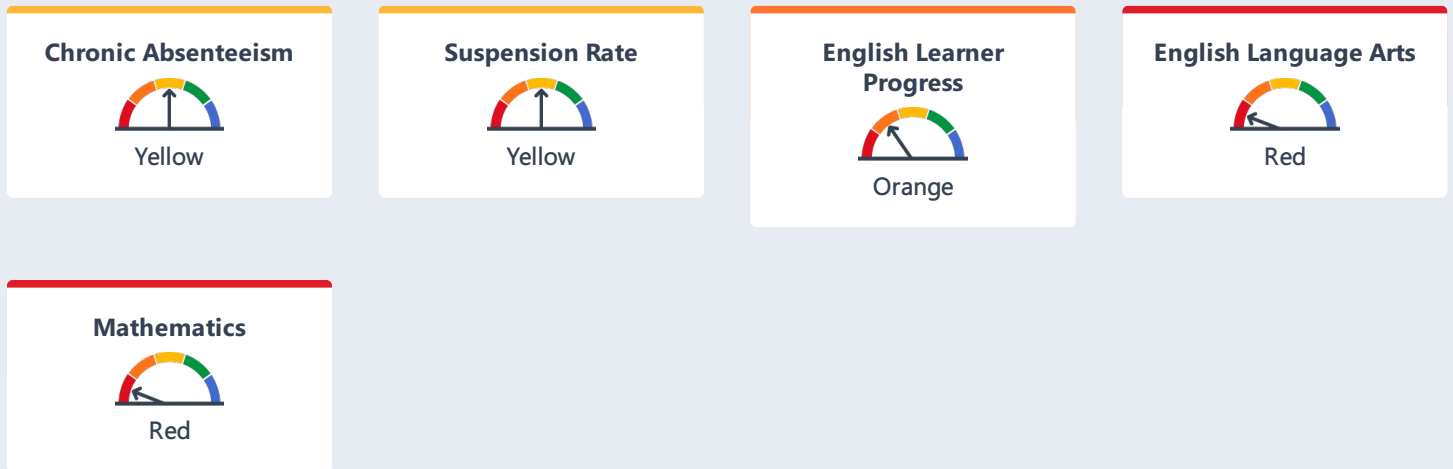
Typed Name of School Principal

Signature of School Principal

Date

Hoover Elementary

Explore the performance of Hoover Elementary under California's Accountability System.



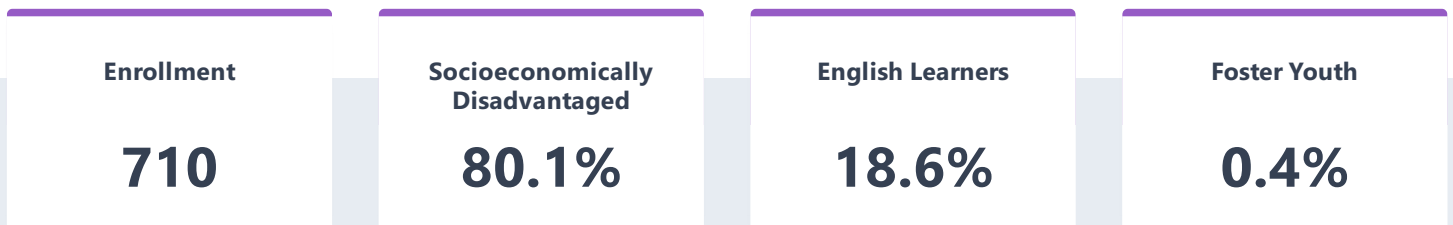
School Details

NAME Hoover Elementary	ADDRESS 2900 Kirk Avenue Stockton, CA 95204-2629	WEBSITE N/A	GRADES SERVED K-8
CHARTER No	DASHBOARD ALTERNATIVE SCHOOLS STATUS No		

HOOVER ELEMENTARY

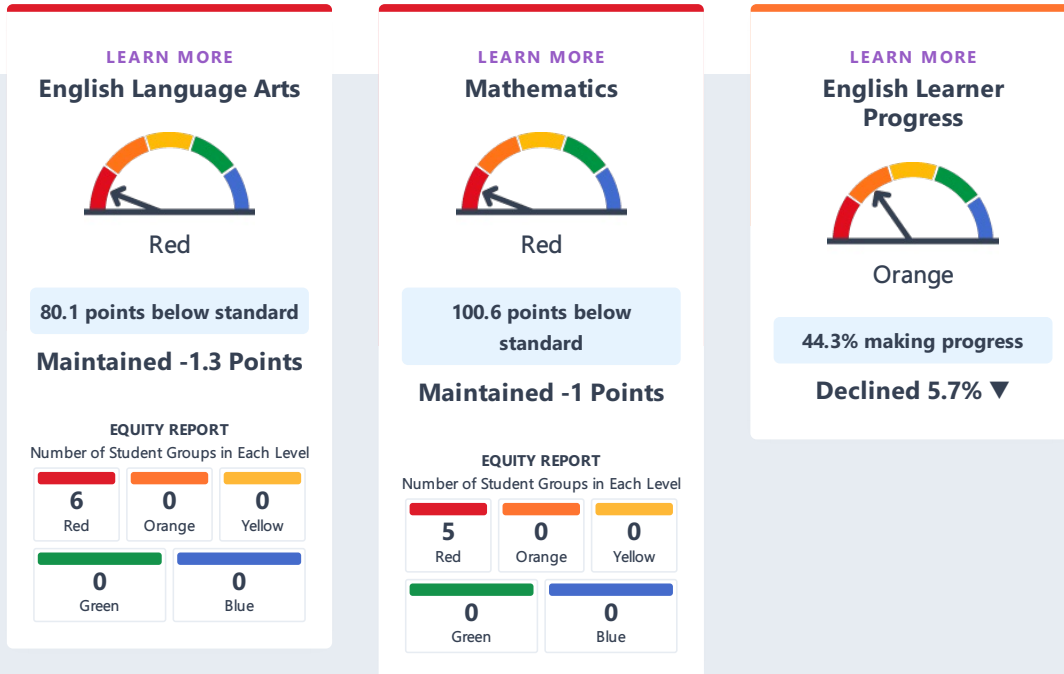
Student Population

Explore information about this school's student population.



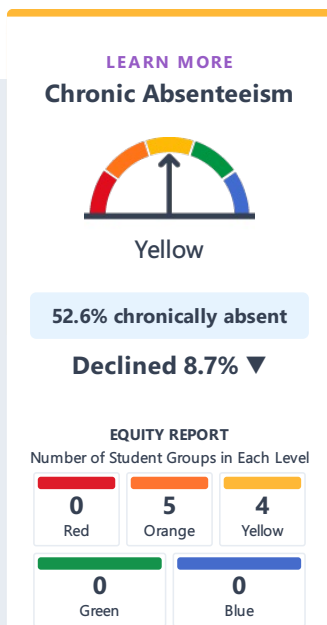
Academic Performance

View Student Assessment Results and other aspects of school performance.



Academic Engagement

See information that shows how well schools are engaging students in their learning.




HOOVER ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE
Suspension Rate



Yellow

4% suspended at least one day

Declined 0.6% ▼

EQUITY REPORT
Number of Student Groups in Each Level

0 Red	5 Orange	3 Yellow
1 Green	0 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Red

80.1 points below standard

Maintained -1.3 Points

Number of Students: 325

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



Red

African American

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

White



Orange

No Student Groups



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian



No Performance Color

35.7 points below standard

Increased 19.2 Points ▲

Number of Students: 20

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

139.7 points below standard

Declined 72.7 Points ▼

Number of Students: 15

Two or More Races



No Performance Color

56.7 points below standard

Maintained -0.8 Points

Number of Students: 25

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

African American



Red

98.8 points below standard

Declined 6.5 Points ▼

Number of Students: 30

English Learners



Red

106.8 points below standard

Declined 19.8 Points ▼

Number of Students: 65

Hispanic



Red

80.9 points below standard

Maintained -1.5 Points

Number of Students: 209

Socioeconomically Disadvantaged



Red

84.9 points below standard

Declined 6.3 Points ▼

Number of Students: 265

Students with Disabilities



Red

156 points below standard

Declined 43.5 Points ▼

Number of Students: 39

White



Red

102.7 points below standard

Declined 7 Points ▼

Number of Students: 31

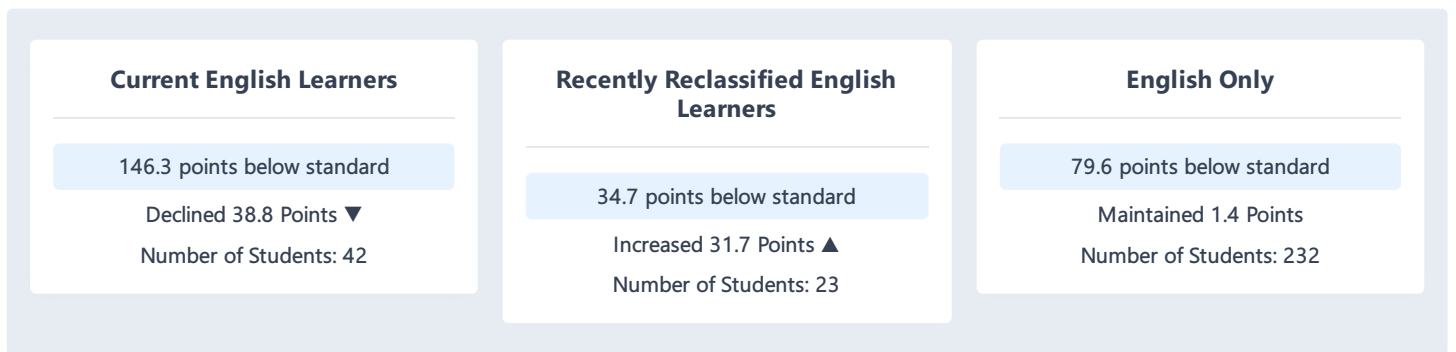
Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	78.8 points below standard	80.1 points below standard

English Language Arts Data Comparisons: English Learners

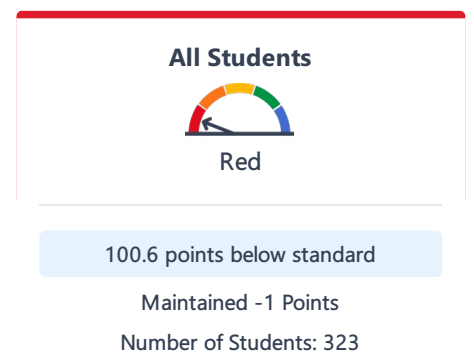
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



Mathematics

All Students

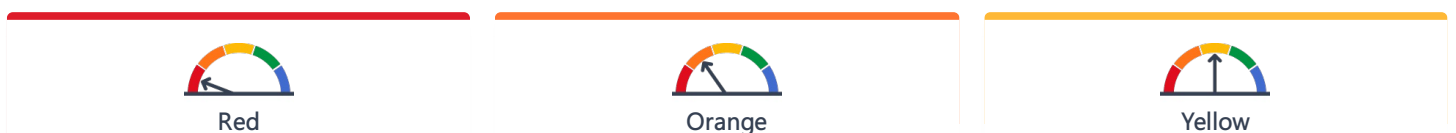
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

White

No Student Groups

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander



African American



No Performance Color

127.7 points below standard

Declined 31.7 Points ▼

Number of Students: 29

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian



No Performance Color

48.9 points below standard

Increased 26.1 Points ▲

Number of Students: 20

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

171.1 points below standard

Declined 71.7 Points ▼

Number of Students: 15

Two or More Races



No Performance Color

115.3 points below standard

Declined 6.6 Points ▼

Number of Students: 25

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



Red

125.7 points below standard

Declined 11.9 Points ▼

Number of Students: 65

Hispanic



Red

99 points below standard

Maintained 0.8 Points

Number of Students: 209

Socioeconomically Disadvantaged



Red

102.5 points below standard

Maintained -0.8 Points

Number of Students: 263

Students with Disabilities



Red

150 points below standard

Declined 31.1 Points ▼

Number of Students: 39

White



Red

122.1 points below standard

Declined 7.9 Points ▼

Number of Students: 31

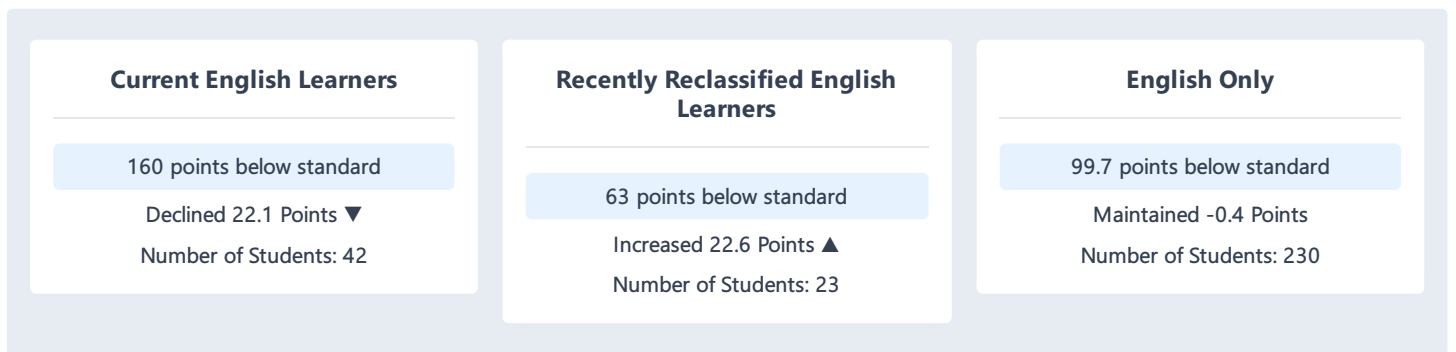
Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	99.6 points below standard	100.6 points below standard

Mathematics Data Comparisons: English Learners

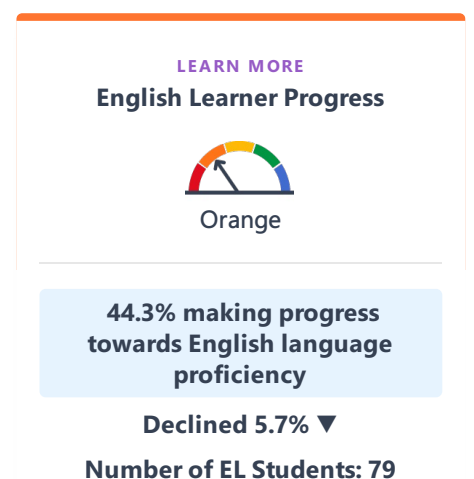
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.



English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?aggllevel=School&cds=39686766042634&year=2022-23>

All Students



Yellow

52.6% chronically absent

Declined 8.7% ▼

Number of Students: 775

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



Red

No Student Groups



Orange

African American

Asian

Homeless

Two or More Races

White



Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Filipino



No Performance Color

55.6% chronically absent

Declined 4.4% ▼

Number of Students: 18

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

African American



Orange

64.2% chronically absent

Declined 6.5% ▼

Number of Students: 81

Asian



Orange

52.1% chronically absent

Declined 10.2% ▼

Number of Students: 48

Homeless



Orange

66.7% chronically absent

Declined 11.5% ▼

Number of Students: 33

Two or More Races



Orange

46% chronically absent

Declined 19.3% ▼

Number of Students: 50

White



Orange

50.7% chronically absent

Declined 10.1% ▼

Number of Students: 71

English Learners



Yellow

47% chronically absent

Declined 12.8% ▼

Number of Students: 151

Hispanic



Yellow

50.8% chronically absent

Declined 8.1% ▼

Number of Students: 494

Socioeconomically Disadvantaged



Yellow

54.4% chronically absent

Declined 10.1% ▼

Number of Students: 631

Students with Disabilities



Yellow

66.7% chronically absent

Declined 4.1% ▼

Number of Students: 165

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

All Students



Yellow

4% suspended at least one day

Declined 0.6% ▼

Number of Students: 829

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



Red

No Student Groups



Orange

African American

Asian

Hispanic

Homeless

Socioeconomically Disadvantaged



Yellow

Two or More Races

Students with Disabilities

White



Green

English Learners



Blue

No Student Groups



No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Filipino



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 18

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

African American



Orange

7.6% suspended at least one day

Declined 2.6% ▼

Number of Students: 92

Asian



Orange

3.5% suspended at least one day

Increased 0.3% ▲

Number of Students: 57

Hispanic



Orange

3.5% suspended at least one day

Maintained 0.1%

Number of Students: 519

Homeless



Orange

8.3% suspended at least one day

Declined 7.9% ▼

Number of Students: 36

Socioeconomically Disadvantaged



Orange

4.4% suspended at least one day

Maintained -0.2%

Number of Students: 677

Two or More Races



Yellow

3.8% suspended at least one day

Declined 2.1% ▼

Number of Students: 53

Students with Disabilities



Yellow

2.3% suspended at least one day

Maintained 0.2%

Number of Students: 177

White



Yellow

3.9% suspended at least one day

Declined 2.4% ▼

Number of Students: 77

English Learners



Green

1.2% suspended at least one day

Declined 1.4% ▼

Number of Students: 164

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	4.6%	4%



Research and Accountability Department

Empowering with data.

Hoover Data Review

April 2024

Summary



Research and Accountability Department

Empowering with data.

Accountability

- Current ESSA Status is “No Status” for the most current year ([slide 10](#))
- State Indicators improved from prior year were Absenteeism and Suspension ([slide 10](#))
- Chronic Absenteeism decreased last year from prior year, ending 2022-23 at 52.6% ([slides 13](#))

Demographics

- Demographics are majority **Hispanic** at 63.9% of the student population ([slide 5](#))
- 18.6% of students were English Learners in the latest school year available (2022-23) ([slide 6](#))

State Assessments

- Percent of students meeting or exceeding standards on **ELA** increased 5.47% from prior year to 21.97% ([slide 14](#))
- Percent of students meeting or exceeding standards on **Math** increased 1.76% from prior year to 12.76% ([slide 16](#))
- Number of **students tested with ELPAC** increased from 2022 to 2023 by 10 students to 120 ([slide 18](#))
- Percent of students scoring at **Level 4** decreased by 1% ([slide 18](#))

Local Assessments

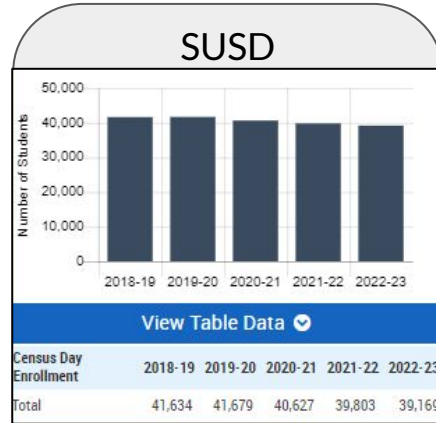
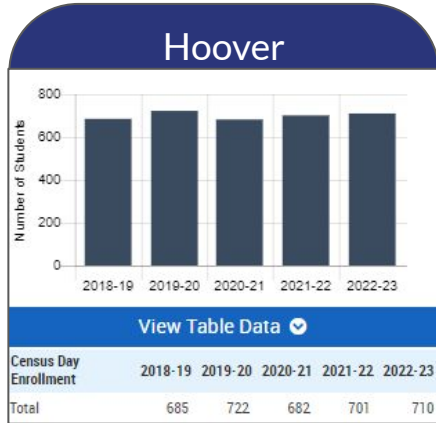
- i-Ready (starting on [slide 21](#)): At the end of 2022-23, **Reading on grade level** increased to 36.5% and **Math** increased to 32%
- i-Ready Lessons: Students have spent on average 22 minutes in reading and 26 minutes in math for i-Ready lessons ([slide 33](#))
- **Engagement in curriculum** (Benchmark, Ready Math) is mixed across the grade levels (starting on [slide 28](#))
- Benchmark indicates higher results in Reading Foundational Skills, but a gap to the district in Reading Informational Text ([slide 29](#))



Research and Accountability Department
Empowering with data.

Demographics

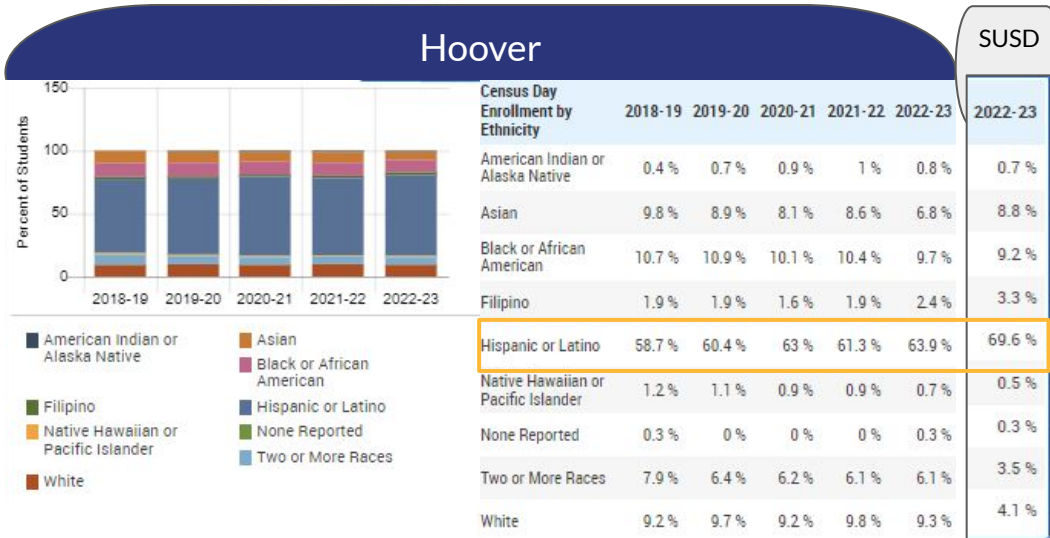
Enrollment



- Hoover's enrollment increased by 9 students from 2021-22 to 2022-23, while the district as a total declined
- Hoover's **stability rate** (percent of students who start and end the school year at the school) is 85.1%, 2% below the district at 87%

Sources: Enrollment: EdData, [Hoover](#)
Stability Rate: DataQuest

Demographics



- Hoover's population is majority **Hispanic**, with 63.9% of the student population followed by 9.7% Black or African American and 9.3% White

English Learners

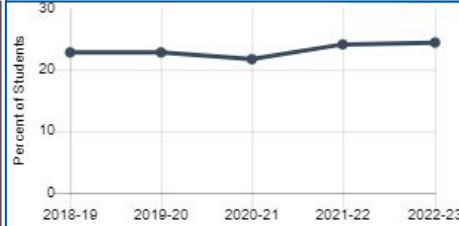
Hoover



[View Table Data](#)

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	18.8 %	17 %	15.7 %	16.7 %	18.6 %
English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	129	123	107	117	132

SUSD



[View Table Data](#)

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.8 %	22.8 %	21.7 %	24.1 %	24.4 %

- Hoover averaged 17% English Learners over the last 5 years
- Most current data is **18.6%** of the student population are English Learners
- The percent of English Learners is **lower** than the district (between 21% and 25% over the last 5 years)

English Learners' Language



Research and Accountability Department

Empowering with data.

Hoover						SUSD					
Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23	Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	0.3 %	0.1 %	0.1 %	0.7 %	0.8 %	All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Arabic				0.1 %		Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Farsi (Persian)	0.3 %					Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Filipino (Pilipino or Tagalog)	0.3 %	0.1 %				Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Hindi		0.1 %	0.1 %	0.3 %		Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Hmong					0.3 %	Punjabi					0.2 %
Khmer (Cambodian)	1.2 %	0.8 %	0.4 %	0.6 %	0.6 %	Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %
Lao			0.1 %								
Punjabi					0.3 %						
Spanish	16.2 %	15.7 %	14.7 %	14.7 %	16.3 %						
Tamil				0.3 %							
Urdu	0.6 %	0.1 %	0.1 %		0.3 %						

- Spanish is the majority language of English Learners
- This is in line with the district as the top language for ELs

Sources: EdData, [Hoover](#)

Current ELs and RFEPs by Grade Level

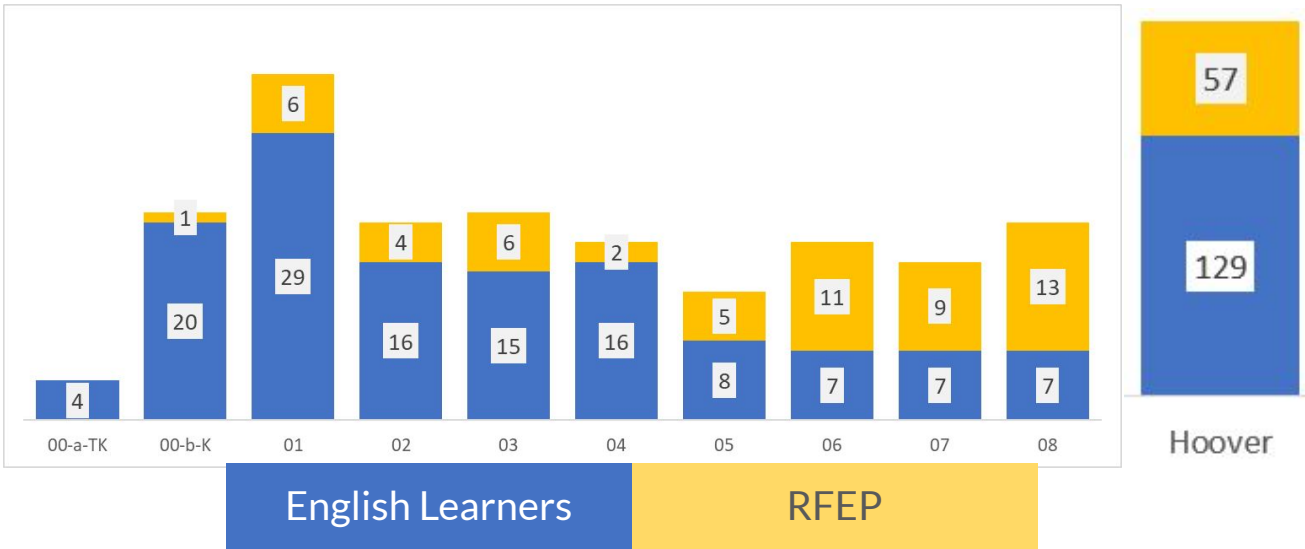


Stockton Unified School District
Since 1952

Research and Accountability Department

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4 21 35 20 21 18 13 18 16 20 186



- Hoover has 129 English Learners and 57 RFEP students*
- 1st grade has the highest number of English Learners at 29
- Average of 13 ELs per grade level

*Source: Synergy, local data as of 4/15/24



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State Assistance & Indicators

2023 ESSA Support



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- Hoover's current status is **"No Status"**, exiting **ATSI** from prior year
- Hoover improved Absenteeism and Suspension
- ELA and Math remained unchanged
- ELPI decreased from Yellow to Orange

Year	Status	Area	Current Indicator	Previous Indicator
Current (2023)	No Status	ELA	1 - Red	1 - Red
2022	ATSI	Math	1 - Red	1 - Red
2021	No Status	Absenteeism	3 - Yellow	1 - Red
2020	No Status	Suspension	3 - Yellow	2 - Orange
2019	No Status	ELPI	2 - Orange	3 - Yellow
2018	CSI			



Note: These are the color indicators on the California School Dashboard

Source: [ESSA 2023](#), visually on [2023 Indicator Dashboard](#)

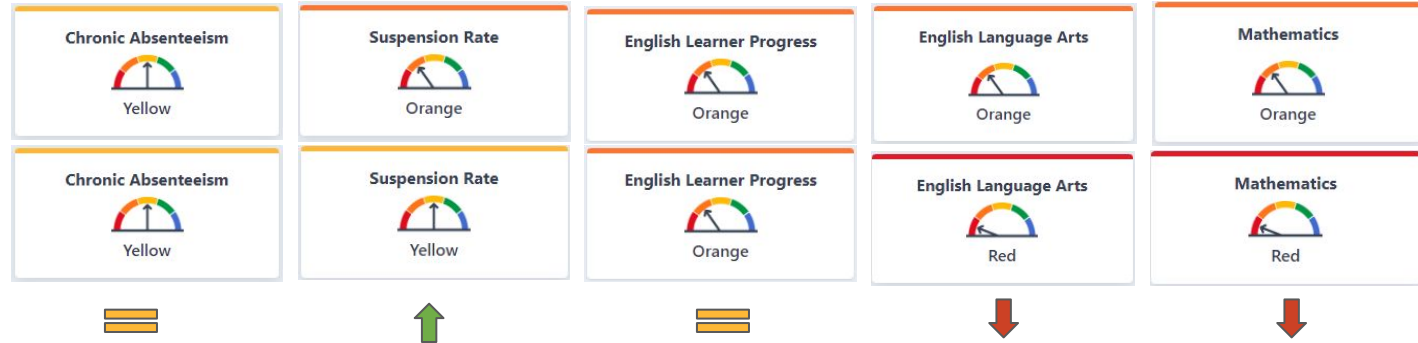
California School Dashboard



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Stockton Unified



- Chronic Absenteeism (Yellow) and ELPI (Orange) were the same as the district
- Suspension rate was better than the district at Yellow
- ELA and Math were below the district, both at Red

Source: [California School Dashboard](#)

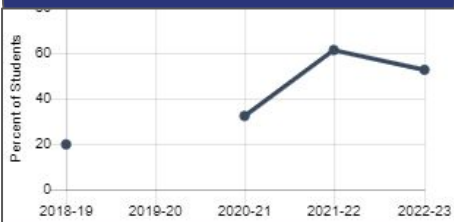
Higher than the district

Lower than the district

Same as the district

Chronic Absenteeism Historical

Hoover

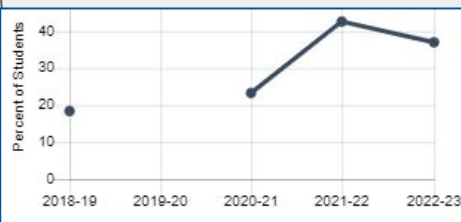


[View Table Data](#)

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	19.8 %	N/A	32.3 %	61.3 %	52.6 %

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	146	N/A	232	482	408

SUSD



[View Table Data](#)

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	18.4 %	N/A	23.3 %	42.6 %	37 %

- Last year, Hoover decreased the percent of Chronic Absenteeism from 61.3% to 52.6%
- This was higher than the district's absenteeism rate at 37%

Sources: EdData, [Hoover](#)

Chronic Absenteeism



Yellow

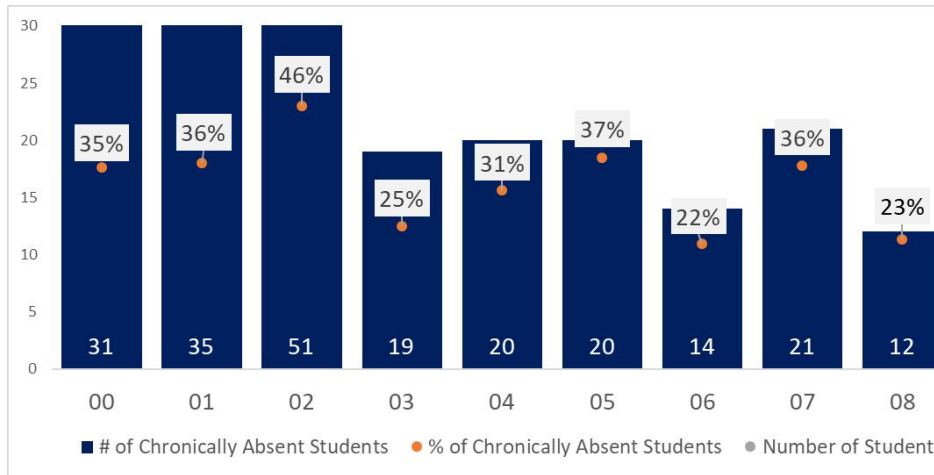
Chronic Absenteeism Current Year



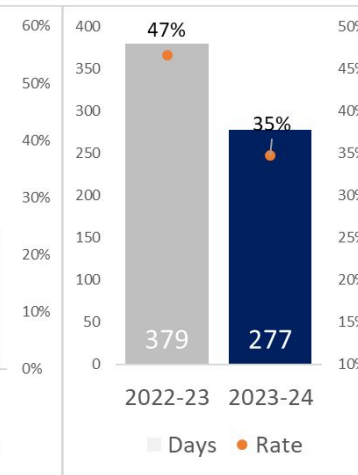
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Hoover Chronic Absenteeism through March

2023-24 Percent of Chronically Absent Students by Grade Level
(# of students Chronically Abs / Total Students)

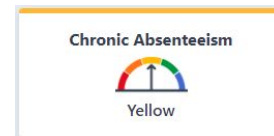


Days Absent



- The number of days absent decreased from 379 to 277 and percent of days decreased by 12% (through March)
- 2nd grade had the highest percent absent at 46%, 51 students

Source: Synergy, local data provided by Student Support services, March

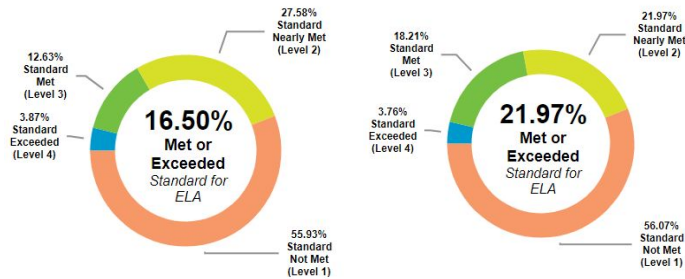


CAASPP ELA 2 years

2021-2022

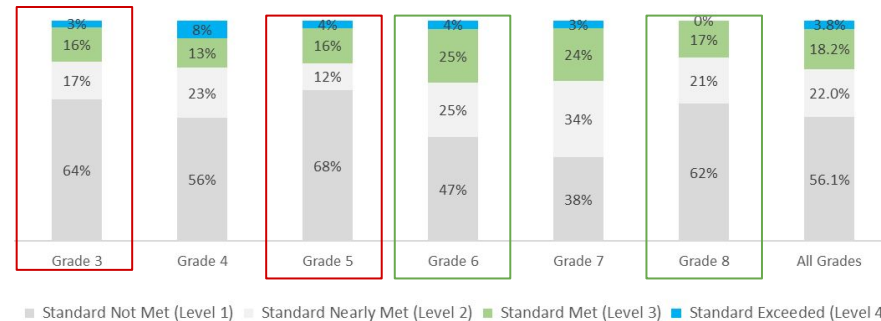
2022-2023

Percent of students within each achievement level



2022-2023

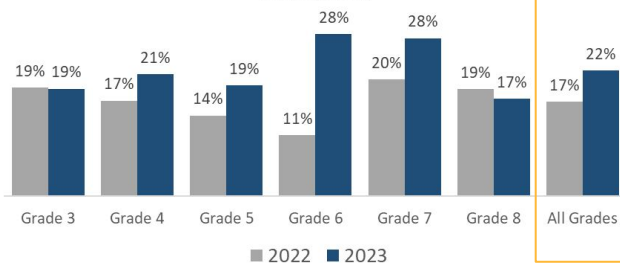
Percent Met or Exceeded Standards by Grade Level



■ Standard Not Met (Level 1) ■ Standard Nearly Met (Level 2) ■ Standard Met (Level 3) ■ Standard Exceeded (Level 4)

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	64%	56%	68%	47%	38%	62%	56.1%
Standard Nearly Met (Level 2)	17%	23%	12%	25%	34%	21%	22.0%
Standard Met (Level 3)	16%	13%	16%	25%	24%	17%	18.2%
Standard Exceeded (Level 4)	3%	8%	4%	4%	3%	0%	3.8%
Number of Students With Scores	64	61	57	53	58	53	346

CAASPP Percent of Student Met or Exceeded Standards 2023 and 2022



- **21.97%** of students met or exceeded ELA standards (5.81% lower than the district at 27.78%)
- This was a 5.47% increase from the prior year
- **6th and 8th grades** had the highest percent met or exceeded standards (28%)
- **3rd and 5th grades** had the lowest percent met or exceeded standards (19%)

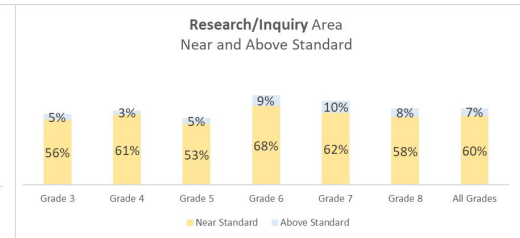
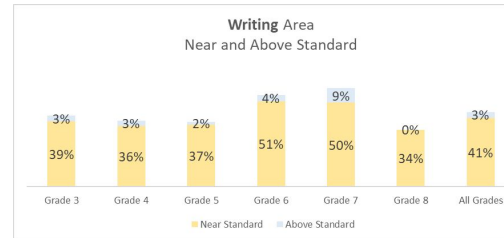
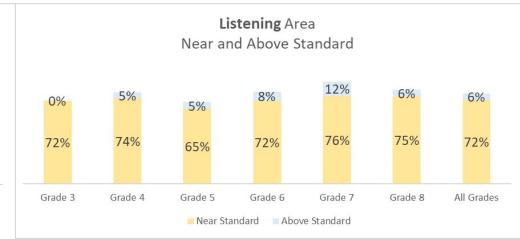
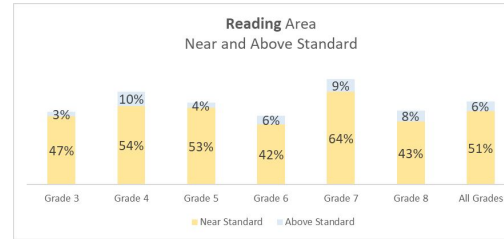
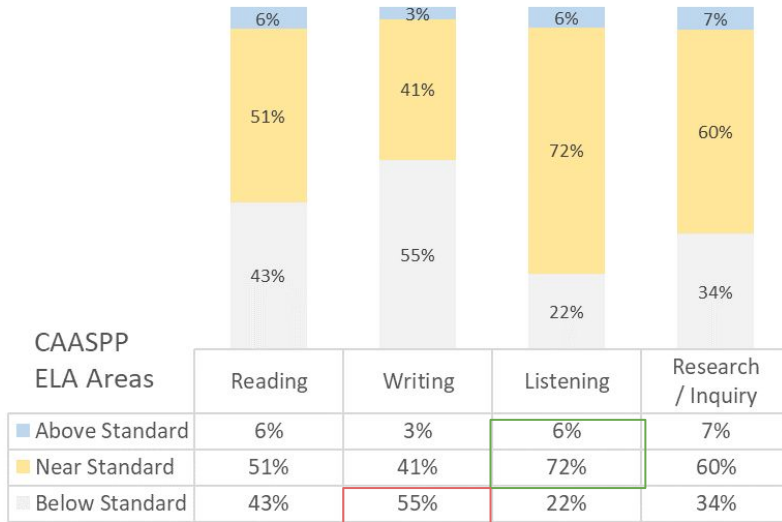
English Language Arts



Red

CAASPP ELA 2022-2023

By Area



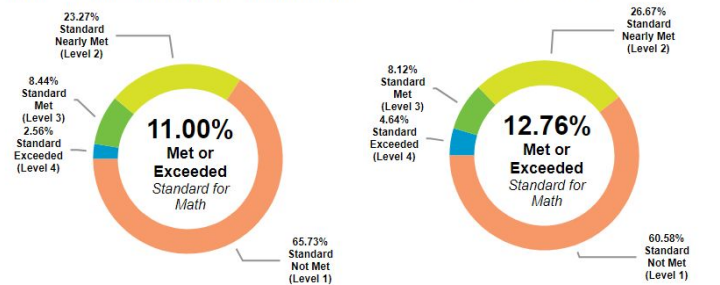
- **Writing** was the lowest area on CAASPP, with 55% of students below standard
- **Listening** was the highest with 78% near or above standard

CAASPP Math 2 years

2021-2022

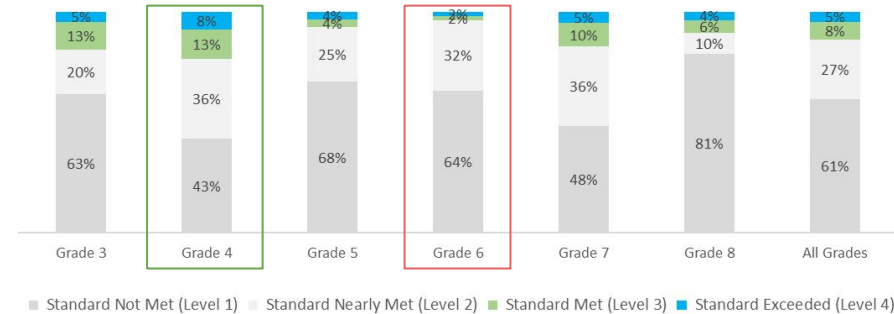
2022-2023

Percent of students within each achievement level Percent of students within each achievement level



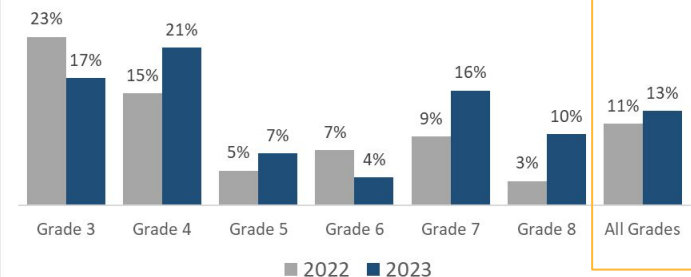
2022-2023

Percent Met or Exceeded Standards by Grade Level

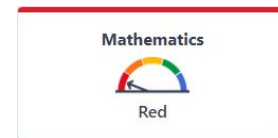


Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	63%	43%	68%	64%	48%	81%	61%
Standard Nearly Met (Level 2)	20%	36%	25%	32%	36%	10%	27%
Standard Met (Level 3)	13%	13%	4%	2%	10%	6%	8%
Standard Exceeded (Level 4)	5%	8%	4%	2%	5%	4%	5%
Number of Students With Scores	64	61	57	53	58	52	345

CAASPP Percent of Student Met or Exceeded Standards
2023 and 2022

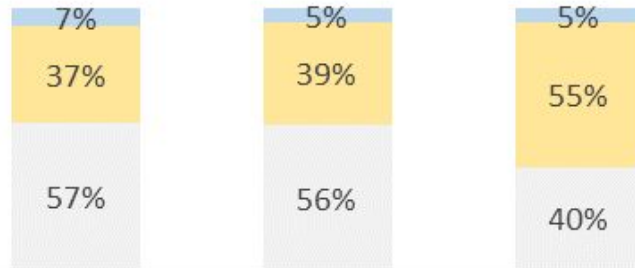


- **12.76%** of students met or exceeded Math standards (4% lower than the district at 16.76%)
- This was an increase of 1.76% from prior year
- **4th grade** was the highest at 21% met or exceeded standards
- **6th grade** was the lowest at 4% met or exceeded standards



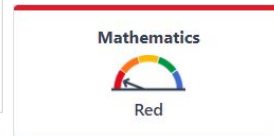
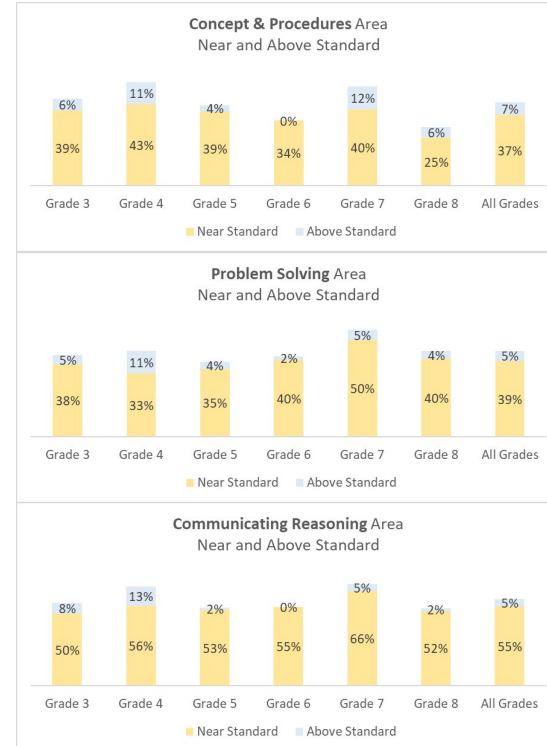
CAASPP Math 2022-2023

By Area



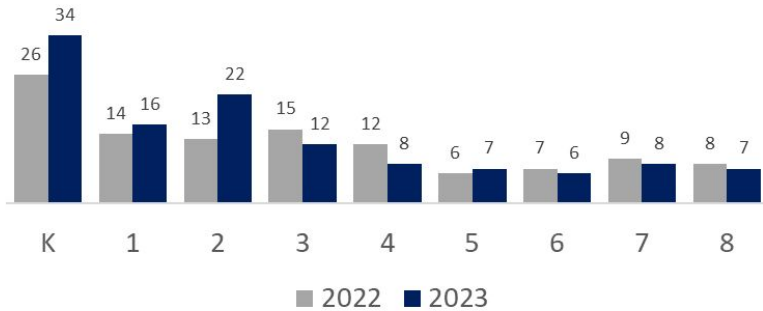
	Concepts & Procedures	Problem Solving	Communicate Reasoning
■ Above Standard	7%	5%	5%
■ Near Standard	37%	39%	55%
■ Below Standard	57%	56%	40%

- **Concepts & Procedures** was the lowest math area in CAASPP at 57% of students below grade level
- **Communicate Reasoning** was the highest area at 61% of students near or above grade level

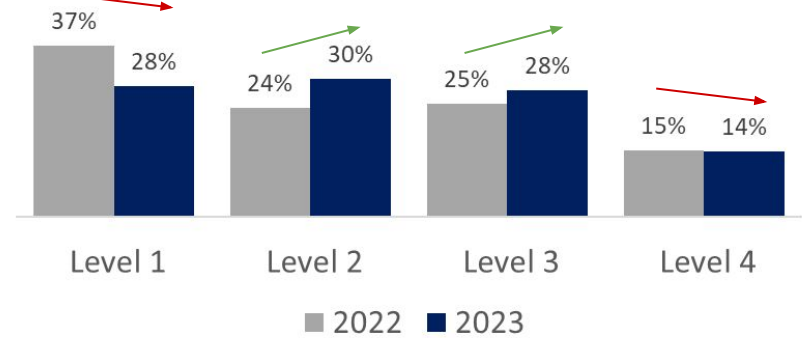


ELPAC 2 Years Overview

Number of Students Tested With ELPAC
2022 and 2023

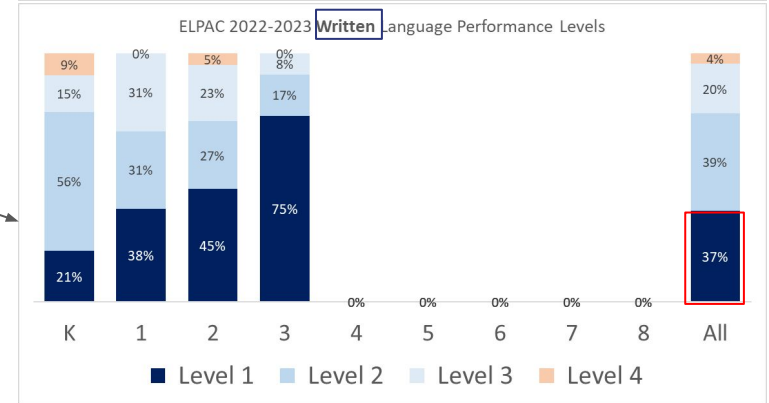
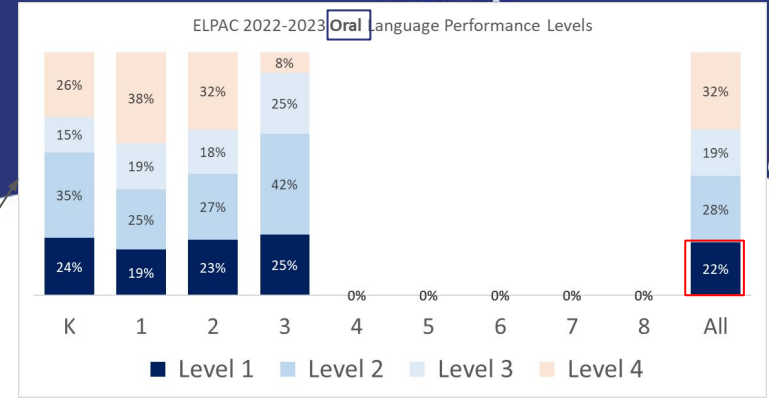
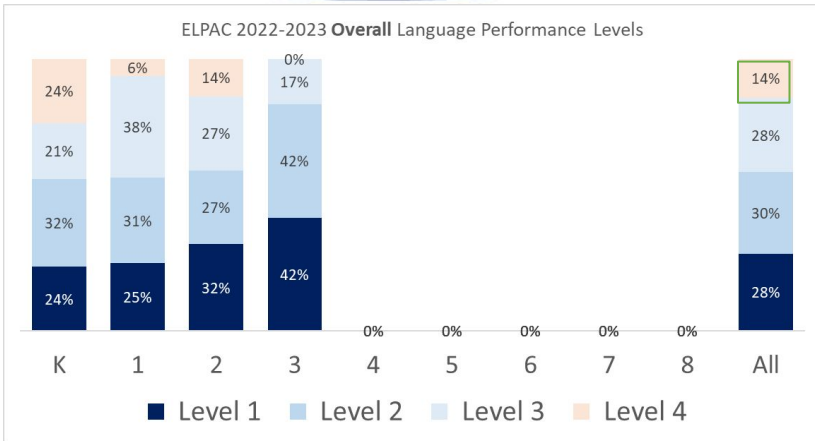


Percent of ELPAC Levels
2022 and 2023



- Number of students taking the ELPAC **increased by 10** from 110 to 120
- The number of students increased the most in K (+8)
- Percent of students scoring level 4 decreased slightly by 1%

ELPAC 2022-2023 Overall Results



PL	K	1	2	3	4	5	6	7	8	All
Level 1	8	4	7	5	*	*	*	*	*	34
Level 2	11	5	6	5	*	*	*	*	*	36
Level 3	7	6	6	2	*	*	*	*	*	33
Level 4	8	1	3	0	*	*	*	*	*	17
Total	34	16	22	12	8	7	6	8	7	120

- 120 students took the ELPAC in 2022-2023
- 14% of students received a 4 (considered “proficient”)
- 37% of students received a 1 in **Written** Language versus 22% received a 1 in **Oral** Language
- Grades with less than 10 students did not have a breakdown of scores indicated by *



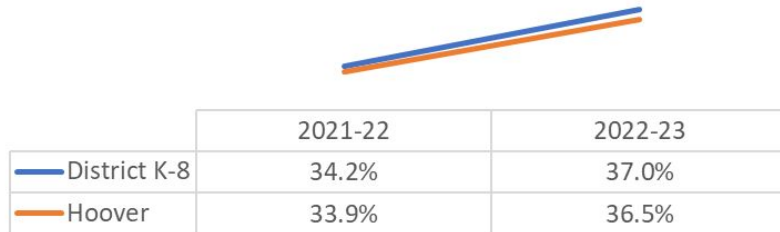


Research and Accountability Department

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i-Ready

% on Grade Level Diagnostic 3



Diagnostic 3 - End of Year

- Hoover increased the percent of students on grade level by 2.6% with 36.5% of students on grade level at the end of last year

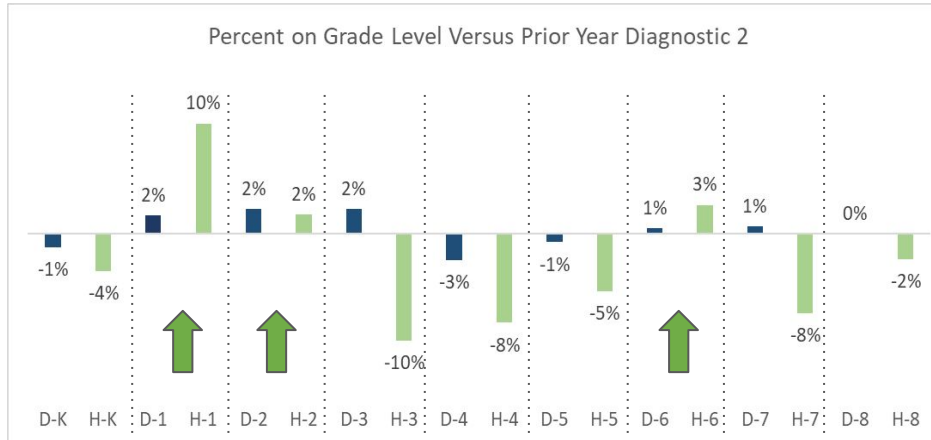
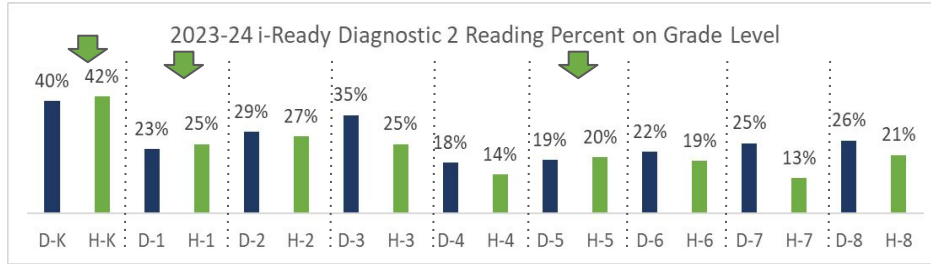
% on Grade Level Diagnostic 2



Diagnostic 2 - Most Current

- Based on the most recent diagnostic (Winter 2023-24), 23.7% of students were on grade level, a decline of 2% from prior year

i-Ready Diagnostic 2 Reading On Grade Level



Strengths

- Kinder, 1st, and 5th have a higher percent of students on grade level than the district
- 1st, 2nd, and 6th increased the percent of students on grade level from prior year

Opportunities

- Kinder, 3rd, 4th, 5th, 7th, and 8th decreased the percent of grade level from prior year

D = District
H = Hoover

i-Ready Reading Domains Percent on Grade Level



Stockton Unified School District
Since 1952

Research and Accountability Department

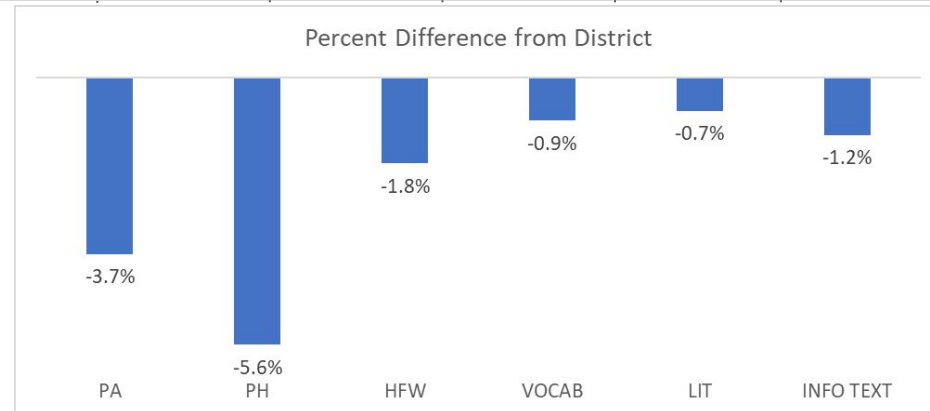
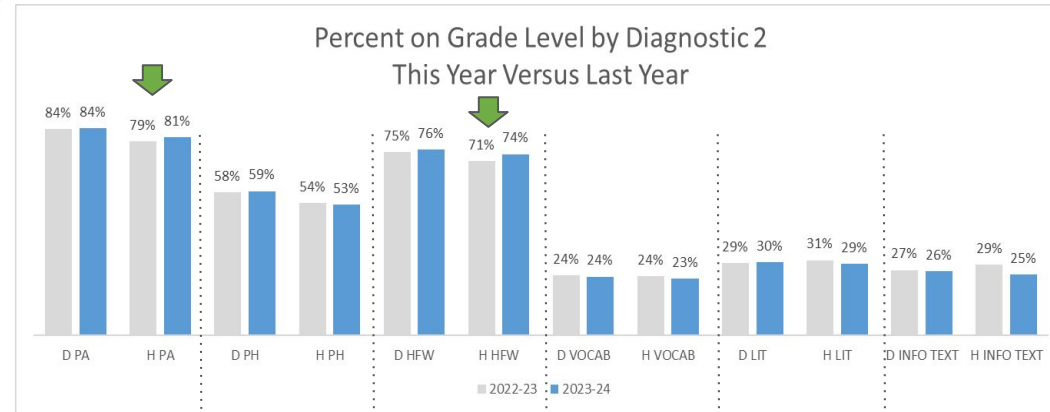
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Strengths

- The percent of students on grade level in Phonological Awareness and HFW increased versus prior year

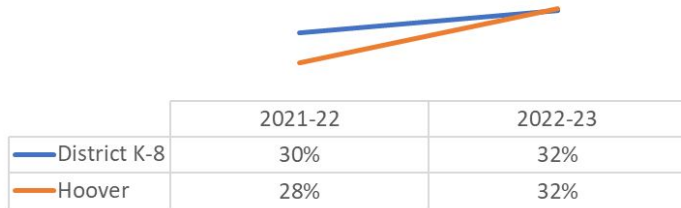
Opportunities

- Phonics has the largest gap to the district at almost 6%
- Vocabulary has the least percent of students on grade level at 23%, decreasing slightly from prior year



D = District
H = Hoover
PA = Phonological Awareness
PH = Phonics
HFW = High-Frequency Words
VOCAB = Vocabulary
LIT = Literature
INFO TEXT = Informational Text

% on Grade Level Diagnostic 3



Diagnostic 3 - End of Year

- At the end of 2022-2023, Hoover increased the percent of students on grade level by 4% to 32%

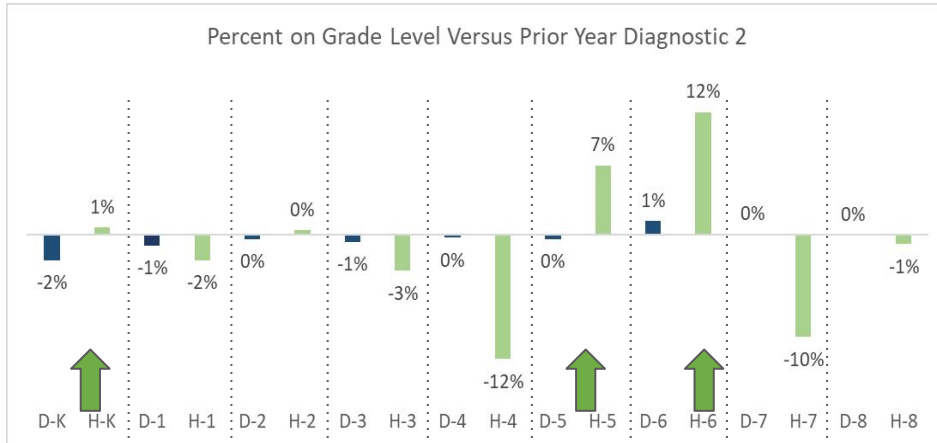
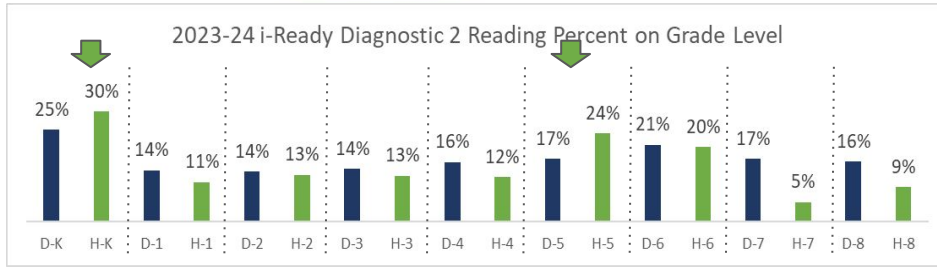
% on Grade Level Diagnostic 2



Diagnostic 2 - Most Current

- For the most recent diagnostic, 15% of students were on grade level, decreasing 2% from prior year

i-Ready Diagnostic 2 Math On Grade Level



Strengths

- Kinder and 5th grade have a higher percent on grade level than the district
- Kinder, 5th, and 6th increased the percent of students on grade level from prior year

Opportunities

- 7th grade had the largest decline for percent on grade level at -10%, and had the lowest percent of students on grade level at 5%

D = District
H = Hoover

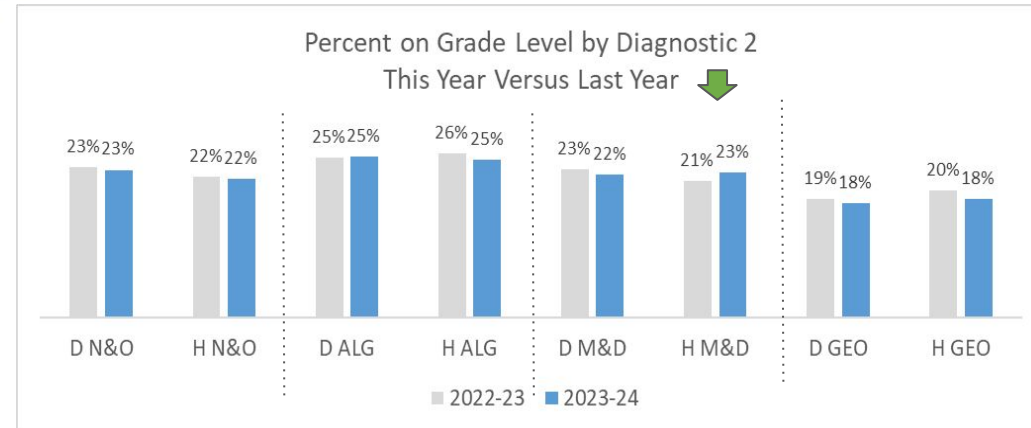
i-Ready Math Domains Percent on Grade Level



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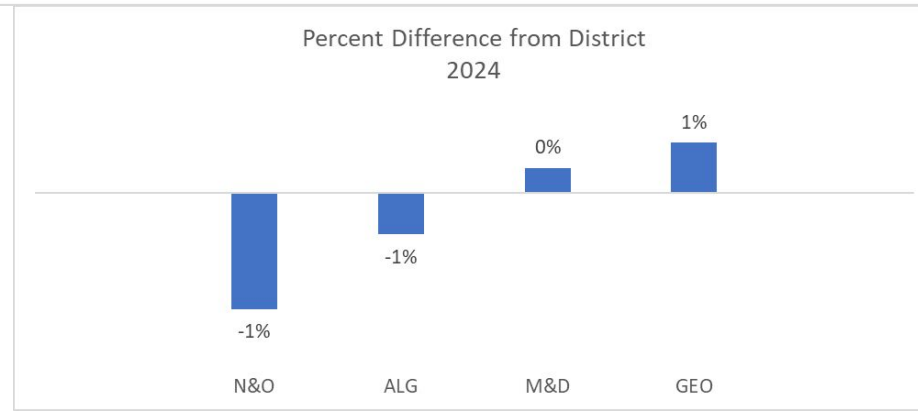
Strengths

- Measurement & Data increased the percent of students on grade level from prior year and has a higher percent than the district



Opportunities

- Numbers & Operations percent on grade level had the highest gap to the district at 1%



D = District
H = Hoover
N&O = Numbers and Operations
ALG = Algebra and Algebraic Thinking
M&D = Measurement & Data
GEO = Geometry



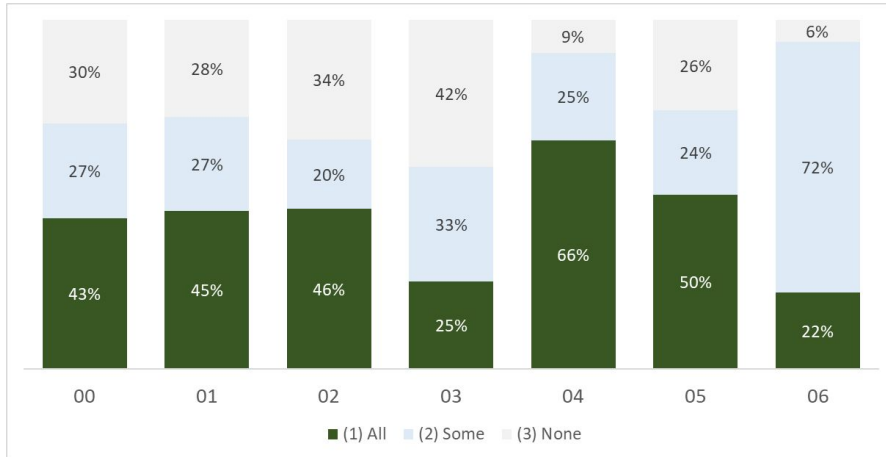
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Curriculum Engagement and Results

Benchmark

Benchmark Engagement K-6 ELA Curriculum

Hoover
Percent of Benchmark Unit Assessments Administered
2023-2024



- At this point in the year, 6 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **mixed**:
 - ➔ **High Engagement**
 - 4th and 5th
 - ➔ **Some Engagement**
 - Kinder, 1st, 2nd, 3rd, and 6th
 - ➔ **No Engagement**
 - None

Benchmark Standards Performance Overall



Research and Accountability Department

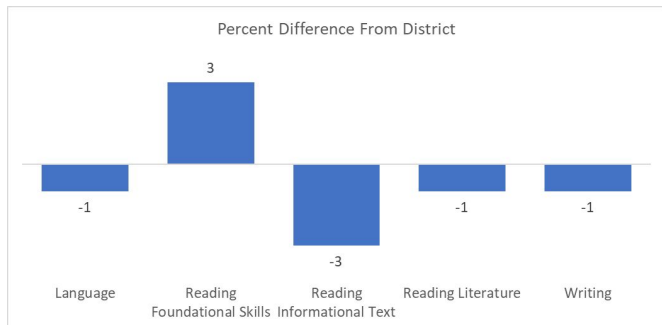
Empowering with data.

Hoover

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
School	51	67	40	49	45
Grade k	69	89	47	58	-
Grade 1	58	76	56	66	52
Grade 2	49	63	47	50	39
Grade 3	32	49	28	33	16
Grade 4	51	58	38	44	44
Grade 5	44	48	41	42	49
Grade 6	46	52	35	51	43

SUSD

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
District	52	64	43	50	46
Grade k	74	83	55	66	-
Grade 1	57	72	56	67	50
Grade 2	53	61	52	51	43
Grade 3	47	59	41	45	50
Grade 4	51	60	40	47	40
Grade 5	48	58	43	45	45
Grade 6	55	61	42	53	48



- **Reading Foundational Skills** was the highest percent correct at 67%, above the district at 64%
- **Reading Informational Text** was the lowest standard and had a 3% gap to the district



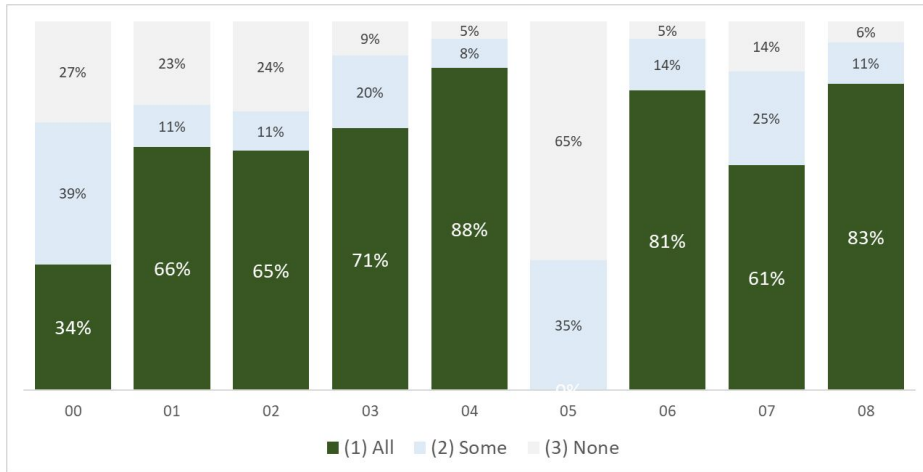
Research and Accountability Department
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Curriculum Engagement and Results

Ready Math

Ready Math Engagement

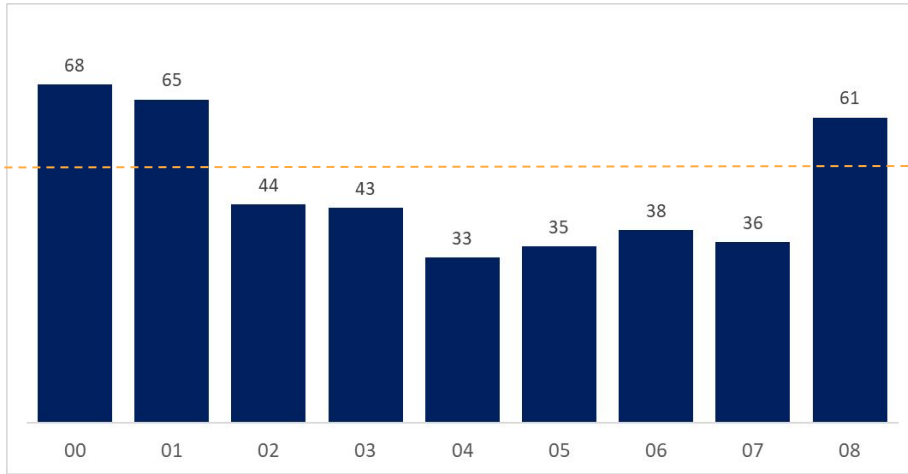
Hoover
Percent of Ready Math Unit Assessments Administered
2023-2024



- Engagement in the Ready Math Unit Assessments is **mixed**:
 - ➔ **High Engagement**
 - 1st, 2nd, 3rd, 4th, 6th, 7th, 8th
 - ➔ **Some Engagement**
 - 5th
 - ➔ **No Engagement**
 - None

Ready Math Percent Correct

Hoover
Average Percent Correct
2023-2024



- Hoover averaged 48% correct on Ready Math Unit Assessments (orange line)
- Kinder, 1st, and 8th grade were above the average



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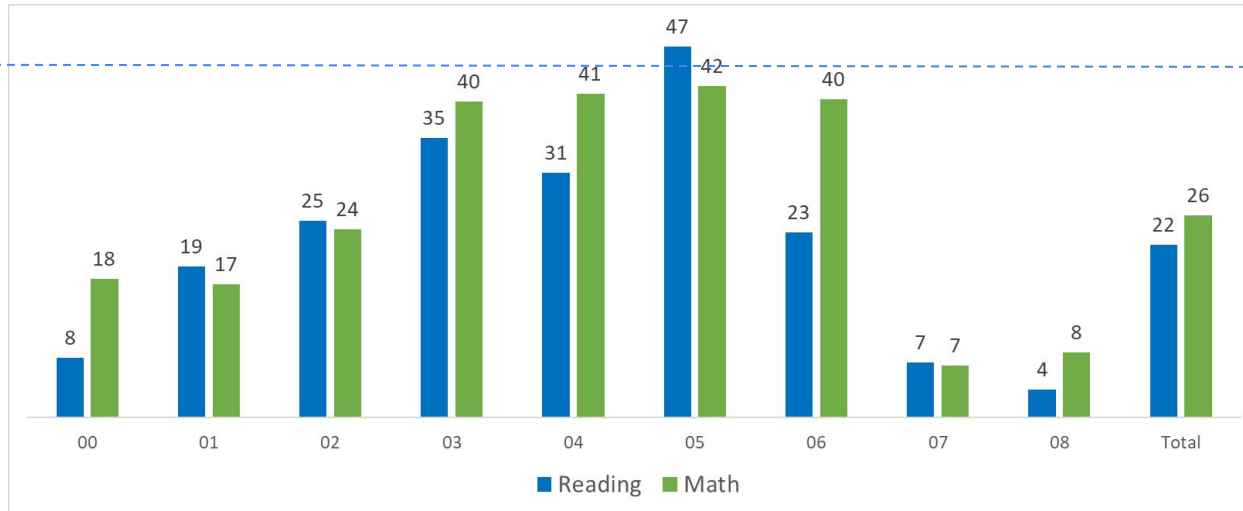
i-Ready Lessons

Average Minutes - i-Ready Lessons



Research and Accountability Department

Empowering with data.



***i-Ready recommends a minimum 45 minutes per week per subject (blue dashed line)**

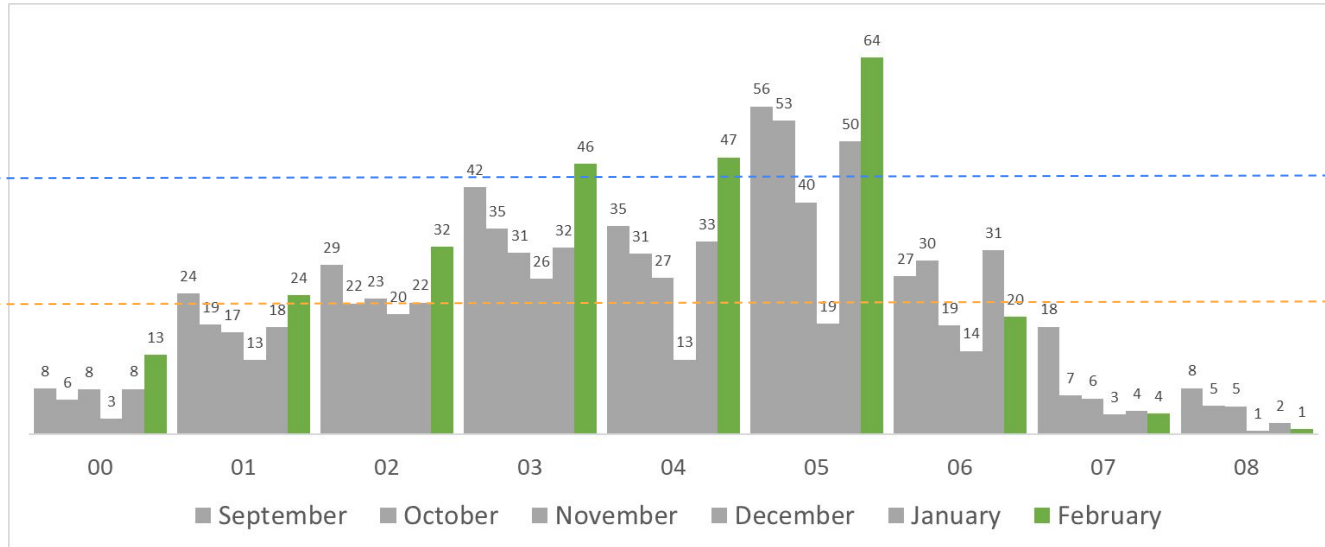
- **Overall**, the average year-to-date minutes 22 for reading and 26 for math
- 5th grade had the highest average at 89 total minutes (47 for reading, 42 for math)

i-Ready Pathway Data- Avg Minutes Reading



Research and Accountability Department

Empowering with data.



*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)

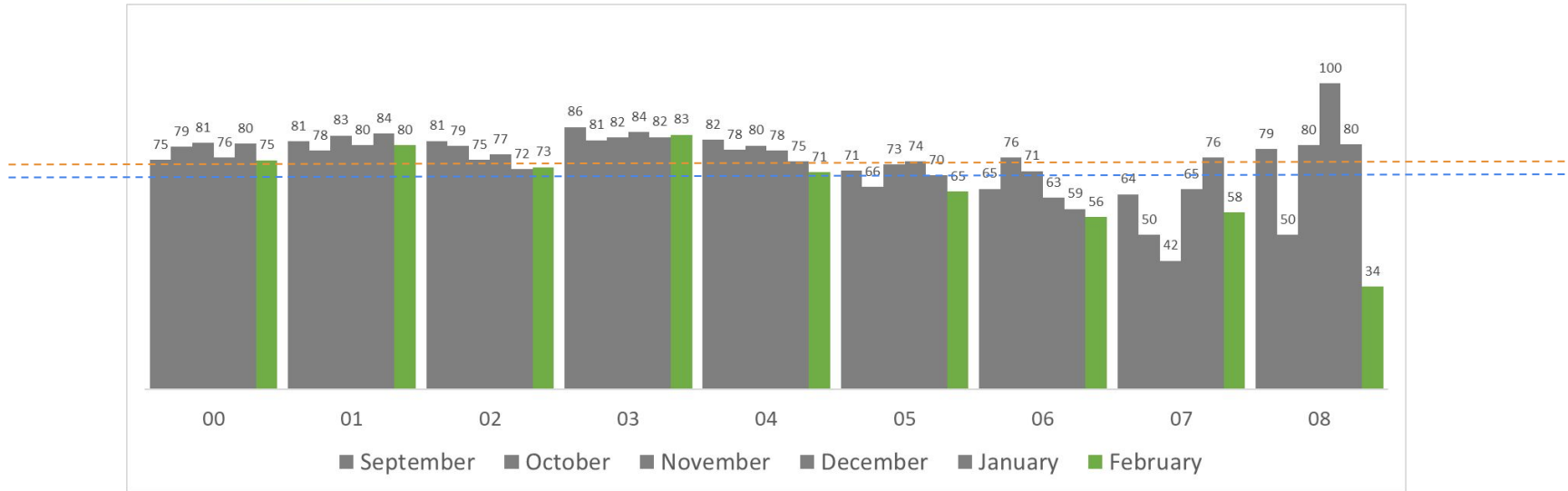
- For Hoover, **22 minutes** were spent on average in i-Ready Reading (orange line)
- 5th grade met the recommended weekly minutes

i-Ready Pathway Data- % Correct Reading



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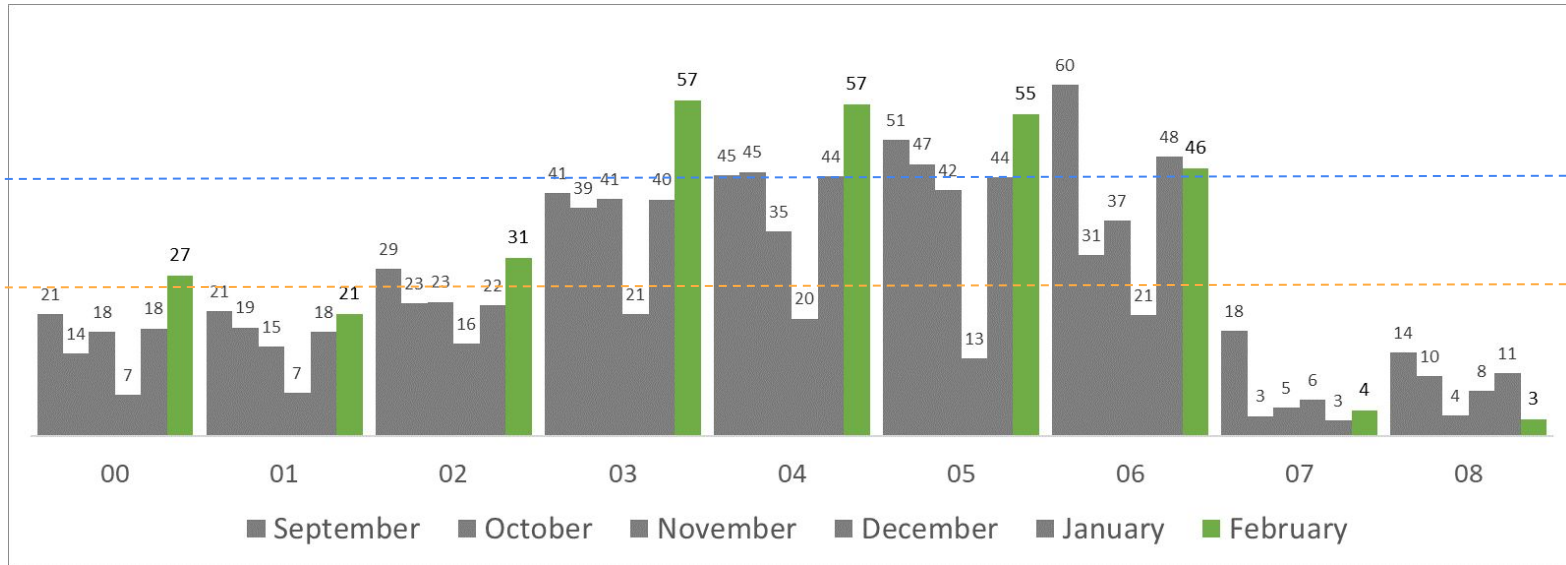
*i-Ready recommends 70% for passing lessons (blue line)

- For Hoover, average was 75%, above the target (orange line)
- All grades met the recommended passing rate with the exception of 6th and 7th

i-Ready Pathway Data- Avg Minutes Math



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Empowering with data.



**i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

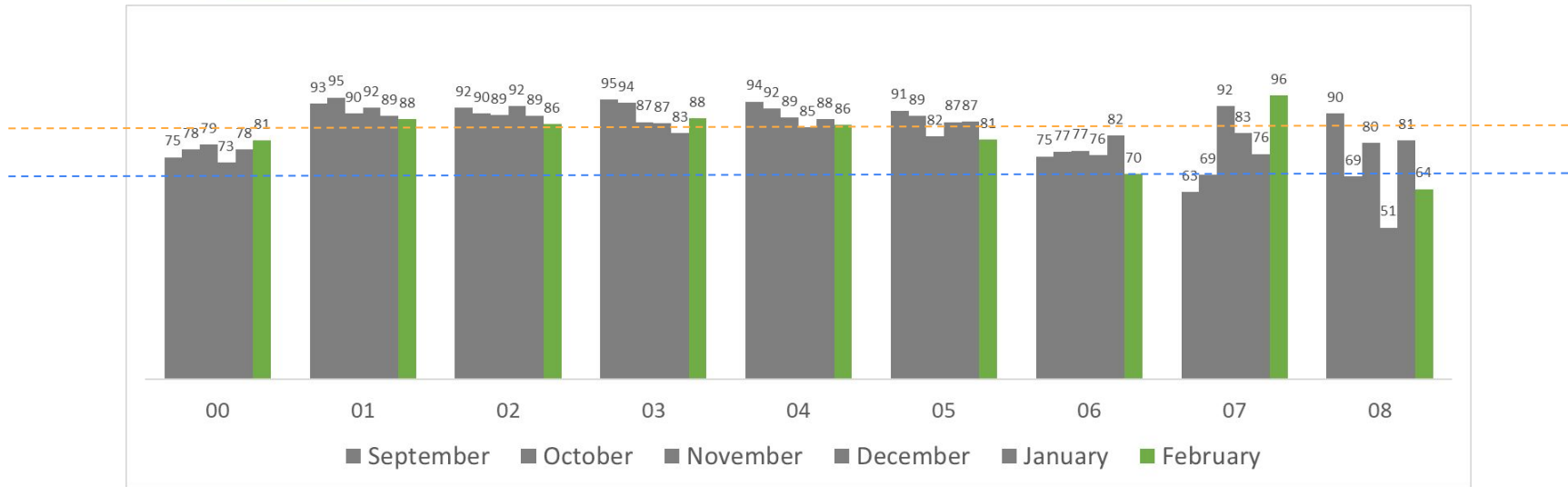
- For Hoover, **26 minutes** were spent on average in i-Ready Math (orange line)
- No grade levels met the recommended minutes

i-Ready Pathway Data- % Correct Math



Research and Accountability Department

Empowering with data.



*i-Ready recommends 70% for passing lessons (blue line)

- For Hoover, average was 85% (orange line)
- On average, all grades met the 70% target

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
CaSTRS	California State Teachers' Retirement System (Outside CDE Source)
CaWORKS	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/selpacontentlead18fa.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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