

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **HOOVER HIGH SCHOOL**

**2022-23**

37-68338-3732997  
CDS Code

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

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**Position:** Principal

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**The following items are included:**

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

**Board Approval:** *(Date to be inserted by Financial Planning, Monitoring and Accountability Department)*

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

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

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

Herbert Hoover High School was established in 1929 and is one of fourteen comprehensive high schools in the San Diego Unified School District (SDUSD), the second largest school district in California. Hoover is a comprehensive high school, serving approximately 2,350 students in grades nine through twelve. The school is located in an area of San Diego known as City Heights, a vibrant community in Mid-City San Diego comprised of modest homes, apartments and small businesses. City Heights is one of the lowest socio-economic communities in San Diego. In addition, it has long been the first home of new arrivals.

Hoover's diverse student population is a reflection of the neighborhood. Students attending Hoover are predominantly Latino (75%), Asian (12%) and African American (9%). There are 22 languages spoken on campus and in the homes of our students, including English. In fact, Hoover has the highest percent (86%) of students enrolled that are EL or RFEP in the district by almost double. Enrollment has steadily increased over the past five years, ranging just above 2000 in 2016-17 to 2350 students in 2021-2022. It is believed this increase is due in part to the success of the programs that are in place to support students as well as the dedication and heart of the staff.

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

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

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

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

Hoover completed the Western Association of Schools and Colleges (WASC) self-study review in 2019 and received a six-year accreditation. This School Plan for Student Achievement fulfills the requirements of a Title I Schoolwide Program and Title I funds will be used to support all students' academic needs. This plan also fulfills the requirements for meeting the needs of our ATSI students.

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

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

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

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

**School Vision and Reality**

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

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

- Our teachers will support students to become resilient learners who view obstacles as opportunities for growth. They will challenge students to develop study and work habits that will allow them to seamlessly transition into post-secondary options/opportunities, and inspire them to circle back to contribute as alumni.

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

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

Hoover High School firmly believes:

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

### **Core and Supplemental Supports**

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

High School: 1:36

### NURSE:

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

Enrollment/Days per Week

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

### COUNSELOR

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

### HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

### **Professional Development**

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

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

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

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

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

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

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

### **ENGAGING EDUCATIONAL PARTNERS**

#### **Stakeholder Involvement**

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

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

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

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

~ October 6, 2021 - Annual Title I Parent Meeting was held.

~ April 14, 2022 - SSC reviewed 22-23 budget.

~ April 14, 2022 - SSC final review and approval for the 22/23 budget.

~ October 13, 2021 - ELAC provided input regarding goals for English Language Learners for 2021-2022 SPSA.

~ April 14, 2022 - SSC developed the Title I School Parent Compact and Title I Parent & Family Engagement Policy.

~ May 12, 2022- SSC developed and approved 2022-2023 SPSA.

### **RESOURCE INEQUITIES**

#### **Resource Inequities**

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

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

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

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

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

As a result of this focus, there are inequities in the area of both ELA and Math with regards to EL's and students with disabilities. We have decided to choose different methods of support through our allocations to address this. This plan addresses that by focusing on professional development in instructional routines that support the achievement of these two groups. In ELA and Math, teachers will develop integrated ELD plans within every lesson and create a dedicated time within each teaching block for ELD. Administrators will do focused walkthroughs to monitor student achievement within these two subgroups. This plan provides resources specifically for both practices.

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

**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
Delia Contreras	Community Member/ELAC (2020-2022)
Jason Babineau	Principal (ex officio)
Jeff Mellinger	Staff/Classroom Teacher (2020-2022)
Tenise Lenta	Staff/Chairperson/Classroom Teacher (2018-2022)
Russell Pitts	Staff/Classroom Teacher (2020-2022)
Paul Nathaniel	Staff/Classroom Teacher (2020-2022)
Valentina Hernandez	Parent/DAC Rep (2020-22)
Lydia Gonzalez	Staff/SSC Secretary/Classified OTBS (2021-2022)
Joel Castro	Student (2021-2022)
Tait Arnold	Student (2021-2022)
Felix Tanner-Wedekind	Student (2021-2022)

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

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

**Call to Action Belief Statement**

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

Black Youth: Developing antiracist and restorative school communities.

**District LCAP Goals**

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

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

**\*Analysis**

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

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

**\*Major Differences**

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

No major differences related to expenditures.

**\*Changes**

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

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

**\*Identified Need**

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

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

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

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

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

### Supporting Black Youth - Additional Goals

#### Strategy/Activity 1

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

ALL STUDENTS TO BE SERVED

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

##### \*Strategy/Activity - Description

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

- Reduction in suspensions
- Reduced number of referrals
- Improved school culture (according to student surveys)
- Ongoing professional development provided to school staff on RJM implementation

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

-Addition of Mending Matters and our alternative to suspension program									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03386W	Inschool Resource Tchr - Johnes, Terrance	0.50000	\$49,458.00	\$71,245.37	0338-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Help to create and implement overall attendance programs to decrease chronic absenteeism issues. Coordinate services that support extended and supplemental student needs and content learning, student assessment and monitoring students/professional development & discipline. Help lead alternative to suspension program. Position Reduced to 0.5FTE on LCFF and moved 0.5FTE on Title I.
F03386X	ESL Asst - Solano Navarro, Yulma	0.66000	\$19,601.34	\$39,808.07	0338-09800-00-2101-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Help to create and implement overall attendance programs to decrease chronic absenteeism issues. Coordinate services that support extended and supplemental student needs and content learning, student assessment and monitoring students/professional development & discipline.
F03386Y	School Library Techn II - Legaspi, Ronald	0.50000	\$22,460.00	\$40,619.60	0338-30100-00-2230-2420-0000-01000-0000	Title I Basic Program	[no data]		Provide access/ support and manage books and Internet that supports reading, writing and language development.
F03386Z	Pupil Advocate - Perez, Camilo	1.00000	\$77,478.00	\$125,950.77	0338-30100-00-2906-3130-0000-01000-0000	Title I Basic Program	[no data]		Help to improve student engagement with school; and, student support by creating channels to opportunities in/out school. Provide services to students and families to support academic success and social/emotional well-being, reaching graduation goals. Additional to low-performing students. Beginning/Ending School Year Master Schedule and additional Counseling time to support low-performing students.
N033814	Prof&Curriclm Dev Vist Tchr		\$10,000.00	\$12,381.00	0338-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Release time for collaborative professional study when teachers go to professional & development conference/workshops. Professional development support and push-in teaching to structure productive learning environments that promote independence and acceleration of learning in primary classrooms.

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N0338B8	Counselor Hrly		\$15,000.00	\$18,571.50	0338-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]		Beginning/Ending School Year Master Schedule and additional Counseling time to support low-performing students.
N0338HU	Clerical OTBS Hrly		\$2,000.00	\$2,740.20	0338-30100-00-2451-2700-0000-01000-0000	Title I Basic Program	[no data]		In support of the students & parent involvement activities - assisting in organization and preparation (in addition to the regular school day).
N0338JO	Supplies		\$173,791.32	\$173,791.32	0338-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. • Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.

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

The school governance, administration and leadership teams will form a committee to monitor this strategy together.

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

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

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

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

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

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

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

### **District LCAP Goals**

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

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

#### **\*Analysis**

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

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

### **\*Major Differences**

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

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

### **\*Changes**

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

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

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

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

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

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

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

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

### \*Goal 2 - English Language Arts

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

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	Black or African American	Students meeting & exceeding SBAC Test Standards	31%	33%	SBAC Interims	Annual
June 2023	11	English Learner	Students meeting & exceeding SBAC Test Standards	5.3%	7%	SBAC Interims	Annual
June 2023	11	Hispanic or Latino	Students meeting & exceeding SBAC Test Standards	52%	57%	SBAC Interims	Annual

### \*Identified Need - Math

Math scores at Hoover have historically been below standard compared to other schools in the district. The SPSA goal for Math is to increase from 20% in 2018 to 25% in 2020.

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Math performance decreased significantly (9%) from 2017 to 2018, but was still above the 2016 results. Nonetheless, the math department has made IM1 and IM2 courses yearlong with a companion course, Power Up. This elective course builds on foundational skills and math literacy. Extending the math sequence allows students more time to learn and understand the content.

### \*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	Students meeting & exceeding SBAC Test Standards	20%	25%	SBAC Interims	Annual

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	Black or African American	Students will meet or exceed proficiency standards as determined by SBAC Test.	11.9%	15%	SBAC Interims	Annual
June 2023	11	English Learner	Students will meet or exceed proficiency standards as determined by SBAC Test.	1.3%	5%	SBAC Interims	Annual
June 2023	11	Hispanic or Latino	Students will meet or exceed proficiency standards as determined by SBAC Test.	16.9%	20%	SBAC Interims	Annual

### \*Identified Need - English Learners

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

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

### \*Goal 4 - English Learners

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

### \*Identified Need - Graduation/Promotion Rate

Analysis came from District reports on graduation rate, percentage of students with at least one D/F, and UC a-g graduates.

### \*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	Senior students will graduate based on Cohort Rates	86.9%	90%	Graduation/Promotion	Annual

### \*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	Black or African American	Senior students will graduate.	92.9%	95%	Graduation/Promotion	Annual
June 2023	12	English Learner	Senior students will graduate.	74%	76%	Graduation/Promotion	Annual

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	12	Hispanic or Latino	Senior students will graduate.	85.6%	88.5%	Graduation/Promotion	Annual
June 2023	12	Students with Disabilities	Senior students will graduate.	69.1%	71%	Graduation/Promotion	Annual

Optional School Goal(s)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

### Strategy/Activity 1

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

All students will be served.

#### \*Strategy/Activity - Description

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

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

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

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

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

ELA staff will re-evaluate and, if necessary, revise current common tasks and common assessments. Focus should be on the standards and how they are reflected in these common task/assessments. Staff will implement tasks/assessments and then meet monthly to discuss the results. Data should be

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

collected (Illuminate) and remediation plans, with follow up assessments, should be developed for at-risk students. Administration, Academy Directors, Department Leads and ILT will assist in the collection and analysis of the data.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F033870	Regular Teacher - Brittain, Daniel	0.50000	\$46,129.50	\$67,108.46	0338-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		To develop lesson study that include common rubrics, observation tools, student instructional curriculum that is added due to new methodologies. Will be removed, no longer part of SPSA.
F033871	Regular Teacher - Montano, Norma	0.22000	\$20,296.98	\$29,527.73	0338-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		To develop lesson study that include common rubrics, observation tools, student instructional curriculum that is added due to new methodologies. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams.
F033872	Regular Teacher - Pores, Aaron	0.50000	\$46,129.50	\$67,108.46	0338-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		To develop lesson study that include common rubrics, observation tools, student instructional curriculum that is added due to new methodologies. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams.
N03382Q	NonClstrm Prof&Curriclm DevHrly		\$35,000.00	\$43,333.50	0338-30100-00-1971-2130-0000-01000-0000	Title I Basic Program	[no data]		-Department and academy teams collaborating to develop academic and behavioral interventions for students. -PD to continue robust support of students
N03389L	Classroom Teacher Hrly		\$5,000.00	\$6,190.50	0338-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Students Assistant and Tutoring during Prep.
N0338QB	Prof&Curriclm Dev Vist Tchr		\$35,000.00	\$43,333.50	0338-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Release time for collaborative professional study when teachers go to professional development conference/workshops. Professional development support and push-in teaching to structure productive learning environments that promote independence and acceleration of learning in primary classrooms. Teachers will work on their continued

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

									development of standards based lessons and the development of standards based grading.
	Supplies				0338-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338JO	Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. <ul style="list-style-type: none"> <li>• Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.</li> </ul>
	Prof&Currielm DevHrlyClsrmTchr				0338-30100-00-1170-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03384E	Classroom Professional Development and Curriculum Writing.

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

**Strategy/Activity 2**

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

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

**\*Strategy/Activity - Description**

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

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

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
F033873	Regular Teacher - Tyler, Natalia	0.25000	\$23,064.75	\$33,554.24	0338-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		To develop lesson study that include common rubrics, observation tools, student instructional curriculum that is added due to new methodologies. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Job 2 Periods Intervention: English 3/AVID 10A.
N0338FQ	Supplies		\$4,670.15	\$4,670.15	0338-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. • Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.
N0338FR	NonClrm Prof&Curriclm DevHrly		\$30,000.00	\$37,143.00	0338-30106-00-1971-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Summer Professional Development and Curriculum Writing.
N0338SI	Non Clrm Tchr Hrly		\$15,000.00	\$18,571.50	0338-30106-00-1957-2100-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Strategic Team meet to develop intervention and curriculum writing strategies needed due to new instructional routines developed for the methodologies being used for the lesson study.
	Regular Teacher - Brittain, Daniel				0338-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F033870	ELA teachers to meet the educational, linguistic and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Will be removed from Title I due to not have classes related to SPSA.

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	Regular Teacher - Montano, Norma				0338-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F033871	ELA teachers to meet the educational, linguistic and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Job 2 Periods Intervention: English 1/AVID 10A & AM Lit I/AVID 11A.
	Regular Teacher - Pores, Aaron				0338-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F033872	ELA teachers to meet the educational, linguistic and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Job 1 Period Intervention: English 1/AVID 9A.
	Supplies				0338-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338JO	Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. • Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.

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

Teachers will offer support in the Lesson Study development and implementation.

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

Teachers will meet by grade level/department to analyze FAST achievement 3 times per year. Analysis will inform subsequent instruction.

Proposed Dates:

October 2022

February 2023

May 2023

Professional development time is provided within the structure of Professional Learning Communities. Hoover will partner with San Diego Area Writing Project for literacy development coaching and PD. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

### Strategy/Activity 1

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

ALL students.

#### \*Strategy/Activity - Description

Administration will work with the instructional leadership team to set instructional goals and work to improve their efficacy. The administration team will work together in a systematic way to improve schoolwide practices in all Departments, the five Academies and District Programs, including those departments sponsored by SDUSD (CCTE, etc.) and academies receiving Government Grants (SABE, AOIT & AHHC).

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

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

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F033874	Regular Teacher - Eyer, Cassandra	0.50000	\$46,129.50	\$67,108.46	0338-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		MATH teachers to meet the educational and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Job Full with Intervention classes: INTG Math I A/Power Up I A.
F033875	Regular Teacher - Moreno, Judith	0.50000	\$46,129.50	\$67,108.46	0338-30100-00-1107-	Title I Basic Program	[no data]		MATH teachers to meet the educational and career needs of every student; and, provide instruction in core curriculum standards to

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

					1000-1110-01000-0000				meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Will be increase to .60 FTE due to additional enrollment, approved by SSC 10/5/21. Job Full with Intervention classes: INTG Math II A/Power Up II A.
F033876	Regular Teacher - Sumida, Erik	0.50000	\$46,129.50	\$67,108.46	0338-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		MATH teachers to meet the educational and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Job Full with Intervention classes: INTG Math I A/Power Up I A.
F033877	Regular Teacher - Salgado, Eric	0.50000	\$46,129.50	\$67,108.46	0338-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		MATH teachers to meet the educational and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams. Job 2 Periods with Intervention classes: INTG Math I A/Power Up I A.
N03384E	Prof&Curriclm DevHrlyClstrmTchr		\$15,000.00	\$18,571.50	0338-30100-00-1170-1000-1110-01000-0000	Title I Basic Program	[no data]		Strategic Team meet to develop intervention and curriculum writing strategies needed due to new instructional routines developed for the methodologies being used for the lesson study.
	Classroom Teacher Hrly				0338-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03389L	Tutoring during Prep.
	Non Clstrm Tchr Hrly				0338-30106-00-1957-2100-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338SI	Professional Development and Curriculum Writing during Prep.
	NonClstrm Prof&Curriclm DevHrly				0338-30100-00-1971-	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging	Summer Professional Development and Curriculum Writing.

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					2130-0000-01000-0000			Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03382Q	
	NonClstrm Prof&Curriclm DevHrly				0338-30106-00-1971-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338FR	Summer Professional Development and Curriculum Writing.
	Prof&Curriclm Dev Vist Tchr				0338-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338QB	Release time for collaborative professional study when teachers go to professional development conference/workshops. Professional development support and push-in teaching to structure productive learning environments that promote independence and acceleration of learning in primary classrooms. Teachers will work on their continued development of standards based lessons and the development of standards based grading.
	Supplies				0338-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338JO	Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. <ul style="list-style-type: none"> <li>• Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.</li> </ul>

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

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

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

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

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

- MLR 1: Stronger and Clearer Each Time
- MLR 2: Collect and Display
- MLR 3: Clarify, Critique, Correct
- MLR 4: Information Gap
- MLR 5: Co-Craft Questions
- MLR 6: Three Reads
- MLR 7: Compare and Connect
- MLR 8: Discussion Supports

Each lesson/task will employ one of these instructional strategies

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

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

Proposed Dates:

October 2022

February 2023

May 2023

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

### Strategy/Activity 1

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

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

#### \*Strategy/Activity - Description

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

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F033878	ESL Asst - Solano Navarro, Yulma	0.34000	\$10,097.66	\$20,507.20	0338-30100-00-2101-1000-4760-01000-0000	Title I Basic Program	[no data]		Assist on providing additional learning opportunities for students performing below proficient in reading and writing, and language development; and, help to coordinate services that support extended and supplemental ELD and content learning, students assessment and monitoring students development, etc.
N0338K8	Postage Expense		\$3,000.00	\$3,000.00	0338-09800-00-5920-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Communication with parents/students/community by mail, for families without email.
	Supplies				0338-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and	Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. • Due to the development of replacement units,



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									materials helps close an equity gap.
N0338CF	Supplies		\$600.00	\$600.00	0338-65000-00-4301-1110-5750-01000-4216	Special Education NonPersonnel	[no data]		Materials critical to provide students in an effort to put in best position to achieve all SMART goals. Providing materials helps close an equity gap.
N0338M2	Custodial Supplies		\$200.00	\$200.00	0338-65000-00-4302-1110-5750-01000-4216	Special Education NonPersonnel	[no data]		Materials critical to provide students in an effort to put in best position to achieve all SMART goals. Providing materials helps close an equity gap.
	Supplies				0338-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338JO	Materials critical to provide students in an effort to put in best position to achieve all SMART goals. Providing materials helps close an equity gap.
	Supplies				0338-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338FQ	Materials critical to provide students in an effort to put in best position to achieve all SMART goals. Providing materials helps close an equity gap.

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

The Administrative team will conduct ongoing walkthroughs with a lens on students with disabilities. PD and learning opportunities will be provided on differentiated instruction and support in developing strategic plans for remediation.

**Strategy/Activity 1**

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

All Black Youth.

**\*Strategy/Activity - Description**

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

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
N03383Q	Interprogram Svcs/Paper		\$5,000.00	\$5,000.00	0338-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplementary units will require additional paper for students. Our unduplicated population will be at a disadvantage compared to the general population. In order to support access, we need to supplement the paper student's use.
N03388S	Consultants <=\$25K		\$15,000.00	\$15,000.00	0338-30100-00-5801-1000-1110-01000-0000	Title I Basic Program	[no data]		Reading Program to assist in accelerating reading growth in order to close achievement gaps, included contract with USD-SDAWP.
N0338DC	Conference Local		\$10,000.00	\$10,000.00	0338-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	[no data]		Cost of PD for parents assisting to CABE Annual Conference in San Diego.
N0338DJ	Travel Conference		\$3,000.00	\$3,000.00	0338-30100-00-5207-1000-1110-01000-0000	Title I Basic Program	[no data]		Cost of PD for parent representative(s) assisting to CABE Annual Conference in Sacramento, CA.
N0338G5	Interprogram Svcs/Paper		\$10,000.00	\$10,000.00	0338-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplementary units will require additional paper for students. Our unduplicated population will be at a disadvantage compared to the general population. In order to support access, we need to supplement the paper student's use.
N0338N6	Equipment Non Capitalized		\$15,000.00	\$15,000.00	0338-09800-00-4491-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Equipment needed due to new instructional routines developed for the methodologies being used for the lesson study.
N0338NK	Supplies		\$67,120.00	\$67,120.00	0338-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Additional student materials needed due to new instructional routines developed for the methodologies being used for the lesson study. • Due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, students will require additional instructional materials. These materials

									are, but not limited to writing utensils, stickie notes, composition books, chart paper, blue books, etc.
<b>*Additional Supports for this Strategy/Activity</b>									
<b>Strategy/Activity 1</b>									
<b>*Students to be served by this Strategy/Activity</b>									
Students 9-12, emphasis on Seniors.									
<b>*Strategy/Activity - Description</b>									
The SPSA goal is to raise the cohort graduation rate to 90%. Our counseling staff, support staff, and partners will continue to work collaboratively to provide students with the supports they need to graduate on time. Additionally, we have developed "Hoover Intersession, which is master based model that provides students with opportunities to earn credit from previously failed courses by demonstrating master of the material.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F033879	Regular Teacher - VACANCY, SBB2536522	0.50000	\$46,129.50	\$76,883.96	0338-09800-00-1107-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Teachers to meet the educational and career needs of every student; and, provide instruction in core curriculum standards to meet goals. Part of the Equity Planning, Freshmen Bridging & Department Planning Teams.
F03387A	School Library Techn II - Legaspi, Ronald	0.50000	\$22,460.00	\$40,619.60	0338-09800-00-2230-2420-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide access/ support and manage books and Internet that supports reading, writing and language development.
F03387B	Inschool Resource Tchr - Johnes, Terrance	0.50000	\$49,458.00	\$71,245.37	0338-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Help to create and implement overall attendance programs to decrease chronic absenteeism issues. Coordinate services that support extended and supplemental student needs and content learning, student assessment and monitoring students/professional development & discipline.
F03387C	School Counselor - NEW POSN, SBB2537619	0.50000	\$44,771.50	\$65,420.66	0338-30100-00-1210-	Title I Basic Program	[no data]		Additional Counselor to support low-performing students.

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					3110-0000-01000-0000				
N03388Y	Interprogram Svcs/Field Trip		\$2,300.00	\$2,300.00	0338-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	[no data]		Buses for students traveling on enrichment trips to complement instruction and University Campus Tours in core content courses and vision to graduation date
N0338AJ	Software License		\$35,000.00	\$35,000.00	0338-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Additional instructional tools to support teachers and students on the classroom, providing the correct student achievement and assessments. School will have institutional and individual programs/classrooms support software and accessing online support on systems as, but not limited to: SNO, Read Naturally, IXL, KAMI, KUTA, Membean, Vernier, Physical Classroom, etc.
N0338FX	Postage Expense		\$4,000.00	\$4,000.00	0338-30100-00-5920-1000-1110-01000-0000	Title I Basic Program	[no data]		To provide written communication home regarding unduplicated student's population achievement and Intervention process.
	Classroom Teacher Hrly				0338-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03389L	Teachers to meet the educational and career needs of every student; and, provide instruction in core curriculum standards to meet goals used additional tutoring one to one hourly time with students.
	Clerical OTBS Hrly				0338-30100-00-2451-2700-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338HU	In support of the students & parent involvement activities - assisting in organization and preparation (in addition to the regular school day).
	Equipment Non Capitalized				0338-09800-00-4491-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338N6	Materials/Equipment for push-in support to unduplicated Students population needed due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, unduplicated student population will require

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

									additional materials and equipment. These are, but not limited to iPads, Laptops, etc.
	Interprogram Svcs/Paper				0338-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03383Q	Supplementary units will require additional paper for students. Our unduplicated population will be at a disadvantage compared to the general population. In order to support access, we need to supplement the paper student's use.
	Interprogram Svcs/Paper				0338-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338G5	Supplementary units will require additional paper for students. Our unduplicated population will be at a disadvantage compared to the general population. In order to support access, we need to supplement the paper student's use.
	Postage Expense				0338-09800-00-5920-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338K8	Provide written communication home regarding student achievement and intervention program progress.
	Supplies				0338-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338JO	Supplies, materials for push-in support in reading and writing, and language development. Students and PD materials related to English/ELA/Math needed due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, unduplicated student population will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, notebooks, etc.
	Supplies				0338-30100-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student	Supplies, materials for push-in support in reading and writing, and language development. Students and PD materials related to English/ELA/Math needed due to the development of replacement units,

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							Learning with High Expectations for All   Ref Id : N0338FQ	supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, unduplicated student population will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, notebooks, etc.
	Supplies			0338-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338NK	Supplies, materials for push-in support in reading and writing, and language development. Students and PD materials related to English/ELA/Math needed due to the development of replacement units, supplementary to the district curriculum, and the extra material used to develop authentic standards based rubrics and assessments, unduplicated student population will require additional instructional materials. These materials are, but not limited to writing utensils, stickie notes, notebooks, etc.
	Conference Local			0338-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338DC	Conference/Trainings or Workshops in SD area to improve teacher skills to reach school goals.
	Consultants <=\$25K			0338-30100-00-5801-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03388S	Reading Program to assist in accelerating reading growth in order to close achievement gaps, included contract with USD-SDAWP.
	Counselor Hrly			0338-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338B8	Beginning/Ending School Year Master Schedule and additional Counseling time to support low-performing students.

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	Non Clsrn Tchr Hrly				0338-30106-00-1957-2100-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338SI	Collaborative professional study time for professional development, conference/workshops, CRWs or PLCs. Time used to development support and push-in teaching to structure productive learning environments that promote independence and acceleration of learning in primary classrooms.
	NonClsrn Prof&Curriclm DevHrly				0338-30100-00-1971-2130-0000-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03382Q	Summer Professional Development and Curriculum Writing.
	NonClsrn Prof&Curriclm DevHrly				0338-30106-00-1971-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338FR	Summer Professional Development and Curriculum Writing.
	Prof&Curriclm Dev Vist Tchr				0338-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338QB	Release time for collaborative professional study when teachers go to professional development conference/workshops. Professional development support and push-in teaching to structure productive learning environments that promote independence and acceleration of learning in primary classrooms. Teachers will work on their continued development of standards based lessons and the development of standards based grading.
	Prof&Curriclm DevHrlyClsrnTchr				0338-30100-00-1170-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03384E	Strategic Team meet to develop intervention and curriculum writing strategies needed due to new instructional routines developed for the methodologies being used for the lesson study.

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	Travel Conference				0338-30100-00-5207-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338DJ	Conference/Trainings or Workshops out of SD area to improve teacher skills to reach school goals.
	Pupil Advocate - Perez, Camilo				0338-30100-00-2906-3130-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : F03386Z	Help to improve student engagement with school; and, student support by creating channels to opportunities in/out school. Provide services to students and families to support academic success and social/emotional well-being, reaching graduation goals. Additional to low-performing students.

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

**Strategy/Activity 2**

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

All Students

**\*Strategy/Activity - Description**

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

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr - Johnes, Terrance				0338-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F03387B	Help to create and implement overall attendance programs to decrease chronic absenteeism issues. Coordinate services that support extended and supplemental student needs and content learning, student assessment and monitoring students/professional development & discipline. Help lead alternative to suspension program.

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School Counselor - NEW POSN, SBB2537619				0338-30100- 00-1210- 3110-0000- 01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F03387C	New Counselor to support low-performing students, intervention, credit recovery and other programs to support student achievement.
School Library Techn II - Legaspi, Ronald				0338-30100- 00-2230- 2420-0000- 01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : F03386Y	Provide access/ support and manage books and Internet that supports reading, writing and language development.
ESL Asst - Solano Navarro, Yulma				0338-30100- 00-2101- 1000-4760- 01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F033878	Assist on providing additional learning opportunities for students performing below proficient in reading and writing, and language development; and, help to coordinate services that support extended and supplemental ELD and content learning, students assessment and monitoring students development, etc.
Pupil Advocate - Perez, Camilo				0338-30100- 00-2906- 3130-0000- 01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : F03386Z	Help to improve student engagement with school; and, student support by creating channels to opportunities in/out school. Provide services to students and families to support academic success and social/emotional well- being, reaching graduation goals. Additional to low-performing students.
Classroom Teacher Hrly				0338-30100- 00-1157- 1000-1110- 01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03389L	[no data]
Counselor Hrly				0338-30100- 00-1260- 3110-0000- 01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338B8	[no data]
Postage Expense				0338-30100- 00-5920- 1000-1110- 01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High	[no data]

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							Expectations for All   Ref Id : N0338FX	
	Supplies			0338-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N0338JO	[no data]
	Equipment Non Capitalized			0338-09800-00-4491-1000-1110-01000-0000	LCFF Intervention Support	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338N6	[no data]
	Interprogram Svcs/Field Trip			0338-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03388Y	[no data]
	Interprogram Svcs/Paper			0338-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N03383Q	[no data]
	Interprogram Svcs/Paper			0338-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0338G5	[no data]

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

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

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

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

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

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

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

<b>LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools</b>
<b>Call to Action Belief Statement</b>
Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.
<b>District LCAP Goals</b>
5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities
<b>Annual Review of This Goal: SPSA Reviewed 2021-22</b>
<b>*Analysis</b>
Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).
Teachers, counselors, and administration worked with parent groups to help support their expansion and leadership capacity throughout the year. These stakeholders will provide parents and community members a space on campus and tools to support their learning and growth. Attendance was monitored throughout the school year. The District safety protocols due to COVID-19 presented additional challenges for parent outreach, but we provided remote language support and still held parent meetings in our new Parent Center.
<b>*Major Differences</b>
Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).
We will begin bolstering our childcare and language interpretation services once again.
<b>*Changes</b>
Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.
Communication with parents needs to be more systemic and measurable. Targeting subgroups that are already mentioned in other goals will need to be addressed because those goals will incorporate some form of communication and engagement. Metric changes will address the singularity of attendance.
<b>*Identified Need</b>
Hoover needs to improve and to ensure the voice of the EL students and families is heard with regards to the development of this plan and the direction and monitoring of EL students, by bringing engaging topics on ELAC meetings.
<b>*Goal 7- Family Engagement</b>

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By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
July 2022	SSC	Create Parent Development System for tracking & increase parent & community engagement by creating new strategies to bring parents to engage school activities.	50%	90%	Other - Describe in objective
July 2022	ELAC	Create Parent Development System for tracking & increase parent & community engagement by increasing meetings participation.	50%	90%	Other - Describe in objective
July 2022	PTA	Create Parent Development System for tracking & increase parent, teacher, student & community engagement by increasing membership.	50%	90%	Other - Describe in objective
July 2022	Foundation	Create Parent Development System for tracking & increase parent & community engagement by measuring donations to school programs.	50%	90%	Other - Describe in objective
<b>*Annual Measurable Outcomes</b>					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SSC	Empower parents to co-create and co-lead parents workshops in a	50%	90%	Other - Describe in Objective

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

### Strategy/Activity 1

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

All Families to be served on this.

#### \*Strategy/Activity - Description

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

## Hoover High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

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

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

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

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

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

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

## LCAP 4: Quality Leadership and Teaching

### Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

#### **School Administration has integrated Plan of Action on 3 steps, with extended success:**

1. Involvement of stakeholders in the refinement of the Single Plan for Student Achievement.
2. Creating and conducting regular auditing practices for all governance groups to ensure accountability and compliance, with continuous monitoring of the effectiveness of ALL resources and programs.

#### **Identify Needs:**

- Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program. An abundance of “freshmores” (students in their second year of high school who have yet to earn their 10<sup>th</sup> credit). Most of these students are "disconnected" from our academic program for one reason or another. Recognizing that we serve an underserved community, we've taken on a "trauma-informed" approach to re-connecting these students, by addressing some of the barriers they face: home/school communication, reliable transportation, academic support within and outside of the instructional day, and a renewed focus on holistic monitoring of student progress on behalf of our counselors. Additionally, we have created a Freshmen Task Force, whose work it is to evaluate grading practices, provides supports, and connect students to school.
- A variety of classroom supports expand or enhance core instructional programs. Purposeful planning and monitoring of student progress needs to be an integral part of our day to day work. As we build capacity for the “mastery model”, a centralized tutoring program will provide a consistent time and place for students who are in need of additional supports. Even with an average of 80-100 students per day accessing the tutoring program, it's apparent that there is more need for classroom support. For Long-Term English Learners (LTELs), they will receive targeted English Development instruction embedded in the English course.
- Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students? AVID is integrated in both the 9<sup>th</sup> and 10<sup>th</sup> grade English classes (taught this year in a full year format, with AVID as a “companion course”. PD will be focused on training teachers for integrated and designated ELD, along with Culturally Responsive Pedagogy, as part of our Equity Team work. Additionally, we will continue our development of Standards Based Grading understanding and implementation.

**Intervention Supports:**

- To provide a daily afterschool tutoring program in our library, where students can receive academic support from a combination of certificated teachers, college interns and peer tutors.
- Preparing students for the transition to 9th grade has become the primary focus. We have a freshmen task force that is working diligently to both connect freshmen to Hoover AND provide them with the academic and social/emotional supports they need to thrive. In addition, all freshmen will be engaging with Achieve3000 to build their literacy. Ensuring that all Hoover students (including 9th graders) are aware of our tutoring program, which compliments “mastery model” instruction in all subject areas and provides targeted support for students who underperform on common assessments, we can positively impact academic achievement.

**Target Group:**

- We're seeking to connect students and families to the services they need to make adequate progress toward graduation each year. With an average of 14 credit opportunities per year, we'll focus our resources on intervention for students at all grade levels who fail to earn at least 10. By providing increased academic support in the form of afterschool tutoring, embedded supports within the school day, and increased opportunities to connect with, and build supportive relationships within, a myriad of small learning communities on campus (athletics, academies, clubs, etc.).

**Monitoring:**

- In the same way that our counselors have historically tracked seniors, we'll create transparent monitoring systems to track and communicate progress toward graduation (10 credits per year).
- Quarterly tracking of overall D/F rates (progress toward graduation), and tutoring participation/attendance reports from ASSETS.
- 9<sup>th</sup> and 10<sup>th</sup> grade ELA PLCs, ELST, Counselors, and site leadership will monitor progress at each grading period.

**Personnel Responsible:**

- Instructional leadership team will receive quarterly reports, detailing their impact on the overall credits earned. Counseling staff will create "class of" rosters that will be shared through Google Doc, and site leadership will use this data to confer and monitor student progress.
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- Administration, PLC, and ELST will monitor student growth towards standards.
- Students who need academic support, and those wanting to improve assessment scores through our “mastery model”. LTELs (EL students who have not reclassified during their first 5 years in the district), and students with reading comprehension levels below 5th grade.
- Freshmen and sophomore students who are either LTEL, or who score lower than 5th grade reading comprehension levels based on FAST.
- Increase parent involvement, communication and awareness.

**Expected Schoolwide Learner Outcomes:**

1. Students will demonstrate significant annual growth in literacy and in academic content knowledge.
2. Students will engage in setting college and/or career goals.

3. Students will demonstrate effective oral and written communication skills appropriate for their audience.
4. Students will be responsible citizens who demonstrate “Cardinal PRIDE” and make positive contributions to their community.
5. Students will be critical thinkers who analyze and solve real world problems.

**Transformational leadership practices necessary to actualize this plan include:**

1. School wide professional development and discussion focused around grading practices
2. Teacher Teams use of common assessment data and other formative data to create lessons designed to meet students' needs.
3. Classroom observations focused on student experiences and student learning as related to critical concepts.
4. Monitoring student progress specific to English Learners and Students with Disabilities.

**Leadership Considerations:**

1. Focus on the work of Teacher Teams (Teacher Skill and Will)
  - Teachers engage in professional learning to students not yet demonstrating progress
  - Teachers intervene early and strategically
  - Teacher teams work together to gather/analyze student data, co-plan lessons/tasks in response to data, co-teach, and reflect on their impact
2. Focus on School wide professional development and discussion focused around grading practices, common assessments, quality 1st time instruction
3. Intentional focus on English Learners and Students with disabilities.
4. Consistently provide feedback on classroom practices and student learning through multiple strategies.

**LEADERSHIP PRACTICE:****Universal Access to Strong Instructional Program:**

- - Continue to refine school-wide Small Learning Community Academies for all student grades 9-12.
- - Maintain our freshmen task force to support academic, social, and mentoring support
- - Evaluate student work through consensus scoring teams.
- - Provide opportunities for tutoring and technology supports in an after-school support program (four days a week).
- - Focus on instructional strategies based on SDAIE to improve achievement of English learners.
- - Continue to focus supports and interventions through Embedded Support.
- - All departments and teachers will disaggregate data to support individual students, as well as significant subgroups.

- - Continue to align assessments and evaluation with literacy, ELD and math standards.
- - Continue development of timelines from which the standards will be taught.
- - Create Problem Based Learning (PBL) projects for standards- based lessons.
- - Share standards-aligned materials that have been used successfully to teach and re-teach the standards.
- - Analyze data to guide instruction and disaggregated assessment data to modify and pace instruction.
- - Share best practices that improve Mastery Teaching of standards.
- - Continue implementation of the math frameworks.
- - Provide test prep support for students to take the PSAT and SAT.
- - Administer the PSAT to 9<sup>th</sup>-11<sup>th</sup> grade students during the school day.
- - Increase the number of students participating in AP courses.
- - Strategic Support (Tier 2)
- - Targeted small group instruction will be used.
- - Provide increased after-school educational opportunities for under-performing students.
- - Develop and implement instructional strategies to scaffold standards to meet the needs of English learners.
- - Provide after-school math support four days a week.
- - Continue on-going RTI support of appropriate placement and in-class.
- - Develop targeted intervention program based on student needs, throughout the school year.
- - Invest in literacy development digital tools, such as Achieve3000, to supplement literacy development.

**Intensive Intervention:**

- - Students who are identified by our "Early Warning System" (EWS), will be supported by Mending Matters therapists, provided by Price Charities.
- - Create content area extended day classes and supports
- - Intervention classes (Academic Language Development and Literacy Advancement Academy) in the school day, and pairing them with 9<sup>th</sup> and 10<sup>th</sup> grade English offerings in an A/B format.
- - Incentive programs.

**Classroom Support:**

Preparing students for the transition to 9<sup>th</sup> grade has become the primary focus. We have developed a freshmen task force that work to develop mentoring, connection, and academic support opportunities for students. In addition, we have partnered with the Bill and Melinda Gates Foundation and participated in the Breakthrough Success Team, where we are working to build systems that create sustainable change on our campus.

**Progress and Growth Monitoring:**

Our AP access is increasing every year and continue to recognize that access to AP classes are a powerful tool in preparing our students for post-secondary education. We've created targeted lists of under matched students, and looked at the College Board's AP Readiness reports to identify potential

new AP offerings. Teachers and students will participate in Professional Development and AP Saturday Study Sessions. In addition, Hoover will maintain our 7 community college class offerings.

School will continue to accept feedback from various parent groups to ensure avenues of communication are reaching homes and fostering positive student-parent-school relationship.

## APPENDICES

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

**APPENDIX A**

**BUDGET SUMMARY**

**APPENDIX B****PARENT & FAMILY ENGAGEMENT POLICY**

**APPENDIX C**

**SCHOOL PARENT COMPACT**

## APPENDIX D

### DATA REPORTS

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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

**APPENDIX E****2022-23 SPSA ASSESSMENT AND EVALUATION**

**APPENDIX F**

**WASC RECOMMENDATIONS (WASC SCHOOLS ONLY)**