

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **HOOVER HIGH SCHOOL**

**2022-23**

37-68338-3732997  
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.  
For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Fairley, Walter

**Contact Person:** Fairley, Walter

**Position:** Interim Principal

**Telephone Number:** 619/344-4500

**Address:** 4474 El Cajon Blvd, Hoover High, San Diego, CA, 92115-4312

**E-mail Address:** wfairleyjr@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

**Board Approval: *October 25, 2022***

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Hoover High School PHONE: 619-344-4500 FAX: \_\_\_\_\_  
 SITE CONTACT PERSON: Lydia Gonzalez E-MAIL ADDRESS: lgonzalez2@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP)       CSI School       ATSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- |  |                                      |
|--|--------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: <u>9/29/22</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____          |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____          |
| <input type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: _____          |
| <input type="checkbox"/> Other (list): _____   | Date of presentation: _____          |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/13/22

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Charles T. B. DeFreitas  
Type/Print Name of School Principal

Tenise Lenta  
Type/Print Name of SSC Chairperson

Alma Medina  
Type/Print Name of ELAC Representative

Erin Richison  
Type/Print Name of Area Superintendent

Charles T. B. DeFreitas 10/19/22  
Signature of School Principal / Date

Tenise Lenta 10/19/22  
Signature of SSC Chairperson / Date

Alma Medina  
Signature of ELAC Representative / Date

Erin Richison 10/20/22  
Signature of Area Superintendent / Date

**Email & Submit Document with Original Signatures**  
Strategic Planning for Student Achievement Department  
Eugene Brucker Education Center, Room 3126

**Due October 7th 2022**

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of Title I School-wide Program and Comprehensive Support and Improvement.

Herbert Hoover High School was established in 1929 and is one of fourteen comprehensive high schools in the San Diego Unified School District (SDUSD), the second largest school district in California. Hoover is a comprehensive high school, serving approximately 2,286 students in grades nine through twelve. The school is located in an area of San Diego known as City Heights, a vibrant community in Mid-City San Diego comprised of modest homes, apartments and small businesses. City Heights is one of the lowest socio-economic communities in San Diego. In addition, it has long been the first home of new arrivals.

Hoover's diverse student population is a reflection of the neighborhood. Students attending Hoover are predominantly Latino (77%), Asian (11%) and African American (7%). There are 22 languages spoken on campus and in the homes of our students, including English. In fact, Hoover has the highest percent of students enrolled that are EL or RFEP in the district by almost double. Enrollment has steadily increased over the past five years, ranging just above 2000 in 2016-17 to 2350 students in 2021-2022. It is believed this increase is due in part to the success of the programs that are in place to support students as well as the dedication and heart of the staff.

Hoover students continue to receive support from Price Philanthropies and San Diego State University through the Avenues for Success This Compact, effective with the 2011 graduating class, guarantees admission to SDSU for students who meet five benchmarks:

- maintaining a 3.0 through their senior year;
- completing all University of California's "a-g" subject area course requirements;
- being enrolled at Hoover 9-12;
- demonstrating college readiness
- taking the SAT or ACT\* (Optional)

This plan represents a Hoover High School approach to raise student achievement and to narrow achievement gaps. It includes the school's goals and the strategies for meeting those goals. The plan is representing the instructional core for planning 22/23FY and is not intended to include all the specific details needed for implementation. This document is meant to function as a model to Hoover High School as we work to improve student outcomes, and it is expected that the strategies described in the plan will be adjusted along the way in order to meet those desired outcomes.

Hoover High School supports and works hard to guarantee that each student achieves appropriate gains every year and is prepared for the next academic level. The school's main goals are to increase the percentage of students that will meet or exceed grade-level standards in English/Language Arts and Mathematics.

Hoover completed the Western Association of Schools and Colleges (WASC) self-study review in 2019 and received a six-year accreditation.

This School Plan for Student Achievement fulfills the requirements of a Title I Schoolwide Program and Title I funds will be used to support all students' academic needs. This plan also fulfills the requirements for meeting the needs of our ATSI students.

The staff at Hoover High School strives for excellence in meeting the needs of an increasingly diverse student population. School programs are designed to stimulate learning and to implement the state standards in order to provide all students with a firm foundation for school and work beyond high school. In addition to providing a strong academic program, Hoover High School continues to provide opportunities for students to develop appropriate social skills, problem-solving strategies, career preparation skills and technology expertise to promote life-long learning. This School Plan for Student Achievement lays out goals and strategies that will improve student achievement, attendance, safety, and access for all students. This plan will show the introduction of new instructional modalities and strategies that will support all student subgroups in their continued achievement.

### **PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning With High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

### **School Vision and Reality**

Hoover High School will be the high school of choice for families living in our boundary area, and the envy of families living outside of it, by creating a safe, dynamic, intellectual culture that prepares all students for college by providing:

- Challenging academic courses which create excitement about learning and instill a desire for the pursuit of learning for citizens of all ages.
  - Personal connections to school for every student by maintaining and opening new athletic programs, visual and performing arts programs, and the increase of supportive learning communities.
  - Joined with feeder cluster schools will work to increase the authority to establish instructional strategies to assure students success; and,
  - Community and parental involvement that supports students and enlarges their view of the world, to increase the capacity of to meet their own needs.
  - Our school culture will be reflective of the diverse community that we serve with a shared belief in restorative practices and trauma-informed care.
- Our school will provide an unparalleled level of student support (academic, social and emotional) through the collective impact of site and community-based resources.
- Our school will prepare students for both college and career, including five unique small learning communities that infuse the aspects of "STEAM" (science, technology, engineering, arts, and math). These academies will provide interdisciplinary project-based learning experiences, innovative workplace experiences, and opportunities for students to co-construct meaning in every content area by utilizing their cognitive, communication and study skills.

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- All students will have a wide range of extracurricular activities to engage in, including clubs that are relevant and student-driven, and athletic teams that promote lifelong fitness, teamwork, and the pursuit of victory with honor.
- Our teachers will support students to become resilient learners who view obstacles as opportunities for growth. They will challenge students to develop study and work habits that will allow them to seamlessly transition into post-secondary options/opportunities and inspire them to circle back to contribute as alumni.

While our graduation rates have gradually increased over the past five years, there continues to be room for improvement. Currently, we are looking closely at the myriad of supports that Hoover employs to raise student achievement--in particular, we're looking at ways to develop meaningful support plans for students in collaboration with counseling and our Academy model.

Hoover High School's Mission states that we cultivate college and career ready citizens by maximizing every student's potential and embracing their unique and diverse skills through rigor, relevance, and relationships.

Hoover High School firmly believes:

- That all students can learn and meet high expectations in a rigorous and supportive learning environment.
- Honoring the diversity and unique gifts of each student.
- It is important for all students to feel connected in the classroom and in extracurricular activities.
- Parent and community involvement are critical to student success.
- That learning as professionals in a collaborative culture is vital to student success.

### **Core and Supplemental Supports**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

High School: 1:36

### NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

Enrollment/Days per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week
1,775-2,366	=	4 days per week
2,367 and above	=	5 days per week

### COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site. Any assignment portion that is less than a 1.0 allocation is rounded up to the nearest 0.5 allocation.

### HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days per Week
1-374	1
375-1511	2
1512-2267	3
2268 and Above	4

### **Professional Development**

- Teachers and general staff involvement and commitment to PLC development and growth is considered crucial to fulfilling the vision set forth in our Site Plan.
- English & Mathematics continued to be areas where many of our students need additional support, and our Site Plan expands and develops programs to help all of our students be successful in all levels. Key to the success of our plan is the professional development time for teachers and vertical teaming groups.
- Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.
- Professional Learning Communities analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

### **Process for Modifying the SPSA and Conclusions**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet growth targets. In order to achieve the goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting standards. Hoover High School Site Plan (SPSA) was developed with input from all stakeholders in order to drive our school improvement efforts. Our SPSA will work to directly address areas of focus as outlined in our CDE dashboard, along with addressing the WASC Recommendations from our 2019 WASC visit.

A wide variety of student data was analyzed during 21/22 school year all academic departments, PLCs, and the Leadership Team over a period of time. The combined analyses of data led to the identification of the strengths of the school and student programs and the areas of greatest academic need. Modifications were made in the form of goal development and were approved by the SSC in **May 2022**.

Hoover High School continues to find ways to close the achievement gaps that exist among the pupil subgroups. Our plan was created to reach out to all students through a wide variety of support mechanisms for both students and their families.

### **LCFF Community and Staff Engagement**

LCFF allocations were developed with participation from teacher and parent committees (ELAC and SSC).

### **ENGAGING EDUCATIONAL PARTNERS**

#### **Stakeholder Involvement**

All stakeholders have been involved in the process of supporting student achievement.

In 2019-20, Hoover staff and stakeholders revised the school's mission, vision and expected schoolwide learner outcomes (ESLRs) to be current and indicative of our beliefs as a school community. The ESLRs are more in alignment with 21st century skills and expectations as communicated by academy business partnerships. The process allowed for all members of our Hoover community to take part in and feel ownership of these statements and outcomes, as they reflect a shared philosophy and pedagogy.

At Hoover High School, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2020-2021, stakeholders were involved in the 2021-2022 budget development process via multiple meeting opportunities to dialogue and to solicit input.

These include staff meetings SGT, SSC, ELAC, PTSA held throughout the year.

- ~ October 6, 2021 - Annual Title I Parent Meeting was held.
- ~ April 14, 2022 - SSC reviewed 22-23 budget.
- ~ April 14, 2022 - SSC final review and approval for the 22/23 budget.
- ~ October 13, 2021 - ELAC provided input regarding goals for English Language Learners for 2021-2022 SPSA.
- ~ April 14, 2022 - SSC developed the Title I School Parent Compact and Title I Parent & Family Engagement Policy.
- ~ May 12, 2022- SSC developed and approved 2022-2023 SPSA.
- ~ September 29, 2022 - SSC Final Review and Approval of the SPSA

### **RESOURCE INEQUITIES**



**Resource Inequities**

Hoover's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, site data; and a review of the 2021-2022 SPSA. An analysis of the student groups of the CAASPP results indicate ELA and Math scores at Hoover have historically been below standard compared to other schools in the district. The 2019 SPSA goals are to have 60% of students tested to meet or exceed SBAC performance in ELA and have 56% of students reading at grade level. The SPSA goal for Math is to increase from 20% in 2019 to 22% in 2022. As the SBAC will begin again in the spring of 2022, we are going to continue with these goals for now. Grade-level literacy rates in reading have been a continued area of need and it is a high priority to close this gap in order for students to make gains in other academic areas. In 2017-2018, Hoover used the Scholastic Reading Inventory (SRI) to assess the reading levels of our students. The district (SDUSD) switched from the SRI to the FAST (Fast Bridge Learning) in 2018. These assessments were given to students in grades 9-12 through their English classes. Each grade level demonstrated growth.

A review of the 2019 SBAC results on the California School Dashboard show that while we made gains in all categories, our students are still performing below standard. This isn't surprising considering reading levels are below grade level. We will work to continue making advancements.

There was a 1% percent increase in their ELA scores according to the California Dashboard. Overall, ELA has continuously shown growth in meeting and exceeding standards SBAC. The 2019 results show an increase of 12 percent between 2016 and 2019 in meeting and exceeding standards combined. Math performance increased in 2019 by 10%, compared to 2018 results. The math department has made IM1 and IM2 courses yearlong with a companion course, Power Up. This elective course builds on foundational skills and math literacy. Extending the math sequence allows students more time to learn and understand the content.

To address the need for improving reading literacy rates at our school, specific schoolwide literacy strategies have been implemented in all classrooms. The intention of this is two-fold: by improving students reading levels, they are better able to increase their performance on the SBAC. The strategy employed with intention is the introduction and intentional use of a Word of the Week (WOW). Each weekly word is obtained from a list of words provided by one of the four DOK levels. During the summer of 2018, ILT members met and created this strategy and provided staff word wall charts with preprinted WOW words to implement schoolwide.

The ELA and Math departments have worked to create common assessments, planned professional development with time to review student work and data, and review and revise curriculum to fit the needs of students. These goals are monitored throughout the school year through department assessments, and the FAST reading assessment.

As a result of this focus, there are inequities in the area of both ELA and Math with regards to EL's and students with disabilities. We have decided to choose different methods of support through our allocations to address this. This plan addresses that by focusing on professional development in instructional routines that support the achievement of these two groups. In ELA and Math, teachers will develop integrated ELD plans within every

lesson and create a dedicated time within each teaching block for ELD. Administrators will do focused walkthroughs to monitor student achievement within these two subgroups. This plan provides resources specifically for both practices.

Based on district data, there are also areas of focus in the areas of chronic absenteeism and suspension rates. The office staff and academy teams will work collaboratively and closely with the administration, school counselors, the school nurse, and certificated staff to monitor attendance and social emotional needs of our students. There will be consistent weekly home visits and communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the school-home relationships with families. There will be mental health services on-site (5 days a week) to support students with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills. In addition, the nurse will work directly with staff and families to provide professional development and strategies to support students in class and at home. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement PBIS school wide to address the overall school culture.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Delia Contreras	Community Member/ELAC DAC Alternate Rep (2020-2022)
Walter Fairley Jr.	Principal (Interim)
Jeff Mellinger	Staff/Classroom Teacher (2020-2022)
Tenise Lenta	Staff/Chairperson/Classroom Teacher (2018-2022)
Russell Pitts	Staff/Classroom Teacher (2020-2022)
Paul Nathaniel	Staff/Classroom Teacher (2020-2022)
Lisa Peoples	Parent/DAC Rep (2022-2023)
Lydia Gonzalez	Staff/SSC Secretary/Classified OTBS (2021-2022)
Alexandra Hernandez-Sotelo	Student (2022-2023)
Evelyn Navarette-Gomez	Student (2022)
Ailyn Garcia-Gonzalez	Student (2022)
Fabiola Muniz	Parent (2022-2024)

**GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**

**LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District**

**Call to Action Belief Statement**

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

**District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

**Annual Review of This Goal: SPSA Reviewed 2021-22**

**\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Upon our return from school closures, we encountered an uptick in suspensions. However, we firmly believe that our restorative work prevented several suspensions, including our alternate-to-suspension program through Mending Matters. We need to continue to provide robust PD opportunities to teachers and teams to ensure our Restorative Practices behavior management plan is effective across the campus.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

No major differences related to expenditures.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We have committed .5 FTE to provide an additional 1.0 counselor. Our hope is that this counselor aides in the continual development of our restorative practices.

**\*Identified Need**

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Per the 2019 CA Dashboard, Hoover decreased suspensions in all racial subgroups. However, these current rates are still higher than desired. The intervention system Hoover has in place has helped reduce the number of discipline referrals, suspensions and expulsions, which will be reflected in the 2021 updated CA Dashboard. We have also added Mending Matters to help with an alternative to suspension program.

### \*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9, 10, 11 , 12	Reduce chronic	20%	15%	Chronic Absenteeism	Annual
June 2023	9, 10, 11 , 12	Reduction of the Suspension Rate	9%	6.3%	Suspension	Annual

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9, 10, 11 , 12	Black or African American	Reduction of the Suspension Rate.	10.2	8%	Suspension	Annual
June 2023	9, 10, 11 , 12	English Learner	Reduction of the Suspension Rate.	8.3%	7.2%	Suspension	Annual
June 2023	9, 10, 11 , 12	Hispanic or Latino	Reduction of the Suspension Rate.	7.1%	5.6%	Suspension	Annual
June 2023	9, 10, 11 , 12	Homeless/Foster	Reduction of the Suspension Rate.	10%	9%	Suspension	Annual
June 2023	9, 10, 11 , 12	Students with Disabilities	Reduction of the Suspension Rate.	6.7%	4%	Suspension	Annual

### Supporting Black Youth - Additional Goals

- ✓ Hoover's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ The staff diversity goal at Hoover High School is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Hoover's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ In the 2022-23 school year, Hoover High School will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ Hoover High School will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ Hoover's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.

- ✓ Hoover High School will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ Hoover High School will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

### Development of Restorative Justice Positive Behavior Models through "Equity Lenses" (Goal 1)

#### \*Students to be served by this Strategy/Activity

ALL STUDENTS TO BE SERVED

Hoover now has a direct and transparent behavior support system with tiered interventions in place that utilizes restorative practices. This proactive system ensures follow up procedures for behavior modification and support are implemented and documented.

#### \*Strategy/Activity - Description

Restorative Justice Model and Positive Behavior Interventions and Supports are showing the effectiveness of the school's supervision and evaluation procedures in order to promote professional growth regarding classroom management strategies and relationship building in an effort to fulfill the requirements for quality student-teacher interactions. Additionally, our staff PD relating to Equity work, which is planned and developed by our Equity Team, is learning that impacts these results.

- Reduction in suspensions
- Reduced number of referrals
- Improved school culture (according to student surveys)
- Ongoing professional development provided to school staff on RJM implementation
- Addition of Mending Matters and our alternative to suspension program

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03386W	Inschool Resource Tchr	0.50000	\$49,458.00	\$71,245.37	0338-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Help to create and implement overall attendance programs to decrease chronic absenteeism issues. Coordinate services that support extended and supplemental student needs and content learning, student assessment and monitoring students/professional development & discipline. Help lead alternative to suspension program. Position Reduced to 0.5FTE on LCFF and moved 0.5FTE on Title I.

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F03386X	ESL Asst	0.66000	\$19,601.34	\$39,808.07	0338-09800-00-2101-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Help to create and implement overall attendance programs to decrease chronic absenteeism issues. Coordinate services that support extended and supplemental student needs and content learning, student assessment and monitoring students/professional development & discipline.
F03386Y	School Library Techn II	0.50000	\$22,460.00	\$40,619.60	0338-30100-00-2230-2420-0000-01000-0000	Title I Basic Program	[no data]		Provide access/ support and manage books and Internet that supports reading, writing and language development.
F03386Z	Pupil Advocate	1.00000	\$77,478.00	\$125,950.77	0338-30100-00-2906-3130-0000-01000-0000	Title I Basic Program	[no data]		Help to improve student engagement with school; and, student support by creating channels to opportunities in/out school. Provide services to students and families to support academic success and social/emotional well-being, reaching graduation goals. Additional to low-performing students. Beginning/Ending School Year Master Schedule and additional Counseling time to support low-performing students.
N033814	Prof&Curriclm Dev Vist Tchr		\$10,000.00	\$12,381.00	0338-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Release time for collaborative professional study when teachers go to professional & development conference/workshops. Professional development support and push-in teaching to structure productive learning environments that promote independence and acceleration of learning in primary classrooms.
N0338B8	Counselor Hrly		\$15,000.00	\$18,571.50	0338-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]		Beginning/Ending School Year Master Schedule and additional Counseling time to support low-performing students.
N0338HU	Clerical OTBS Hrly		\$2,000.00	\$2,740.20	0338-30100-00-2451-2700-0000-01000-0000	Title I Basic Program	[no data]		In support of the students & parent involvement activities - assisting in organization and preparation (in addition to the regular school day).
N0338JO	Supplies		\$173,791.32	\$173,791.32	0338-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. • Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials



									are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.
<b>*Additional Supports for this Strategy/Activity</b>									
The school governance, administration and leadership teams will form a committee to monitor this strategy together.									

## **LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All**

### **Call to Action Belief Statements**

**ELA:** We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

**Math:** All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

**English Learners:** We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

**Students with Disabilities: Ownership:** Principals, teachers, and support staff take ownership of all their students, including students with disabilities. **Access:** Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

**Graduation/Promotion Rate:** All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

### **District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning with High Expectations for All
4. Quality Leadership, Teaching and Learning

### **Annual Review of This Goal: SPSA Reviewed 2021-22**

#### **\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

The overall effectiveness of our implementation was positive. The school closures due to COVID-19 will have impacted the literacy levels of our students, so there has been increased intentionality on literacy. Once we receive new baseline data related to the 2022 SBAC scores, we will be able to appropriately adjust, as required. That said, we are confident that our students were put in positions of success and that our implemented strategies are working to close the achievement gap.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

We found that our licensing costs increased dramatically due to purchasing of instructional digital platforms that supplemented the teaching and learning of our teachers.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

With the SBAC being administered this year, our goals will remain the same, as they have been shared and articulated with our staff as priorities. In line with SMART goal development the new goal will be attainable within a reasonable time and with focused resources spent on evidence-based strategies. The English Department will refocus their common assessments and tasks and will meet monthly to discuss results on these common task/assessments. Remediation plans will be developed and implemented to support at-risk students.

The Department Lead and Academy Coordinators will assist the departments in monitoring and analyzing the data. The counselors will monitor grades and track achievement to support UC a-g and district graduation requirements. These changes will be seen in the overall goal and strategies of this goal, and in Goal 7. In line with SMART goal development the new goal will be attainable within a reasonable time and with focused resources spent on evidence-based strategies. The English Department will refocus their common assessments and tasks and will meet monthly to discuss results on these common task/assessments.

Remediation plans will be developed and implemented to support at-risk students. The Department Lead and Academy Coordinators will assist the departments in monitoring and analyzing the data. The counselors will monitor grades and track achievement to support UC a-g and district graduation requirements. These changes will be seen in the overall goal and strategies of this goal, and in Family Engagement Goal.

**\*Identified Need - English Language Arts**

ELA scores at Hoover have historically been below standard compared to other schools in the district. The 2019-2020 SPSA goals are to have 60% of students tested to meet or exceed SBAC performance in ELA and have 60% of students reading at grade level.

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

A review of the 2019 SBAC results on the California School Dashboard show that our students are still performing below standard. This isn't surprising considering reading levels are below grade level. That being said, there were still gains in performance over time, and we continue to make positive growth each year.

There was a 1 percent increase in their ELA scores according to the California Dashboard. Overall, ELA has continuously shown growth in meeting and exceeding standards SBAC. The 2019 results show an increase of 12 percent between 2016 and 2019 in meeting and exceeding standards combined.

### \*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	Students meeting & exceeding SBAC Test Standards	53%	55%	SBAC Interims	Annual
June 2023	9,10,11,12	Students will read at grade level	51%	60%	FAST Curriculum Based Measures	Annual

### \*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	Black or African American	Students meeting & exceeding SBAC Test Standards	31%	33%	SBAC Interims	Annual
June 2023	11	English Learner	Students meeting & exceeding SBAC Test Standards	5.3%	7%	SBAC Interims	Annual
June 2023	11	Hispanic or Latino	Students meeting & exceeding SBAC Test Standards	52%	57%	SBAC Interims	Annual
June 2023	11	Homeless/Foster	Students meeting & exceeding Standard on the SBAC Test	0%	5%	CAASPP ELA	Annual
June 2023	11	Students with Disabilities	Students meeting & exceeding	16.7%	22%	CAASPP ELA	Annual

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			Standard on the SBAC Test				
<b>*Identified Need - Math</b>							
<p>Math scores at Hoover have historically been below standard compared to other schools in the district. The SPSA goal for Math is to increase from 20% in 2018 to 25% in 2020.</p> <p>Math performance decreased significantly (9%) from 2017 to 2018, but was still above the 2016 results. Nonetheless, the math department has made IM1 and IM2 courses yearlong with a companion course, Power Up. This elective course builds on foundational skills and math literacy. Extending the math sequence allows students more time to learn and understand the content.</p>							
<b>*Goal 3 - Mathematics</b>							
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>	
June 2023	11	Students meeting & exceeding SBAC Test Standards	20%	25%	SBAC Interims	Annual	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Math</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	11	Black or African American	Students will meet or exceed proficiency standards as determined by SBAC Test.	11.9%	15%	SBAC Interims	Annual
June 2023	11	English Learner	Students will meet or exceed proficiency standards as determined by SBAC Test.	1.3%	5%	SBAC Interims	Annual
June 2023	11	Hispanic or Latino	Students will meet or exceed proficiency standards as	16.9%	20%	SBAC Interims	Annual

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			determined by SBAC Test.				
June 2023	11	Homeless/Foster	Students will score at the meet or exceed proficiency standard	0%	5%	CAASPP Math	Annually
June 2023	11	Students with Disabilities	Students will score at the meet or exceed proficiency standard	3.1%	8.1%	CAASPP Math	Annually

### \*Identified Need - English Learners

Hoover English Learner population has the largest achievement gap among subgroups based on CAASPP data. English Learners also have the 2nd largest achievement gap with regards to the percentage of graduates meeting UC a-g requirements.

Grade-level literacy rates in reading have been a continued area of need and it is a high priority to close this gap in order for students to make gains in other academic areas. The FAST assessments were given to students in grades 9-12 through their English classes. Each grade level demonstrated growth.

### \*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9, 10, 11, 12	English Learner	Students will grow one performance level as determine by ELPAC	90%	100%	Summative ELPAC	Annual
June 2023	9, 10, 11, 12	English Learner	Students will be re-designated to English proficiency.	50%	90%	Summative ELPAC	Annual
June 2023	9, 10, 11, 12	LTEL	Students will grow one performance level as determine by ELPAC	40%	50%	Summative ELPAC	Annual
June 2023	9, 10, 11, 12	LTEL	Students will be re-designated to	72%	75%	Other (Describe in Objective)	Annual

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			English proficiency.				
<b>*Identified Need - Graduation/Promotion Rate</b>							
Analysis came from District reports on graduation rate, percentage of students with at least one D/F, and UC a-g graduates.							
<b>*Goal 5- Graduation/Promotion Rate</b>							
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>	
June 2023	12	Senior students will graduate based on Cohort Rates	86.9%	90%	Graduation/Promotion	Annual	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	12	Black or African American	Senior students will graduate.	92.9%	95%	Graduation/Promotion	Annual
June 2023	12	English Learner	Senior students will graduate.	74%	76%	Graduation/Promotion	Annual
June 2023	12	Hispanic or Latino	Senior students will graduate.	85.6%	88.5%	Graduation/Promotion	Annual
June 2023	12	Students with Disabilities	Senior students will graduate.	69.1%	71%	Graduation/Promotion	Annual
<b>Optional School Goal(s)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
<b>Implementing Literacy Reading Skills to Target English Learners and At-Risk Students (Goal 2,3,4)</b>							
<b>*Students to be served by this Strategy/Activity</b>							
All students will be served.							
<b>*Strategy/Activity - Description</b>							
Grade-level literacy rates in reading have been a continued area of need and it is a high priority to close this gap in order for students to make gains in other academic areas. In 2017-18, Hoover used the Scholastic Reading Inventory (SRI) to assess the reading levels of our students. The district (SDUSD) switched from the SRI to the FAST (Fast Bridge Learning) in 2018. These assessments were given to students in grades 9-12 through their English classes. Each grade level demonstrated growth.							

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

A review of the 2019 SBAC results on the California School Dashboard show that our students are still performing below standard. This isn't surprising considering reading levels are below grade level. That being said, there were still gains in performance over time, and 2020 preliminary results indicate positive growth.

ELA teachers are specifically addressing Designated ELD through their paired ELA classes for English Learners. ELD students have an additional designated ELD course.

There was a 1 percent increase in their ELA scores according to the California Dashboard. Overall, ELA has continuously shown growth in meeting and exceeding standards SBAC. The 2019 results show an increase of 12 percent between 2016 and 2019 in meeting and exceeding standards combined.

The ELA and Math departments have worked to create common assessments, planned professional development with time to review student work and data, and review and revise curriculum to fit the needs of students. These goals are monitored throughout the school year through department assessments, and the FAST reading assessment.

ELA staff will re-evaluate and, if necessary, revise current common tasks and common assessments. Focus should be on the standards and how they are reflected in these common task/assessments. Staff will implement tasks/assessments and then meet monthly to discuss the results. Data should be collected (Illuminate) and remediation plans, with follow up assessments, should be developed for at-risk students. Administration, Academy Directors, Department Leads and ILT will assist in the collection and analysis of the data.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F033870	Regular Teacher	0.50000	\$46,129.50	\$67,108.46	0338-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		To develop lesson study that include common rubrics, observation tools, student instructional curriculum that is added due to new methodologies. Will be removed, no longer part of SPSA.
F033871	Regular Teacher	0.22000	\$20,296.98	\$29,527.73	0338-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		To develop lesson study that include common rubrics, observation tools, student instructional curriculum that is added due to new methodologies. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams.
F033872	Regular Teacher	0.50000	\$46,129.50	\$67,108.46	0338-30106-00-1107-	Title I Supplmnt	[no data]		To develop lesson study that include common rubrics, observation tools, student instructional



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					1000-1110-01000-0000	Prog Imprvmt			curriculum that is added due to new methodologies. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams.
N03382Q	NonClstrm Prof&Curriclm DevHrly		\$35,000.00	\$43,333.50	0338-30100-00-1971-2130-0000-01000-0000	Title I Basic Program	[no data]		-Department and academy teams collaborating to develop academic and behavioral interventions for students. -PD to continue robust support of students
N03389L	Classroom Teacher Hrly		\$5,000.00	\$6,190.50	0338-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Students Assistant and Tutoring during Prep.
N0338QB	Prof&Curriclm Dev Vist Tchr		\$35,000.00	\$43,333.50	0338-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Release time for collaborative professional study when teachers go to professional development conference/workshops. Professional development support and push-in teaching to structure productive learning environments that promote independence and acceleration of learning in primary classrooms. Teachers will work on their continued development of standards based lessons and the development of standards based grading.
	Supplies				0338-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338JO	Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. <ul style="list-style-type: none"> <li>• Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.</li> </ul>
	Prof&Curriclm DevHrlyClstrmTchr				0338-30100-00-1170-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03384E	Classroom Professional Development and Curriculum Writing.

**\*Additional Supports for this Strategy/Activity**

**Best Practices for Learning and Engagement (Goal 1,2,4,68)**

**\*Students to be served by this Strategy/Activity**

All students will be served, with emphasis on at risk Hispanic, EL & Student with Disabilities groups.

**\*Strategy/Activity - Description**

Course-alike ELA teachers will participate in professional development in house, through SDUSD leaders, and through outside practitioners with an emphasis on implementing new methodologies to support student learning and engagement for Latino, EL, and Students with Disabilities. These methodologies will be researched by the team and implemented. Department Leads and Administration will help in the research and development of the method. Professional Development strategies will support the implementation of “Best Practices” in supporting of students’ learning process and engagement, for Latino, EL and Students with disabilities.

To address the need for improving reading literacy rates at our school, specific schoolwide literacy strategies have been implemented in all classrooms. The intention of this is two-fold: by improving students reading levels, they are better able to increase their performance on the SBAC. The strategy employed with intention is the introduction and intentional use of a Word of the Week (WOW). Each weekly word is obtained from a list of words provided by one of the four DOK levels. During the summer of 2018, ILT members met and created this strategy and provided staff word wall charts with preprinted WOW words to implement schoolwide.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F033873	Regular Teacher	0.25000	\$23,064.75	\$33,554.24	0338-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		To develop lesson study that include common rubrics, observation tools, student instructional curriculum that is added due to new methodologies. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Job 2 Periods Intervention: English 3/AVID 10A.
N0338FQ	Supplies		\$4,670.15	\$4,670.15	0338-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. • Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will

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									require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.
N0338FR	NonClstrm Prof&Curriclm DevHrly		\$30,000.00	\$37,143.00	0338-30106-00-1971-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Summer Professional Development and Curriculum Writing.
N0338SI	Non Clstrm Tchr Hrly		\$15,000.00	\$18,571.50	0338-30106-00-1957-2100-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Strategic Team meet to develop intervention and curriculum writing strategies needed due to new instructional routines developed for the methodologies being used for the lesson study.
	Regular Teacher				0338-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F033870	ELA teachers to meet the educational, linguistic and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Will be removed from Title I due to not have classes related to SPSA.
	Regular Teacher				0338-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F033871	ELA teachers to meet the educational, linguistic and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Job 2 Periods Intervention: English 1/AVID 10A & AM Lit I/AVID 11A.
	Regular Teacher				0338-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F033872	ELA teachers to meet the educational, linguistic and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Job 1 Period Intervention: English 1/AVID 9A.
	Supplies				0338-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338JO	Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. • Due to the development of replacement units, supplementary to the

									<p style="text-align: center;">district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.</p>
<b>*Additional Supports for this Strategy/Activity</b>									
<p>Teachers will offer support in the Lesson Study development and implementation.</p> <p><b>Progress and Growth Monitoring:</b> How and when will you monitor progress towards your ELA goal?          Teachers will meet by grade level/department to analyze FAST achievement <u>3</u> times per year. Analysis will inform subsequent instruction.          Proposed Dates:          October 2022          February 2023          May 2023</p> <p>Professional development time is provided within the structure of Professional Learning Communities. Hoover will partner with San Diego Area Writing Project for literacy development coaching and PD. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).</p>									
<b>Implementation of Vertical and Horizontal Alignment of Curriculum and Assessments (Goal 2,3,4,5)</b>									
<b>*Students to be served by this Strategy/Activity</b>									
ALL students.									
<b>*Strategy/Activity - Description</b>									
<p>Administration will work with the instructional leadership team to set instructional goals and work to improve their efficacy. The administration team will work together in a systematic way to improve schoolwide practices in all Departments, the five Academies and District Programs, including those departments sponsored by SDUSD (CCTE, etc.) and academies receiving Government Grants (SABE, AOIT &amp; AHHC).</p> <p>The math department will break into course-alike and continue to develop common tasks/lessons to build to current established common assessments. The lesson plan will follow the 5E model with emphasis on instructional routines and the math habits of mind/interaction. The math department will meet twice a month to debrief the common tasks/lessons with focus on achievement of all students to reaching/approaching mastery of the standard. A common rubric will be developed by the department to ensure reliable results.</p>									

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The ELA and Math departments have worked to create common assessments, planned professional development with time to review student work and data, and review and revise curriculum to fit the needs of students.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F033874	Regular Teacher	0.50000	\$46,129.50	\$67,108.46	0338-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		MATH teachers to meet the educational and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Job Full with Intervention classes: INTG Math I A/Power Up I A.
F033875	Regular Teacher	0.50000	\$46,129.50	\$67,108.46	0338-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		MATH teachers to meet the educational and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Will be increase to .60 FTE due to additional enrollment, approved by SSC 10/5/21. Job Full with Intervention classes: INTG Math II A/Power Up II A.
F033876	Regular Teacher	0.50000	\$46,129.50	\$67,108.46	0338-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		MATH teachers to meet the educational and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Job Full with Intervention classes: INTG Math I A/Power Up I A.
F033877	Regular Teacher	0.50000	\$46,129.50	\$67,108.46	0338-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		MATH teachers to meet the educational and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Job 2 Periods with Intervention classes: INTG Math I A/Power Up I A.

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N03384E	Prof&Curriclm DevHrlyClstrmTchr		\$15,000.00	\$18,571.50	0338-30100-00-1170-1000-1110-01000-0000	Title I Basic Program	[no data]		Strategic Team meet to develop intervention and curriculum writing strategies needed due to new instructional routines developed for the methodologies being used for the lesson study.
	Classroom Teacher Hrly				0338-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03389L	Tutoring during Prep.
	Non Clstrm Tchr Hrly				0338-30106-00-1957-2100-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338SI	Professional Development and Curriculum Writing during Prep.
	NonClstrm Prof&Curriclm DevHrly				0338-30100-00-1971-2130-0000-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03382Q	Summer Professional Development and Curriculum Writing.
	NonClstrm Prof&Curriclm DevHrly				0338-30106-00-1971-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338FR	Summer Professional Development and Curriculum Writing.
	Prof&Curriclm Dev Vist Tchr				0338-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High	Release time for collaborative professional study when teachers go to professional development conference/workshops. Professional development support and push-in teaching to structure productive learning environments that promote independence and acceleration of learning in primary classrooms.

								Expectations for All Ref Id : N0338QB	Teachers will work on their continued development of standards based lessons and the development of standards based grading.
	Supplies				0338-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338JO	Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. • Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.

**\*Additional Supports for this Strategy/Activity**

Math Department teachers will participate in the Enhanced Math Pilot for Integrated Math 1. At least one teacher will be part of the District research team of this pilot. The Enhanced Curriculum is based on the Kendall Hunt Illustrative Math Curriculum. This problem-based pedagogy that is the foundation of the IM curriculum will make the rigorous learning standards in the high school courses accessible to all learners. Enhanced IM 1 is a problem-based core curriculum rooted in content and practice standards to foster learning and achievement for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines that guide them in understanding and making connections between concepts and procedures.

The roll out of the Enhanced Math Pilot will create opportunities for the EL to acquire the English language while building their Mathematics. The framework for supporting English language learners (ELLs) in this curriculum includes four design principles for promoting mathematical language use and development in curriculum and instruction. The design principles and related routines work to make language development an integral part of planning and delivering instruction while guiding teachers to amplify the most important language that students are expected to bring to bear on the central mathematical ideas of each unit. The four design principles are:

- Support Sense-Making
- Optimize Output
- Cultivate Conversation
- Maximize Meta-Awareness

These four principles are guides for curriculum development, as well as for planning and execution of instruction, including the structure and organization of interactive opportunities for students. They also serve as guides for and observation, analysis, and reflection on student language and learning. The design principles motivate the use of mathematical language routines, described in detail below, with examples. The eight routines included in this curriculum are:

- MLR 1: Stronger and Clearer Each Time



- MLR 2: Collect and Display
- MLR 3: Clarify, Critique, Correct
- MLR 4: Information Gap
- MLR 5: Co-Craft Questions
- MLR 6: Three Reads
- MLR 7: Compare and Connect
- MLR 8: Discussion Supports

Each lesson/task will employ one of these instructional strategies

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments 3 times per year. Analysis will inform subsequent instruction.

Proposed Dates:

October 2022

February 2023

May 2023

Professional development time is provided within the structure of Professional Learning Communities. Hoover PLCs align with DuFour’s model of effective PLC work. PLCs analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Continue PLC work to develop common assessments and analyze results by teacher to determine most effective teaching strategies.

## Student Access to Curriculum Instruction in All Content Areas (Goal 2, 3, 4)

### \*Students to be served by this Strategy/Activity

ALL Immigrant & EL students whose primary language is not English.

### \*Strategy/Activity - Description

The schoolwide literacy strategies will also help our English Learner population achieve growth and advancement of their language proficiency. Progress will be monitored by the EL Assistant who reviews the FAST scores, SBAC and ELPAC performance of our EL population. Administration will conduct focused walk throughs of the LTEL student population at Hoover. In conjunction with the Office of Language Acquisition, school administration will develop a walk-through tool that identifies levels of student engagement and student behaviors during different parts of the instruction. Administration will share observations with staff and co-create an action plan to improve the language acquisition of the students and thereby improve their understanding of the core content standards.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With	Funding Source	Funding Source	LCFF Student Group	Reference	Rationale



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				<b>Benefits/Non Salary cost</b>	<b>Budget Code</b>				
F033878	ESL Asst	0.34000	\$10,097.66	\$20,507.20	0338-30100-00-2101-1000-4760-01000-0000	Title I Basic Program	[no data]		Assist on providing additional learning opportunities for students performing below proficient in reading and writing, and language development; and, help to coordinate services that support extended and supplemental ELD and content learning, students assessment and monitoring students development, etc.
N0338K8	Postage Expense		\$3,000.00	\$3,000.00	0338-09800-00-5920-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Communication with parents/students/community by mail, for families without email.
	Supplies				0338-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338JO	Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. • Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.

**\*Additional Supports for this Strategy/Activity**

Support staff of the Office of Language Acquisition.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Hoover PLCs align with DuFour’s model of effective PLC work. PLCs analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs). District provided professional development has been provided to a team of teachers in an effort to provide a more robust skill set on campus to appropriately meet the needs of English Learners. Our EL Assistant monitors the progress of re-designated English proficient students throughout the school year.

**Special Education Students will have access to Common Core Curriculum and Instruction (Goal 8)**

**\*Students to be served by this Strategy/Activity**

Students with disabilities.									
<b>*Strategy/Activity - Description</b>									
Ed. Specialists will participate in lesson studies with both the English and Math teachers throughout the year. Ed Specialists will also participate in PLCs to debrief the lesson study and offer concrete differentiated support plans for students with disabilities. Ed Specialists will participate in PLCs to support closing the achievement gap for students with disabilities.									
Students with disabilities will be intentionally scheduled to ensure access to the academic core classes with appropriate special education support. General and special education staff will ensure instruction is in direct alignment with student needs and the intervention enhances current instruction. PLCs will include ongoing monitoring of progress and adjusting support for students with disabilities.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0338BS	Supplies		\$1,700.00	\$1,700.00	0338-65000-00-4301-1110-5770-01000-4262	Special Education NonPersonnel	[no data]		Materials critical to provide students in an effort to put in best position to achieve all SMART goals. Providing materials helps close an equity gap.
N0338CF	Supplies		\$600.00	\$600.00	0338-65000-00-4301-1110-5750-01000-4216	Special Education NonPersonnel	[no data]		Materials critical to provide students in an effort to put in best position to achieve all SMART goals. Providing materials helps close an equity gap.
N0338M2	Custodial Supplies		\$200.00	\$200.00	0338-65000-00-4302-1110-5750-01000-4216	Special Education NonPersonnel	[no data]		Materials critical to provide students in an effort to put in best position to achieve all SMART goals. Providing materials helps close an equity gap.
	Supplies				0338-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338JO	Materials critical to provide students in an effort to put in best position to achieve all SMART goals. Providing materials helps close an equity gap.
	Supplies				0338-30106-00-4301-1000-	Title I Supplmnt Prog Imprvmt	[no data]	LCAP 2 and 3: Access to Broad and Challenging	Materials critical to provide students in an effort to put in

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

					1110-01000-0000			Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338FQ	best position to achieve all SMART goals. Providing materials helps close an equity gap.
<b>*Additional Supports for this Strategy/Activity</b>									
The Administrative team will conduct ongoing walkthroughs with a lens on students with disabilities. PD and learning opportunities will be provided on differentiated instruction and support in developing strategic plans for remediation.									
<b>Intervention Programs for Afro-American Youth (Goal 6)</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All Black Youth.									
<b>*Strategy/Activity - Description</b>									
Our Hoover Equity team will develop yearlong culturally responsive and anti-racist pedagogy and practices PD for our entire staff. Teachers will be encouraged to select texts that reflect the student population we serve to ensure our students see themselves in the literature they are reading. Our site-developed behavior management plan is developed with a restorative lens, and we will continue to engage in this work as a staff. Our academy model (small learning communities) work with each other to build restore communities within the larger Hoover. Continuing Black youth empowerment groups, such as Brothers of Excellence and Queens of Excellence, are critical components to ensuring our Black Youth are heard and empowered to make positive change.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03383Q	Interprogram Svcs/Paper		\$5,000.00	\$5,000.00	0338-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplementary units will require additional paper for students. Our unduplicated population will be at a disadvantage compared to the general population. In order to support access, we need to supplement the paper student's use.
N03388S	Consultants <=\$25K		\$15,000.00	\$15,000.00	0338-30100-00-5801-1000-1110-01000-0000	Title I Basic Program	[no data]		Reading Program to assist in accelerating reading growth in order to close achievement gaps, included contract with USD-SDAWP.
N0338DC	Conference Local		\$10,000.00	\$10,000.00	0338-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	[no data]		Cost of PD for parents assisting to CABE Annual Conference in San Diego.
N0338DJ	Travel Conference		\$3,000.00	\$3,000.00	0338-30100-00-5207-	Title I Basic Program	[no data]		Cost of PD for parent representative(s) assisting to CABE Annual Conference in Sacramento, CA.

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					1000-1110-01000-0000				
N0338G5	Interprogram Svcs/Paper		\$10,000.00	\$10,000.00	0338-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplementary units will require additional paper for students. Our unduplicated population will be at a disadvantage compared to the general population. In order to support access, we need to supplement the paper student's use.
N0338N6	Equipment Non Capitalized		\$15,000.00	\$15,000.00	0338-09800-00-4491-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Equipment needed due to new instructional routines developed for the methodologies being used for the lesson study.
N0338NK	Supplies		\$67,120.00	\$67,120.00	0338-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. • Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.

**\*Additional Supports for this Strategy/Activity**

**Intervention Programs to Increase Graduation Rates ( Goal 5)**

**\*Students to be served by this Strategy/Activity**

Students 9-12, emphasis on Seniors.

**\*Strategy/Activity - Description**

The SPSA goal is to raise the cohort graduation rate to 90%. Our counseling staff, support staff, and partners will continue to work collaboratively to provide students with the supports they need to graduate on time. Additionally, we have developed "Hoover Intersession, which is master based model that provides students with opportunities to earn credit from previously failed courses by demonstrating master of the material.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
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F033879	Regular Teacher	0.50000	\$46,129.50	\$76,883.96	0338-09800-00-1107-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Teachers to meet the educational and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams.
F03387A	School Library Techn II	0.50000	\$22,460.00	\$40,619.60	0338-09800-00-2230-2420-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide access/ support and manage books and Internet that supports reading, writing and language development.
F03387B	Inschool Resource Tchr	0.50000	\$49,458.00	\$71,245.37	0338-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Help to create and implement overall attendance programs to decrease chronic absenteeism issues. Coordinate services that support extended and supplemental student needs and content learning, student assessment and monitoring students/professional development & discipline.
F03387C	School Counselor -	0.50000	\$44,771.50	\$65,420.66	0338-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Additional Counselor to support low-performing students.
N03388Y	Interprogram Svcs/Field Trip		\$2,300.00	\$2,300.00	0338-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	[no data]		Buses for students traveling on enrichment trips to complement instruction and University Campus Tours in core content courses and vision to graduation date
N0338AJ	Software License		\$35,000.00	\$35,000.00	0338-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Additional instructional tools to support teachers and students on the classroom, providing the correct student achievement and assessments. School will have institutional and individual programs/classrooms support software and accessing online support on systems as, but not limited to: SNO, Read Naturally, IXL, KAMI, KUTA, Membean, Vernier, Physical Classroom, etc.
N0338FX	Postage Expense		\$4,000.00	\$4,000.00	0338-30100-00-5920-1000-1110-01000-0000	Title I Basic Program	[no data]		To provide written communication home regarding unduplicated student's population achievement and Intervention process.

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	Classroom Teacher Hrly				0338-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03389L	Teachers to meet the educational and career needs of every student; and, provide instruction in core curriculum standards to meet goals used additional tutoring one to one hourly time with students.
	Clerical OTBS Hrly				0338-30100-00-2451-2700-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338HU	In support of the students & parent involvement activities - assisting in organization and preparation (in addition to the regular school day).
	Equipment Non Capitalized				0338-09800-00-4491-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338N6	Materials/Equipment for push-in support to unduplicated Students population needed due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, unduplicated student population will require additional materials and equipment. These are, but not limited to iPads, Laptops, etc.
	Interprogram Svcs/Paper				0338-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03383Q	Supplementary units will require additional paper for students. Our unduplicated population will be at a disadvantage compared to the general population. In order to support access, we need to supplement the paper student's use.
	Interprogram Svcs/Paper				0338-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338G5	Supplementary units will require additional paper for students. Our unduplicated population will be at a disadvantage compared to the general population. In order to support access, we need to supplement the paper student's use.
	Postage Expense				0338-09800-00-5920-	LCFF Intervention Support	English Learners, Foster	LCAP 2 and 3: Access to Broad and Challenging	Provide written communication home regarding student achievement and intervention program progress.

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				1000-1110-01000-0000		Youth, Low-Income	Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338K8	
	Supplies			0338-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338JO	Supplies, materials for push-in support in reading and writing, and language development. Students and PD materials related to English/ELA/Math needed due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, unduplicated student population will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, notebooks, etc.
	Supplies			0338-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338FQ	Supplies, materials for push-in support in reading and writing, and language development. Students and PD materials related to English/ELA/Math needed due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, unduplicated student population will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, notebooks, etc.
	Supplies			0338-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338NK	Supplies, materials for push-in support in reading and writing, and language development. Students and PD materials related to English/ELA/Math needed due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, unduplicated student population will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, notebooks, etc.



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	Conference Local				0338-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338DC	Conference/Trainings or Workshops in SD area to improve teacher skills to reach school goals.
	Consultants <=\$25K				0338-30100-00-5801-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03388S	Reading Program to assist in accelerating reading growth in order to close achievement gaps, included contract with USD-SDAWP.
	Counselor Hrly				0338-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338B8	Beginning/Ending School Year Master Schedule and additional Counseling time to support low-performing students.
	Non Clsrm Tchrr Hrly				0338-30106-00-1957-2100-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338SI	Collaborative professional study time for professional development, conference/workshops, CRWs or PLCs. Time used to development support and push-in teaching to structure productive learning environments that promote independence and acceleration of learning in primary classrooms.
	NonClsrm Prof&Curriclm DevHrly				0338-30100-00-1971-2130-0000-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03382Q	Summer Professional Development and Curriculum Writing.
	NonClsrm Prof&Curriclm DevHrly				0338-30106-00-1971-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum &	Summer Professional Development and Curriculum Writing.



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								Accelerating Student Learning with High Expectations for All   Ref Id : N0338FR	
	Prof&Curriclm Dev Vist Tchr				0338-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338QB	Release time for collaborative professional study when teachers go to professional development conference/workshops. Professional development support and push-in teaching to structure productive learning environments that promote independence and acceleration of learning in primary classrooms. Teachers will work on their continued development of standards based lessons and the development of standards based grading.
	Prof&Curriclm DevHrlyClstrmTchr				0338-30100-00-1170-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03384E	Strategic Team meet to develop intervention and curriculum writing strategies needed due to new instructional routines developed for the methodologies being used for the lesson study.
	Travel Conference				0338-30100-00-5207-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338DJ	Conference/Trainings or Workshops out of SD area to improve teacher skills to reach school goals.
	Pupil Advocate				0338-30100-00-2906-3130-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : F03386Z	Help to improve student engagement with school; and, student support by creating channels to opportunities in/out school. Provide services to students and families to support academic success and social/emotional well-being, reaching graduation goals. Additional to low-performing students.

### Resources to Focus on College Readiness (Goal 5)

<b>*Students to be served by this Strategy/Activity</b>									
All Students									
<b>*Strategy/Activity - Description</b>									
College Success presentation, college field trips, transcript reviews, meetings with counselors and families about progress, credit recovery options (during day, 5th period, extended day, and online). Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning. Counselor will be the coordinator on these activities. Teachers will be participating in Hoover Intersession, including the planning of it, to provide students with the opportunities to earn credit.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0338-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F03387B	Help to create and implement overall attendance programs to decrease chronic absenteeism issues. Coordinate services that support extended and supplemental student needs and content learning, student assessment and monitoring students/professional development & discipline. Help lead alternative to suspension program.
	School Counselor - NEW POSN, SBB2537619				0338-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F03387C	New Counselor to support low-performing students, intervention, credit recovery and other programs to support student achievement.
	School Library Techn II				0338-30100-00-2230-2420-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : F03386Y	Provide access/ support and manage books and Internet that supports reading, writing and language development.
	ESL Asst				0338-30100-00-2101-1000-4760-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum &	Assist on providing additional learning opportunities for students performing below proficient in reading and writing, and language development; and, help to coordinate services that support extended and

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							Accelerating Student Learning with High Expectations for All   Ref Id : F033878	supplemental ELD and content learning, students assessment and monitoring students development, etc.
	Pupil Advocate			0338-30100-00-2906-3130-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : F03386Z	Help to improve student engagement with school; and, student support by creating channels to opportunities in/out school. Provide services to students and families to support academic success and social/emotional well-being, reaching graduation goals. Additional to low-performing students.
	Classroom Teacher Hrly			0338-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03389L	Students Assistant and Tutoring during Prep.
	Counselor Hrly			0338-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338B8	Beginning/Ending School Year Master Schedule and additional Counseling time to support low-performing students.
	Postage Expense			0338-30100-00-5920-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338FX	Communication with parents/students/community by mail, for families without email.
	Supplies			0338-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338JO	Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. • Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials

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								are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.
Equipment Non Capitalized				0338-09800-00-4491-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338N6	Equipment needed due to new instructional routines developed for the methodologies being used for the lesson study.
Interprogram Svcs/Field Trip				0338-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03388Y	Buses for students traveling on enrichment trips to complement instruction and University Campus Tours in core content courses and vision to graduation date
Interprogram Svcs/Paper				0338-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03383Q	Supplementary units will require additional paper for students. Our unduplicated population will be at a disadvantage compared to the general population. In order to support access, we need to supplement the paper student's use.
Interprogram Svcs/Paper				0338-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338G5	Supplementary units will require additional paper for students. Our unduplicated population will be at a disadvantage compared to the general population. In order to support access, we need to supplement the paper student's use.

**\*Additional Supports for this Strategy/Activity**

College Success presentation, college field trips, transcript reviews, meetings with counselors and families about progress, credit recovery options (during day, 5th period, extended day, and online). Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning. Counselor will be the coordinator on these activities.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department/Academy to analyze student progress throughout the entire school year. Analysis will inform subsequent instruction.

Professional development time is provided within the structure of Professional Learning Communities. Hoover PLCs align with DuFour's model of effective PLC work. PLCs analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs). The school counselors perform credit checks of each senior student and advise accordingly. Students in need of expedited credit earning are provided with opportunities to earn credits in iHigh and Hoover Intersession, as determined by school counselors.

Establish strong vertical teaming (PLCs) with the middle school to communicate incoming student needs and share high school expectations to better prepare incoming 9th graders.

Continue work with the Freshmen Task Force to build proactive academic support plan for all students throughout the school year. Teachers will come together to plan a 9<sup>th</sup> grade Bridging activity that sets up 9<sup>th</sup> graders for success.

**LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools**

**Call to Action Belief Statement**

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

**District LCAP Goals**

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

**Annual Review of This Goal: SPSA Reviewed 2021-22**

**\*Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Teachers, counselors, and administration worked with parent groups to help support their expansion and leadership capacity throughout the year. These stakeholders will provide parents and community members a space on campus and tools to support their learning and growth. Attendance was monitored throughout the school year. The district safety protocols due to COVID-19 presented additional challenges for parent outreach, but we provided remote language support and still held parent meetings in our new Parent Center.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

We will begin bolstering our childcare and language interpretation services once again.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Communication with parents needs to be more systemic and measurable. Targeting subgroups that are already mentioned in other goals will need to be addressed because those goals will incorporate some form of communication and engagement. Metric changes will address the singularity of attendance.

**\*Identified Need**

Hoover needs to improve and to ensure the voice of the EL students and families is heard with regards to the development of this plan and the direction and monitoring of EL students, by bringing engaging topics on ELAC meetings.

**\*Goal 6- Family Engagement**

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SSC	Create Parent Development System for tracking & increase parent & community engagement by creating new strategies to bring parents to engage school activities.	50%	90%	Other - Describe in objective
June 2023	ELAC	Create Parent Development System for tracking & increase parent & community engagement by increasing meetings participation.	50%	90%	Other - Describe in objective
June 2023	PTA	Create Parent Development System for tracking & increase parent, teacher, student & community engagement by increasing membership.	50%	90%	Other - Describe in objective
June 2023	Foundation	Create Parent Development System for tracking & increase parent & community engagement by measuring donations to school programs.	50%	90%	Other - Describe in objective
<b>*Annual Measurable Outcomes</b>					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SSC	Empower parents to co-create and co-lead parent workshops in a digital	50%	90%	Other - Describe in Objective

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		environment to provide parents with skills to best support their students.			
June 2023	ELAC	Empower parents to co-create and co-lead parent workshops in a digital environment to provide parents with skills to best support their students.	50%	90%	Other - Describe in Objective
June 2023	PTA	Empower parents to co-create and co-lead parent workshops in a digital environment to provide parents with skills to best support their students.	50%	90%	Other - Describe in Objective
June 2023	Foundation	Empower parents to co-create and co-lead parent workshops in a digital environment to provide parents with skills to best support their students.	50%	90%	Other - Describe in Objective

### Building the School and Home Connection with Opportunities to Increase Partnership (Goal 7)

#### \*Families to be served by this Strategy/Activity

All Families to be served on this.

#### \*Strategy/Activity - Description

The SPSA goal is that we continue to find ways to virtually engage parents in a digital world and provide them with tools and skills necessary to best support and monitor their child’s academy performance. Hoover High School has a designated Parent Center where parents meet. The PTSA was established in 2017 and remains up and running. The presence of parents at Hoover are a wonderful additional layer of support for our students. In addition to the PTSA, there are monthly informal “Coffee with the Principal” meetings with the principal. This is a forum where parents who may not be serving on committees or SGT, ELAC or SSC, can learn about and discuss things going on at Hoover directly with our principal. The principal offers



## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

both evening and morning sessions for best accommodate parent schedules. In the area of parent involvement and support, Hoover has been making strides.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03386K	Conference Local		\$1,500.00	\$1,500.00	0338-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Cost of PD for parents assisting to CABE Annual Conference in San Diego.
N03386O	Travel Conference		\$3,000.00	\$3,000.00	0338-30103-00-5207-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Cost of PD for parent representative(s) assisting to CABE Annual Conference in Sacramento, CA.
N0338BH	Inservice supplies		\$1,500.00	\$1,500.00	0338-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Cost of materials and consumables used for parent meetings and family events.
N0338CT	Other Support Prsnl OTBS Hrly		\$3,000.00	\$4,110.30	0338-30103-00-2282-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Translators on parent meetings and other communications.
N0338GK	Supplies		\$3,376.55	\$3,376.55	0338-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Parent Services Office Cost for materials and supplies used on communication with parents and families.
N0338GY	Postage Expense		\$1,000.00	\$1,000.00	0338-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Communication with parents by mail.
N0338GZ	Other Support Prsnl PARAS Hrly		\$1,500.00	\$2,055.15	0338-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Services of Child Care on events that request or included parent attendance.
	Clerical OTBS Hrly				0338-30100-00-2451-2700-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338HU	Assist parents 1 to 1 on services and events.

**\*Additional Supports for this Strategy/Activity**

Representative(s) of the ELAC will attend the DELAC.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers, counselors, and administration will work with parent groups to help support their expansion and leadership capacity in a digital environment. These stakeholders will provide parents and community members a space on campus and tools to support their learning and growth when we return to in-person learning. Our newly constructed building includes a "Parent Center." Attendance will be monitored at meetings via Zoom reports, as will events and workshops this group develops and leads.

## **APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

**APPENDIX A**

**BUDGET SUMMARY**

# Hoover High Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 927,443
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 1,583,293

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 324,792
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 324,792

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 331,058
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 331,058

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 1,583,293

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Hoover Hig	09800 LCFF Intervention Support	ESL Asst	2101 Classroom PARAS	Classroom PARAS	19,601.34	0.66	\$19,601.34
Hoover High			3000 Benefits			0	\$20,206.73
Hoover High		<b>ESL Asst Total</b>				<b>0.66</b>	<b>\$39,808.07</b>
Hoover High		Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	49,458.00	0.5	\$49,458.00
Hoover High			3000 Benefits			0	\$21,787.37
Hoover High		<b>Inschool Resource Tchr Total</b>				<b>0.5</b>	<b>\$71,245.37</b>
Hoover High		Regular Teacher	1107 Classroom Teacher	Classroom Teacher	46,129.50	0.5	\$46,129.50
Hoover High			3000 Benefits			0	\$30,754.46
Hoover High		<b>Regular Teacher Total</b>				<b>0.5</b>	<b>\$76,883.96</b>
Hoover High		School Library Techn II	2230 Libry Media & Tech OTBS	Libry Media & Tech OTBS	22,460.00	0.5	\$22,460.00
Hoover High			3000 Benefits			0	\$18,159.60
Hoover High		<b>School Library Techn II Total</b>				<b>0.5</b>	<b>\$40,619.60</b>
Hoover High		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	10,000.00	0	\$10,000.00
Hoover High			3000 Benefits			0	\$2,381.00
Hoover High			4301 Supplies	Supplies	67,120.00	0	\$67,120.00
Hoover High			4491 Equipment Non Capitalized	Equipment Non Capitalized	15,000.00	0	\$15,000.00
Hoover High			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	5,000.00	0	\$5,000.00
Hoover High			5920 Postage Expense	Postage Expense	3,000.00	0	\$3,000.00
Hoover High		<b>(blank) Total</b>				<b>0</b>	<b>\$102,501.00</b>
Hoover Hig	<b>09800 LCFF Intervention Support Total</b>					<b>2.16</b>	<b>\$331,058.00</b>
Hoover Hig	30100 Title I Basic Program	ESL Asst	2101 Classroom PARAS	Classroom PARAS	10,097.66	0.34	\$10,097.66
Hoover High			3000 Benefits			0	\$10,409.54
Hoover High		<b>ESL Asst Total</b>				<b>0.34</b>	<b>\$20,507.20</b>
Hoover High		Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	49,458.00	0.5	\$49,458.00
Hoover High			3000 Benefits			0	\$21,787.37
Hoover High		<b>Inschool Resource Tchr Total</b>				<b>0.5</b>	<b>\$71,245.37</b>
Hoover High		Pupil Advocate	2906 Other Nonclsrn OTBS	Other Nonclsrn OTBS	77,478.00	1	\$77,478.00
Hoover High			3000 Benefits			0	\$48,472.77
Hoover High		<b>Pupil Advocate Total</b>				<b>1</b>	<b>\$125,950.77</b>
Hoover High		Regular Teacher	1107 Classroom Teacher	Classroom Teacher	138,388.50	1.5	\$138,388.50
Hoover High			3000 Benefits			0	\$62,936.88
Hoover High		<b>Regular Teacher Total</b>				<b>1.5</b>	<b>\$201,325.38</b>
Hoover High		School Counselor	1210 Counselor	Counselor	44,771.50	0.5	\$44,771.50
Hoover High			3000 Benefits			0	\$20,649.16
Hoover High		<b>School Counselor Total</b>				<b>0.5</b>	<b>\$65,420.66</b>
Hoover High		School Library Techn II	2230 Libry Media & Tech OTBS	Libry Media & Tech OTBS	22,460.00	0.5	\$22,460.00
Hoover High			3000 Benefits			0	\$18,159.60
Hoover High		<b>School Library Techn II Total</b>				<b>0.5</b>	<b>\$40,619.60</b>
Hoover High		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	5,000.00	0	\$5,000.00
Hoover High			1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	15,000.00	0	\$15,000.00
Hoover High			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	35,000.00	0	\$35,000.00
Hoover High			1260 Counselor Hrly	Counselor Hrly	15,000.00	0	\$15,000.00
Hoover High			1971 NonClstrm Prof&Curriclm DevHrly	NonClstrm Prof&Curriclm DevHrly	35,000.00	0	\$35,000.00
Hoover High			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	2,000.00	0	\$2,000.00
Hoover High			3000 Benefits			0	\$25,740.70
Hoover High			4301 Supplies	Supplies	173,791.32	0	\$173,791.32
Hoover High			5207 Travel Conference	Travel Conference	3,000.00	0	\$3,000.00
Hoover High			5209 Conference Local	Conference Local	10,000.00	0	\$10,000.00
Hoover High			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	10,000.00	0	\$10,000.00
Hoover High			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	2,300.00	0	\$2,300.00
Hoover High			5801 Consultants <=\$25K	Consultants <=\$25K	15,000.00	0	\$15,000.00
Hoover High			5841 Software License	Software License	35,000.00	0	\$35,000.00
Hoover High			5920 Postage Expense	Postage Expense	4,000.00	0	\$4,000.00
Hoover High		<b>(blank) Total</b>				<b>0</b>	<b>\$385,832.02</b>
Hoover Hig	<b>30100 Title I Basic Program Total</b>					<b>4.34</b>	<b>\$910,901.00</b>
Hoover Hig	30103 Title I Parent Involvement	(blank)	2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	1,500.00	0	\$1,500.00
Hoover High			2282 Other Support Prsnl OTBS Hrly	Other Support Prsnl OTBS Hrly	3,000.00	0	\$3,000.00
Hoover High			3000 Benefits			0	\$1,665.45
Hoover High			4301 Supplies	Supplies	3,376.55	0	\$3,376.55
Hoover High			4304 Inservice supplies	Inservice supplies	1,500.00	0	\$1,500.00
Hoover High			5207 Travel Conference	Travel Conference	3,000.00	0	\$3,000.00
Hoover High			5209 Conference Local	Conference Local	1,500.00	0	\$1,500.00
Hoover High			5920 Postage Expense	Postage Expense	1,000.00	0	\$1,000.00
Hoover High		<b>(blank) Total</b>				<b>0</b>	<b>\$16,542.00</b>
Hoover Hig	<b>30103 Title I Parent Involvement Total</b>					<b>0</b>	<b>\$16,542.00</b>
Hoover Hig	30106 Title I Supplmnt Prog Imprvmt	Regular Teacher	1107 Classroom Teacher	Classroom Teacher	181,750.23	1.97	\$181,750.23
Hoover High			3000 Benefits			0	\$82,657.12
Hoover High		<b>Regular Teacher Total</b>				<b>1.97</b>	<b>\$264,407.35</b>
Hoover High		(blank)	1957 Non Clstrm Tchr Hrly	Non Clstrm Tchr Hrly	15,000.00	0	\$15,000.00
Hoover High			1971 NonClstrm Prof&Curriclm DevHrly	NonClstrm Prof&Curriclm DevHrly	30,000.00	0	\$30,000.00
Hoover High			3000 Benefits			0	\$10,714.50
Hoover High			4301 Supplies	Supplies	4,670.15	0	\$4,670.15
Hoover High		<b>(blank) Total</b>				<b>0</b>	<b>\$60,384.65</b>
Hoover Hig	<b>30106 Title I Supplmnt Prog Imprvmt Total</b>					<b>1.97</b>	<b>\$324,792.00</b>

**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District  
Finance Division  
Strategic Planning for Student Achievement Department

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## Hoover High School

### TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-23

2.0 With approval from the local governing board, **Hoover High School** has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Hoover High School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Hoover High School received input from Title I parents during SSC Meetings and monthly Coffee with the Principal Meetings.

The policy is distributed to parents of Title I students in the following ways:

- \* The policy will be emailed to all parents,
- \* The policy will be posted on the Hoover website,
- \* Hard copies are always available at the Hoover front office.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c). Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). (ESSA Section 1116[b][1])

Parents are notified by:

- \* School Messenger to invite all parents to this annual meeting
- \* Information posted on our school website

### 2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM



The school-level parent and family engagement policy shall describe the means for how **Hoover High School** shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

To involve parents in the Title I, Part A programs, the following practices have been established:

- o SSC
- o SGT
- o ELAC Meetings
- o Hoover Wellness Center
- o Volunteer Opportunities
- o PTSA
- o Parent Center

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Ways parents can be involved are through the following:

- o SSC
- o SGT
- o ELAC
- o Coffee with the Principal
- o PTA
- o Hoover Parent Center

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement.

d) The school provides parents of participating children with the following:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]). The school also discusses the following with parents:

- \* The school's responsibility to provide high-quality curriculum and instruction
- \* The ways parents will be responsible for supporting their children's learning
- \* The importance of ongoing communication between parent and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities to volunteer and participate in their child's class; and opportunities to observe classroom activities.

If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection. (ESSA Section 1116[b][2]).

Administrative Procedure 9050 describes the district's procedures governing the coordination of parent involvement programs. It shall be the purpose of the Parent Involvement Program to support and encourage collaborative partnerships between parents and schools that ensure the educational success of all students by: a. Involving parents as partners in school governance including shared decision making. b. Establishing effective two-way communication with all parents, respecting the diversity and differing needs of families. c. Developing strategies and programmatic structures at schools to empower parents to participate actively in their children's education. d. Providing support and coordination for school staff and parents to implement and sustain meaningful parent involvement from kindergarten through grade twelve. e. Utilizing schools to connect students and families with community resources that provide educational enrichment and support. (ESSA Section 1116[b][3]).

Parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to

the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]).

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

The Annual Title I Parent Meeting is held during Hoover's Fall Open House and the following is offered:

- o Each parent is given a copy of the Title I power point presentation.
- o Translation services are offered at the meeting for those parents that are not English speakers.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]):

- o Coffee with the Principal (morning meeting)
- o Decaf Coffee with the Principal (afternoon meeting)
- o Fall and Spring Open House
- o ELAC Meetings
- o Hoover Wellness Council and CAC Calendar Themed Monthly Meetings
- o Family Workshops.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]).

The school involves parents in the following ways:

- o SSC Meetings
- o SGT Meetings
- o ELAC Meetings
- o Hoover Wellness Center
- o Volunteer Opportunities
- o PTA Meetings and events
- o Parent Center

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]).

The school provides the information in the following ways:

- o School office staff disseminates and posts the information in Main Office
- o Disseminates information on Hoover Website

- o U.S. Mail o School Messenger (e-mail & phone)
- o Coffee with the Principal Meetings (morning)
- o Decaf Coffee with the Principal Meetings (afternoon)

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). The school shall provide information in the following ways:

- o Provide each family a copy of the syllabus first week of school.
- o Mail out report cards
- o Parent Portal Access

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). The school provides opportunities in the following ways:

- o Parent-Teacher Conferences
- o Meetings with Counselor
- o SST Meetings

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

If the school wide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (ESSA Section 1116[c][5])

Hoover High School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on May 12, 2022. The school will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before October 15, 2022.

## 2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). The school shall provide information in the following ways: Provide each family a copy of the syllabus first week of school; Mail out report cards; and, Parent Portal Access.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). The school provides opportunities in the following ways: Parent-Teacher Conferences; Meetings with Counselor; SST Meetings

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

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Teachers, counselors, and administration worked with parent groups to help support their expansion and leadership capacity throughout the year. These stakeholders will provide parents and community members a space on campus and tools to support their learning and growth. Attendance was monitored throughout the school year.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities,

such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). The school shall provide information in the following ways: Provide each family a copy of the syllabus first week of school; Mail out report cards; and Parent Portal Access.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). The school provides the information in the following ways: School office staff disseminates and posts the information in Main Office; Disseminates information on Hoover Website; U.S. Mail o School Messenger (e-mail & phone); Coffee with the Principal Meetings (morning); and, Decaf Coffee with the Principal Meetings (afternoon).

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Hoover High School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs. That is why we have created an space: Hoover High School Parent Center.

## 2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, **Hoover High School**, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])



Main goal is that we continue to find ways to virtually engage parents in a digital world and provide them with tools and skills necessary to best support and monitor their child's academy performance. Hoover High School has a designated Parent Center where parents meet. The presence of parents at Hoover are a wonderful additional layer of support for our students. In addition to the PTSA, there are monthly informal "Coffee with the Principal" meetings with the principal. This is a forum where parents who may not be serving on committees or SGT, ELAC or SSC, can learn about and discuss things going on at Hoover directly with our principal. The principal offers both evening and morning sessions for best accommodate parent schedules. In the area of parent involvement and support, Hoover has been making strides.

*Walter Fairley, Jr.*

Walter Fairley Jr, Interim Principal

October 11, 2022



**APPENDIX C**

**SCHOOL PARENT COMPACT**



San Diego Unified School District  
Finance Division  
**Strategic Planning for Student Achievement Department**

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**Title I School-Parent Compact 2022-23**  
**Hoover High School**

**2.4 School-Parent Compact**

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

Hoover High School and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

It is **school's responsibility** to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards:

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment
- Involve students in AVID strategies to enhance learning
- Provide a culture in which all students set goals and build skills that will help them to be successful in high school, higher education, and in their future careers
- Foster a safe and positive learning environment with a consistent application of the site discipline plan

- Create a welcoming environment for students, families, and community members
- Communicate with parents through frequent reports on their child’s progress such as: newsletters, phone calls, conferences and e-mails.
- Provide opportunities for learning beyond the school day for students and parents
- Prepare students to be college and /or career ready.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

Parents will participate, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]) in the following ways:

- Serving on school committees and volunteering when possible.
- Contacting teachers and counselors about concerns in a timely manner
- Making sure our children attend school daily, on time, prepared, and ready to work and learn
- Holding high expectations for our children and regularly monitoring our children’s progress
- Supporting the programs of the district and the school including the district and site discipline policies.
- Checking the student planner for assignments and communications, and reviewing student homework
- Limiting TV viewing, video and computer use, and encouraging daily reading at home,
- Reading and responding as necessary to all communications from the school.

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement. (20 U.S.C. § 6318[d][2][A])

\* Parents or Teachers can communicate at any time to establish a conference if the student is not meeting academic expectations.

2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])

\* Progress reports are mailed home at the end of grading periods. Schedule IEP’s or SST meetings when appropriate. Parents have access to PowerSchool to view students’ progress.



3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

\* Parents may call the school to obtain access to staff e-mails and phone numbers. Teachers provide office hours and contact information through their syllabus. A Teacher or Parent may request to hold a parent conference as needed. PowerSchool is available for parents to access and view student progress.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

\* The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand. Distribution is through flyers, Messenger (e-mail & phone) and school website.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children and so that they can participate on in site decision making. This Compact was established by Hoover High School on May 12, 2022 and will be in effect for the period of 2022-2023. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or: October 15, 2022.

*Walter Fairley, Jr.*

Walter Fairley Jr., Interim Principal  
10/11/22

## APPENDIX D

### DATA REPORTS

Data Reports: Attached data comes from:

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school) :ELA/Math  
Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Hoover**  
**Grade 11**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	297	39.4	450	45.8	480	50.0	469	51.6	482	45.4	6.0	-6.2	296	11.8	422	20.4	475	14.1	467	18.0	477	9.2	-2.6	-8.8
Female	131	48.1	208	49.5	242	53.3	248	59.7	233	51.1	3.0	-8.6	129	15.5	196	20.4	239	13.0	248	19.0	233	9.4	-6.1	-9.6
Male	166	32.5	242	42.6	238	46.6	221	42.5	249	40.2	7.7	-2.3	167	9.0	226	20.4	236	15.3	219	16.9	244	9.0	0.0	-7.9
African American	32	40.6	31	35.5	57	38.6	42	31.0	30	20.0	-20.6	-11.0	32	9.4	29	20.7	57	17.5	42	11.9	28	3.6	-5.8	-8.3
Asian	10	10.0	13	46.2	3	-	48	72.9	72	59.7	49.7	-13.2	11	0.0	13	7.7	3	-	47	31.9	71	23.9	23.9	-8.0
Filipino	3	-	2	-	1	-	1	-	0	-	-	-	3	-	1	-	1	-	1	-	0	-	-	-
Hispanic	202	35.1	325	41.8	346	47.7	360	51.9	366	44.3	9.2	-7.6	202	9.9	305	15.1	341	10.0	359	17.0	364	7.1	-2.8	-9.9
Native American	3	-	1	-	0	-	0	-	0	-	-	-	3	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	2	-	1	-	0	-	-	-	1	-	1	-	2	-	1	-	0	-	-	-
White	4	-	5	-	1	-	3	-	9	-	-	-	4	-	5	-	1	-	3	-	9	-	-	-
Multiracial	5	-	13	53.8	14	64.3	14	50.0	5	-	-	-	5	-	10	20.0	14	7.1	14	21.4	5	-	-	-
English Learner	60	6.7	60	1.7	73	4.1	75	5.3	86	9.3	2.6	4.0	62	3.2	53	1.9	72	4.2	74	1.4	86	1.2	-2.0	-0.2
English-Speaking	237	47.7	390	52.6	407	58.2	394	60.4	396	53.3	5.6	-7.1	234	14.1	369	23.0	403	15.9	393	21.1	391	11.0	-3.1	-10.1
Reclassified†	180	47.2	309	50.2	332	58.7	321	62.6	330	54.5	7.3	-8.1	178	15.7	297	21.2	328	15.2	320	19.7	327	11.6	-4.1	-8.1
Initially Eng. Speaking	57	49.1	81	61.7	75	56.0	73	50.7	66	47.0	-2.1	-3.7	56	8.9	72	30.6	75	18.7	73	27.4	64	7.8	-1.1	-19.6
Econ. Disadv.*	266	38.0	410	45.1	426	50.5	430	52.3	405	45.4	7.4	-6.9	266	12.8	382	20.4	422	15.6	428	17.5	402	9.2	-3.6	-8.3
Non-Econ. Disadv.	31	51.6	40	52.5	54	46.3	39	43.6	77	45.5	-6.1	1.9	30	3.3	40	20.0	53	1.9	39	23.1	75	9.3	6.0	-13.8
Gifted	31	64.5	92	72.8	101	80.2	106	77.4	104	76.0	11.5	-1.4	30	23.3	91	42.9	100	31.0	106	33.0	103	22.3	-1.0	-10.7
Not Gifted	266	36.5	358	38.8	379	42.0	363	44.1	378	37.0	0.5	-7.1	266	10.5	331	14.2	375	9.6	361	13.6	374	5.6	-4.9	-8.0
With Disabilities	36	5.6	44	6.8	43	14.0	46	15.2	67	17.9	12.3	2.7	37	0.0	42	2.4	42	0.0	46	0.0	66	4.5	4.5	4.5
WO Disabilities	261	44.1	406	50.0	437	53.5	423	55.6	415	49.9	5.8	-5.7	259	13.5	380	22.4	433	15.5	421	20.0	411	10.0	-3.5	-10.0
Homeless	16	62.5	35	25.7	30	40.0	38	36.8	56	41.1	-21.4	4.3	16	18.8	34	5.9	30	13.3	38	10.5	37	2.7	-16.1	-7.8
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	4	-	7	-	1	-	1	-	-	-	2	-	3	-	7	-	1	-	1	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

# California Department of Education

Home / Testing & Accountability / Accountability / California School Dashboard and System of Support  
/ School Dashboard Additional Reports and Data

## Hoover High (San Diego, CA) San Diego Unified

[Return to Search](#)

Reporting Year:

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

[Pivot Data by StudentGroups](#)

### Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Green	Yellow	Yellow	Yellow	Yellow
English Learners	None	Yellow	Yellow	Yellow	Red	Red
Foster Youth	None	None	None	None	None	None
Homeless	None	Yellow	Green	Green	Red	Red
Socioeconomically Disadvantaged	None	Green	Yellow	Yellow	Yellow	Yellow
Students with Disabilities	None	Red	Red	Orange	Orange	Orange
African American	None	Orange	Orange	None	Red	Red
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	Yellow	Green	Yellow	Yellow	Green
Filipino	None	None	None	None	None	None
Hispanic	None	Green	Yellow	Green	Yellow	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	Green	None	None	None	None

**APPENDIX E**

**2021-2022 SPSA ASSESSMENT AND EVALUATION**



**SCHOOL NAME: HOOVER HIGH**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2021-22**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Restorative Justice Model and Positive Behavior Interventions and Supports are showing the effectiveness of the school’s supervision and evaluation procedures in order to promote professional growth regarding classroom management strategies and relationship building in an effort to fulfill the requirements for quality student-teacher interactions.

- Reduction in suspensions
- Reduced number of referrals
- Improved school culture (according to student surveys)
- Ongoing professional development provided to school staff on RJM implementation
- Addition of Mending Matters and our alternative to suspension program

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>progress monitoring results, etc.).</b>	<b>assessments, pre/post test, progress monitoring results, etc.).</b>	
School Library Techn II -	0.50000	\$38,172.71	30100-2230	Provide access/support and manage books and Internet that supports reading, writing and language development.	-Providing students with access to information and technology needed to increase skills for college and career.	N/A	No modification necessary.
Pupil Advocate -	1.00000	\$119,023.79	30100-2906	Help to improve student engagement with school; and, student support by creating channels to opportunities in/out school. Provide services to students and families to support academic success and social/emotional well-being, reaching graduation goals. Additional to low-performing students.	-One on one academic and behavioral support for students. -Counseling support for students and families. -Trusted adult on campus. -Seeks a variety opportunities for student success post HS	N/A	No modification necessary.
Counselor Hrly		\$9,584.80	30100-1260	Beginning/Ending School Year	-Time to ensure student schedules	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Master Schedule and additional Counseling time to support low-performing students.	support student needs. -Time for credit checks to ensure students are on track to graduate		
Clerical OTBS Hrly		\$1,330.90	30100-2451	In support of the students & parent involvement activities - assisting in organization and preparation (in addition to the regular school day).	-Time necessary to ensure student and parent outreach events related to academic and social advancement are equitable to other communities.	N/A	No modification necessary.

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Grade-level literacy rates in reading have been a continued area of need and it is a high priority to close this gap in order for students to make gains in other academic areas. In 2017-18, Hoover used the Scholastic Reading Inventory (SRI) to assess the reading levels of our students. The district (SDUSD) switched from the SRI to the FAST (Fast Bridge Learning) in 2018. These assessments were given to students in grades 9-12 through their English classes. Each grade level demonstrated growth.

A review of the 2019 SBAC results on the California School Dashboard show that our students are still performing below standard. This isn't surprising considering reading levels are below grade level. That being said, there were still gains in performance over time.

ELA teachers are specifically addressing Designated ELD through their paired ELA classes for English Learners. ELD students have an additional designated ELD course.

There was a 1 percent increase in their ELA scores according to the California Dashboard. Overall, ELA has continuously shown growth in meeting and exceeding standards SBAC. The 2019 results show an increase of 12 percent between 2016 and 2019 in meeting and exceeding standards combined.

The ELA and Math departments have worked to create common assessments, planned professional development with time to review student work and data, and review and revise curriculum to fit the needs of students. These goals are monitored throughout the school year through department assessments, and the FAST reading assessment.

ELA staff will re-evaluate and, if necessary, revise current common tasks and common assessments. Focus should be on the standards and how they are reflected in these common task/assessments. Staff will implement tasks/assessments and then meet monthly to discuss the results. Data should be collected (Illuminate) and remediation plans, with follow up assessments, should be developed for at-risk students. Administration, Academy Directors, Department Leads and ILT will assist in the collection and analysis of the data.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include	What is not working (ineffective)	Modifications based on
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## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>qualitative and quantitative data.</b>
Regular Teacher	0.33000	\$42,123.24	30100-1107	ELA teachers to meet the educational, linguistic and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Job 50% Intervention: English 1/AVID 9A & AM Lit I/AVID 11A.	-Excellent instructional practices helping close the literacy gap -Allowance of yearlong English to help obtain our SMART goals	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Regular Teacher	0.14000	\$17,870.47	30100-1107	ELA teachers to meet the educational, linguistic and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Will be removed from Title I due to not have classes related to SPSA.	-Excellent instructional practices helping close the literacy gap -Allowance of yearlong English to help obtain our SMART goals	N/A	No modification necessary.
Regular Teacher	0.33000	\$42,123.24	30100-1107	ELA teachers to meet the educational, linguistic and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Job 1 Period Intervention: English 1/AVID 9A.	-Excellent instructional practices helping close the literacy gap -Allowance of yearlong English to help obtain our SMART goals	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Regular Teacher	0.33000	\$42,123.24	30106-1107	ELA teachers to meet the educational, linguistic and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Job 2 Periods Intervention: English 1/AVID 10A & AM Lit I/AVID 11A.	-Excellent instructional practices helping close the literacy gap -Allowance of yearlong English to help obtain our SMART goals	N/A	No modification necessary.
NonClstrm Prof&Curriclm DevHrly		\$29,952.50	30100-1971	Summer Professional Development and Curriculum Writing.	-Department and academy teams collaborating to develop academic and behavioral interventions for students. -PD to continue robust support of students	N/A	No modification necessary.
Supplies		\$327,866.00	30100-4301	Additional student materials needed due to new instructional routines	Materials critical to provide students in an effort to put in best position to achieve all SMART goals. Providing	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>developed for the methodologies being used for the lesson study. •</p> <p>Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.</p>	materials helps close an equity gap.		
Prof&Curriclm Dev Vist Tchr		\$29,952.50	30100-1192	Release time for collaborative professional study when teachers go to professional development conference/works	-Department and academy teams collaborating to develop academic and behavioral interventions for students.	N/A	No modification necessary.



## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>hops. Professional development support and push-in teaching to structure productive learning environments that promote independence and acceleration of learning in primary classrooms. Teachers will work on their continued development of standards based lessons and the development of standards based grading.</p>	<p>-PD to continue robust support of students</p>		
Classroom Teacher Hrly		\$5,990.50	30100-1157	<p>ELA teachers to meet the educational and career needs of every student; and, provide instruction in core curriculum standards to meet goals used additional tutoring one to one hourly</p>	<p>-Tutorials during prep period or lunch to assist targeted student groups including ELs.</p>	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				time with students.			
Non Clsrn Tchr Hrly		\$5,990.50	30100-1957	Collaborative professional study time for professional development, conference/works hops, CRWs or PLCs. Time used to development support and push-in teaching to structure productive learning environments that promote independence and acceleration of learning in primary classrooms.	-Department and academy teams collaborating to develop academic and behavioral interventions for students. -PD to continue robust support of students	N/A	No modification necessary.

### Strategy/Activity 2

#### \*Strategy/Activity - Description

Course-alike ELA teachers will participate in professional development in house, through SDUSD leaders, and through outside practitioners with an emphasis on implementing new methodologies to support student learning and engagement for Hispanic, EL, and Students with Disabilities. These methodologies will be researched by the team and implemented. Department Leads and Administration will help in the research and development of the method.

To address the need for improving reading literacy rates at our school, specific schoolwide literacy strategies have been implemented in all classrooms. The intention of this is two-fold: by improving students reading levels, they are better able to increase their performance on the SBAC. The strategy employed with intention is the introduction and intentional use of a Word of the Week (WOW). Each weekly word is obtained from a list of

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words provided by one of the four DOK levels. During the summer of 2018, ILT members met and created this strategy and provided staff word wall charts with preprinted WOW words to implement schoolwide.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Regular Teacher	0.33000	\$42,123.24	30106-1107	To develop lesson study that include common rubrics, observation tools, student instructional curriculum that is added due to new methodologies. Part of the Equity	-Excellent instructional practices helping close the literacy gap -Allowance of yearlong English to help obtain our SMART goals	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>Planning, Freshmen Bridging &amp; Department Planning Teams. Job 2 Periods Intervention: English 3/AVID 10A.</p>			
Supplies		\$502.00	30106-4301	<p>Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. • Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials are, but</p>	<p>Materials critical to provide students in an effort to put in best position to achieve all SMART goals. Providing materials helps close an equity gap.</p>	N/A	No modification necessary.

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				not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.			
Regular Teacher	--	--	30100-1107	To develop lesson study that include common rubrics, observation tools, student instructional curriculum that is added due to new methodologies. Will be removed, no longer part of SPSA.	-Excellent instructional practices helping close the literacy gap -Allowance of yearlong English to help obtain our SMART goals	N/A	No modification necessary.
Regular Teacher	--	--	30100-1107	To develop lesson study that include common rubrics, observation tools, student instructional curriculum that is added due to new methodologies. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams.	-Excellent instructional practices helping close the literacy gap -Allowance of yearlong English to help obtain our SMART goals	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Regular Teacher	--	--	30106-1107	To develop lesson study that include common rubrics, observation tools, student instructional curriculum that is added due to new methodologies. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams.	-Excellent instructional practices helping close the literacy gap -Allowance of yearlong English to help obtain our SMART goals	N/A	No modification necessary.
Regular Teacher	--	--	30100-1107	To develop lesson study that include common rubrics, observation tools, student instructional curriculum that is added due to new methodologies. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams.	-Excellent instructional practices helping close the literacy gap -Allowance of yearlong English to help obtain our SMART goals	N/A	No modification necessary.
Supplies	--	--	30100-4301	Additional student materials needed due to new instructional routines	Materials critical to provide students in an effort to put in best position to achieve all SMART goals. Providing	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>developed for the methodologies being used for the lesson study. •</p> <p>Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.</p>	<p>materials helps close an equity gap.</p>		

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Administration will work with the Instructional Leadership Team to set instructional goals and work to improve their efficacy. The administration team will work together in a systematic way to improve teacher efficacy from last year.

The math department will break into course-alike and continue to develop common tasks/lessons to build to current established common assessments. The lesson plan will follow the 5E model with emphasis on instructional routines and the math habits of mind/interaction. The math department will meet twice a month to debrief the common tasks/lessons with focus on achievement of all students to reaching/approaching mastery of the standard. A common rubric will be developed by the department to ensure reliable results.

The ELA and Math departments have worked to create common assessments, planned professional development with time to review student work and data, and review and revise curriculum to fit the needs of students.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.



## Hoover High

 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>monitoring results, etc.).</b>	<b>progress monitoring results, etc.).</b>	
Regular Teacher	0.19000	\$24,252.78	30100-1107	MATH teachers to meet the educational and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Will be increase to .50 FTE due to additional enrollment, approved by SSC 10/5/21. Job Full with Intervention classes: INTG Math I A/Power Up II A.	-Excellent instructional practices helping close the numeracy gap -Allowance of yearlong math to help obtain our SMART goals	N/A	No modification necessary.
Regular Teacher	0.19000	\$24,252.78	30100-1107	MATH teachers to meet the educational and career needs of every student; and, provide instruction in core	-Excellent instructional practices helping close the numeracy gap -Allowance of yearlong math to	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging &amp; Department Planning Teams. Will be increase to .50 FTE due to additional enrollment, Approved by SSC 10/5/21. Job 50% with Intervention classes: INTG Math III A/Power Up 11A.</p>	<p>help obtain our SMART goals</p>		
Regular Teacher	0.50000	\$63,823.12	30106-1107	<p>MATH teachers to meet the educational and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging &amp; Department Planning Teams. Job 2 Periods with Intervention</p>	<p>-Excellent instructional practices helping close the numeracy gap -Allowance of yearlong math to help obtain our SMART goals</p>	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				classes: INTG Math I A/Power Up I A.			
Regular Teacher	0.50000	\$63,823.12	30106-1107	MATH teachers to meet the educational and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Job Full with Intervention classes: INTG Math I A/Power Up I A.	-Excellent instructional practices helping close the numeracy gap -Allowance of yearlong math to help obtain our SMART goals	N/A	No modification necessary.
Regular Teacher	0.50000	\$63,823.12	30106-1107	MATH teachers to meet the educational and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen	-Excellent instructional practices helping close the numeracy gap -Allowance of yearlong math to help obtain our SMART goals	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Bridging & Department Planning Teams. Job Full with Intervention classes: INTG Math I A/Power Up I A.			
Regular Teacher	0.06000	\$7,658.76	30106-1107	MATH teachers to meet the educational and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Will be increase to .25 FTE due to additional enrollment, approved by SSC 10/5/21. Job Full with Intervention classes: INTG Math I A/Power Up II A.	-Excellent instructional practices helping close the numeracy gap -Allowance of yearlong math to help obtain our SMART goals	N/A	No modification necessary.
Regular Teacher	0.50000	\$63,823.12	30106-1107	MATH teachers to meet the	-Excellent instructional practices helping	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>educational and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging &amp; Department Planning Teams. Will be increase to .60 FTE due to additional enrollment, approved by SSC 10/5/21. Job Full with Intervention classes: INTG Math II A/Power Up II A.</p>	<p>close the numeracy gap -Allowance of yearlong math to help obtain our SMART goals</p>		
<p>Prof&amp;Curriclm DevHrlyClstrmTch r</p>		\$5,990.50	30100-1170	<p>Strategic Team meet to develop intervention and curriculum writing strategies needed due to new instructional routines developed for the methodologies being used for the lesson study.</p>	<p>- -PD to continue robust support of students curriculum</p>	N/A	<p>No modification necessary.</p>

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<p>NonClsm Prof&amp;Curriclm DevHrly</p>	<p>--</p>	<p>--</p>	<p>30100-1971</p>	<p>Summer Professional Development and Curriculum Writing.</p>	<p>-Department and academy teams collaborating to develop academic and behavioral interventions for students. -PD to continue robust support of students</p>	<p>N/A</p>	<p>No modification necessary.</p>
<p>Prof&amp;Curriclm Dev Vist Tchr</p>	<p>--</p>	<p>--</p>	<p>30100-1192</p>	<p>Release time for collaborative professional study when teachers go to professional development conference/works hops. Professional development support and push- in teaching to structure productive learning environments that promote independence and acceleration of learning in primary classrooms. Teachers will work on their continued development of standards based</p>	<p>-Department and academy teams collaborating to develop academic and behavioral interventions for students. -PD to continue robust support of students</p>	<p>N/A</p>	<p>No modification necessary.</p>

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				lessons and the development of standards based grading.			
Supplies	--	--	30100-4301	<p>Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. •</p> <p>Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, composition books, chart</p>	Materials critical to provide students in an effort to put in best position to achieve all SMART goals. Providing materials helps close an equity gap.	N/A	No modification necessary.

# Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				paper, blue books, etc.			



**Goal 4- Supporting English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

The schoolwide literacy strategies will also help our English Learner population achieve growth and advancement of their language proficiency. Progress will be monitored by the EL Assistant who reviews the FAST scores, SBAC and ELPAC performance of our EL population. Administration will conduct focused walk through of the LTEL student population at Hoover. In conjunction with the Office of Language Acquisition, school administration will develop a walk through tool that identifies levels of student engagement and student behaviors during different parts of the instruction. Administration will share observations with staff and co-create an action plan to improve the language acquisition of the students and thereby improve their understanding of the core content standards.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
ESL Asst	0.34000	\$20,216.40	30100-2101	Assist on providing	-One on one coordination and	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>additional learning opportunities for students performing below proficient in reading and writing, and language development; and, help to coordinate services that support extended and supplemental ELD and content learning, students assessment and monitoring students development, etc.</p>	<p>support of EL students</p>		
Supplies	--	--	30100-4301	<p>Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. • Due to the development of replacement units, supplementary to the district curriculum, and the extra material</p>	<p>Materials critical to provide students in an effort to put in best position to achieve all SMART goals. Providing materials helps close an equity gap.</p>	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.</p>			

**Goal 5 - Supporting Students with Disabilities**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Ed. Specialists will participate in lesson studies with both the English and Math teachers throughout the year. Ed Specialists will also participate in PLCs to debrief the lesson study and offer concrete differentiated support plans for students with disabilities. Ed Specialists will participate in PLCs to support closing the achievement gap for students with disabilities.

Students with disabilities will be intentionally scheduled to ensure access to the academic core classes with appropriate special education support. General and special education staff will ensure instruction is in direct alignment with student needs and the intervention enhances current instruction. PLCs will include ongoing monitoring of progress and adjusting support for students with disabilities.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30100-4301	Additional student materials needed	Materials critical to provide students in an effort to put in	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>due to new instructional routines developed for the methodologies being used for the lesson study. •</p> <p>Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.</p>	<p>best position to achieve all SMART goals. Providing materials helps close an equity gap.</p>		

**Goal 7 - Family Engagement**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

The SPSA goal is that we continue to find ways to virtually engage parents in a digital world and provide them with tools and skills necessary to best support and monitor their child’s academy performance. Hoover High School will have a designated Parent Center where parents meet. The PTSA was established in 2017, and remains up and running. The presence of parents at Hoover are a wonderful additional layer of support for our students. In addition to the PTSA, there are monthly informal “Coffee with the Principal” meetings with Principal Babineau. This is a forum where parents who may not be serving on committees or SGT, ELAC or SSC, can learn about and discuss things going on at Hoover directly with our principal. Principal Babineau offers both evening and morning sessions for best accommodate parent schedules. In the area of parent involvement and support, Hoover has been making strides.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Other Support Prsnl OTBS Hrly		\$1,996.35	30103-2282	Translators on parent meetings	Translation is necessary due to the	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				and other communications.	nature of the school culture diversity		
Travel Conference		\$3,000.00	30103-5207	Cost of PD for parent representative(s) assisting to CABE Annual Conference in Sacramento, CA.	-Important for parents to learn and be able to provide PD to other parents. -Programs offered by CA State.	N/A	No modification necessary.
Conference Local		\$1,000.00	30103-5209	Cost of PD for parents assisting to CABE Annual Conference in San Diego.	-Important for parents to learn and be able to provide PD to other parents. -Programs offered by SD County.	N/A	No modification necessary.
Inservice supplies		\$1,000.00	30103-4304	Cost of materials and consumables used for parent meetings and family events.	Ability to provide parents with resources	N/A	No modification necessary.
Other Support Prsnl PARAS Hrly		\$3,327.25	30103-2281	Services of Child Care on events that request or included parent attendance.	Childcare necessary to maximize parent participation.	N/A	No modification necessary.
Supplies		\$2,805.00	30103-4301	Cost for materials and supplies used on communication with parents and families.	Materials critical to provide students in an effort to put in best position to achieve all SMART goals. Providing materials helps close an equity gap.	N/A	No modification necessary.
Postage Expense		\$1,000.00	30103-5920	Communication with parents by mail.	Ability to mail documents home for families without email.	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Clerical OTBS Hrly	--	--	30100-2451	Assist parents 1 to 1 on services and events.			



**Goal 8- Graduation/Promotion Rate**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

The SPSA goal is to raise the cohort graduation rate to 90%. Our graduation rate is largely due to the supporting efforts of staff, collaboration with SDSU via CHEC, the CAC program, IMIN tutoring after school, the Innovation Center, and Hoover Intersession. Additionally, we have increased the number of our students graduating having met UC/CSU requirements.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Field Trip		\$2,300.00	30100-5735	Buses for students traveling on enrichment trips to complement instruction and University	-Experiences that help close the achievement and equity gap Building Cultural capital	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Campus Tours in core content courses and vision to graduation date.	-Introduction and Motivation to fill expectation to continue education after High School (Campus Tours)		
Software License		\$35,000.00	30100-5841	Additional instructional tools to support teachers and students on the classroom, providing the correct student achievement and assessments. School will have institutional and individual programs/classrooms support software and accessing online support on systems as, but not limited to: SNO, Read Naturally, IXL, KAMI, KUTA, Membean, Vernier, Physical Classroom, etc.	-Literacy and numeracy development necessary to obtaining our SMART goals. -Instructional and Student's Assessments supporting tools.	N/A	No modification necessary.
Consultants <=\$25K		\$20,000.00	30100-5801	Reading Program to assist in accelerating reading growth in order to close achievement gaps,	Literacy development PD crucial to obtaining our SMART goals	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				included contract with USD-SDAWP.			
Conference Local		\$10,000.00	30100-5209	Conference/Trainings or Workshops in SD area to improve teacher skills to reach school goals.	Teachers learning best practices for better student outcomes and sharing them with the rest of our teachers in PD within SD County boundaries	N/A	No modification necessary.
Travel Conference		\$2,000.00	30100-5207	Conference/Trainings or Workshops out of SD area to improve teacher skills to reach school goals.	Teachers learning best practices for better student outcomes and sharing them with the rest of our teachers in PD outside SD County	N/A	No modification necessary.
Contracted Svcs Less Than \$25K		\$5,000.00	30100-5853	Reading Program to assist in accelerating reading growth in order to close achievement gaps. Path Communication partnership to support instruction and teaching goals.	Literacy development PD crucial to obtaining our SMART goals	N/A	No modification necessary.
Interprogram Svcs/Paper		\$10,000.00	30100-5733	Supplementary units will require additional paper for students. Our unduplicated	Material use to supplement specific additional needs for staff/students projects and	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				population will be at a disadvantage compared to the general population. In order to support access, we need to supplement the paper student's use.	instructional assignments.		
Postage Expense		\$5,000.00	30100-5920	Provide written communication home regarding student achievement and intervention program progress.	Ability to mail documents home for families without email.	N/A	No modification necessary.
Pupil Advocate	--	--	30100-2906	Help to improve student engagement with school; and, student support by creating channels to opportunities in/out school. Provide services to students and families to support academic success and social/emotional well-being, reaching graduation goals. Additional to low-	-One on one academic and behavioral support for students. -Counseling support for students and families. -Trusted adult on campus. -Seeks a variety opportunities for student success post HS	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				performing students.			
Clerical OTBS Hrly	--	--	30100-2451	In support of Commencement Ceremony - assisting in organization and preparation (in addition to the regular school day).	-Time necessary to ensure student and parent outreach events related to academic and social advancement are equitable to other communities.	N/A	No modification necessary.
Counselor Hrly	--	--	30100-1260	Beginning/Ending School Year Master Schedule and additional Counseling time to support low-performing students.	-Time to ensure student schedules support student needs. -Time for credit checks to ensure students are on track to graduate	N/A	No modification necessary.
Supplies	--	--	30100-4301	Supplies, materials for push-in support in reading and writing, and language development. Students and PD materials related to English/ELA/Math Smart Goals. Due to the development of replacement units, supplementary to	Materials critical to provide students in an effort to put in best position to achieve all SMART goals. Providing materials helps close an equity gap.	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, composition books, chart paper,</p>			
<b>Strategy/Activity 2</b>							
<b>*Strategy/Activity - Description</b>							
College Success presentation, college field trips, transcript reviews, meetings with counselors and families about progress, credit recovery options (during day, 5th period, extended day, and online). Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning. Counselor will be the coordinator on these activities.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and quantitative data.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	
School Library Techn II	--	--	30100-2230	Provide access/support and manage books and Internet that supports reading, writing and language development.	-Providing students with access to information and technology needed to increase skills for college and career.	N/A	No modification necessary.
ESL Asst	--	--	30100-2101	Support EL students and teachers to help students with English as a second language.	-One on one coordination and support of EL students	N/A	No modification necessary.
Pupil Advocate	--	--	30100-2906	Help to improve student engagement with school; and, student support by creating channels to opportunities in/out school. Provide services	-One on one academic and behavioral support for students. -Counseling support for students and families. -Trusted adult on campus.	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				to students and families to support academic success and social/emotional well-being, reaching graduation goals. Additional to low-performing students.	-Seeks a variety opportunities for student success post HS		
Counselor Hrly	--	--	30100-1260	Additional Counseling time to support low-performing students.	-Time to ensure student schedules support student needs. -Time for credit checks to ensure students are on track to graduate	N/A	No modification necessary.
Postage Expense	--	--	30100-5920	Communication with Parent/Student in academic progress and any intervention process follow-up.	To provide written communication home regarding student achievement and parent/student activities.	Ability to mail documents home for families without email.	N/A
Supplies	--	--	30100-4301	Supplies, materials for push-in support in reading and writing, and language development. Students and PD materials related to	Materials critical to provide students in an effort to put in best position to achieve all SMART goals. Providing materials helps close an equity gap.	N/A	No modification necessary.



## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>English/ELA/Math Smart Goals. These materials are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.</p>			

**Goal 6 - Supporting Black Youth**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Our Hoover Equity team will develop yearlong culturally responsive and anti-racist pedagogy and practices PD for our entire staff. Teachers will be encouraged to select texts that reflect the student population we serve to ensure our students see themselves in the literature they are reading. Our site-developed behavior management plan is developed with a restorative lens, and we will continue to engage in this work as a staff. Our academy model (small learning communities) work with each other to build restore communities within the larger Hoover. Continuing Black youth empowerment groups, such as Brothers of Excellence and Queens of Excellence, are critical components to ensuring our Black Youth are heard and empowered to make positive change.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Pupil Advocate	--	--	30100-2906	Help to improve student	-One on one academic and	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>engagement with school; and, student support by creating channels to opportunities in/out school. Provide services to students and families to support academic success and social/emotional well-being, reaching graduation goals. Additional to low-performing students.</p>	<p>behavioral support for students. -Counseling support for students and families. -Trusted adult on campus. -Seeks a variety opportunities for student success post HS</p>		
Supplies	--	--	30100-4301	<p>Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. • Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop</p>	<p>Materials critical to provide students in an effort to put in best position to achieve all SMART goals. Providing materials helps close an equity gap.</p>	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>authentic standards based rubrics and assessments, students will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.</p>			
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What are my leadership strategies in service of the goals?

**SCHOOL NAME: HOOVER HIGH**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2021-22**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Restorative Justice Model and Positive Behavior Interventions and Supports are showing the effectiveness of the school’s supervision and evaluation procedures in order to promote professional growth regarding classroom management strategies and relationship building in an effort to fulfill the requirements for quality student-teacher interactions.

- Reduction in suspensions
- Reduced number of referrals
- Improved school culture (according to student surveys)
- Ongoing professional development provided to school staff on RJM implementation
- Addition of Mending Matters and our alternative to suspension program

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

## Hoover High

 SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<b>progress monitoring results, etc.).</b>	<b>assessments, pre/post test, progress monitoring results, etc.).</b>	
Inschool Resource Tchr	0.50000	\$67,368.91	09800-1109	Help to create and implement overall attendance programs to decrease chronic absenteeism issues. Coordinate services that support extended and supplemental student needs and content learning, student assessment and monitoring students/professional development & discipline. Help lead alternative to suspension program. Position Reduced to 0.5FTE on LCFF and moved 0.5FTE on Title I.	-Execution of behavior management schoolwide policy centered on restorative practices -Attendance intervention lead	N/A	No modification necessary.
ESL Asst	0.66000	\$39,243.60	09800-2101	Help to create and implement overall attendance programs to decrease chronic	-One on one coordination and support of EL students	N/A	No modifications necessary.

## Hoover High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				absenteeism issues. Coordinate services that support extended and supplemental student needs and content learning, student assessment and monitoring students/professional development & discipline.			
Prof&Curriclm Dev Vist Tchr		\$11,981.00	09800-1192	Release time for collaborative professional study when teachers go to professional & development conference/works hops. Professional development support and push-in teaching to structure productive learning environments that promote independence and acceleration of learning in primary classrooms.	-Department and academy teams collaborating to develop academic and behavioral interventions for students. -PD to continue robust support of students -Testing Staff Release	N/A	No modifications necessary.

**Goal 4- Supporting English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

The schoolwide literacy strategies will also help our English Learner population achieve growth and advancement of their language proficiency. Progress will be monitored by the EL Assistant who reviews the FAST scores, SBAC and ELPAC performance of our EL population. Administration will conduct focused walk through of the LTEL student population at Hoover. In conjunction with the Office of Language Acquisition, school administration will develop a walk through tool that identifies levels of student engagement and student behaviors during different parts of the instruction. Administration will share observations with staff and co-create an action plan to improve the language acquisition of the students and thereby improve their understanding of the core content standards.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Postage Expense		\$2,000.00	09800-5920	To provide written communication	Ability to mail documents home for	N/A	No modification necessary.



**Hoover High** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				home regarding student achievement.	families without email.		

**Goal 8- Graduation/Promotion Rate**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

The SPSA goal is to raise the cohort graduation rate to 90%. Our graduation rate is largely due to the supporting efforts of staff, collaboration with SDSU via CHEC, the CAC program, IMIN tutoring after school, the Innovation Center, and Hoover Intersession. Additionally, we have increased the number of our students graduating having met UC/CSU requirements.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource	0.50000	\$67,368.91	09800-1109	Help to create and implement overall attendance programs to decrease chronic absenteeism	-Execution of behavior management schoolwide policy centered on restorative practices	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				issues. Coordinate services that support extended and supplemental student needs and content learning, student assessment and monitoring students/professional development & discipline. This 0.5FTE was transferred to Resource 30100.	-Attendance intervention lead		
School Library Techn II	0.50000	\$38,172.71	09800-2230	Provide access/support and manage books and Internet that supports reading, writing and language development.	-Providing students with access to information and technology needed to increase skills for college and career.	N/A	No modification needed.
Interprogram Svcs/Paper		\$5,000.00	09800-5733	Supplementary units will require additional paper for students. Our unduplicated population will be at a disadvantage compared to the general population. In order to support access, we need to	Material use to supplement specific additional needs for staff/students projects and instructional assignments.	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				supplement the paper student's use.			
Supplies		\$58,022.00	09800-4301	Supplies, materials for push-in support in reading and writing, and language development. Students and PD materials related to English/ELA/Math needed due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, unduplicated student population will require additional instructional materials. These materials are, but not limited to	Materials critical to provide students in an effort to put in best position to achieve all SMART goals. Providing materials helps close an equity gap.	N/A	No medication needed.

## Hoover High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				writing utensils, stickie notes, notebooks, etc.			
Equipment Non Capitalized		\$15,000.00	09800-4491	Materials/Equipment for push-in support to unduplicated Students population needed due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, unduplicated student population will require additional materials and equipment. These are, but not limited to iPads, Laptops, etc.	-Provide unduplicated students and staff with equipment necessary to complete instruction and projects. -Sometimes equipment needs to be replaced &/or upgrade.	N/A	No modification necessary
Postage Expense	--	--	09800-5920	To provide written communication home regarding unduplicated student's	Ability to mail documents home for families without email.	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				population achievement and Intervention process.			
<b>Strategy/Activity 2</b>							
<b>*Strategy/Activity - Description</b>							
College Success presentation, college field trips, transcript reviews, meetings with counselors and families about progress, credit recovery options (during day, 5th period, extended day, and online). Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning. Counselor will be the coordinator on these activities.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	--	--	09800-1109	Help to create and implement overall attendance	Execution of behavior management	N/A	No modification necessary.

## Hoover High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>programs to decrease chronic absenteeism issues. Coordinate services that support extended and supplemental student needs and content learning, student assessment and monitoring students/professional development &amp; discipline.</p>	<p>schoolwide policy centered on restorative practices -Attendance intervention lead</p>		

**Goal 6 - Supporting Black Youth**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Our Hoover Equity team will develop yearlong culturally responsive and anti-racist pedagogy and practices PD for our entire staff. Teachers will be encouraged to select texts that reflect the student population we serve to ensure our students see themselves in the literature they are reading. Our site-developed behavior management plan is developed with a restorative lens, and we will continue to engage in this work as a staff. Our academy model (small learning communities) work with each other to build restore communities within the larger Hoover. Continuing Black youth empowerment groups, such as Brothers of Excellence and Queens of Excellence, are critical components to ensuring our Black Youth are heard and empowered to make positive change.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	--	--	09800-1109	Help to create and implement overall	Execution of behavior management	N/A	No modification necessary.



## Hoover High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				attendance programs to decrease chronic absenteeism issues. Coordinate services that support extended and supplemental student needs and content learning, student assessment and monitoring students/professional development & discipline.	schoolwide policy centered on restorative practices -Attendance intervention lead		
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What are my leadership strategies in service of the goals?