

The Single Plan for Student Achievement 2018 – 2019

School: Herbert Hoover Elementary School
CDS Code: 33-67058-6031967
District: Desert Sands Unified School District
Principal: Todd Biggert
Revision Date:

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

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

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The District Governing Board approved this revision of the SPSA on .

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THE STORY: Briefly 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 2017 student enrollment was 456, of which 93% are of Hispanic descent, 3% are white, 2% are African American, 1% Asian, and 1% other ethnicity. Our school has nearly 260 English learners. The school's unduplicated pupil percentage of 97.6%; 56% are English Language Learners, 96% are from low-income families eligible for free or reduced priced meals, less than 1% Foster Youth, and 9% are students with Individual Education Plans (IEPs). During the 2017-18 school year, the school proudly celebrated its 66th anniversary. 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, Saturday Academies, extra-curricular sports and arts programs, and a student leadership group. 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 Kagan Structures and Professional Learning Communities. We are a part of the first cohort of MTSS implementation. This work will continue over the next few years and become a component of the ever-changing school culture. We will be starting a "Summer Jump Start" program in early August to assist with our students of need. Additionally, we've created our HOOP Program (Hoover's Organized Outreach for Parents), to help provide our parents with 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 2018-19 SPSA support grades TK-5th in efforts to increase ELA, Math, and Professional Data Driven Collaborations, all while we maintain a high level of daily student attendance. Strengthening the focus on Kagan Structures will result in consistent and meaningful student engagement around the application of content knowledge. Professional development will be expanded to include Step Up to Writing, while still including Kagan and PLCs. We will continue work with ICLE on the Rigor, Relevance and Relationship Framework/Rubric. Training to the framework, and in the selection of appropriate instructional strategies for differentiating instruction for high-needs students including English learners, will be provided and funded at the district level. Another significant change from our prior year SPSA is a focus on increased/improved Parent Engagement through the creation of our HOOP (Hoover's Organized Outreach for Parents), under the guidance of our new PACE Coordinator (Parent And Community Engagement). Further, we will offer opportunities for parents to engage in their students' learning through Parent Teacher Conferences and School Site Council. Regarding social/emotional education, our Character Counts and Character Corps programs have continue to strengthen. With the assistance of our Character Development Counselor and site support, the Character Corps (student leadership group) has grown in size and exposure on campus. Our Character Corps was recently recognized with a monetary donation. We are proud of the work we've been able to accomplish. We look forward to enhancing current programs, while bringing in a new parent initiative for next year.

NEEDS ASSESSMENT - REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

One of our greatest areas of growth will be evident in the overall reduction in site discipline referrals and suspensions. We've seen a change in the school culture, how the students behave and interact (in & out of class), how our parents interact with the site, and how we are perceived within the community. We are truly starting to sustain a culture where students believe that Character Counts, and is something important to see as part of our culture. Subsequently, we believe that this has also allowed for more students to remain in class, receiving all the necessary instructional time they need, rather than being sent out and losing minutes. Additionally, we've had a nice increase in our attendance rate from 2016-2017 to 2017-2018. We've made specific efforts to reinforce, reward and acknowledge positive daily attendance.

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

GREATEST NEEDS

Reviewing the Dashboard's Five-By-Five Placement Reports does highlight an area of high need: English Language Learners. All student groups have an ELA performance category at Yellow. All student groups have a mathematics performance category at Yellow. There is also a continuing need to reduce suspension rates with effective alternatives to suspension through counseling and MTSS (tiered supports). The Dashboard reports a schoolwide performance category for suspension at Orange, with student groups English Learners and Students with Disabilities at Red. We will continue to refine and develop our Tier 1, 2, & 3 strategies and practices. We will use the results from our ELPAC assessment to monitor language acquisition throughout the year.

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?

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 Language Learners" categories. In ELA, "ELLs" perform at -39.8, while "All Students" perform at -16.6. In math, "ELLs" perform at -63.4, while "All Students" perform at -41.3. To address these gaps, we regularly discuss specific strategies targeting our ELL population. We look for instructional practices that will help build content vocabulary, keeps students actively engaged in the contents, get students discussing (with partners/peers) the content, write about the content, apply their knowledge (in multiple ways) of the content, etc. These strategies are discussed and put into practice as part of our PLC cycle.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways the school will increase or improve services for low-income students, English learners, and foster youth.

Hoover Elementary school's unduplicated pupils include nearly 97.6% of our student population. Therefore, actions and services detailed in the SPSA and supported through Supplemental Concentration and Title I funds may be designed to serve all students, but are principally targeted to increase instructional and intervention support to meet the needs low income students and English learners. Such services include weekly ELA remediation (during the school days), after school tutoring in math, after school Early Literacy Programs, Saturday Academy and Tools for Tomorrow. The use of data and evidence to improve the quality of best first instruction resulting in increased student learning for all students is the norm during our scheduled PLCs. Strategic, focused professional development in English Language Development is provided to all teachers. Training for proficiency in the Rigor/Relevance Framework began in 2017-18 and Hoover's team members participate in instructional rounds to support this implementation. A variety of formative assessments including Benchmark assessments and collaborative common formative assessments are regularly used to provide meaningful data. Students, including Long-Term English Learners, needing intervention are supported through our ELA Intervention Program and Early Literacy Program. Site funds provide for a full-time counselor and bilingual office tech. Through funds distributed for site-based parent engagement activities, Family Academic Game Night (ELA), and Family Academic Game Night (Math) were offered in Spanish and English during the day and/or in evenings. Additional parent engagement programs included The Latino Literacy Project, with a targeted audience of ELL parents. We have created our HOOP Program (Hoover's Organized Outreach for Parents) to further provide resources to our families.

**Desert Sands Unified School District
Local Control and Accountability Plan (LCAP)
2017-2020 Goals**

LCAP Goal 1: All students will demonstrate growth as measured by federal, state and district assessments.
LCAP Goal 2: All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.
LCAP Goal 3: All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

**Herbert Hoover Elementary School
Single Plan for Student Achievement
2018-19 School Goals**

Goal	State Priorities Addressed	Performance Indicator Addressed	Measure/Metric	Base	Target
1	Priority 4: Pupil Achievement	Academic Indicator English Language Arts Increase performance category to GREEN by 2023 (or within two years to YELLOW)	CAASPP	-54.8	10.0
2	Priority 4: Pupil Achievement	Academic Indicator Mathematics Increase performance category to GREEN by 2023	CAASPP	-43.9	0
3	Priority 5: Pupil Engagement	Local Indicator To increase the number of staff formally trained in Kagan Structures	Training Log	Currently over 60% of the instructional staff have received at least one training session	To improve this number to 75% nextyear and 85% the following year.
4	Priority 3: Parental Involvement	Local Indicator Increase the number of parents visiting our Parent Center and attending the newly created HOOP program.	Participation Log	To Be Established	To improve 5 five participants each month

2018-19 Strategies to Improve the Academic Achievement of Students

A - Standards-based Curriculum and Instruction	All students are provided the standards-based core curriculum delivered by appropriately assigned and fully credentialed staff.
B - Assessment & Data Monitoring	Programs are based on the assessed academic needs of students.
C - Ongoing Professional Development & Collaboration	Student academic achievement increases through strategies for improving teacher and principal quality.
D - Interventions & Specialized Program Support (EL, Sp. Ed., GATE, At-Risk) (Before/during/after school, summer)	Students are provided the appropriate program services to reach grade level mastery of State standards & assessments.
E - Parent Education and Community Involvement	Parents, staff, students, and community members participate in developing, implementing and evaluating core and categorical programs.
F – School Climate/Pupil Engagement	Students are provided a positive environment with opportunities to connect to their school and community.
G - Other Academic Support Strategies	

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
A.1	1	1	Students will receive instruction using standards-based State/District adopted core programs.		Title I	0
A.2	1	1	All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English.		Title I	0
B.1	1	1	Site Instructional Coach will provide regular and meaningful classroom support (via model lessons, trainings, planning, co-teaching, etc), as well as timely data to teachers and principal to make decisions that will improve instruction and student achievement. (.5 District S/C, .5 District Title I, II, III)		Title I Supplemental/Concentration	0 0
B.2	1	1	Provide extra duty hours to site leadership team for collaboration with principal, coach, and staff regarding the overall instructional program, the improvement of site ELA and Math intervention programs, and to ensure the best practices are in place to achieve high levels of student success.	X	Supplemental/Concentration	4,086

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
B.3	1	1	All staff will use IO Education to collect and analyze data to monitor student progress, to identify and target effective instructional strategies and interventions in ELA, ELD, and Math. The instructional staff, including the principal, will continue the support of benchmark assessments and other common assessments to monitor achievement throughout the year. The site has weekly PLC times built into our schedule.		Title I Supplemental/Concentration	0 0
C.1	3	1	All core classroom teachers are appropriately assigned and fully credentialed.		Title I Supplemental/Concentration	0 0
C.3	1	1	Meaningful and ongoing professional development for teachers, principal, and/or support staff. To attend conferences or participate in staff development in the core curriculum, CCSS, Kagan Structures (ongoing trainings), Thinking Maps, Character Counts, PLC, CABE, research based instructional strategies, the effective use of teaching strategies to differentiate instruction for all students in ELA and/or math to build academic vocabulary, improve evidence based writing, increase student engagement and/or use of language frames. This includes sending staff to professional conferences, trainings and seminars. It also includes guest teacher pay, extra duty, specialists, consultants, and materials.	X	Title I Supplemental/Concentration	3,000 20,000
C.4	1	1	Participate in TRAC meetings with coaches/leads and principal to discuss grade level progress in meeting SMART goals and provide coaching and administrative support to grade level teams, such to support effective collaboration, data analysis, use of protocols, etc. to increase students achievement. Include substitutes and/or extra duty.		Title I Supplemental/Concentration	0 0
C.5	2	1	Collaborative teams will meet weekly (every Wednesday is a minimum day) to plan around ELA and Math, the implementation of CCSS, curriculum-embedded assessment data, data analysis/review, instructional strategies/routines, instructional planning and lesson delivery, building academic vocabulary, increasing student engagement and use of language	X	Title I Supplemental/Concentration	0 0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			frames. These collaborations are built into the regular schedule.			
C.6	1	1	Provide guest teacher services for any of the following areas: To participate in classroom walkthroughs (with the TRAC Coach), to provide for guest teacher coverage for visits to other sites and/or to allow for admin coverage during professional conferences, or for other site related events that need guest teacher coverage. This covers 20 days of guest teachers.	X	Title I Supplemental/Concentration	0 0
C.7	1	1	Instructional staff will receive additional support from Ed. Services division to enhance English Learner academic success through systematic professional development opportunities, support from district facilitators, and through participation in the TRAC process in collaboration with the RCOE consultants. Title I, Title II, and Title III (EL).		Supplemental/Concentration Title I	0 0
C.8	1	1	Extra Duty Hours for staff to assist with program improvement or site needs. A total of 45 hours of extra duty.		Title I Supplemental/Concentration	0 0
C.9	1	1	Provide up to 20 days of substitute teachers to cover when teachers are out for Professional Development conferences/trainings/opportunities.	X	Title I Supplemental/Concentration	2,937
D.1	1	1	Provide intervention services (during school) for identified students performing below proficiency in English Language Arts and ELD. We have tutoring specialists that provide services during the week. We will also have a guest teacher available in any of the specialists are unavailable to work, since intervention is a key component of our site plan. The funding source is Title I for 1st semester and the Alternative Supports allocation for 2nd semester.	X	Title I Supplemental/Concentration	51,128 0
D.2	2	1	Provide intervention services (after school) for identified students performing below proficiency in Mathematics or ELA. Also to meet the needs of students that need enrichment and/or extension. We have tutoring specialists that provide services during the week.	X	Title I Supplemental/Concentration	0 0
D.3	2	1	Provide support personnel to proctor ELPAC assessments, during the regular ELPAC testing window.	X	Title I	3,916

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			This also includes extra pay to train ELPAC testing support staff.		Supplemental/Concentration	0
D.4	1	2	Provide guest teachers/extra duty to allow teachers to attend Student Study Team meetings to determine students interventions.	X	Title I Supplemental/Concentration	1,632 0
D.5	1	1	To provide supplemental and support materials for student organization/planning, science experimentation instruction, participation in site/district science fair, and additional materials/supplies for academic, to support the site music program and extra-curricular activities.		Title I Supplemental/Concentration	0 1,000
D.6	1	1	Purchase and use intervention programs, equipment & other supplemental materials, (i.e., A/R, STAR, NewsELA, ST Math, and Starfall).	X	Title I Supplemental/Concentration	12,853
D.7	1	1	Provide funding for supplemental materials and supplies to be used in the school-wide ELA intervention/tutoring program. Provide funding for classroom materials and supplies to be used for a Math intervention program or regular class activities. This includes any Kagan materials.	X	Title I Supplemental/Concentration	4,000
D.8	1	2	Provide a full-time counselor to provide the following services: Student/family Counseling, small group counseling, Parent Institutes/Parent Classes (Attendance, CCSS, College Readiness, Character Counts, Local Resources, etc), SST facilitator/coordinator for at-risk students, and intensive one-on-one counseling for frequent behavior/social issues. (50% paid by site & 50% paid by district)	X	Supplemental/Concentration	0
D.9	1	3	Purchase presenters, materials, supplies, etc to support the school counselor program. This will include events related to Red Ribbon Week, Character Counts, The Parent Project (Loving Solutions), Anti-Bullying, etc.		Title I Supplemental/Concentration	0 1,005
D.10	1	2	Provide a specialist to offer enrichment opportunities in Music, Choir, Robotics, Art or Theater. This specialist will provide music instruction for all students throughout each week. These enrichment opportunities will provide a more well rounded	X	Supplemental/Concentration	24,483

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			academic program, increasing experiences, background knowledge and student achievement (Partially funded by prep allocation, with the remainder covered by site funds).			
D.11	1	1	Provide intervention services (after school ASES) for identified students performing below proficiency in English Language Arts. We have tutoring specialists that provide services two days during the week. The after school component is partially funded by the ASES Grant.		Title I Supplemental/Concentration	0 0
D.13	1	2	Provide additional support to our P.E. program. We will provide one additional P.E. specialist to support the P.E. instructor in setup, management, supervision and instruction.		Title I Supplemental/Concentration	0 9,983
D.14	1	2	Provide an additional noon yard supervisor to assist with morning drop-off, lunches, recess, afternoon pick-up, and overall campus safety (2 hours per day).	X	Title I Supplemental/Concentration	0 4,455
D.15	1	1	Provide funding for supplemental materials to support ELD, ELA and Close Reading. This will be used to obtain student readers from Scholastic News.	X	Title I Supplemental/Concentration	0 0
D.16	1	1	Provide funding for supplemental materials and supplies to be used in the school-wide MATH intervention/tutoring program. Provide funding for classroom materials and supplies to be used for Math Intervention program or regular class activities. This will be used to purchase DREAMBOX for the 2017-18 year.	X	Title I Supplemental/Concentration	0
E.1	4	2	Provide a part-time specialist to facilitate our Character Counts Program, as well as providing Auxiliary Services for EL students and parents, to include parent classes, parent group meetings, and strategic counseling services.	X	Title I Supplemental/Concentration	0 12,150
E.2	4	2	Provide extra duty pay to teacher to support educational programs for ELL parents, such as Latino Literacy.	X	Title I Supplemental/Concentration	2,052 0
E.3	4	2	Provide oral translation services for conferences and events, to increase and support parent/community involvement.	X	Title I Supplemental/Concentration	0 426

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
E.4	4	1	Bilingual Office Tech and/or substitute bilingual office tech to provide written and verbal translations for home/school communication in Spanish. This position will also be responsible for assisting with ELPAC testing and proctoring all necessary ELPAC testing, after the regular testing has ended. Additionally, they will prepare supplemental materials (assessments maintain cum records (purple folder), outreach for community agencies and complete other mandated assessment/data, to support EL students. (Include extra duty time for teachers to translate supplemental materials to support EL students). Finally, this position will also 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.	X	Title I Supplemental/Concentration	19,071 32,472
E.5	4	2	Provide child care for PTC, SSC, ELAC, and other school meetings, (e. g. including parent training).		Title I Supplemental/Concentration	0 650
E.6	4	2	Provide opportunities for parents to attend the annual CAFE conferences, to include travel and food .	X	Title I Supplemental/Concentration	8,000
E.7	4	2	Provide a classified specialist to run our new HOOP Program (Hoover's Organized Outreach for Parents). This specialist will seek to secure local, county and/or state professionals/experts to facilitate parent institutes/classes for our families. This program is designed to increase the services we provide to our families, while creating educational opportunities to help the parents better understand our instructional program and prepare for a positive future. This will be an active parent at Hoover Elementary.	X	Title I	8,489
E.8	4	2	HOOP Program support(s). 150 total hours designated for 1-2 classified specialists to help the classified specialist running the HOOP Program. This would be to assist in organizing or setting up classes, institutes, parent events, provide child care, etc. These will be active noonyard supervisors at Hoover Elementary.	X	Supplemental/Concentration	1,980

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
E.9	4	2	Supplies, and other event related needs for HOOP Program.	X	Title I	750
G.1	1	1	Provide extra duty hours to teachers for their leadership with Science Fair(1) & Math field Day (2). This will cover extra duty for a total of four staff members.	X	Title I Supplemental/Concentration	0 1,266
G.2	1	3	To provide materials, supplies, literature, and technology to create and maintain a safe and secure campus, per our LCAP. This will also include new security measures that will allow for great parent involvement on campus, while ensuring that we still have a single point of entry and consistent security measures.		Title I Supplemental/Concentration	0 0
G.3	1	3	Provide funding for student acknowledgements and promoting student achievement and attendance including rewards but not limited to (books, charms, pencils, games, ribbons, medals, trophies, certificates, T-shirts)	X	Title I Supplemental/Concentration	0 1,500
G.4	1	2	Purchase supplemental materials to support critical thinking and rigor within class activities/instruction. To include classroom/library books, supplemental materials, content resources and/or intervention programs, web-based resources, online educational technology, incentives, etc.	X	Title I Supplemental/Concentration	0 0
G.5	1	2	Provided printed material to staff and parents, to included Awards Certificates, Instructional Resources, Monthly Newsletters, SSC/PTC information, Event Programs, flyers, etc.		Title I Supplemental/Concentration	0 0
G.6	1	1	Provide new chromebooks, computers, tablets, webcams, printers, document readers, communication radios, or other relevant technology to reinforce and enhance instruction or improve safety.	X	Title I Supplemental/Concentration	5,500
G.7	1	2	Repair any damaged technology (Chromebooks, Tablets, computers, Document Cameras, SWIVL, etc)		Title I Supplemental/Concentration	1,500 10,000
G.8	1	3	Provide a safe and secure learning environment for all students, staff and families.		Supplemental/Concentration	16,955

Herbert Hoover Elementary School District Support 2018-19

Notes

Title 1 Centralized Services are reviewed annually at the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and at the school site advisory level. TRAC (Team Response for Achievement through Collaboration) is the district's process for systematic professional development to support rigorous learning for all in a 21st Century environment. District funded Project Facilitators and outside consultants guide the site-determined leadership team to establish and monitor the district focus on continuous improvement. The Instructional Coach at all schools supports the focus on content literacy and full implementation of state standards. Professional Development funded through District Title I and II funds continues throughout the year. District Title III funds additionally support all sites in the specific focus on instructional practices designed to meet the needs of English learners and their families through release time, consultants, and district staff support.

Title I, II, III funds provide district Project Facilitators who provide explicit professional development and site support to improve the academic achievement of students at highest risk, i.e., English learners, students of poverty, and foster youth. Both Title I and non-Title I schools benefit from district-wide ongoing professional development. Site leadership teams meet regularly to determine specific next steps for equity in services to identified students and to establish appropriate interventions, monitor progress and determine additional professional development needs. Students are selected to participate in alternative supports such as academic tutoring, shadow classes or extended learning opportunities.

All students identified as eligible for the Migrant Education Program (MEP) have access to supplemental services provided by the District Migrant Education Program and the Regional MEP through the Riverside County Office of Education (RCOE). Parents of students eligible for the MEP regularly receive information regarding family/support services. RCOE Regional Program staff collaborates with district staff to conduct annual needs assessments, analyze goals and program services, and provide appropriate professional development in relation to the MEP program and identified students and their families.

Herbert Hoover Elementary School: Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	142,411.00	0.00
Title I	124,828.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	142,411.00
Title I	124,828.00