School Year: **2023-24**

School Plan for Student Achievement (SPSA) and Annual Evaluation Template

Addendum: Regulatory requirements and general instructions.

Appendix D: Guiding Questions: Use as prompts (not limits).

California School Dashboard Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

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

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Herbert Hoover Elementary School Karen Schibler, Ed.D. karen.schibler@desertsands.us	33-67058-6031967	April 25, 2023	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

Hoover has identified attendance as an area for improvement under ATSI

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

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; creating goals, measurable outcomes, strategies, actions, and services that are aligned with those of the district; the provision of complementary services that support the improvement of the achievement of high needs students; and the creation of a system for monitoring and evaluating the effectiveness of the Plan in achieving its goals.

2020-23 Plan Summary

The Story

Describe the students and community and how the school serves them.

Located in Indio, Hoover Elementary serves the socioeconomically and ethnically diverse populations in grades TK-5th. The school's fall 2022-2023 student enrollment was 354, of which 90% are Hispanic or Latino, 3% are White, 1% are African American, 1% Asian, and 2% other ethnicity. 47% of our student population are English Learners. Socio economically disadvantaged is 100% which are from low-income families eligible for free or reduced priced meals, less than 1% Foster Youth, and less than 1% are students with disabilities. During the 2022-2023 school year, the school proudly celebrated its 71st year. We have programs focused on ELA, ELD, Early Literacy, Math, Science, Social Studies and Character Development. We are a Title I school, offering after-school programs, extra-curricular sports, cheer,

music, arts, robotics, gardening, early risers and a student character core. We prioritize to meet student needs of those whose educational journeys are more challenged by language and/or economic barriers. Professional development continues to focus on AVID strategies and Professional Learning Communities. We use early literacy and process writing in our district. This is our sixth implementing MTSS and have an active Tier I and Tier II team. We have added Second Step curriculum to focus on social emotional learning and anti-bullying and inclusionary practices. A sensory room was added last year and students are rotating through based on need. Additionally, we have our Parent Center to support parent outreach and provide our parents with instructional and personal resources while making them a bigger part of the Hoover family and program.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The actions and strategies within our 2023-24 SPSA support grades TK-5th in efforts to increase ELA, Math, and Professional Data Driven Collaborations, all while we focus on increasing daily student attendance. We have implemented our "Power Hour" to increase small group leveled intervention in every grade level four days a week. On the fifth day of the week, Wednesdays, we implement a Science and Robotics lab. Students rotate through the labs for hands on engaging lessons. We continue to strengthen our focus on consistent and meaningful student engagement around the application of content knowledge. Professional development continues to include Early Literacy, while strengthening our PLCs. We maintain a site focus on rigorous and engaging lessons to promote high levels of learning. Another significant goal remains to increase/improve Parent Engagement through the use of our parents center. We offer opportunities for parents to engage in their students' learning through Parent Teacher Conferences and School Site Council meetings. MTSS remains a part of our school's culture. We have established our Tier I and Tier II expectations. We are proud of the work we are accomplishing. We look forward to refining current programs, while looking at new and creative ways to further address the needs of students and parents throughout the school year.

Needs Assessment -- Review of Performance

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

Greatest Progress

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

Instructionally, and as a district we are an Early Literacy and Process Writing school implementing UDL and MTSS. All grades made gains in i-Ready.
We continue to strengthen our Tier I and Tier II team.

We will continue to review our attendance and intervention practices. We also continue to have successful Tier I meetings. We continue to score high on our site CFA's and we have fidelity to our MTSS initiatives. We have an active Tier II team to review data and suggest interventions and next steps for struggling students.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local

performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Utilizing Panorama survey results, CAASPP, ELPAC, suspension and attendance data - Two areas of need have been identified. Both are in the area of attendance and the social emotional needs of students. Current data shows both areas are of concern. Confidence and self-efficacy can be a valuable asset/resource for our learners.

- Focus on i-Ready for diagnostic and analysis of student progress toward goals
- Continue work within Process Writing
- Continue work on Early Literacy Strategies
- ST Math & imagine learning
- ELA remediation/tutoring during the school day
- After school tutoring in (ELA & Math)
- Improve reading and writing for the identified student groups
- Continue to strengthen student engagement through professional development opportunities
- Expand our implemented Tier II team
- sensory room and inclusionary best practices team

Performance Gaps

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

Hoover Elementary school strives to ensure equity for all students by closing achievement gaps for all students. To address any performance gaps our team meets every Wednesday in Professional Learning Communities. These PLCs analyze real-time data and use that information to develop the most appropriate instructional program to address student needs. We seek research based "best practices" to enhance our program and create the most appropriate learning environment for all students. Currently, we see performance gaps in both ELA and Math between our "All Students" and "English Learners" categories. To address these gaps, we regularly discuss specific strategies targeting our EL population. We look for instructional practices that will help build content vocabulary, keep students actively engaged in the content, get students discussing (with partners/peers) the content, write about the content, and apply their knowledge (in multiple ways). These strategies are discussed and put into practice as part of our PLC cycle. Finally, we have organized our “ELD block schedule” and added a "Power Hour" for leveled intervention in small groups for all grade levels. This increased the effectiveness of the instruction during that allocated time. We have a Science and Robotics lab to address a need for more student engagement and hopefully lead to increased attendance. We took a close look at iReady data this year to monitor student progress and achievement.

Resource Inequities

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

Chronic absenteeism was identified as an area to target for improvement as a result of family resource inequities at Hoover. The staff identified concern with families going out of town or traveling to Mexico for extended periods of time. There are challenges for parents due to lack of education, resources, or stability in the homes. Students who are struggling in school may become unhappy and develop behavior issues in the classroom. These students may become less connected to their teacher and discouraged about coming to school. Often times there are multiple siblings within a home and illness or hygiene can be an issue impacting attendance. Due to these identified inequities students may not be as intrinsically motivated to attend Hoover as in other demographic areas.

In addition mental health issues and trauma have increased with circumstances related to poverty.

Current 2022/23 data after COVID closure shows an increase in attendance but chronic absenteeism continues to be an issue. Parents got in the habit of keeping students home for mild symptoms and now need to be re-educated on the importance of having students at school everyday unless they have a fever or doctor's note.

We have identified action items to address these inequities through our work with MTSS and our Tier teams.

“Reducing chronic absence goes hand in hand with cultivating positive conditions for learning. When schools provide engaging, supportive, welcoming and culturally responsive environments, families are inclined to help their children get to school, and students are motivated to attend, even when there are hurdles to getting there. Likewise, when students attend class consistently, positive conditions for learning—from supportive relationships with teachers to substantive, meaningful educational experiences—are more likely to occur.” - What Works Clearinghouse18.pdf

Goals for improvement include School Attendance Review Board meetings with parents, attendance rewards and certificates with traveling trophies for classrooms with the best attendance, trimester attendance awards, morning greeters, marquee messages, PBIS points and a school and classroom stores, perfect attendance incentives such as buttons or magnets, family workshops through our parent center on the importance of attendance, uniforms for equity and communicating more with parents through parent conferences, our attendance clerk and classroom teachers.

Need Assessment - Educational Partner Involvement

SPSA Year: **2023-24**

Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

The 2023-2024 SPSA was thoroughly reviewed with our siteTier I Team, TRAC Leadership Team and School Site Council. The 2023-2024 SPSA was created using the feedback and input from our site Tier/MTSS Team, Panorama Survey Data, Trac Leadership Team and our School Site Council. The SPSA was developed using our current data and needs assessment. Furthermore, the SPSA is based upon current LCAP and site specific goals.

SSC Meeting #1 (August 17, 2022, 2:30pm room 16)

- Approval of the school safety plan

Title 1 parent meeting (September 31, 2022 - 5:30pm in all classrooms streaming prior to Back to School Nights)
Slideshow review of school plan and Title 1

ELAC Meeting #1 (October 11, 2022 - 2:30pm rm. 16)

- overview of the purpose of ELAC, SSC and the roles and responsibilities of ELAC
- Discussion of Election and ballot process of new ELAC officers and chair, vice chairperson, secretary at next meeting
- Discussion of delegating responsibilities to SSC after election if they so choose.

ELAC Meeting #2 (October 18, 2022 - 2:30pm rm. 16)

- Review of bylaws
- Election results
- Election of officers
- Discuss and approve parent involvement policy
- Discuss and approve school compact, parent surveys
- Delegation of ELAC responsibilities to SSC

SSC Meeting #2 (November 3, 2022 - 2:30pm rm. 16)

- Accept delegation of ELAC to SSC
- Purpose and Function of SSC (PP)
- Review SSC Roles and Responsibilities
- Review Bylaws
- New Budget Items & SPSA Review
- Discuss the end of SSC terms
- Discuss election of Officers
- Hoover Site Data Review and Analysis
- Discuss and approve the school compact
- Discuss and approve the Parent Involvement Policy

TRAC #1 Meetings - Academic hours (9 total people, 6 hours) after school (December 5, 6, 2022):

- Review SPSA and MSAP provide feedback for site goals and action steps. (Highlights, Strengths, Opportunities for Improvement, Performance

Gaps, and Increased/Improved Services)

- Set Goal for Math
- Set goal for Writing and Early Literacy
- set goals for i-Ready usage and analysis of data

SSC Meeting #3 (February 2, 2023 - 2:30pm rm. 16)

- Review Power Hour
- iReady progress
- reclassification info.
- testing updates

TRAC #2 Meetings - Academic hours (6 hrs. total, 9 people) after school (March 6, 7,8 - 2023):

- SPSA AAP:Goal Progress, Monitoring, Revisions, Planning for next year.
- SPSA EVAL: Successes, Challenges and Modifications. Discuss possible changes for 2022-2023.
- Panorama survey data

SSC Meeting #4 (March 16, 2023 - 2:30pm rm. 16)

- Review MSAP from Trac meeting
- Review needs assessment (annual evaluation)
- Review proposed budget for next year
- Discuss and provide input into next year's school plan
- Student Panorama survey Data
- CAASPP and ELPAC testing updates

SSC Meeting #5 (April 25, 2023 - 2:30pm room 16)

- Discuss, approve, and recommend 2023-24 SPSA (Single plan for Student Achievement) for Board approval.
- Principal's Closing Message

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

These consultations had a positive impact on the evaluation and development of the SPSA. Being transparent, sharing/assessing relevant data, and collaborating as a team, all foster productive conversations that yield effective results. Each "team" was able to review our current successes and needs, they then took that information (coupled with our LCAP & TRAC Goals), to help inform the best ways to address our needs, within the upcoming SPSA.

Our Tier 1 team, School Site Council, and additional staff identified the following recommendations for the upcoming year:

- Continue offering classes via our Parent Center
- Continue with collaboration around Early Literacy and Inclusionary practices.
- Continue having intervention specialists in English Language Arts for "Power Hour" and Science/Robotics labs.
- Continue to offer after school tutoring opportunities in either Math, ELD, Early Literacy or ELA.
- Continue professional development
- Continue to develop our MTSS tiers for academic and social emotional support.
- Add substitutes for Inclusionary practices team to meet and collaborate
- Add another Tier III support person

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	$73,792
Total Centralized Services:	$122, 237
Total Supplemental Concentration Funds	$188,014
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$261,806.00

Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

- This school will use Title I funds to secure ELA Intervention/Remediation tutors during the school day. This support service will be for all grade levels.
- This school will use Title I funds to provide ongoing and meaningful professional development opportunities for the staff. These professional development opportunities will be directed at student needs and improvement of instructional

programs.

- This school will use Title 1 funds to provide support to our parent center and attendance
- This school will use Title 1 funds to support ATSI and improved attendance with incentives
- This school will use Supplemental funds to support a Tier 1, Tier II, and Inclusionary practices team

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.56%	0.29%		2	1
African American	1.3%	1.13%	0.87%	5	4	3
Asian	1.3%	0.85%	0.58%	5	3	2
Filipino	%	0.28%	0.58%		1	2
Hispanic/Latino	90.4%	87.04%	87.76%	338	309	301
Pacific Islander	%	%	0%			0
White	4.0%	5.35%	4.37%	15	19	15
Multiple/No Response	%	0.28%	0.29%		1	1
			Total Enrollment	374	355	343

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	62	58	74
Grade 1	54	60	47
Grade 2	70	48	56
Grade3	62	65	42
Grade 4	65	62	63
Grade 5	61	62	61
Total Enrollment	374	355	343

Conclusions based on this data:

1. Hoover's current population is approximately 352 students
2. Approximately 90% of the population at Hoover is Hispanic/Latino.
3. 100% of student population is considered SED on free and reduced breakfast and lunch.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	184	174	143	49.20%	49.0%	41.7%
Fluent English Proficient (FEP)	35	23	13	9.40%	6.5%	3.8%
Reclassified Fluent English Proficient (RFEP)	24	9	19	13.0%	2.5%	5.5%

Conclusions based on this data:

1. Hoover has a large population 41.7% of English Learners, from this 3.8% are Fluent in English and 5.5% have been reclassified as fluent in English.
2. Current Summative ELPAC and iReady data show that students are continuing to work towards reclassification. Intervention and ELD work continues as a daily focus at Hoover.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	62	67		0	65		0	65		0.0	97.0	
Grade 4	63	63		0	62		0	62		0.0	98.4	
Grade 5	59	68		0	66		0	66		0.0	97.1	
All Grades	184	198		0	193		0	193		0.0	97.5	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2357.			7.69			18.46			16.92			56.92	
Grade 4		2365.			1.61			9.68			14.52			74.19	
Grade 5		2393.			6.06			6.06			13.64			74.24	
All Grades	N/A	N/A	N/A		5.18			11.40			15.03			68.39	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.69			47.69			44.62	
Grade 4		3.23			50.00			46.77	
Grade 5		3.03			50.00			46.97	
All Grades		4.66			49.22			46.11	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.62			36.92			58.46	
Grade 4		0.00			37.10			62.90	
Grade 5		3.03			27.27			69.70	
All Grades		2.59			33.68			63.73	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.08			73.85			23.08	
Grade 4		4.84			62.90			32.26	
Grade 5		3.03			62.12			34.85	
All Grades		3.63			66.32			30.05	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.77			52.31			36.92	
Grade 4		3.23			59.68			37.10	
Grade 5		6.06			37.88			56.06	
All Grades		6.74			49.74			43.52	

Conclusions based on this data:

1. Hoover has a large percentage of students not meeting state standards in ELA in grades 3, 4, and 5.
2. Based on current CAASPP/ iReady data of All Students in ELA 83% are performing in the Red (2 or more grade levels below). Hoover has shown growth and students are moving up dramatically toward standards met based on current iReady data.
3. Current iReady shows 60% of students are making typical growth medians in ELA . Continued focus in power hour intervention is helping to close the gap and bring students closer to target.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	62	67		0	66		0	66		0.0	98.5	
Grade 4	63	63		0	62		0	62		0.0	98.4	
Grade 5	59	68		0	67		0	67		0.0	98.5	
All Grades	184	198		0	195		0	195		0.0	98.5	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2371.			6.06			10.61			21.21			62.12	
Grade 4		2394.			1.61			9.68			33.87			54.84	
Grade 5		2377.			1.49			2.99			10.45			85.07	
All Grades	N/A	N/A	N/A		3.08			7.69			21.54			67.69	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.06			37.88			56.06	
Grade 4		1.61			37.10			61.29	
Grade 5		1.49			14.93			83.58	
All Grades		3.08			29.74			67.18	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.58			37.88			54.55	
Grade 4		3.23			38.71			58.06	
Grade 5		1.49			22.39			76.12	
All Grades		4.10			32.82			63.08	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.06			66.67			27.27	
Grade 4		6.45			51.61			41.94	
Grade 5		2.99			35.82			61.19	
All Grades		5.13			51.28			43.59	

Conclusions based on this data:

1. Hoover has a large percentage of students 89% in grades 3, 4, and 5 not meeting state standards in mathematics.
2. According to current iReady data 48% of all students are in the Red (2 or more grade levels below). This is an increase of about 30% from the previous year. Hoover students need to continue to participate in makerspace and hands on labs that will increase their creativity and manipulation of mathematics.
3. Current math interventions are being implemented to further small group instruction and intervention in mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1387.0	1406.8		1403.1	1408.8		1349.3	1401.7		32	26	36
1	1377.0	1422.5		1416.8	1439.7		1336.8	1404.8		23	27	17
2	1480.7	1453.5		1487.3	1474.2		1473.7	1432.2		34	19	24
3	1477.7	1488.8		1479.1	1492.3		1476.0	1484.6		37	33	19
4	1497.5	1497.7		1488.8	1498.1		1505.8	1496.8		36	33	27
5	1513.8	1521.0		1511.5	1524.1		1515.7	1517.3		27	36	27
All Grades										189	174	150

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.38	7.69		15.63	26.92		43.75	38.46		31.25	26.92		32	26	
1	0.00	3.70		8.70	22.22		34.78	40.74		56.52	33.33		23	27	
2	14.71	5.26		44.12	36.84		32.35	31.58		8.82	26.32		34	19	
3	8.11	18.18		29.73	33.33		43.24	33.33		18.92	15.15		37	33	
4	2.86	15.15		45.71	30.30		45.71	39.39		5.71	15.15		35	33	
5	11.11	13.89		33.33	44.44		48.15	36.11		7.41	5.56		27	36	
All Grades	7.98	11.49		30.85	32.76		41.49	36.78		19.68	18.97		188	174	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.38	0.00		18.75	38.46		46.88	30.77		25.00	30.77		32	26	
1	4.35	18.52		21.74	25.93		47.83	37.04		26.09	18.52		23	27	
2	23.53	26.32		52.94	26.32		17.65	31.58		5.88	15.79		34	19	
3	18.92	36.36		51.35	39.39		13.51	9.09		16.22	15.15		37	33	
4	22.86	30.30		45.71	42.42		14.29	15.15		17.14	12.12		35	33	
5	25.93	33.33		62.96	55.56		7.41	5.56		3.70	5.56		27	36	
All Grades	18.09	25.29		43.09	39.66		23.40	19.54		15.43	15.52		188	174	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.25	7.69		15.63	30.77		40.63	42.31		37.50	19.23		32	26	
1	0.00	7.41		4.35	11.11		26.09	25.93		69.57	55.56		23	27	
2	5.88	5.26		41.18	15.79		26.47	31.58		26.47	47.37		34	19	
3	2.70	3.03		13.51	33.33		48.65	30.30		35.14	33.33		37	33	
4	5.71	0.00		17.14	21.21		57.14	48.48		20.00	30.30		35	33	
5	7.41	2.78		11.11	5.56		55.56	75.00		25.93	16.67		27	36	
All Grades	4.79	4.02		18.09	19.54		43.09	44.25		34.04	32.18		188	174	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.25	11.54		78.13	61.54		15.63	26.92		32	26	
1	21.74	25.93		56.52	55.56		21.74	18.52		23	27	
2	20.59	26.32		73.53	57.89		5.88	15.79		34	19	
3	32.43	45.45		51.35	45.45		16.22	9.09		37	33	
4	37.14	54.55		57.14	39.39		5.71	6.06		35	33	
5	29.63	19.44		62.96	75.00		7.41	5.56		27	36	
All Grades	25.00	31.61		63.30	55.75		11.70	12.64		188	174	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.50	0.00		46.88	65.38		40.63	34.62		32	26	
1	13.04	3.70		43.48	77.78		43.48	18.52		23	27	
2	44.12	31.58		50.00	57.89		5.88	10.53		34	19	
3	24.32	46.88		51.35	34.38		24.32	18.75		37	32	
4	26.47	30.30		55.88	57.58		17.65	12.12		34	33	
5	51.85	54.29		44.44	37.14		3.70	8.57		27	35	
All Grades	28.88	29.65		49.20	53.49		21.93	16.86		187	172	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	11.54		62.50	65.38		37.50	23.08		32	26	
1	0.00	11.11		34.78	18.52		65.22	70.37		23	27	
2	14.71	10.53		58.82	42.11		26.47	47.37		34	19	
3	8.11	0.00		54.05	54.55		37.84	45.45		37	33	
4	2.86	0.00		62.86	60.61		34.29	39.39		35	33	
5	7.41	2.78		55.56	72.22		37.04	25.00		27	36	
All Grades	5.85	5.17		55.85	54.02		38.30	40.80		188	174	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.63	38.46		40.63	46.15		43.75	15.38		32	26	
1	0.00	0.00		22.73	74.07		77.27	25.93		22	27	
2	15.15	5.26		54.55	68.42		30.30	26.32		33	19	
3	8.11	21.21		62.16	60.61		29.73	18.18		37	33	
4	5.88	6.06		82.35	75.76		11.76	18.18		34	33	
5	7.41	11.11		81.48	77.78		11.11	11.11		27	36	
All Grades	9.19	13.79		58.92	67.82		31.89	18.39		185	174	

Conclusions based on this data:

1. Most students fall within the somewhat/moderate range on the Summative ELPAC.
2. It takes a great deal of time to administer the Summative ELPAC. Students and staff took this very seriously to provide ample time for students to respond and do their best. Results show students are making progress. More intervention and work with ELD is needed to achieve English proficiency.
3. On the 21-22 Summative ELPAC, the percentage of students who were minimally developed (ELPAC score of 1) was 19%, and the percentage of students who were well-developed (ELPAC score of 4) was 11.5%. Since a 4 on the Summative ELPAC is required for reclassification continued targeted DELD, based on individual needs, is essential for students in each level. For example, students who scored an average level 3 demonstrate a need for written language and, therefore, extensive DELD is provided in this domain.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
355	**92.4**	**49.0**	**0.8**
Total Number of Students enrolled in Herbert Hoover Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	174	49.0
Foster Youth	3	0.8
Homeless	4	1.1
Socioeconomically Disadvantaged	328	92.4
Students with Disabilities	31	8.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.1
American Indian	2	0.6
Asian	3	0.8
Filipino	1	0.3
Hispanic	309	87.0
Two or More Races	1	0.3
Pacific Islander		
White	19	5.4

Conclusions based on this data:

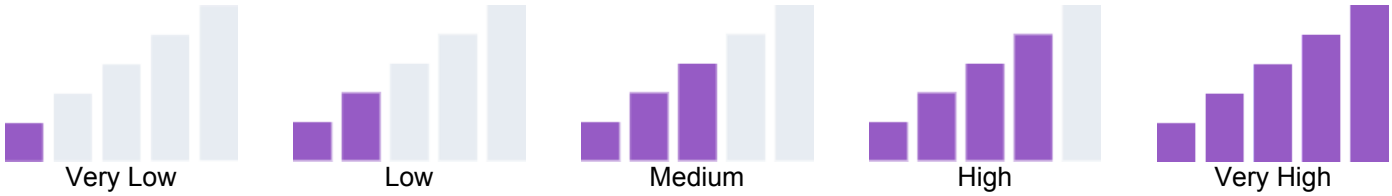
1. Hoover has a population of 92.4% of students who are identified as SED. This is based on our free and reduced lunch count. It should be noted that all students are receiving free meals and that not all families may have reported this data.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Very Low		
English Learner Progress: Medium		

Conclusions based on this data:

1. Hoover students are performing academically at the very low level in all subjects. Chronic Absenteeism along with ELA and Mathematics are a focus for intervention.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

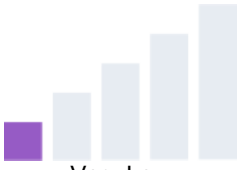
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	0	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
95.4 points below standard	97.3 points below standard	2 Students
178 Students	104 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
2 Students	95.6 points below standard	154.5 points below standard
	170 Students	22 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 94.9 points below standard 156 Students			No Performance Level 122.3 points below standard 13 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
115.4 points below standard 87 Students	20.0 points below standard 18 Students	100.3 points below standard 66 Students

Conclusions based on this data:

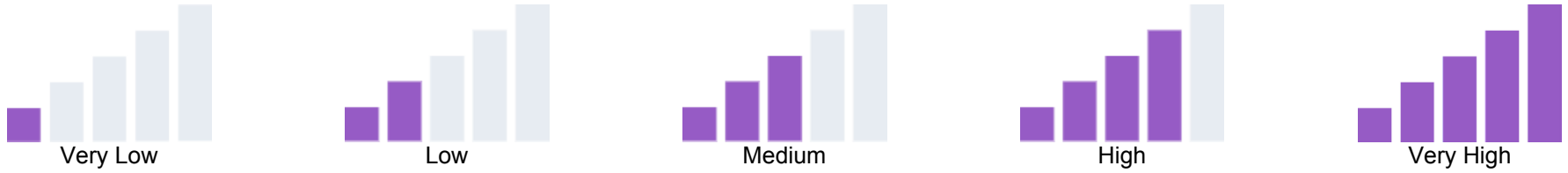
1. Hoover students data shows very low performance by all groups.
2. According to iReady data Hoover students are still significantly below grade level in both ELA and Mathematics, however we have seen lots of progress toward meeting the standard on current data this year.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



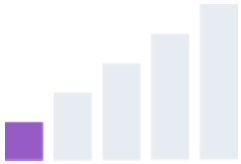
This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	0	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

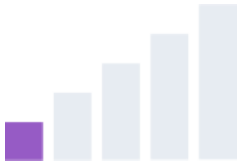


Very Low

100.2 points below standard

178 Students

English Learners



Very Low

101.5 points below standard

104 Students

Foster Youth

No Performance Level

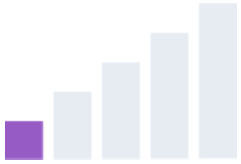
2 Students

Homeless

No Performance Level

2 Students

Socioeconomically Disadvantaged



Very Low

100.6 points below standard

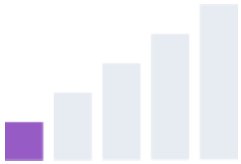
170 Students

Students with Disabilities

No Performance Level

173.4 points below standard

22 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 98.7 points below standard 156 Students			No Performance Level 159.9 points below standard 13 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
113.2 points below standard 87 Students	52.8 points below standard 18 Students	107.6 points below standard 66 Students

Conclusions based on this data:

1. Hoover students are very low academically in Mathematics in all groups.
2. According to iReady data Hoover students are still significantly below grade level in both ELA and Mathematics. Current iReady data shows significant growth toward meeting standards.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

51.1 making progress towards English language proficiency

Number of EL Students: 139 Students

Performance Level: 3

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.1%	33.8%	0.0%	51.1%

Conclusions based on this data:

1. Our EL population is making progress by at least one level at 51.1%.
2. 33.8% of our population maintained their current performance level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Not reported due to age of students
2. Hoover is not a formal AVID elementary school however we do practice strategies for organization and note taking along with discussions of the importance of college and careers.
3. Hoover staff receives professional development related to AVID teaching strategies.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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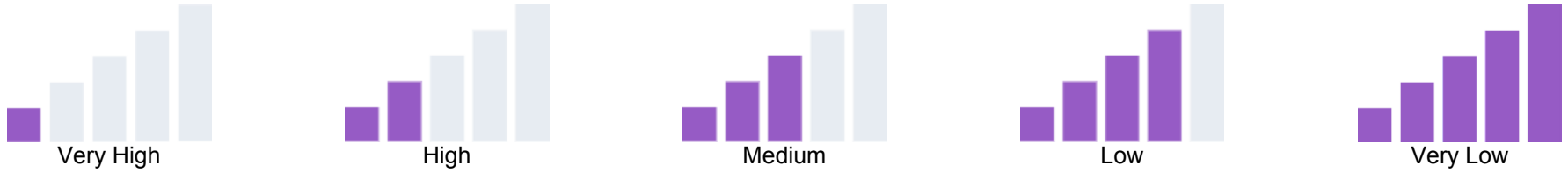


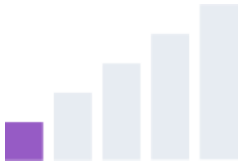
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
4	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

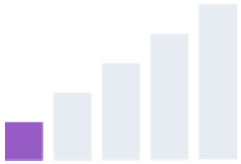


Very High

55.3% Chronically Absent

387 Students

English Learners



Very High

49.7% Chronically Absent

189 Students

Foster Youth

No Performance Level

72.7% Chronically Absent

11 Students

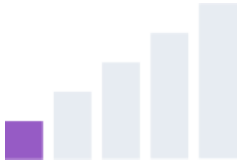
Homeless

No Performance Level

Less than 11 Students

5 Students

Socioeconomically Disadvantaged

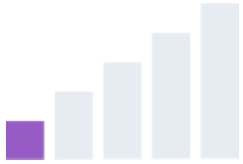


Very High

55.3% Chronically Absent

356 Students

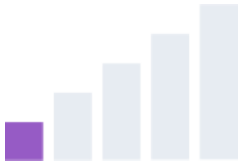
Students with Disabilities



Very High

62.2% Chronically Absent

45 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
4 Students	2 Students	4 Students	1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level		No Performance Level
55.5% Chronically Absent	66.7% Chronically Absent		38.1% Chronically Absent
337 Students	18 Students		21 Students

Conclusions based on this data:

1. Chronic Absenteeism is an area identified for improvement. This continues to be an issue and a focus for our plan.
2. Chronic Absenteeism is slightly improved following closure. There is a new need to re-educate our parents on the importance of school attendance.
3. We have hired an office specialist to focus on attendance and support parent meetings beginning in August when patterns of repeated absences begin to occur.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

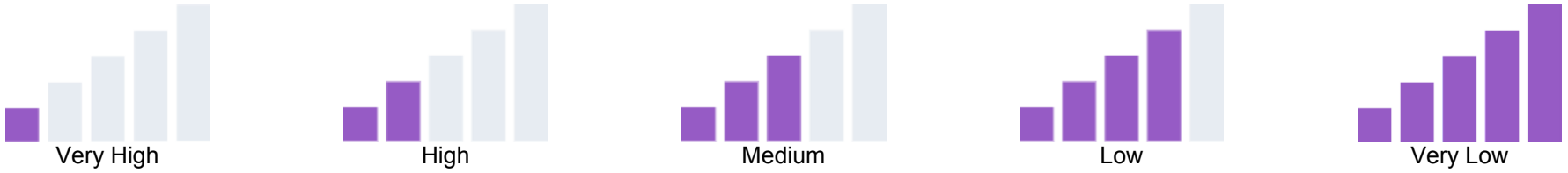
1. This area is N/A to Hoover.
2. As an elementary school we do not have current data to use toward our graduation rates at Hoover.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	0	3	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Medium

1.8% suspended at least one day

400 Students

English Learners

Medium

1.6% suspended at least one day

193 Students

Foster Youth

No Performance Level

7.7% suspended at least one day

13 Students

Homeless

No Performance Level

Less than 11 Students

7 Students

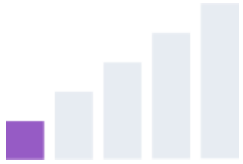
Socioeconomically Disadvantaged

Medium

1.4% suspended at least one day

367 Students

Students with Disabilities



Very High

10.4% suspended at least one day

48 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
4 Students	2 Students	4 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level		No Performance Level
1.7% suspended at least one day	5.6% suspended at least one day		0% suspended at least one day
350 Students	18 Students		21 Students

Conclusions based on this data:

1. While our suspension rate increased slightly this year it is due to 2 to 3 students with challenging behaviors. All 3 have behavior plans in place but it was necessary to suspend multiple days which has skewed our data slightly.
2. We had an increase in young new students to Hoover who arrived with significant trauma due to outside circumstances. We are working with current supports on campus to support these students, but at times suspension was necessary.
3. We continue to show a need for increased counseling due to social emotional issues.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

All students will demonstrate growth as measured by federal, state and district assessment.

State Priorities addressed by this goal:

State Priorities:
- X Priority 1: Basic (Conditions of Learning)
- X Priority 3: Parental Involvement (Engagement)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 6: School Climate (Engagement)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
Mean Distance from Standard in ELA 1. ALL: -27.1 2. EL: -28.5 3. SED: -29 4. Hispanic: -28.1 Expected Outcome: Typical Growth median targets for Winter i-Ready Reading 2023 All: 50% EL: 50% SWD: 50% Hispanic: 50%:	Actual Outcomes: Typical Growth medians for Winter i-Ready Reading 2022 All: 60% EL: 54% SWD: 37% Hispanic: 61%
Mean Distance from Standard in MATH 1. ALL: -15.2 2. EL: -12.2 3. SED: -17 4. Hispanic: -15.2	Actual Outcomes: Typical Growth medians for Winter i-Ready Math 2022 All: 48% EL: 49% SWD: 50% Hispanic: 51%:

Expected Outcomes	Actual Outcomes
Expected Outcome: Typical Growth median targets for Winter i-Ready Math 2023 All: 50% EL: 50% SWD: 50% Hispanic: 50%:	

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Students will receive instruction using standards-based State/District adopted core programs.	Hoover students received instruction using standards-based State/District adopted core programs.	District	
2. All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	All Hoover English learners received both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards.	District	
3. All English learners receive daily integrated ELD provided across all content areas.	Integrated ELD was provided across all content areas. Designated ELD provided specialized attention to building language proficiency in English.	District	
4. Instructional staff will receive additional support from Educational Services to enhance English Learners success through systemic professional development opportunities and support from district facilitators.	Hoover Instructional staff received additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators, and participation in TIER training.	Centralized Services Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5. Through the District MTSS process, the Tier team will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics and SEL.	Through the District TIER process, the Hoover Tier Team used data to assess and monitor student progress, determine and address district and school wide instructional goals, and created an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics.	Centralized Services Title I	
6. Provide Before/During/After school reading, math and ELD interventions for students not meeting standards.	Hoover Provided Before/During/After school reading, math and ELD interventions for students not meeting standards.	District	
7. Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Hoover teachers received professional development on evidenced-based strategies to support all learners.	Centralized Services Title I	
8. Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Hoover provided an instructional coach to support teachers in best first instruction, intervention and enrichment.	Centralized Services Title I	
9. Provide extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Hoover provided extra duty support for MTSS Site Leads to facilitate, communicate and implement the MTSS initiatives.	Centralized Services Title I	
10. Provide support for early literacy and foundational skills to support students below grade level.	Hoover provided support for early literacy and foundational skills to support students below grade level.	Centralized Services Title I	
11. Meaningful and ongoing professional development for teachers, principal, and/or support staff. To attend conferences or participate in staff development. This includes sending staff to	Meaningful and ongoing professional development for teachers, principal, and/or support staff was provided. Conferences and staff development were attended in person and virtually.	Supplemental/Concentration 5,000	Supplemental/Concentration 16,500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
professional conferences, trainings and seminars. It also includes specialists, consultants, materials and supplies.	This included sending staff to professional conferences, trainings and seminars. It also included specialists, consultants, materials and supplies.		
12. Provide intervention services (during school) for identified students performing below proficiency in English Language Arts. We have tutoring specialists that provide push-in and pull-out services during the week.	We provided intervention services (during school) for identified students performing below proficiency in English Language Arts. We have tutoring specialists that provide push-in and pull-out services during the week. We called this our "Power Hour."	Supplemental/Concentration 65,011	Supplemental/Concentration 68,290
13. Provide funding for supplemental materials and supplies or books to be used school-wide. May include STEAM materials, Academic, Enrichment, MTSS, science fair, Battle of the Books, Math Field Day, theatre, music, character chore, Red Ribbon Week, social emotional curriculum, Special Education Sensory materials or quiet space materials for restorative practices and extracurricular activities.	We provided funding for supplemental materials and supplies and books to be used school-wide. This included STEAM materials, Academic, Enrichment, MTSS, science fair, and music. We added equipment to enhance our lunchtime character chore activities, Red Ribbon Week, social emotional curriculum, and Special Education Sensory materials.	Supplemental/Concentration 34,948 Title I 11,300	Supplemental/Concentration 17,948 Title I 0

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

We spent the majority of our money in the goal areas we set this year. We introduced Imagine Language & Literacy as an online intervention after school and trained new teachers in early literacy foundations. Our school counselor focused a lot of time this year on SEL lessons. Our Tier team met, and did a nice job continuing our work on MTSS.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

We were really pleased with our "Power Hour" utilizing intervention teachers for small group instruction and Wednesday labs in Robotics and Science. We saw quite a lot of growth in students' i-Ready scores in Reading, which we attribute to this block of time.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

We moved a large chunk of money from Goal 1 action 13 materials and supplies into goal 1 action 11 to cover a PLC conference for 7 staff members for three days. This conference was a great way to reboot our PLC with lots of new staff members on campus following our closure year.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We completed our Sensory room but were able to use ESSER funds. This allowed for money to be shifted to our PLC conference.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities:
- X Priority 1: Basic (Conditions of Learning)
- X Priority 2: State Standards (Conditions of Learning)
- X Priority 3: Parental Involvement (Engagement)
- X Priority 4: Pupil Achievement (Pupil Outcomes)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 6: School Climate (Engagement)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
Parent Participation in the parent center: Increase to 20	The parent center re-opened and classes were held for ESL and PIQUE.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Create a college and career going culture through school activities, events or experiences.	We created a college and career culture through school activities, events and experiences.	District	
2. Provide enrichment opportunities for all students.	We provided enrichment opportunities for all students.	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Implement AVID structures/strategies to support student learning.	Staff implemented AVID strategies and attended district trainings.	District	
4. Purchase software licenses as supplemental intervention programs, or equipment (Ex. but not limited to ST Math, Nearpod, Seesaw, Brainpop, teachers pay teachers, second step digital).	We purchased software licenses for supplemental intervention programs, and equipment (Ex. but not limited to ST Math, Pear Deck, Nearpod, Seesaw, Brainpop, second step digital).	Title I 7,539	Title I 7,539
5. Repair any damaged technology (Chromebooks, Tablets, computers, Document Cameras, printers, LFD's, Broadcast tech or SWIVL).	We repaired many damaged Chromebooks, Tablets, computers, Document Cameras, printers, and LFD's.	Supplemental/Concentration 4,000	Supplemental/Concentration 4,000
6. Provide new chromebooks, computers, tablets, LFD, webcams, printers, document readers, communication radios, or other relevant technology to reinforce and enhance instruction or improve safety.	We provided new chromebooks, computers, tablets, LFD, webcams, printers, document readers, communication radios, and other relevant technology to reinforce and enhance instruction and improve safety.	Supplemental/Concentration 3,000	Supplemental/Concentration 3,000
7. Provide extra duty hours to support conferences and events, this will increase and support parent/community involvement.	We provided translation services for conferences and events, to increase and support parent/community involvement.	Supplemental/Concentration 721	Supplemental/Concentration 721
8. Child care for the Parent Center, Parent Meetings, and other site related event needs.	We did not provide child care for the Parent Center this year.	Title I 250	Title I 0
9. Provide opportunities for parents to attend the annual CABE conferences (local).	We did not attend the annual CABE conference. We moved this money to goal 1 action action 11 to cover PLC conference.	Title I 3,000	Title I 3,000
10. Hoover provides enrichment opportunities for all students by providing Science and STEAM labs Certificated Specialists,	We provided enrichment opportunities for all students by providing	Supplemental/Concentration 24,478	Supplemental/Concentration 24,478

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
responsibilities will include, but are not limited to, Science and STEAM (makerspace/robotics).	Science and STEAM lab Certificated Specialists, responsibilities included, Science and STEAM (makerspace/robotics).		
11. Provide days of substitute teachers (release time) to cover when teachers are absent for Professional Development conferences/trainings/opportunities (examples may include intervention (SST) meetings, Attendance meetings, MTSS trainings) ELA, Math, ELD, Science, Steam, Process Writing, Site initiatives, teacher collaboration, Special Education.	We provided days of substitute teachers (release time) to cover when teachers are absent for Professional Development conferences/trainings and other opportunities (examples included intervention (SST) meetings, Attendance meetings, MTSS trainings) ELA, Math, ELD, Science, Steam, and Special Education.	Supplemental/Concentration 6,964	Supplemental/Concentration 6,964

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Our Science and Robotics labs continued to be a success this year. Students rotated weekly through both lab settings and enjoyed hands on activities.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Our "Power Hour" which included weekly labs is a large expense, but proved effective for engagement, attendance and academic growth in iReady.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

We continued to have issues with substitute availability which made release days for teachers to collaborate limited.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We re-evaluated which site licenses we will continue to support, purchased more headphones for classrooms and a computer system for our new security guard to assist with cameras and security related items. We shifted some money from the CABE conference to goal 1 for the PLC conference.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Priorities addressed by this goal:

State Priorities:
- X Priority 1: Basic (Conditions of Learning)
- X Priority 3: Parental Involvement (Engagement)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 6: School Climate (Engagement)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
Suspension Rate 1. All Students: 1.8% 2. English Learners: 1.6% 3. Socioeconomically Disadvantaged: 1.4% 4. Students with Disabilities: 10.4% 5. Hispanic: 1.7%	Suspension Rate 1. All Students: 1.8% 2. English Learners: 1.6% 3. Socioeconomically Disadvantaged: 1.4% 4. Students with Disabilities: 10.4% 5. Hispanic: 1.7%
Chronic Absenteeism 1. All Students: 32.7% 2. English Learners: 30.3% 3. Socioeconomically Disadvantaged: 38.1% 4. Students with Disabilities: 40.2% 5. Hispanic: 37.3%	Chronic Absenteeism 1. All Students: 32.7% 2. English Learners: 30.3% 3. Socioeconomically Disadvantaged: 38.1% 4. Students with Disabilities: 40.2% 5. Hispanic: 37.3%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Hoover will run monthly attendance incentive programs, have attendance certificates and trophies, and will work with attendance facilitators to improve chronic absenteeism at Hoover. In addition, acknowledgements will be given to promote student achievement and positive behavior. Incentives may include but are not limited to (books, charms, pencils, games, ribbons, medals, trophies, certificates, and equipment). This action step is part of our ATSI (Additional Targeted Support & Improvement) goal.	We ran monthly attendance contests, handed out trophies and are implementing a new system of check in for tardies in the office.	District Title I (ATSI) 2,000	 Title I (ATSI) 1,600
2. Provide multi-tiered tools, strategies and supports to address school climate and culture.	We provided multi-tiered tools, strategies and supports to address school climate and culture.	District	
3. Incorporate strategies to ensure a safe and positive environment.	We incorporated strategies to ensure a safe and positive environment.	District	
4. Provide counseling for site multi tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: • Elementary Schools - 1 FTE counselor	Hoover provided a full time counselor.	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.Provide a 4 hour Bilingual Office specialist to run our Parent Center and increase services to our families while creating educational opportunities to help parents better understand our instructional program. This position will also be responsible for assisting with ELPAC testing. This staff member also acts as a liaison for our students new to America, creating a positive, safe and nurturing first impression and support person, for the student and family. This position oversees the Title I Crate and documents related to accurate record keeping related to our school plan. This person attends district Con App meetings and assists the principal and office as needed. Additionally, they will prepare supplemental materials (assessments, attendance, ASB accounts, cum records (purple folder), outreach for community agencies and completes other mandated assessment data to support EL students. Finally, this position will be responsible for collecting, assessing and distributing current ELA and Math data, from our Intervention classes. This staff member will work closely with our instructional coach to monitor the effectiveness of both intervention programs.	We provided a 4 hour Bilingual Office specialist to run our Parent Center and increase services to our families while creating educational opportunities to help parents better understand our instructional program. This person provided written and verbal translations for home/school communication in Spanish. This staff member also acted as a liaison for our students new to America, creating a positive, safe and nurturing first impression and support person, for the student and family. This position oversaw the Title I Crate and documents related to accurate record keeping related to our school plan. This person attended district Con App meetings and assisted the principal and office as needed. Additionally, they prepared supplemental materials (assessments, attendance, ASB accounts, cum records (purple folder), outreach for community agencies and completed other mandated assessment data to support EL students. Finally, this position was responsible for collecting, assessing and distributing current ELA and Math data, from our Intervention classes. This staff member worked closely with our instructional coach to monitor the effectiveness of intervention programs.	Title I 42,133	Title I 42,133

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. Provide graphic services for parent or event communication documents. To promote positive events, student awards, family events and other ways to promote the site.	We moved this money to goal 1 action 11 to cover the PLC conference that teachers attended.	Title I 3,500	Title I 0
7. Provide for site safety needs, to include first aid kits, emergency bin items, or site safety team identified items.	We provided for site safety needs, to include first aid kits, emergency bin items, and site safety team identified items.	Supplemental/Concentration 2,000	Supplemental/Concentration 2,000
8. Hoover will provide multi tiered tools, strategies and supports to address school climate and culture. A. Hoover will establish and provide extra duty hours for a site Tier I team to organize and facilitate site based activities and programs to enhance the overall academic and social culture of the school. B. Extra duty hours for family academic nights - Parent Involvement (Math/LA - 4 hrs. per teacher) C. Extra duty hours for science fair - 8 hrs., and math field day - 16 hrs. (2 people 8 hrs. each) D. Extra hours for yearbook- 9 hrs. E. Extra duty hours coaching for after school sports - 1 cert. teacher, 3 classified - 84 hours each - football, soccer, basketball, games and cheer.	A. Hoover established and provided extra duty hours for a site Tier/MTSS team to organize and facilitate site based activities and programs to enhance the overall academic and social culture of the school. B. Extra duty hours for family academic nights - Parent Involvement (Math - 2 hrs. per teacher) C. Extra duty hours for science fair - 8 hrs., and math field day - 16 hrs. (2 people 8 hrs. each) D. Extra hours for yearbook- 9 hrs. E. Extra duty hours coaching for after school sports - 2 cert. teachers, 2 classified - 84 hours each - football, soccer, basketball, games and cheer.	Action A Title I 10,988 Action B Supplemental/Concentration 4,370 Action C Supplemental/Concentration 1,326 Action D Supplemental/Concentration 1,488 Action E Supplemental/Concentration 12,182	Action A Title I 10,988 Action B Supplemental/Concentration 4,370 Action C Supplemental/Concentration 1,326 Action D Supplemental/Concentration 1,488 Action E Supplemental/Concentration 500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9. Hoover will incorporate strategies to ensure a safe and positive environment. Hoover provides opportunities for all students to attend educational, standards based field trips and college tours to increase student achievement across all content areas. Could include but not limited to transportation to outside events such as Math Field Day or Science Fair.	Hoover incorporated strategies to ensure a safe and positive environment. Hoover provided opportunities for all students to attend educational, standards based field trips.	Supplemental/Concentration 10,000	Supplemental/Concentration 10,000
10. Hoover will establish and provide extra duty hours for a site Inclusive Practices team to organize and facilitate site based activities and programs that are inclusive for all learning styles. This focuses on the needs of special education students, EL and GATE learners within the general education setting. The purpose is to enhance the overall academic and social emotional culture of the school.	Hoover provided extra duty hours for a site Inclusive Practices team to organize and facilitate site based activities and programs that are inclusive for all learning styles. This focuses on the needs of special education students, EL and GATE learners within the general education setting. The purpose is to enhance the overall academic and social emotional culture of the school.	Title I 5,783	Title I 5,783
11. Hoover will provide extra duty hours for site supervision to address safety on the playground.	Hoover provided extra duty hours for site supervision to address safety on the playground.	Supplemental/Concentration 3,902	Supplemental/Concentration 3,902

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

We had a high level of implementation this year with a very successful Tier leadership team in place. Attendance meetings were held and incentives were given throughout the year. Attendance rates show a slight up tick from the previous year. Our inclusive practices team met every month with every teacher on campus trained in Mindset.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

We saw a decrease in student referrals based on our positive rewards and incentives provided. Suspension rates remained about the same but were specific to the same student who is in the process of changing placement.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

With new funds provided by ELOP we were able to shift money from coaching and after school activities to professional development. This allowed a team of 7 staff members to attend a 3 day conference on Professional Learning Communities.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

The change was in shifting funds through our SSC to allow for the PLC conference. All other goals were achieved with fidelity and we were pleased with our progress this year.

Goals, Actions, & Services

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

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

We will look at new CAASPP data this year. We used i-Ready data available to us for this goal.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard				
Academic Indicator Math: Distance from Standard				
Academic Indicator ELA: CAASPP ELA Distance from Standard Student Groups:	Mean Distance from Standard in ELA Fall 2019 CA Dashboard Data:	Mean Distance from Standard in ELA 1. ALL: -37.1 2. EL: -38.5 3. SED: -39	Mean Distance from Standard in ELA 1. ALL: -27.1 2. EL: -28.5 3. SED: -29	Mean Distance from Standard in ELA 1. All: 2. EL: 3. SED:

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
1. All Students (ALL) 2. English Learner (EL) 3. Socioeconomically Disadvantaged (SED) 4. Hispanic i-Ready Typical Growth Medians -- Reading *i-Ready Student Groups includes Students with Disabilities (SWD)	1. ALL: -67.1 2. EL: -68.5 3. SED: -69 4. Hispanic: -68.1	4. Hispanic: -38.1 Baseline: Typical Growth median targets for Winter i-Ready Reading 2022 All: 46% EL: 45% SWD: 41% Hispanic: 45%	4. Hispanic: -28.1 Expected Outcome: Typical Growth median targets for Winter i-Ready Reading 2023 All: 50% EL: 50% SWD: 50% Hispanic: 50%:	4. Hispanic: Expected Outcome: Typical Growth median targets for Winter i-Ready Reading 2024 All: 61% EL: 54% SWD: 37% Hispanic: 61%
Academic Indicator MATH: CAASPP Math Distance from Standard Student Groups: 1. All Students (ALL) 2. English Learner (EL) 3. Socioeconomically Disadvantaged (SED) 4. Hispanic i-Ready Typical Growth Medians -- Math *i-Ready Student Groups includes Students with Disabilities (SWD)	Mean Distance from Standard in MATH Fall 2019 CA Dashboard Data: 1. ALL: -55.5 2. EL: -52.2 3. SED: -57 4. Hispanic: -55.1	Mean Distance from Standard in MATH 1. ALL: -25.2 2. EL: -22.2 3. SED: -27 4. Hispanic: -25.1 Baseline: Typical Growth median targets for Winter i-Ready Math 2022 All: 53% EL: 50% SWD: 40% Hispanic: 56% Hispanic: 50%:	Mean Distance from Standard in MATH 1. ALL: -15.2 2. EL: -12.2 3. SED: -17 4. Hispanic: -15.2 Expected Outcome: Typical Growth median targets for Winter i-Ready Math 2023 All: 50% EL: 50% SWD: 50% Hispanic: 50%:	Mean Distance from Standard in MATH 1. ALL: 2. EL: 3. SED: 4. Hispanic: Expected Outcome: Typical Growth median targets for Winter i-Ready Math 2024 All: 50% EL: 49% SWD: 50% Hispanic: 51%

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

Action 1

1. Students will receive instruction using standards-based State/District adopted core programs	District District

Action 2

2. All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	District District

Action 3

3. All English learners receive daily integrated ELD Provided across all content areas.	District District

Action 4

4. Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators.	Title I Centralized Services Centralized Services

Action 5

5. Through the District MTSS process, the Tier I Leadership TEAM/Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.	Title I Centralized Services Centralized Services

Action 6

6. Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards	District District

Action 7

7. Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Title I Centralized Services Centralized Services

Action 8

8. Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Title I Centralized Services Centralized Services

Action 9

9. Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework	District Centralized Services

Action 10

10. Provide support for early literacy and foundational skills to support students not meeting standards.	Title I Centralized Services Centralized Services

Action 11

11. Meaningful and ongoing professional development for teachers, principal, and/or support staff. To attend conferences or participate in staff development. This includes sending staff to professional conferences, trainings and seminars. It also includes specialists, consultants, materials and supplies.	Supplemental/Concentration 5,000

Action 12

12.Certificated Intervention Instructors - "Daily at-will" A. Provide intervention services (during school) for identified students performing below proficiency in English Language Arts. We have tutoring specialists that provide push-in and pull-out services during the week. B. Certificated Intervention Instructor - "Daily at-will"Specialist for Inclusion and Tier III - 5.5 hrs/day - 5 days/wk	Supplemental/Concentration A. 62,924 Supplemental/Concentration B. 24,868

Action 13

13. Provide funding for supplemental materials and supplies or books to be used school-wide. May include STEAM materials, Academic, Enrichment, MTSS, science fair, Battle of the Books, Math Field Day, theatre, music, character chore, Red Ribbon Week, social emotional curriculum, Special Education Sensory materials or quiet space materials for restorative practices and extracurricular activities.	Title I 4,827 Supplemental/Concentration 26,076

Goals, Actions, & Services

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

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities:
- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Increase the number of parents regularly attending/participating at Hoover. Parent involvement provides parents with opportunities to get important information/resources that will benefit their children, themselves and their families. We offer classes to help parents better understand and learn about site instructional expectations, literacy skills/activities to use at home, parenting difficult children classes, health and wellness, ESL, as well as including elements that focus on A-G, FAFSA and other graduation/college informational classes for our parents. Our Parent Center Liaison will support home to school communication and work to further improve our attendance rates as part of our ATSI (Additional Targeted Support & Improvement) plan.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Parent Participation school events and classes	0	Increase to 20 - Parent center closed due to COVID restrictions	Parent Participation in the parent center: Increase to 20	Increase parent participation of school events based on sign in sheets at events, BTSN, volunteer sheets and classes attended.

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

Action 1

1. Create a college and career going culture through school activities, events or experiences.	District District

Action 2

2. Provide enrichment opportunities for all students.	District District

Action 3

3. Implement AVID structures/strategies to enhance student learning.	District District

Action 4

4. Purchase software licenses as supplemental intervention programs, or equipment (Ex. but not limited to ST Math, PBIS, teachers pay teachers, second step, mystery science, and starfall).	Supplemental/Concentration 2,005

Action 5

5. Repair any damaged technology (Chromebooks, Tablets, computers, printers, LFD's)	Supplemental/Concentration 5,000

Action 6

6. Provide new chromebooks, computers, tablets, LFD, webcams, printers, communication radios, or other relevant technology to reinforce and enhance instruction or improve safety.	Supplemental/Concentration 10,000

Action 7

7. Provide extra duty hours to support conferences and events, this will increase and support parent/community involvement.	Title I

	1,300

Action 8

8. Child care for the Parent Center, Parent Meetings, and other site related event needs.	Title I 250

Action 9

9. Provide opportunities for parents to attend the annual CABE conferences (local).	Title I 3,000

Action 10

10. Certificated Intervention Instructors - "Daily at-will" - Hoover provides enrichment opportunities for all students by providing Science and STEAM labs Certificated Specialists, responsibilities will include, but are not limited to, Science and STEAM (makerspace/robotics).	Supplemental/Concentration 11,681

Action 11

11. Provide days of substitute teachers (release time) to cover when teachers are absent for Professional Development conferences/trainings/opportunities (examples may include intervention (SST) meetings, Attendance meetings, MTSS trainings) ELA, Math, ELD, Science, Steam, Process Writing, Site initiatives, teacher collaboration, Special Education.	Supplemental/Concentration 17,043

Goals, Actions, & Services

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

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

The CA Dashboard Five-By-Five placement reports indicated areas of need for continuous improvement in LCAP Goal 3, chronic absenteeism. Hoover was identified in two categories with red "Students with Disabilities" and "Socioeconomically Disadvantaged." We are identified for supports with ATSI (Additional Targeted Support and Improvement) and our greatest area of need (in Goal #3) would be reducing our chronic absenteeism rate at our site.
We will continue our work within our MTSS team (as well as the district's CWA Department) to support the academic, attendance, social, behavioral and emotional needs of students.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	Suspension Rate 1. All Students: 1.4% 2. English Learners: 1.7% 3. Socioeconomically Disadvantaged: 1.5% 4. Students with Disabilities: 4.8% 5. Hispanic: 1.3%	Suspension Rate as of 2/22/22 1. All Students: 0.8% 2. English Learners: 0.6% 3. Socioeconomically Disadvantaged: data not available 4. Students with Disabilities: 6.5% 5. Hispanic: 0.9%	Suspension Rate 1. All Students: 1.8% 2. English Learners: 1.6% 3. Socioeconomically Disadvantaged: 1.4% 4. Students with Disabilities: 10.4% 5. Hispanic: 1.7%	Suspension Rate 1. All Students: 0.8% 2. English Learners: 0.6% 3. Socioeconomically Disadvantaged: 0.6% 4. Students with Disabilities: 5% 5. Hispanic: .08%

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Chronic Absenteeism 1. All Students 2. English Learners 3. Socioeconomically Disadvantaged 4. Students with Disabilities 5. Hispanic Data Source: CA Dashboard & DSUSD Data Warehouse (when CA Dashboard data not available)	Chronic Absenteeism 1. All Students: 20% 2. English Learners: 15.5% 3. Socioeconomically Disadvantaged: 20.2% 4. Students with Disabilities: 26.8% 5. Hispanic: 19.9%	Chronic Absenteeism as of 2/22/22 1. All Students: 55.3% 2. English Learners: 52% 3. Socioeconomically Disadvantaged: data not available 4. Students with Disabilities: 64.7% 5. Hispanic: 53.8%	Chronic Absenteeism 1. All Students: 32.7% 2. English Learners: 30.3% 3. Socioeconomically Disadvantaged: 38.1% 4. Students with Disabilities: 40.2% 5. Hispanic: 37.3%	Chronic Absenteeism 1. All Students: 25% 2. English Learners: 25% 3. Socioeconomically Disadvantaged: 25% 4. Students with Disabilities: 30% 5. Hispanic: 25%

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

Action 1

1. Provide activities and protocols for improving attendance - SEL/attendance assemblies (Marc Griffiths)	Title I 2000

Action 2

2. Provide multi-tiered tools, strategies and supports to address school climate and culture.	District District

Action 3

3. Incorporate strategies to ensure a safe and positive environment	District District

Action 4

4. Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: Elementary Schools - 1 FTE Counselor	District District

Middle School Counselors - maintain ratio at 500:1 High School Counselors - maintain ratio at 400:1 Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula	

Action 5

5. Provide a 5 hour Bilingual Office specialist to run our Parent Center and increase services to our families while creating educational opportunities to help parents better understand our instructional program. This position will also be responsible for assisting with ELPAC testing. This staff member also acts as a liaison for our students new to America, creating a positive, safe and nurturing first impression and support person, for the student and family. This position oversees the Title I Crate and documents related to accurate record keeping related to our school plan. This person attends district Con App meetings and assists the principal and office as needed. Additionally, they will prepare supplemental materials (assessments, attendance, ASB accounts, cum records (purple folder), outreach for community agencies and completes other mandated assessment data to support EL students. Finally, this position will be responsible for collecting, assessing and distributing current ELA and Math data, from our Intervention classes. This staff member will work closely with our instructional coach to monitor the effectiveness of both intervention programs.	Title I 51,671

Action 6

6. Provide graphic services for parent or event communication documents. To promote positive events, student awards, family events and other ways to promote the site.	Title I 1,500

Action 7

7. Provide for site safety needs, to include first aid kits, emergency bin items, or site safety team identified items.	Supplemental/Concentration 2,000

Action 8

8. Hoover will provide multi tiered tools, strategies and supports to address school climate and culture. A. Hoover will establish and provide extra duty hours for a site Tier I team to organize and facilitate site based activities and programs to enhance the overall academic and social culture of the school.	Title I Action A 5,559 Supplemental/Concentration

B. Extra duty hours for family academic nights - Parent Involvement (Math/LA - 4 hrs. per teacher) & BTS nights (2 hrs.per teacher x 16) C. Extra duty hours for science fair - 8 hrs., and math field day - 16 hrs. (2 people 8 hrs. each) D. Extra hours for yearbook- 9 hrs.	Action B 7,138 Supplemental/Concentration Action C 1,481 Supplemental/Concentration Action D 2,798

Action 9

9. Hoover will incorporate strategies to ensure a safe and positive environment. Hoover provides opportunities for all students to attend educational, standards based field trips and college tours to increase student achievement across all content areas. Could include but not limited to transportation to outside events such as Math Field Day or Science Fair.	Supplemental/Concentration 10,000

Action 10

10. Hoover will provide substitutes twice a year for 6 cluster teachers and 2 SAI teachers to meet and collaborate around inclusive practices. Cluster grade level teacher and SAI teacher can determine best dates to meet. (16 substitute days available)	Title I 3,685

Action 11

11. Hoover will provide extra duty hours for site supervision to address safety on the playground. Currently funded out of Learning Loss.	

Goals, Actions, & Services

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

Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 7: Course Access (Conditions of Learning)

Identified Need

SWD require specialized instruction to make academic progress.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
iready and imagine learning data	iReady reading diagnostic shows 50% in 3 or more grade levels below.	iReady reading diagnostic shows 47% in 3 or more grade levels below.	iReady reading diagnostic shows 42% in 3 or more grade levels below.	Expected outcomes will be a decrease to 37% of SWD's 3 or more grade levels below on the iReady reading diagnostic.

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

Action 1

Provide professional development to include targeted support for students with disabilities	District

Action 2

Implement Universal Design for Learning for all students, including students with disabilities	District

Action 3

Increase parent engagement for students with disabilities.	District

Action 4

Hoover will implement UDL for all students, including students with disabilities. All students at Hoover are fully included in the general education setting.	

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1: Hoover School Goal # 1: All students will demonstrate growth as measured by federal, state and district assessments.				
Actions to be Taken to Reach This Goal	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Professional Development and Teacher Support	8/15/23-6/5/24	$8,322 **Total Estimated Cost**: 8,322	8,322	Title I
District ELA Project Facilitator	8/15/23-6/5/24	$5,829 **Total Estimated Cost**: 5,829	5,829	Title I
Site Instructional Coach	8/15/23-6/5/24	$76,447 **Total Estimated Cost**: 76,447	76,447	Title I
Preschool to Elementary Transition	8/15/23-6/5/24	$7,581 **Total Estimated Cost**: 7,581	7,581	Title I
Budget Support	8/15/23-6/5/24	$1,086 **Total Estimated Cost**: 1,086	1,086	Title I
SFPO Project Facilitator	8/15/23-6/5/24	$12,139 **Total Estimated Cost**: 12,139	12,139	Title I
Coordinator of Equity, Diversity, and Parent and Family Engagement	8/15/23-6/5/24	$7,719 **Total Estimated Cost**: 7,719	7,719	Title I
Foster and McKinney-Vento Liaison	8/15/23-6/5/24	$3,114 **Total Estimated Cost**: 3,114	3,114	Title I

Total Cost For All Actions: 122,237

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After–School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc
Of the four following options, please select the one that describes this school site.

Select from: This site operates a SWP but does not consolidate its funds as part of operating a SWP.
Hoover runs a Schoolwide Program

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs). **Title I, Part A: Parental Involvement** (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation). **Title II, Part A: Improving Teacher Quality Purpose:** Improve and increase the number of highly qualified teachers and principals. **Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose:** Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP) **Title VI, Part B: Rural Education Achievement Program Purpose:** Provide flexibility in the use of ESEA funds to eligible LEAs. **For School Improvement Schools only: School Improvement Grant (SIG) Purpose:** to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement. **Other federal funds** (list and describe). Create a new row for each separate program.

Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Title I	$73,792.00	No
	$	No
Total amount of federal categorical funds allocated to this school.	$73,792.00	
Total amount of state and federal categorical funds allocated to this school.	$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter “yes” or “no” if the program is consolidated as part of the schoolwide program.

California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
Supplemental/Concentration	$188,014.00	No
Total amount of StateLocal categorical funds allocated to this school.	$188,014.00	
Total amount of state and StateLocal categorical funds allocated to this school.	$261,806.00	

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Select from:	
[Enter name of consulted group or committee]	[Signature of authorized person]
ELAC designated to SSC	

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on:April 25, 2023.

Attested:

Karen Schiber		
Typed name of school principal	Signature of school principal	Date
Karen Schibler		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Karen Schibler	X				
Mayra Leyva			X		
Victoria Rowe		X			
Elizabeth Manriquez		X			
Patricia Schoenfeld		X			
Carolina Esquivel				X	
Claudia Cazares				X	
Lorena Tamayo				X	
Miriam Macias				X	
Ana Valenzuela				X	
All five parents are parents of EL students					
Numbers of members of each category:	**1**	**3**	**1**	**5**	**0**