

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Hoover (H8 - 248)

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

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

English Learner Advisory Committee

_____ Date of Meeting

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

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

Attested:

Charlene Mah
Typed Name of School Principal



Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hoover Elementary	39686766042634	05/23/2022	06/28/2022

Purpose

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

Hoover Elementary is implementing a Schoolwide Program.

In January 2020, Hoover Elementary was identified as an Additional Targeted Support and Improvement (ATSI) school.

Description

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

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

Engaging Educational Partners

Refer to comprehensive needs assessment.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

On September 9th, 2021, Hoover Elementary held a parent meeting outside of the school due to COVID-19 restrictions. Parents were given information about SSC and ELAC committees, a calendar of proposed dates of these meetings, and a parent survey. This survey would become part of Hoover's Title I needs assessment. Hoover would have new SSC and ELAC committee openings beginning October 31, 2021. Nomination forms with a return due date were given out to all parents. Nomination forms were to be delivered back to Hoover no later than Friday, September 20, 2021.

On October 14, 2021, Hoover ran a new election as no one responded to the September 20, 2021 nominations. This nomination forms in English and Spanish were posted on Hoover's website and ballots were posted on November 3, 2021. Results filled our two SSC vacancies!

On October 25, 2021, Hoover held it's first fully elected SSC Meeting. New teacher vacancies were filled at the Staff Mtg. on September 21st. The panel reviewed the budget and whether purchases were aligning to the SPSA goals. We also inquired as to the possibility of having to run a third election as our newest parent member had been a no-show.

On January 7th, 2022, Hoover placed nomination ballots in both English and Spanish on the Hoover website to fill the parent vacancy. The school Marquee also posted the need for SSC participation of the school's parents. No one responded. It would be impossible to begin the data analysis in regard to Needs Assessment until we had a fully established SSC.

On February 15, 2022, Hoover held a staff meeting that presented the SPSA and Needs Assessment. Data was analyzed for academic achievement in reading, math, subgroup performance, discipline, and chronic absenteeism. Learning loss due to COVID-19 and the loss of several students to Virtual Instruction who did not attend accounted for an extremely significant percentage of chronic absenteeism.

On February 28th, 2022, the SSC introduced it's newest parent member. Robert's rules of Order and the Bylaws were reviewed. Dr. Mah introduced iReady Data, chronic absenteeism rate, discipline and readied the team to begin delving into the Why's our data showed learning loss, increased discipline and increased chronic rate of absenteeism. While iReady data showed growth between the fall and winter assessments, math and EL progress remained stagnant. Parent Needs Assessment revealed the school had ample resources to support student growth but needed help in areas of mental health, behavior, and student mentoring. COVID-19 became the top consideration of impact to student academic learning loss compared to prior years, increased chronic rate of absenteeism, and increased rates of discipline. The SSC council also looked at prior strategies from the former Needs Assessment that was written into the SPSA for the 2021-2022 school year. Once again, due to COVID-19 impact, and restrictions, many of the strategies could not be applied. The SSC questioned whether extending the school year in June of 2023 would help those students who are 2 years below grade level or at the cusp of moving from 2 to 1 year below grade level. Supplemental materials were explored as to support students at Tier II & III in math, reading, writing, and EL support. A sense of urgency was in place. Increased student recognition for improved attendance upon return from spring break would be discussed further along with increased participation in PBIS strategies school wide. One teacher provided a book machine dispensary for increased student motivation and focus on academic tasks and positive citizenship.

On March 28, 2022, the SSC met and reviewed the DMM once again to see if there were any other root causes for our rates of chronic absenteeism, low student achievement in Math and Reading, especially, our English Learner populations. The news of receiving a bi-lingual assistant for the 2022-2023 school year was a positive in the need for English Learner support. Teachers as a grade level had requested supplemental materials to fill the holes they believed existed in Ready Math. Writing was also a concern. When reviewing the budget and funds for Title 1 parent involvement, ideas for purchasing parent banners, such as Welcome Parent, identifying the parent resource room, and books for parents to read were thought to be the most beneficial and fulfilling Title I requirements. To increase parent and school connections, books that support positive parenting, how to communicate with their teens, understanding children's emotional and social needs would help to strengthen parent/student relationship as well as increasing parent involvement with the school. It was confirmed that Summer School or Extended Year would be happening for our students who display the greatest need of support, generally Tier II and III. The council would be updated to the specifics soon. Dr. Mah shared the updated Plan 4 Learning and progress of analyzing the goals and strategies that were implemented. She explained the next steps in the process of review and move toward planning for the 2022-2023 school year.

On April 25th, 2022, the SSC met and reviewed the Needs Assessment, DMM, and SPSA Goals & Objectives, as well as the preliminary budget. Dr. Mah informed the SSC that Mr. Torres would be meeting with the ELAC for their input into the SPSA. The meeting would be held on Friday, April 29, 2022. The Plan 4 Learning was presented to the SSC and updated information concerning Proposed Positions was discussed. Dr. Mah informed the SSC that she had spoken with HR and in order to move from the two .4375 instructional assistants to a 1 FTE position would require that the current assistants would have to put in their formal resignation so that the positions could be terminated. One instructional assistant has accepted a position in Modesto, CA. The second .4375 assist was waiting for information to her relocation to Sacramento, CA. Should she not move, Dr. Mah explained that we would have to continue for the 2022-2023 school year with the current 2 positions at .4375. Dr. Mah also informed the SSC that the Parent/School Compact had been posted on Hoover's website for parent and teacher feedback. Students would also assess the compact through the PLUS Team, After School Program, and the ELAC in their May meeting. All input concerning the SPSA and Parent/School Compact will be provided at the next SSC meeting scheduled for Monday, May 23, 2022.

On April 29, 2022, the ELAC met and reviewed the SPSA for the 2022-2023 school year. Minutes showed that the ELAC was pleased with the plan and felt changes were not necessary. The ELAC met again on May 19, 2022 and reviewed the Parent/School Compact. Programs and processes were reviewed and the ELAC agreed the Parent/School Compact was appropriate.

On May 23, 2022, the SSC met for review of SPSA, Budget, and Parent/School Compact. The SSC also discussed the need for more Cultural and Diversity Involvement with a more active DELAC parent component. The ELAC meeting minutes for both April 29 and May 19, 2022 were reviewed. The SSC suggested that two changes needed to occur in the Parent/School Compact. One is the newest addition of supplemental curriculum for replacing the phonics component in Benchmark for grades K-3. Also, moving the date of the Title I Parent Meeting from

September to August 2022. The SSC approved all components of the SPSA and budget. Minutes include the awareness and agreement that we must wait to see if both .4375 Instructional Assists vacate their positions in order for the site to terminate the part time and create a full-time 1@FTE Instructional Assistant position.

Staffing and Professional Development

Staffing and Professional Development Summary

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are: Not meeting performance goals; Meeting performance goals; Exceeding performance goals.

Specific to Staffing and Professional Development: Status of meeting requirements for highly qualified staff (ESEA) include: HR Hiring Policies/Practices; HR Recruiting; HR Internships. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials (EPC)).

Hoover teachers are categorized by the following: 29 Fully Credentialed * 4 Instructional Intern Probationary *1 Probationary (2)

Teachers have access to professional development in the following areas:

- Common Core State Standards (CCSS)
- Benchmark Core Curriculum & Assessment
- Ready Math & iReady Assessment
- English Language Development (ELD)
- National Grade-Level Science Standards (NGSS)
- Technology Integration
- Site and program specific PD > Specific to Hoover, teachers received PD in ELD, iReady Instructional Resources, AVID, PLTW, HMH Science, and Technology.

For Alignment of staff development to content standards, assessed student performance and professional needs (ESSA)

Hoover teachers met in collaboration twice monthly and examined student CCSS, identified essential standards, how standards would be assessed and taught. Teachers also brought student work samples, assessment/end of unit tests, teacher made tests, and compared student strengths and areas in need of re-teaching. For the first half of the school year, teachers met by grade level and for the second half of the year, met every other month through vertical collaboration.

Teachers presented staff examples of effective instructional strategies during staff meetings. A sixth grade teacher took charge of site based technology PD. AVID ILT presented essential outcomes for the 2021-2022 school year in order to prepare for the next year when Hoover would be seeking year 1 AVID Certification.

The curriculum department provided on-site professional development in HMH science. The LDO Coach presented two trainings on ELD. An outside consultant presented two trainings on how to effectively utilize iReady assessment resources and tool boxes.

Administration and the program specialist provided support to teachers during collaboration and teacher academic conferencing. Lessons were also modeled for teachers when opportunities presented themselves to do so.

Every other staff meeting was utilized to present professional development where needs arose upon observation via walk-throughs, current student performance data, and that recommended by the program specialist.

Staffing and Professional Development Strengths

Hoover maintained a full roster of highly qualified teachers, with only 5 of 34 at the level of not fully credentialed. Strengths in professional development occurred during collaboration and staff meetings. Seasoned veteran teachers were able to support newer teachers, while newer teachers were able to share the latest in theories and technology. The limited ELD PD served as a platform for teachers to examine student groupings, how to utilize designated ELD with the core curriculum and how to integrate ELD strategies throughout the day in all subject matters.

One of our strongest strengths came from our sixth grade teacher who reinforced technology that was applied during Virtual Learning...thus increasing teacher confidence to provide technology that would support, not supplant direct instruction of the district's adopted curriculum.

The next PD that provided teacher and student motivation for equitable practice came from the AVID PD institutes and AVID ILT. Teachers learned how to provide students tools to better comprehend reading, math, and science through Cornell Note Taking. Teachers ventured into Socratic seminars and Philosophical Chairs. This will have paved a solid foundation to begin the 2022-2023 school year.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Principal and Assistant Principal struggled to maintain fully staffed classrooms. **Root Cause/Why:** COVID-19 and symptom checker caused a range from 11-19 absences unfilled.

Needs Statement 2: Special education classes were continuously short para assists. **Root Cause/Why:** There existed a barrier that halted the rotation of para assists claiming these were not considered "emergency conditions".

Needs Statement 3 (Prioritized): Professional Development was limited in the support of ELD instructional practices. **Root Cause/Why:** ELD Coach was placed into a virtual classroom due to the shortage of qualified teaching staff.

Teaching and Learning

Teaching and Learning Summary

Both the Principal and Assistant Principal conducted classroom walk-throughs to observe teacher implementation of the core curriculum in ELA, Math, and ELD (designated and integrated). We observed that the majority of our teachers utilized Direct Interactive Instructional Strategies and newly learned AVID strategies. Depth of Knowledge (DOK) levels were applied appropriately while teachers listened to student responses. Teachers platooned in grades K-6 for ELD instruction. Students participated in small group activities such as centers and were pulled out by the teacher and instructional assist for strategic support. Students were actively engaged with their lessons and readily volunteered to demonstrate their newly acquired skills. Students were taught how to transition through centers or stations, and how to create and share presentations. Students spent time on a daily basis fulfilling their My Pathways minutes in Reading and Math on their Chromebooks. When entering the classroom a daily agenda, and learning objectives were posted and visible to all students. Objectives were explained in student friendly terms. Teachers delivered core instruction through Benchmark, Ready Math, Weekly Studies, McGraw Hill, and Savass (formerly known as Pearsons) and Houghton Mifflin. All students maintain journals to write, and note key details and methods for problem solving. Students were assessed utilizing checking for understanding, student work samples, end of unit assessments, chapter tests, grade level common formative assessments, trimester district Benchmark assessments, and project based learning. Students in grades K-3 also received weekly assessment with ESIG. All instructional minutes were adhered to as presented in the Master Schedule. English Learners were assessed by the Program Specialist for initial assessments and annual assessments with ELPAC. CAASPP assessment began in April of 2022. Students in grades 5 & 8, took the CAST for science in April of 2022. Students who demonstrated a need for 2 & 3 Tier Interventions received additional support through supplemental resources, small group support with the instructional assistant, and pullout intervention with the Program Specialist. Groups were fluid and data was maintained by the teacher and program specialist. Those students in need for referral to the school counselor occurred through the SST process. Occasionally a student would be referred for a psychological consult when strategies and interventions did not improve student outcomes. Students also attended after school tutoring. English Learners were able to receive additional support after school with Rosetta Stone. In this manner an equitable opportunity existed for all students to receive the support they need to be successful. For our student populations with special needs, two full-time RSP teachers utilized both push-in and pull out methods for supporting students to reach their IEP goals while not removing them from CORE instruction. Our other student populations of OH, SMH, MOD/SEVERE ID, and Autism were instructed in self-contained classrooms at a ratio (1 teacher, 2-3 para assists) of 1:5 and 1:4 respectively. Students who made significant progress in meeting/or exceeding IEP goals would move to the next level of Least Restrictive Environment. 9 students were mainstreamed into the general ed. classroom. Both Gen. Ed. and Sped. teachers collaborated in a blended format. Special Ed. teachers were invaluable in providing general ed. teachers suggestions on how to differentiate instruction.

Teaching and Learning Strengths

Student Learning Strengths:

Student Learning growth in **Reading** as assessed through i-Ready Benchmark Assessment between the fall and winter of 2021 demonstrated significant growth between tiers 1, 2, & 3. Kindergarten: Tier 1 increased from 12% to 37%. Tier 2 decreased from 88% to 63% with no student ever at the Tier 3 level. First Grade: Tier 1 increased from 7% to 14%. Tier 2 increased from 80% to 88% and Tier 3 decreased from 14% to 0%. Second Grade: Tier 1 increased from 15% to 22%. Tier 2 increased from 30% to 36%. Tier 3 decreased from 55% to 42%. Grade 3: Tier 1 increased from 23% to 31%. Tier 2 increased from 10% to 18%. Tier 3 decreased from 66% to 51%. Grade 4: Tier 1 increased from 17% to 27%. Tier 2 increased from 35% to 40%. Tier 3 decreased from 52% to 48%. Grade 5: Tier 1 increased from 6% to 12%. Tier 2 increased from 24% to 36%. Tier 3 decreased from 70% to 52%. Grade 6: Tier 1 decreased from 16% to 14%. Tier 2 increased from 12% to 24%. Tier 3 decreased from 72% to 62%. Grade 7: Tier 1 increased from 17% to 24%. Tier 2 increased from 13% to 15%. Tier 3 decreased from 70% to 61%. Grade 8: Tier 1 increased from 12% to 22%. Tier 2 increased from 8% to 27%. Tier 3 decreased from 80% to 51%!

Student Learning growth in **Math** as assessed through i-Ready Benchmark Assessment between the fall and winter of 2021 demonstrated significant growth between tiers 1, 2, & 3. Kindergarten: Tier 1 increased from 14% to 22%. Tier 2 decreased from 86% to 78% with no student ever at the Tier 3 level. First Grade: Tier 1 increased from 2% to 15%. Tier 2 increased remained at 80%. Tier 3 decreased from 19% to 4%. Second Grade: Tier 1 increased from 7% to 10%. Tier 2 increased from 37% to 53%. Tier 3 decreased from 56% to 37%. Grade 3: Tier 1 increased from 4% to 12%. Tier 2 increased from 26% to 47%. Tier 3 decreased from 70% to 41%. Grade 4: Tier 1 increased from 6% to 13%. Tier 2 increased from 40% to 48%. Tier 3 decreased from 54% to 38%. Grade 5: Tier 1 increased from 4% to 10%. Tier 2 increased from 17% to 40%. Tier 3 decreased from 79% to 50%. Grade 6: Tier 1 decreased from 7% to 23%. Tier 2 decreased from 33% to 32%. Tier 3 decreased from 60% to 46%. Grade 7: Tier 1 remained at 9%. Tier 2 increased from 28% to 41%. Tier 3 decreased from 63% to 50%. Grade 8: Tier 1

increased from 6% to 21%. Tier 2 decreased from 29% to 27%. Tier 3 decreased from 65% to 52%!

Teaching Strengths:

Teachers worked very hard during collaboration addressing holes in the existing math adoption to the best of their ability to address learning loss. Teachers demonstrated a sense of urgency to provide additional support through strategic grouping, intervention, and after school tutoring. Parent conferences were held via zoom and early March on a Saturday. Teachers' greatest strengths were in Reading for comprehension and fluency. For example: Students learned how to mark the text, identify key details and supporting evidence, make successful connections and predictions, as well as writing informational/explanatory text. Students learned to identify their own point of view from that of the narrator or those of characters. Primary students learned how illustrations support what is conveyed by words.

Teachers provided demonstrations to their peers during staff meetings and through AVID ILT. Once teachers realized that had already been applying some of the pedagogy of AVID, more teachers became motivated to learn more about AVID strategies.

ELD was supported through teacher's platooning at appropriate levels with an increase from 30 to 45 minutes of designated ELD. ELs increased their ability to redesignate following the initial ELPAC assessments from 1-9 students. The program specialist has heavily supported teachers in ELD strategies.

Special Education Teachers who supported General Education teachers offered successful strategies to differentiate instruction for specific students who did not qualify for special education, but remained at Tier 3. General Education Teachers welcomed students with special needs to mainstream into their classes. Several IEPs have now remained as Watch & Consult as students have moved full day into the general education program.

Primary Teachers in Grades K-3 had the most aligned instructional practices in regard to identifying the essential standards, how and when the standards would be assessed, and how instructional strategies/delivery of the lesson would take place.

A math coach reassigned to the classroom due to district shortage of teachers taught 5th grade and supported her partner teacher, thus demonstrating the greatest movement from Tier 3 from 79% to 50% in Math!

Students reading was enhanced with a book vending machine that dispensed books for positive character and completion of My Pathways' reading minutes.

The library media assist was an invaluable resource to our students with whole group reading for primary grades. Students were motivated to check out newer titles as new books were purchased through more than \$6000 in donations. Thus, student interest and fluency rates improved according to teacher feedback.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1: Teacher rates of absenteeism. **Root Cause/Why:** Due to COVID-19 protocols more than 1/2 of Hoover's teachers were out of their classrooms 1 or more times through February, 2022.

Needs Statement 2: Increased student rates of chronic absenteeism. **Root Cause/Why:** Due to COVID-19 protocols chronic absenteeism jumped from 18% to 62%.

Needs Statement 3: Unfilled vacancies for para assistants in special education. **Root Cause/Why:** Two top reasons exist: Lack of applicants for the positions and barriers for allowing para's to be rotated to cover such openings.

Needs Statement 4 (Prioritized): Inconsistency in the ability for teachers to reach all students in an equitable manner. **Root Cause/Why:** COVID-19 impacted

student and teacher attendance which supported an increase in learning loss.

Needs Statement 5 (Prioritized): Teachers did not received adequate support in the delivery of Ready Math to meet all student needs. **Root Cause/Why:** Shortage of teachers created a loss of coaches to provide teacher support.

Needs Statement 6: Teacher loss of faith in Ready Math program to meet all student needs. **Root Cause/Why:** Teachers believe Ready Math touches upon areas of math standards rather than providing a deeper and focused approach to student learning needs.

Needs Statement 7 (Prioritized): English Learner progress continues to decline in both reading and math. **Root Cause/Why:** There exists a need for a bi-lingual assistant to provide additional strategic support for student understanding and practice in reading and math.

Parental Engagement

Parental Engagement Summary

Parents completed two needs assessment surveys distributed in September, 2021 and January, 2022. Parents rated the highest needs were in Reading, Math, Dealing with Stress, Problem Behaviors, Basic Needs for clothing and food, followed by the need for positive adult role models. Hoover administration provided three virtual workshops for parents to address academic concerns, social emotional coping skills, and an open forum.

All classrooms had significant attendance by Parents to Hoover's Virtual Back to School Night.

Teachers offered Saturday academic conferences and virtual parent conferences at the end of the trimester. Parents who attended Saturday in-person conferences were emotional and stated what a wonderful opportunity to actually see their student's classroom. Academic Parent Teacher Team (APTTs) could not be held due to COVID-19 restrictions and such conferences involve close contact and integrated activities.

Parents attended SSC and ELAC meetings in the beginning through a virtual lens, then in person once COVID-19 restrictions were lifted. Teachers were elected for SSC by their peers during a staff meeting. Teachers could explain specific components of academia to parents and community members on the SSC. Thus a partnership existed between parents, school, and the community.

Parents brainstormed a means to have an on campus community event. This may see fruition as on April 11, 2022, parents and community members will be allowed on campus. Book selections were also ordered for placement in the Parent Resource Room 15. It will be great to soon utilize this room for coffee hours, parents trainings, and parent meetings.

The library media assist has ordered books in both English and Spanish so that parents and students can read together. On Fridays, beginning April 8, 2022, parents will be allowed to check out books in their student's name. This provides equitable access to support parents who are eager to support their student's reading fluency and comprehension. This will decrease the language barrier.

IEPs and SST's continued to be held on campus as well as offered virtually. Parent input was essential in planning short and long-term goals for their student(s).

The After-school program continued to make strong connections between parents, students, and staff through the after school tutoring program. More than 80 students were enrolled in tutoring programs. In addition, Hoover staff created food baskets for families in need over the winter break.

The CWA assist continued to provide parents with information on how to improve student achievement through attendance. Home visits, telephone conferences, and virtual meetings were avenues to contact parents.

The principal provided transportation for students whose parents did not have a means to retrieve their student when illness occurred.

The school counselor provided 4 parent virtual meetings on topics that included: VAPING, Graduation Requirements A-G, Signs of Suicide, and Attendance. She also provided 4 all-day SST days.

Parents also received communication through a monthly newsletter by our PLUS Team, and Lead Teacher. Additional communication to parents and students occurred through class dojo and the school's website.

The assistant principal was utilized as a translator for Spanish speaking parents during SSTs, and parent/teacher/admin conferences.

Parental Engagement Strengths

- Parent Engagement Strengths were:
- Attending Virtual Back to School Night Teacher Classrooms
- Responding to the Needs Assessment Surveys.
- Attending SSC Meetings

- Attending ELAC Meeting
- Viewing their students' award ceremonies outside of the school gates
- Attending Saturday Parent Teacher Conferences
- Attending IEP's in Person as well as Virtual
- Enrolling their Students in After School Tutoring
- Attending Teacher/Parent/Admin Conferences
- Breaking down the Spanish-English Language Barrier

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Lack of parent participation in the school. **Root Cause/Why:** COVID-19 created a barrier for parents to be allowed on campus.

Needs Statement 2 (Prioritized): Inability for parents to participate in academic parent teacher team conferences. **Root Cause/Why:** COVID-19 restrictions would not allow parents to participate in these hands-on events that require social interaction.

Needs Statement 3: Parents could not participate with administration in visiting classrooms observing student learning. **Root Cause/Why:** COVID-19 restrictions would not allow parents to participate in classroom visits.

Needs Statement 4: Inability to utilize the parent resource room. **Root Cause/Why:** COVID-19 restrictions would not allow parents to attend group meetings in their own parent resource room.

School Culture and Climate

School Culture and Climate Summary

The school counselor was integral to providing students of all subgroups equitable access to activities that provided support and motivation for assessing college and career readiness. ZELLO the adopted program by the Student Services Department and Board Approved allowed students to explore careers centered around their areas of interest. Students document their journey as they build self-knowledge, explore post-secondary options, create plans, and continually reassess as they take in new knowledge, skills, and experiences.

The counselor provided classroom lessons on character building through Kelso's Choices, and Second Step Curriculum.

All teachers were trained in Restorative Justice Practices such as Restorative Circles, Socratic Seminars, and Fish Bowl activities. The campus security worked diligently with the school counselor in providing mediation through this process for students across grades 3-8. Restorative justice practices allow schools to create individualized solutions that are manageable for the offending students to fulfill, allow victims to receive closure, and repair the harm caused by the misbehavior ([Watchel, 2001](#)).

Students were provided small group and individual counseling for grief and loss, separation/divorce, and social skill building.

Monthly RACE assemblies were held and students were recognized for Perfect Attendance, Most Improved Attendance, and Character of the Month. Students were recognized during the morning opening ceremony so that parents could watch from beyond the school gates. RACE (Responsibility, Accountability, Character, Excellence in Academics).

All students participated in Fun Fridays each week. Activities were provided by the PLUS Students, Counselor, and PLUS Teacher. Other activities included: Pinwheels for Peace, No One Eats Alone!, Red Ribbon/Say, "No" to Drugs, Spirit Days, Kindness Week, Food Can Drive, Science & Career Days, Autism Awareness, and AVID presentations for class adopted colleges.

Students in grades 4th through 8th take the SUSD PLUS School Climate Survey in the fall, winter, and will again in the spring. Students in grades 6th & 7th took the Healthy Kids Survey school wide in the fall of 2021. Survey results demonstrated significant positive feedback in the following areas:

In the area of Bullying, 100% of students stated they knew how to report bullying on campus, followed by 81% who stated they could stand up for themselves. For Meaningful participation, 94% of students reported they enjoyed participating in school activities, 81% stated they had friends their own age, and 81% felt their voice mattered to adults. Family Support: 100% of students stated there was at least one adult who can help them when they are having a hard time. School Connections: 88% of students reported they knew an adult at school with whom they could talk with if they needed help. 100% percent of students stated they felt SAFE, STAFF treat students Fairly, STAFF believe they can be successful, Teachers or other supportive adults tell them when they do a good job, and students FELT they were a PART of this school.

The following information will present Fall and Winter Suspension Rate Equity Distribution

Number of Suspensions: All Students = 33

English Learners> = 4

Foster Youth> = 1

Homeless> = 2

Students with Disabilities> = 6 *SWD includes students with an IEP in either Resource or Special Day Class.

Race/Ethnicity> African American/Black =5 American Indian =1 Asian =2 Filipino=0 Hispanic =16

Two or More Races =6 Pacific Islander =0 White =3

Suspension by Grade Level occurred in the intermediate grades 4-8 as follows:

Grade 4 = 1. Grade 5 = 5. Grade 6 = 12. Grade 7 = 11. Grade 8 = 4

The majority of suspensions occurred from teachers for behaviors in the classroom. 6th grade had the highest number of out of class suspensions. One 4th grade student was expelled. The majority of suspensions were handled in house where students spent their day(s) with an administrator, completing academic assignments. Very few out of school suspensions occurred. Those behaviors that were considered zero tolerance included Assault on a School Employee and Threatening to cause or Caused injury. The majority of zero tolerance behaviors occurred on the playground.

Staff Meetings were used as an opportunity to provide teachers with additional strategies to be proactive rather than reactive. Understanding that not only did students suffer learning loss, they also suffered the maturational development that is provided in structured classrooms where developing socioemotional skill sets occur.

Chronic Absenteeism information for those students who represent 10% or more by number of students and percentage of the subgroup enrolled:

English Learners >= 88 accounting for 63%

Foster Youth > = 4 accounting for 40%

Homeless > = 19 accounting for 73%

Students with Disabilities > = 135 accounting for 78%

Race/Ethnicity > African American/Black = 61 accounting for 67%

American Indian = 6 accounting for 86%

Asian = 38 accounting for 70%

Filipino/Pacific Islander = 88 accounting for 63%

Hispanic = 303 accounting for 60%

Two or More Races = 34 accounting for 64%

White = 53 accounting for 67%

As of Mid March, and an enrollment of 712 students, 395 students had 10% or MORE Unexcused Absences. This brought the total rate of Chronic Absenteeism to 62.2%. Students with disabilities continue to count for the highest of enrolled populations with 78%. These students include those considered "Medically Fragile". The second highest group were Hispanic with 303 students accounting for 60% of the total enrolled population. Less significant were African American/Black and White with 61 students accounting for 67% and 53 students accounting for 67% respectively.

CWA conducted home visits, parent outreach, parent phone calls, and weekly check-ins with our 10% or more students with Chronic Absenteeism. For classes with perfect attendance our CWA representative presents students with rewards and discusses how their attendance supports their academic success.

School Culture and Climate Strengths

Survey results showed that students held a significant opinion or belief that school staff really care about them and hold high expectations for their success. Students felt safe at school and who they could contact if they had concerns. Students also felt positive about school activities.

Less than 3% of students reported they had used alcohol, tobacco, or vaping.

There was a significant decline in student suspensions for the ATSI targeted subgroup of African American or Black Students from 5.4% to .67%. Hoover was removed from the ATSI list of schools.

The PLUS Team Activities were equitably dispersed throughout all student populations. The PLUS team mentored primary students as young as Pre-K. The PLUS Team also provided conflict mediation during recess and lunch recesses as they were assigned to specific areas on the playground.

The PLUS Team Canned Food Drive for KCRA Channel 3 collected over 2,000 cans! They also provided students with art activities relating to holiday themes. The PLUS Team Sponsored virtual movie nights with microwaveable popcorn packs sent home with each student.

Two 8th grade teachers, school student assist, and custodian volunteered their time to coach basketball and volleyball. The students played at Stockton Parks & Recreation facilities. Many staff and parents came to watch their games.

Eighth grade students presented a school wide science fair. All experiments were thoroughly prepared and explained to students as they visited the exhibition.

Teachers expressed confidence in providing morning restorative circles in the K-5 grades which clearly represents the low number or zero number of discipline incidents.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Student lack of coping mechanisms in day to day social engagement. **Root Cause/Why:** Due to the unprecedented impact of COVID-19, students missed nearly two years of social interaction in a structured school environment which allows for student growth in socio-emotional maturity.

Needs Statement 2 (Prioritized): Student self-confidence fell in meeting the demands of academic success in math, reading, and writing. **Root Cause/Why:** Due to on-line learning for nearly two years, a grave discrepancy occurred between the amount of synchronous and asynchronous learning leading to a significant range of ability and skill sets.

Needs Statement 3: Student discipline increased to the need for expulsion. **Root Cause/Why:** Due to isolation from a structured school environment, the maturational maturity that comes from structured rules, routines, and transitions were virtually non-existent for nearly 2 years.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement

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

Goal 1.1

ELA: By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 50 students. By EOY 2023, per CAASPP Results, based on the last diagnostic for CAASPP (2019), the total number of students who meet standards will increase by 25% from 22% to 27%.

EL: By EOY 2023, per ELPAC, increase the number of students who reclassify by 15 students. By EOY 2023, per CAASPP (2019), the total number of EL students who meet standards in ELA will increase from 3.39% to 10%.

Math: By EOY 2023, per iReady Diagnostic 3 Growth Report, 25% of Grade 6-8 students will meet grade level standards.

By EOY 2023, per CAASPP Results, based on the last diagnostic for CAASPP (2019), the total number of students who meet standards will increase by 25% from 20% to 25%.

By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 50 students. By EOY 2023, per CAASPP, EL students who meet standards will increase from 4.76% to 10%.

Identified Need

Professional Development was limited in the support of ELD instructional practices.

Inconsistency in the ability for teachers to reach all students in an equitable manner.

Teachers did not received adequate support in the delivery of Ready Math to meet all student needs.

English Learner progress continues to decline in both reading and math.

Student lack of coping mechanisms in day to day social engagement.

Student self-confidence fell in meeting the demands of academic success in math, reading, and writing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA	Winter 2021 @ 28%	Winter 2022 @ 33%
iReady Math	Winter 2021 @ 21%	Winter 2022 @ 25%
CAASPP ELA	2019 @ 22%	27%
CAASPP Math	2019 @ 20%	25%
CAASPP Math/ ELs	2019 @ 5%	10%
CAASPP ELA/ELs	2019 @ 3%	10%

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Equity & Access to a Guaranteed & Viable Curriculum

All students will be grouped heterogeneously

Grades K-3 will continue with 45 minutes of daily ELD Instruction

All students receive Tier 1 Core Instruction in ELA & Mathematics

Those students identified as Tier 2 Strategic will receive additional support above Tier 1

Those students identified as Tier 3 Intensive will participate in Learning Centers and/or after school tutoring in addition to Tier 1 & Tier 2 Instruction.

Grades K-6 will utilize an instructional assistant while the teacher works with strategic groups.

The cost for one full time 1.0 Instructional Assistant with benefits at a cost of \$62,538 - Title I

The program specialist will also assist in providing Tier 3 intervention through small pull out groups.

Groups will be fluid based upon identified areas in need of re-teaching.

Teachers will receive Pd for ELD Instruction through the LDO department and district/county PD opportunities.

Substitute teachers will relieve teachers to attend PD: Substitute Teachers: \$8,000.

Teacher Additional Comp:

34 teachers X 5 hours X \$60 = \$10,200 (Allocating \$10,000)

Student with special needs will mainstream into general education based upon IEP goals

As students demonstrated low reading comprehension and fluency, a library media assist will provide students the opportunity to increase their reading skills.

Students can also attend reading centers in the library during non-core academic time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10000	50643 - Title I
\$8000	50643 - Title I
\$62538	50643 - Title I

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2a. Teachers will engage in grade level and vertical collaboration around best practices for instructional strategies in Math and ELA/ELD focusing on key shifts in math (focus, coherence, and level of rigor) and key shifts in ELA (text complexity, reading, writing and speaking with text evidence, and developing knowledge and vocabulary through content rich non-fiction).

Teachers will create SMART Goals, Identify Essential Standards (CCSS), Create Formative Assessments, and Identify Content to be delivered through research-based strategies (DII, Writing Across the Curriculum, Reading Across Text Types, Use of Rubrics, DOK, Progress Monitoring, etc.).

DATA will come from multiple sources: SBAC, I-Ready, ELPAC, Teacher made assessments, and current student work samples.

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

Teacher Additional Comp:

34 teachers X 5 hours X \$60 = \$10,200 (Allocating \$10,000)

The instructional coach will provide additional support for teachers who need support in the delivery of CCSS. Additional Compensation would be needed if the support is provided after or before contractual hours.

Additional Comp:

1. Instructional coach X 5 hours X \$60 = \$300 (Allocating \$300)

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

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

Coordinate the SSC processes that include: voting (when absences occur or terms expire), Follow community and council memberships of meeting schedules and agendas, assist in planning, and attending SSC meetings, provide advisement for the SPSA and ensure implementation of the SPSA goals with principal direction. Assist Administration in the Coordination and Monitoring of all district/state/federal assessments Assist Administration in monitoring and reporting ELPAC data, LTEL data, and those students who are eligible to be re-designated at Fluent English Proficient.

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

Organize and oversee tutorial programs with the STEP-UP facilitator for district and site adopted curriculum Monitor student selection and placement into academic

tutorials based upon student needs Monitor students who attend reading centers with the Library Media Assist. Select/order/inventory instructional materials Monitor the instructional assistant (s) placement for literacy support in grades K-3 Provide teachers instructional support/peer coaching for ELD instructional strategies

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

Arrange and coordinate for teachers to receive professional development incorporating:

- * ELD Institute
- * Cultural Proficiency
- * Equity & Access
- * CHAMPS
- * PBIS
- * PLTW
- * AVID
- * Illuminate & Synergy

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

The program specialist will be funded at .80 FTE in LCFF at \$116498.40 including benefits.

Funded at .20 FTE Title 1 with benefits at a cost of \$20488.80

As students demonstrated low reading comprehension and fluency, a library media assist will provide students the opportunity to increase their reading skills. Students can also attend reading centers in the library during non-core academic time. The library media assist will be funded as a .4375 FTE from LCFF at a cost of \$36,142 including benefits.

*Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning. Focusing on:

Scope and Sequence Planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for reteaching to move forward more efficiently:

In-Depth Root Cause Analysis and Need Assessment

Stakeholder Involvement Plan

In-Depth Data Analysis and Evaluation

Walk-Through Visit - Observation of Actual Activities

Debrief of Observation

Equity - Culturally Relevant Instruction Training and Planning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$116499	23030 - LCFF (Site)
\$29124.6	50643 - Title I
\$36142	23030 - LCFF (Site)
\$10000	50643 - Title I
\$300	50643 - Title I

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Technology will be replaced/updated to meet student needs for academic achievement. Supplemental materials, resources, and technology will support core instruction such as project materials (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. printer, smart board, computers, etc.)

Equipment - 5,000.

- LCFF

Instructional Materials/Supplies - \$27405.40 - Title I, \$7279.60 -LCFF

Instructional and Non-Instructional Materials includes: Student Binders, College adoption flags, t-shirts, reference charts, Books for teacher use in lesson study.

Teachers will learn AVID strategies for differentiation, creating common formative assessments, improving classroom management technique, learning social equity and access, and how to begin with self-assessment and application to improving our school culture. CD's, or downloads would be included for similar subjects. With 34 teachers, one counselor, two administrators, program specialist, and other support personnel, the projected cost would be approximately \$8,000. This is calculated at 40 (Staff) x approximately \$50.00 a book.

Funding would also be used for AVID training materials and project-based learning materials support student academic achievement by meeting student equity and access to research based proven techniques. This can only be achieved through teacher collaborative processes and site-based PD, county based PD, and through webinars.

Success will be measured by improved teaching strategies and application of new skill sets as evidenced through core walk-throughs and feedback, daily classroom walk-throughs and feedback via administration, lesson study outcomes via coaching feedback, and student performances in academic achievement as measured by increased student attendance and performance on district, site, and state based assessments.

Students need materials to support their science fair, career fair, and project-based learning materials as identified in hands-on activities. Examples of such materials are Tools, Styrofoam, Hard Board, Food coloring, microscopes, Hydrogen Gas, soil samples, gauges, dissection instruments, cutting boards, wire, batteries, etc. For grades K-3 students additional reading materials, whiteboards, and technology support students in Reading Literacy, Fluency, and Comprehension. Student achievement outcomes will be measured by positive growth through district and site-based assessments, including teacher made assessments. Currently I-Ready Math and Reading, Benchmark checking for understanding and end of unit assessments along with student work samples are utilized to demonstrate student growth.

Grades 4-8 utilize white boards, composition books, laptops, earbuds/phones, to support both mathematics and literacy in focus, coherence, and rigor.

Students will make positive growth as demonstrated with district and site-based assessments, including teacher made assessments. Currently I-Ready Math and Reading, Benchmark & Savvas, checking for understanding and end of unit assessments along with student work samples are utilized to demonstrate student growth.

License Agreements: web-based programs, license agreements (e.g. ESGI, Handwriting without Tears, etc.) at an approximate cost of \$2500 (Title I) for grades PreK-3. ESGI is an instructional tool that helps teachers assess students individually with instant feedback on students' strengths and areas in need of improvement. It also provides parents with a weekly or bi-monthly up-to-date status on their student's achievement with suggestions on how to practice needed skill sets. ESGI is utilized for grades Pre-K, Kinder, First and Second grade. Handwriting without tears is a program to improve student small motor coordination in learning how to physically improve in their writing. This helps to improve clarity in students' drafts and final revisions. Pre-K and Kindergarten utilized this program. Accelerated Reading (AR) license agreement to increase student reading comprehension and fluency. \$1,700.00 (Title I)

Maintenance Agreements are necessary to keep copiers and Duplo in working condition and to provide materials necessary for duplication that support students' academics in the common core. The cost has averaged \$1500 (Title I) each year.

Duplication can provide all Hoover Students with student planners and note taking pages that support AVID strategies. Duplication has averaged between \$1,473 - Title I; 1,000 - LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$5000	23030 - LCFF (Site)
\$27405.4	50643 - Title I
\$4200	50643 - Title I
\$1500	50643 - Title I
\$1000	50643 - Title I
\$1400	23030 - LCFF (Site)
\$7279	23030 - LCFF (Site)

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

4a. The Instructional Coach is provided by the school district. Along with curriculum developers he/she will provide teachers with professional learning and supports focusing on the coaching cycle with: demo lessons (including lesson planning), co-teaching in the classroom, co-planning and reflective conversations, student equity in instructional practices, implementation of ELD, AVID strategies, academic conferences, data analysis, PLC process, attending conferences/training (e.g., PLC, MTSS, CFA's, etc.), etc.

The Instructional Coach (2 @ .5 FTE Instructional Coaches - Centralized Service) will work closely with the Program Specialist to ensure a wide but focused range of instructional strategies are provided to teachers and support staff. The focus is to strengthen what is working (data supported) and what areas of instruction can be improved.

4b. Conferences/Trainings/Workshops - \$20,000 (Title I) These opportunities are provided to teachers and site administration for improved instruction in mathematics, reading, science, and history. Many of these opportunities are offered through the SJCOE and CDE. AVID conferences are normally provided within a

45-80 mile radius (Sacramento/San Francisco) in the late summer or early fall. Conference Registration, Training Attendance, Pre Conference collaboration and post conference collaboration, hotel, meal/gas reimbursement (Eligible Attendees with Title I: Teacher, Program Specialist, Administrator
 Registration - 11 staff (9 teachers, 1 counselor, 1 admin X \$900 = \$9,900
 Post Conference Collaboration* - 11 staff (9 teachers, 1 counselor, 1 admin) X 18 hours X \$60 = \$11,000.
 Hotel @ \$250.00 per night X 11 staff X 2 nights = \$5,500 (Tax/fees not included)
 Mileage Reimbursement .58.5 per mile X 80 miles X 2 round trip X 11 staff = \$1,030
 Meals based on SUSD Rates for Travel lasting 24 hours or more X 11 staff = \$2,277

District staff through the Curriculum Department, Language Development Office, and site based coaches provide additional opportunities for PD for teachers, administrative staff, program specialist, counselor, and coaching staff. Opportunities that support teachers of students with special needs that are directly applicable to their instructional practices will be supported. As the specific names of such PD/Conferences/Workshops may not yet be known at the time of writing this SPSA, they will still be allowable. Opportunities to attend the Standards Institute will be looked into as a school wide opportunity to advance student achievement through increased development in teacher pedagogy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$20000	50643 - Title I
\$11000	50643 - Title I

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Hands-on Learning Activities, Live & Virtual
 To provide students with hands-on experiential learning opportunities through field trips (e.g. college and academic focused), career exploration (e.g. Career Cruising, etc.), resume building and career interest inventory, A-G requirements and information on how to qualify for admission, etc. Primary grades experience hands-on learning activities through educational field trips to learn math, science, technology, and social studies. Field trips will occur in the fall and spring depending upon any COVID restrictions.

Field Trips - Non District Transportation - \$4,000 - Title I

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

Pupil Fees - \$2,000 - Title I

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$4000	50643 - Title I
\$2000	50643 - Title I

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide students opportunities to:
 *interact with their peers who will attend their kindergarten class promoting social skills,
 *establish a connection between the kindergarten teacher and preschooler,
 *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and
 *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to

learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

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

When comparing iReady Fall to Winter school wide results for 2021 in Reading, Tier 1 increased from 14% to 21%. Tier II increased from 34% to 38%. Tier III decreased from 52% to 39%.

When comparing iReady Fall to Winter school wide results for 2021 in Math, Tier 1 increased from 6% to 14%. Tier II increased from 43% to 50%. Tier III decreased from 51% to 35%. While the students made some academic gains, nothing could prepare us for the realization of how much learning loss had actually occurred. The Care Team met on a weekly basis to determine which students were in most need of additional academic Tier 2 & Tier 3 strategies. Two .4375 instructional assists met each day with students in grades K-3 to provide supplemental support of 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 assistants. The program specialist also provided daily tutoring for students at the Tier 2 & Tier 3 levels. Teachers attended AVID professional development in the summer and winter months. CSI funds were nearly exhausted and covered the expense for teacher attendance and 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 strategy demonstrated to teachers were how to take Cornell notes for grades levels K-8. Several samples were demonstrated. These would be the two main strategies of focus school wide. Our EL program was strengthened although limited. Hoover received two sessions of ELD professional Development presented by Kari Nelson. This was to occur each month, but she was then removed from coaching and placed into a classroom as the district suffered a severe loss of teaching staff. Still when comparing the prior year of virtual instruction only 1 of 9 students were reclassified as Re-designated Fluent English Proficient. (RFEP) This year with the focus of the program specialist, we are expecting at least 25 ELs to have made RFEP status. As we await for our ELPAC results, the program specialist has stated how well our ELs have done in the primary and early intermediate levels. The increased time from 30-40 minutes of Designated ELD time is also responsible for their projected growth. The library media assistant with the help of Sam Hatch, volunteer DELTA professor, the library was increased in size, thus allowing more opportunities for student readings. All books were inventoried and approximately \$6,000 were received from donors to replenish and update selections. Also books were ordered in both english and Spanish to increase parent and student reading together. Examining our mission statement, Hoover staff created a new more meaningful mission that address the need for equitable practices. License agreements were purchased for ESGI for grades TK-3 to support immediate feedback for student progress in phonics, math, and high frequency words. Parents commented favorably on the program as it also provided an end of assessment parent letter describing their student's progress and areas of need. After school tutoring was provided by teachers representing each grade level and monitored by the program specialist. All ASP students participated in this program so classes were full at the K-6 grade levels. Attendance was low for 7/8. Sheila Sastri from Central Valley, North and Central Coast Professional Development provided two whole staff PD on November 2nd., and December 7th, 2021. The focus was on utilizing iReady Resources and lesson guidance. Teachers began to look deeper and discuss how to better deliver their instruction utilizing her guidance. This occurred during teacher collaboration. COVID-19 restrictions and virtual learning made a major impact on the effectiveness and ability to deliver optimum instructional strategies and collaboration keeping grade levels in agreement and up to date with similar data brought to the table. Absences for both teaching and para assistants averaged 11-19 absences per week. Only on one day did we have a full staff in attendance. Coaches were placed back into classrooms thus severely limiting teacher support in delivery and assessment of student progress. The principal and assistant principal covered many days of teacher and severe para assist shortages. This greatly impacted the administration's ability to provide walk-throughs and teacher feedback. Union interference halted the ability for administration to rotate para-assists when teachers of students in MOD/Severe special education classes were short staff or completely without para-assists which created unsafe conditions. Administration did their best to cover the shortages themselves. With universities under their own COVID -19 plan for protection, students were not able to travel to CSUS. All other student field trips that were intended to occur in the late fall were halted as well. Currently as of March 14, 2022, COVID restrictions have been limited to a degree but it is too late to acquire transportation for all grade levels for their hands-on experiences that occur with field trips. Instead, SSC has looked into a school wide animal science presentation to occur on campus for grades Pre-K through 6th.

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

COVID-19 significantly impacted teacher collaboration, coaching, staff meetings, and professional development opportunities. Teachers could not conduct grade level walk-throughs, attend in-person meetings with students and their parents or receive individualized PD as needed. Thus their ability to improve in the art of differentiation of instruction, ELD, writing, ELA and Mathematics prevented the intended strategies to be implemented in an effective, efficient, equitable, and professional manner.

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

Since our strategies were solid but limited or halted from delivery as intended and needed, the strategies will roll over for the 2022-2023 year. Annual outcomes will be made the same as determined by the needs assessment reviewed by staff, parents, ELAC, and SSC committees. In our upcoming SPSA for the 2022-2023 school year, EL's will receive additional support with the hiring of a full-time Bi-lingual assistant. The district will provide funding for the position.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

Decrease the percentage from 2.3 to 1.0 for all students who are suspended by June 1, 2023.

School Goal for Attendance/Chronic Truancy:

Attendance/Chronic Truancy - Decrease the percentage of 62% chronic absence rate to less than 18% for all students by June of 2023. (This rate stemmed from COVID-19, 2021-2022).

Identified Need

Lack of parent participation in the school.

Student lack of coping mechanisms in day to day social engagement.

Student self-confidence fell in meeting the demands of academic success in math, reading, and writing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Report & CA Dashboard	62%	<18%

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, PLUS program, counseling, structured student engagement activities, student forums, alternative educational setting to accommodate students' needs, and to improve student behavior and attendance. Student surveys will keep the school apprised of student sense of belonging and connectedness to peers and staff.

The PBIS team will hold monthly meetings with the committee to review discipline data and brainstorm school-wide interventions that promote good citizenship inside and outside the classroom.

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Weekly CARE TEAM, and Monthly ILT meetings will ensure students are monitored for attendance, academic needs of support, socio-emotional support and

referrals for families to agencies that can help with providing basic needs.

The counselor and/or mental health clinician will offer counseling support to those students who demonstrate a need for emotional support dealing with the loss of family members, signs of depression, and/or anxiety, including the effects from COVID-19.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The program specialist will hold parent educational meetings to inform parents of California School Attendance Laws. The program specialist will recognize students using positive attendance data each month with rewards that include extended recess, certificates, t-shirts, and treats.

***Incentives/gifts/appreciation "events"/entertainment is not allowable using State and Federal funds.

The program specialist will partner with parents and teachers to motivate positive attendance. Staff wide monthly meetings will continue to involve our journey and professional development in Cultural Literacy, Proficiency, and Self-Reflection. Duplicating will provide parents with information and resources to inform that of techniques to encourage daily attendance.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

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

The school counselor, assistant principal, principal, teachers, CSA, and specific noon duty staff implemented Restorative Justice practices. This is under the broader PBIS umbrella. Students met daily in whole class morning circles. The counselor provided monthly RACE assemblies for character recognition. Fun Friday activities such as Be a Friend, No One Sits Alone, and Kindness Activities were implemented. The PLUS team mentored students in grades K-6 and acted as conflict mediators on the playground during recess. Daily incentive "RACE" tickets were handed out by all staff including noon duty when students demonstrated positive character traits. Monthly assemblies occurred outside due to COVID-19 restrictions and some parents would watch outside the gates when their students were recognized. Teachers received a copy of the book "Culturally Proficient and Culturally Literate" exposing them to understanding diverse populations and cultural ways of social interaction, leading to support an equitable environment. 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 and assistant principal attended on-line PBIS meetings and took suggestions from the district's PBIS representative. Data through March of 2022 demonstrated a significant drop in suspension rates, especially for Black or African American students. The majority of suspensions (33) were on in-house suspensions stemming from 6th grade teacher's right to suspend from class for 2 days. 6th grade had the highest number of suspensions (12) followed by 7th grade with (11) suspensions, 5th grade (5), 8th grade (4) and 4th grade with (1) suspension. Students and parents completed a needs assessment both on campus, in ASP, and on the school's website. The needs assessment was given in the fall and again in the spring. The highest area of concern students and parents wanted addressed were related to mental health and basic needs. Stress, anxiety, and food were found as significant with 33%, 27%, and 25% respectfully. Weekly care team, ATSI (which Hoover was removed from mid year) ILT meetings identified students in needs of support for attendance, academics, and mental health needs. Hoover's goal was to be at or less than 1% for discipline schoolwide, however, as of March 2022, discipline school wide was at 1.2% and demonstrating a significant drop from 5.4 % of the Black-African American population to 1.5%. Attendance strategies were extremely limited as funding for PBIS did not get released until March of 2022. Then a short window was left to purchase incentives to motivate students. As of this writing (April 3, 2022) purchase requests are still pending review. While the PLUS team was able to provide Fun Friday activities and treats, along with teacher recognition certificates, chronic attendance increased to its highest of any school year on record at 62.33%. This was due to COVID-19 and students who demonstrated COVID-19 symptoms, along with students who did not attend either on campus or virtual instruction. If a student attended 1 day only, they would remain on the attendance reports. The program specialist was not able to provide parent meetings on campus due to COVID restrictions.

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

COVID-19 significantly impacted the ability to attend in-person meetings with students and their parents, and/or offer on campus celebrations and combined student activities which serve to motivate positive character/behavior. When students are motivated to learn and have stability, student attendance will increase.

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

Since our strategies were solid but limited or halted from delivery as intended and needed, the strategies will roll over for the 2022-2023 year. Annual outcomes will be made the same as determined by the needs assessment reviewed by staff, parents, ELAC, and SSC committees. In our upcoming SPSA for the 2022-2023 school year, we are sure that PBIS funds will be released sooner so that students incentives can be readily available to recognize positive attendance and decreased negative behaviors.

LCAP Goal

Goal 3: Meaningful Partnerships

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

Goal 3.1

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

Increase the number of parent meetings/events (pre-COVID) from 17-20 by June 2023.

Identified Need

Lack of parent participation in the school.

Inability for parents to participate in academic parent teacher team conferences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Agendas & Sign-In Sheets	3 (COVID-19)	20

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

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings (e.g., Parent Coffees, parent volunteering, etc.), SART, SSC, ELAC, parent engagement events, etc. Kindergarten teachers provide a Kinder Bridge Summer Meeting for Preschool and incoming Kindergarten, so students become familiar with the school environment. Teachers inform parents of Common Core standards and pretest students.

Parent Meeting - \$2,000 - Title I - 50647: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Books - \$500 - Title I - 50647 - 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.

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

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

Childcare - \$597 - Title 1 - 50647: is utilized for childcare during parent presentations and academic parent teacher team conferences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2000	50647 - Title I - Parent
\$500	50647 - Title I - Parent
\$500	50647 - Title I - Parent
\$597	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. COVID-19 significantly limited Hoover's ability to offer on-campus parent meetings. Therefore, we did not meet our goal to increase parent participation of 20 meetings and/or events by June of 2022. Hoover tried to utilize virtual meetings, however, even with a rotation for meeting times, we saw no more than seven parents in attendance. Summer Bridge orientation to Kindergarten was cancelled due to the same COVID-19 restrictions. Once COVID-19 restrictions were lifted in March, SSC and ELAC could be held in person and for those with limited mobility, the opportunity to attend virtually concurrent with in-person meeting times. Hoover did not have a full SSC committee with newly elected parents until February, 2022. September through November were attended but one new parent moved, stemming a third election. Three attempts were made until a parent was appointed in February 2022. ELAC had the same problems and a full elected team did not occur until February 2022. The assistant principal attempted to recruit parents to the ELAC in multiple methods beginning in early September through January. ELAC has met twice so far and has already reviewed the needs assessment for feedback to the SSC. With COVID-restrictions only a small amount of funds were used for parent meetings in September, 2021, with a parent informational meeting held outside the front office. Here parents received information on positive attendance, school committees, and completed a parent survey of interests and needs. Parent materials used for STEM, FAMILY NIGHT, and APTT conferences were not spent due to the inability to physically host these meetings on campus. Pamphlets and Books are currently on a selection list as we can now offer a parent resource room after school hours. Parents will also be able to check out books on Friday after school hours with the principal. Hoover received very generous donations to fill our library 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.

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

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

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

Goal 3.2

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

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Needs Assessments.	TBD	TBD

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

Strategy/Activity

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

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

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

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

LCAP Goal

Goal 4: Special Education

Pending development

Goal 4.1

Hoover Elementary will integrate students with special needs in student activities (morning presentations, mainstreaming into general education settings within IEP goals, increase pre-school enrollment blending students with specials needs and students without special needs. This is a new goal and a baseline will be set at the end of 2023 for actual outcome and expected outcome data to establish for the 2024 year.

Identified Need

English Learner progress continues to decline in both reading and math.

Lack of parent participation in the school.

Student self-confidence fell in meeting the demands of academic success in math, reading, and writing.

Annual Measurable Outcomes

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

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

Strategy/Activity 4.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Books will be purchased for the library that integrate titles for students with special needs, multi-lingual students/parents, cultural relevance, and educational information for equity and access in preparing students for real world opportunities to support college and career readiness. Title 1 @ \$2,000

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2000	50643 - Title I

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

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

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

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



Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$196665
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$362985

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50643 - Title I	\$193068
50647 - Title I - Parent	\$3597

Subtotal of additional federal funds included for this school: \$196665

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

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$166320
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: \$166320

Total of federal, state, and/or local funds for this school: \$362985