

# The Single Plan for Student Achievement

**2017-18**

## Herbert Hoover Elementary School

School Name

**43-69641-6048201**

CDS Code

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. California Education Code and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs into the Single Plan for Student Achievement.

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

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## Palo Alto Unified School District

The District Governing Board approved this revision of the School Plan on January 17,2017.

**Herbert Hoover Elementary School  
Palo Alto Unified School District  
SPSA PLAN FOR YEAR 2017-2018**

**A: High Quality Teaching and Learning** (Aligned to Strategic Goal A, C, and E)

Engage every student in purposeful, joyful learning that appropriately challenges all students to ensure core content mastery and maximizes each student's opportunity to excel academically.

**Goal 1: ELA/Literacy – Writing**

**Measurable Goal** (school selects goal/s to be accomplished by June 2018):

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Through the use of the Teacher's College Units of Study in Writing curriculum and corresponding Common Core State Standards for writing, 90% of students below or at grade level will make one academic year's progress on the Structure, Development, and Language Conventions components of the Teacher's College Learning Progression rubric for informational writing, as evidenced by beginning-of-year and end-of-year On-Demand prompts for informational writing scores, as scaled by Teacher's College Units of Study curriculum writers and PAUSD staff.

**Measuring Effectiveness** – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

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The Teachers College Units of Study On-Demand informational writing prompt will be administered as a baseline in August of 2017. The same On-Demand prompt will be administered at the end of the informational writing unit at each grade level, and once again in the Spring of 2018. Teachers will collaborate in the calibration and scoring of Fall and Spring prompts using the same rubric so that growth across components can be clearly identified.

<b>Strategies/Actions</b> to Reach this goal:	<b>Who is responsible</b> for facilitation of this strategy/action item?	<b>Monitoring Implementation</b> What data/evidence will we collect to ensure that this strategy/action is being implemented?
<p>Teachers will continue to implement the Teachers College Units of Study in Writing curriculum, while deepening knowledge around the curricula through professional development, grade level, and cross grade level collaboration including sharing of best instructional practices and examination of benchmark writing samples.</p>	<p>Teachers, principal, TOSAs, PAUSD and TCRWP professional developers</p>	<p>Daily, weekly, monthly classroom schedules  Student work samples  Observational notes generated by principal  Observational notes from staff visitations - DRA/BAS assessment data, exit slips, anecdotal notes, formative assessments  RTI meeting notes and data  1:1 conferring notes/data  Writing about reading prompts - Anchor charts  Word work analysis  Observable utilization of Instructional Assistants  Regular grade level-specialist team meeting notes/agendas</p>
<p>Professional Development relating to the Units of Study, and CCSS activities</p>	<p>District staff, principal, teachers, TOSAs</p>	<p>Teacher participation in Homegrown Institutes/NY institutes  Professional learning in staff meetings related to deepening practice in the area of writing - notes and agendas  Opportunities will be available for staff to: Work with the literacy TOSA to observe and debrief demonstration lessons as a grade level on campus. Student work related to the lesson will then be analyzed to inform instruction.  Observe and debrief student learning during writing lessons amongst grade level teams  Meet to analyze student work  Plan curriculum maps and agree upon large grain objectives for each unit  Notes from literacy-based lab days</p>
<p>Implementation of the Lucy Calkins Units of Study writing curriculum within a writer's workshop model.</p>	<p>Teachers, RSP teacher, ELA Instructional Assistants, TOSAs, with support from the principal</p>	<p>Daily, weekly, monthly classroom schedules  Student work samples  On-Demand prompts  Units of Study anchor charts in classrooms  Teacher conferring notes  Teacher anecdotal notes  Planning day agendas  Prompt scoring data  Principal observation, feedback, and co-teaching of writing mini-lessons  Teacher lesson observation/debrief notes</p>

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
Explicit teaching of conventions within the writer's workshop model.	Teaching staff	Exit slips Student writing Small group instruction and conferring notes Principal observation, feedback, and co-teaching of Lesson reflection/planning notes
Differentiated writing curriculum with opportunities to write across the curriculum.	Teachers, Ed. Specialist, ELA Instructional Assistants, TOSAs, with support form the principal	Student writing samples Grade level meeting and PLC notes/agendas
TC student checklists to be used to further calibrate student progress using the learning progression rubric.	Teaching staff with support form the principal	Checklists attached to student On-Demand prompts
Teach leveled word study.	Teaching staff with support from the principal	Weekly word work Spelling and vocabulary assessments
Grade levels to monitor student work and decide as a grade level areas to concentrate on.	Grade level teaching cohort	Analysis of student writing and formative assessment data Grade level planning time
Teach a specialized unit on run-on sentences (perhaps through the dictation tool through google.doc to point out that how we speak is not how we should write)	3-5 teaching staff	Formative assessments Evidence of improved sentence structure in student writing TC checklists and rubrics used to score student writing Student self evaluation of writing using checklists

**A: High Quality Teaching and Learning** (Aligned to Strategic Goal A, C, and E)

Engage every student in purposeful, joyful learning that appropriately challenges all students to ensure core content mastery and maximizes each student's opportunity to excel academically.

**Goal 2: ELA/Literacy – Reading**

**Measurable Goal** (school selects goal/s to be accomplished by June 2018):

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Reduce the number of students in grades 1-5 who are reading below benchmark as evidenced by fall BAS scores, by 50% as evidenced by spring BAS scores.

**Measuring Effectiveness** – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

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Fall BAS scores will provide a baseline score from which we will measure our success against the Spring BAS scores. Formative and Common formative assessments will also be used to inform instruction toward this goal.

<b>Strategies/Actions</b> to Reach this goal:	<b>Who is responsible</b> for facilitation of this strategy/action item?	<b>Monitoring Implementation</b> What data/evidence will we collect to ensure that this strategy/action is being implemented?
Continue to implement the Teachers College Units of Study in Reading within a reader's workshop model as the primary organizational structure for reading instruction in every K-5 classroom utilizing Instructional Assistants to support small group differentiation in reading.	Teaching staff with support from the specialist team, TOSAs, Instructional Assistants, and the principal	Daily, weekly, monthly classroom schedules Student work samples Observational notes generated by principal Observational notes from staff visitations -BAS assessment data, exit slips, anecdotal notes, formative assessments RTI meeting notes and data 1:1 conferring notes/data Writing about reading prompts - Anchor charts Word work analysis Tier II LLI reading intervention Observable utilization of Instructional Assistants Regular grade level-specialist team meeting notes/agendas
Full implementation of guided reading as the primary instructional strategy for struggling readers in grades K-5, in conjunction with a balanced literacy program that includes, shared reading, interactive read alouds, close reading, book clubs, vocabulary study, and independent reading of "just right" books from leveled classroom libraries libraries.	Teaching staff with support from the specialist team, TOSAs, Instructional Assistants, and the principal	Daily, weekly, monthly classroom schedules Student work samples Observable evidence of Guided Reading instructional strategies in use during small group instructional time Observational notes generated by principal Observational notes from staff visitations Anchor charts Observable utilization of Instructional Assistants Notes from literacy-based lab days
Each "target student", as determined by the BAS to be below benchmark, will receive daily guided reading instruction.	Teaching staff with support from the specialist team, TOSAs, Instructional Assistants, and the principal	Daily, weekly, monthly classroom schedules Student work samples Implementation of planned RTI and IEP goals Observational notes generated by principal Observational notes from staff visitations Anchor charts Observable utilization of Instructional Assistants
Each English Language Learner on levels 1-2-3, as determined by the California English Language Development Test, will receive daily guided reading/language development instruction.	Teaching staff and EL teacher	Daily, weekly, monthly classroom schedules Student work samples EL teacher push in Observable use of GLAD/EL instructional strategies including realia, pictures, anchor charts, chants, labels, mneumonic support strategies, kinesthetic support strategies Observational notes generated by principal Observational notes from staff visitations Observable utilization of Instructional Assistants
Continued K-5 implementation of Words Their Way word study curriculum.	Teaching staff with support form the principal	Weekly word lists and assessments, word recognition in reading and written work, observational notes from teachers and principal

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
Provide explicit language support through small group/whole group instruction.	Teaching staff with support from the principal	Words Their Way, use of GLAD strategies, realia, accountable talk, increased use of academic language by students, anchor charts, student work samples, observational notes generated by the principal and staff visitations. Anecdotal teacher notes/observations.
Utilize Reading Specialist/RTI strategies, TOSAs and EL specialists to train/coach teachers to deliver targeted instructional to small groups and individual students as data indicates is necessary.	Teaching staff, Reading Specialist, RTI team, TOSAs, with support from the principal	Teacher collaboration, BAS data, anecdotal notes, formative assessments, writing about reading prompts, meeting notes/data, student observations, short term goals and feedback on those goals. Regular grade level-specialist team meeting notes/agendas
Use of Raz Kids and Reading A-Z programs	Teaching staff, RTI coach, Reading Specialist with support from the principal	Raz Kids and Reading A-Z records and use of printable books across the curriculum.
Staff will continue to update classroom leveled libraries and WEB room titles through support from PTA and Site Council and district funding. Staff to create guidelines and trusted vendors to assure text quality.	Teaching staff, principal, PTA and Site Council leadership	Additional titles will be available to students for book boxes in grades K-5. Staff will use Fountas and Pinnell book leveling software to level existing books. Individual orders and receipts from staff WEB room orders and receipts
School-wide implementation of TCRWP Units of Study in Reading as part of a balanced literacy program. Teachers will continue to deepen knowledge around the Units of Study reading curricula through professional development, grade level, and cross grade level collaboration including sharing of best instructional practices and examination of benchmark reading data	Teaching staff with support from the principal	Running records, small group assessment data, anecdotal notes, DRA/BAS assessments, TC rubrics, student checklists, formative assessments
Staff will continue to align BAS benchmark strategies with TC U of S learning targets and CCSS standards.	Teaching staff with support from District TOSAs and the principal	Professional learning time dedicated to aligning BAS benchmark expectations with TCRWP learning targets and CCSS standards. Grade level team/staff meeting notes

**A: High Quality Teaching and Learning** (Aligned to Strategic Goal A, C, and E)

Engage every student in purposeful, joyful learning that appropriately challenges all students to ensure core content mastery and maximizes each student's opportunity to excel academically.

**Goal 3: Math**

**Measurable Goal** (school selects goal/s to be accomplished by June 2018):

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85% of students in third grade who score below the 190.4 fall benchmark for NWEA/MAP, will score at or above the 203.4 benchmark for spring benchmark EOY NWEA/MAP as evidenced by BOY and EOY NWEA/MAP scores.

**Measuring Effectiveness** – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

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BOY/EOY and winter NWEA/MAP scores, Rtl monitoring data, formative and summative district and Bridges unit assessments, MARS assessments



<b>Strategies/Actions</b> to Reach this goal:	<b>Who is responsible</b> for facilitation of this strategy/action item?	<b>Monitoring Implementation</b> What data/evidence will we collect to ensure that this strategy/action is being implemented?
Students will participate in tier II RTI math support programs including the Bridges Intervention Program, taught by Hoover staff.	Program instructors with support from the classroom teacher, RTI coach, and principal.	Student data from the programs collected and logged in the Rtl monitoring tool by program instructors Assessment data Student work samples Program instructor notes and lesson plans Observation notes from the principal
Collaboration between classroom teachers, tier II program instructors, Rtl coach/Ed. Specialist, Reading Specialist, and EL teacher, regarding student progress, instructional strategies, and next steps.	Program instructors, specialists, and classroom teachers with support from the principal and TOSAs	Exchange of classroom and program data Lesson plans Student work samples Assessment data Meeting notes Exchange of classroom and program data Homework samples
Ongoing monitoring of student progress in class	Classroom teachers with support from the principal, Rtl coach, TOSAs, and specialists	Student work samples Lesson plans Assessment data Notes from grade level team meetings Observation notes from teachers and the principal

**B: Equity and Access (Aligned to Strategic Goals A, B, C, D, E)**

Assure that every student has access to multiple programs, services, activities, and enrichment experiences that supports student learning and enable each individual to achieve his or her fullest intellectual, creative, and social potential.

**Goal 1: RTI or ELL**

**Measurable Goal** (school selects goal/s to be accomplished by June 2018):

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Unified SPSA Goal for Addressing the Achievement Gap:

We will continue the work of our professional learning community of all elementary site leaders to track the reading proficiency of the 2016/17 PAUSD kindergarten cohort over 6 years in order to better understand and reduce differential learning outcomes between SED students and non SED students, as measured by district reading proficiency data from annual fall, winter, and spring assessments.

**Measuring Effectiveness** – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

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We will review the district reading assessment data for this cohort of students, fall, winter and spring along with RTI plans and their impact.

<b>Strategies/Actions</b> to Reach this goal:	<b>Who is responsible</b> for facilitation of this strategy/action item?	<b>Monitoring Implementation</b> What data/evidence will we collect to ensure that this strategy/action is being implemented?
Meeting time will be allocated for the purpose of reviewing target student achievement data in reading across the year	CAO Elementary Ed	Meeting agendas
Data about each school's cohort of students is being assembled and shared among the principals in order to focus the PLC work and generate research questions	Elementary principals,	Data will be collected in shared Google Documents
Collect and analyze district reading assessment data at Fall, Winter, Spring benchmarks Data is being collected and analyzed to gain insight into factors such as attendance, HUR status, EL status, etc, to determine which, if any, relate to student performance patterns in reading	Elementary principals, Research and Assessment staff	Findings will be collected in shared Google Documents
Data is being collected and analyzed from the RTI Monitoring Tool to gain insight into impact of various intervention strategies on student progress for students not meeting benchmarks	Elementary principals, Research and Assessment staff	RTI Monitoring Tool; Findings will be collected in shared Google Documents
Regular progress monitoring through site based processes	Teachers, principals, specialists	Student assessment data Student work samples Assessment notes Grade level and staff meeting notes

**B: Equity and Access (Aligned to Strategic Goals A, B, C, D, E)**

Assure that every student has access to multiple programs, services, activities, and enrichment experiences that supports student learning and enable each individual to achieve his or her fullest intellectual, creative, and social potential.

**Goal 2: Achievement Gap**

**Measurable Goal** (school selects goal/s to be accomplished by June 2018):

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Historically underrepresented and socio-economically disadvantaged student groups in grades 3-5 who scored below level 3 in English Language Arts as evidenced by the 2017 California State Dashboard ELA Student Report, will halve the mean distance to level 3 as evidenced by the 2018 California State Dashboard ELA Student Report.

**Measuring Effectiveness** – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

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Monitor formative and summative reading and writing assessment data, continue to align BAS benchmark practices with TC Units of Study in reading , continue to implement TC Writing Units of Study and

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
Teachers will continue to implement the Teachers College Units of Study in Writing curriculum, while deepening knowledge around the curricula through professional development, grade level, and cross grade level collaboration including sharing of best instructional practices and examination of benchmark writing samples with specific attention to best practices supporting HUR and SED student populations.	Teaching staff with support from specialists, TOSAs, IAs, and the principal	Daily, weekly, monthly classroom schedules Student work samples Observational notes generated by principal Observational notes from staff visitations - DRA/BAS assessment data, exit slips, anecdotal notes, formative assessments RTI meeting notes and data 1:1 conferring notes/data Writing about reading prompts - Anchor charts Word work analysis Observable utilization of Instructional Assistants Regular grade level-specialist team meeting notes/agendas
Explicit teaching of conventions within the writer's workshop model.	Teaching staff	Exit slips Student writing Small group instruction and conferring notes Principal observation, feedback, and co-teaching of Lesson reflection/planning notes
Differentiated writing curriculum with opportunities to write across the curriculum.	Teachers, Ed. Specialist, ELA Instructional Assistants, TOSAs, with support from the principal	Student writing samples Grade level meeting and PLC notes/agendas
Teach leveled word study.	Teaching staff with support from the principal	Weekly word work Spelling and vocabulary assessments
Grade levels to monitor student work and decide as a grade level areas to concentrate on.	Grade level teaching cohort	Analysis of student writing and formative assessment data Grade level planning time
Continue to implement the Teachers College Units of Study in Reading within a reader's workshop model as the primary organizational structure for reading instruction in every K-5 classroom utilizing Instructional Assistants to support small group differentiation in reading.	Teaching staff with support from the specialist team, TOSAs, Instructional Assistants, and the principal	Daily, weekly, monthly classroom schedules Student work samples Observational notes generated by principal Observational notes from staff visitations -BAS assessment data, exit slips, anecdotal notes, formative assessments RTI meeting notes and data 1:1 conferring notes/data Writing about reading prompts - Anchor charts Word work analysis Tier II LLI reading intervention Observable utilization of Instructional Assistants

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
		Regular grade level-specialist team meeting notes/agendas
Each "target student", as determined by the BAS to be below benchmark, will receive daily guided reading instruction.	Teaching staff with support from the specialist team, TOSAs, Instructional Assistants, and the principal	Daily, weekly, monthly classroom schedules Student work samples Implementation of planned RTI and IEP goals Observational notes generated by principal Observational notes from staff visitations Anchor charts Observable utilization of Instructional Assistants
Staff will continue to update classroom leveled libraries and WEB room titles through support from PTA and Site Council and district funding, with a focus on balancing literature selections with high quality, culturally relevant literature. Staff to create guidelines and trusted vendors to assure text quality.	Teaching staff, principal, PTA and Site Council leadership	Purchase of culturally relevant literature titles Additional titles will be available to students for book boxes in grades K-5. Staff will use Fountas and Pinnell book leveling software to level existing books. Individual orders and receipts from staff WEB room orders and receipts
Utilize Reading Specialist/RTI strategies, TOSAs and EL specialists to train/coach teachers to deliver targeted instructional to small groups and individual students as data indicates is necessary.	Teaching staff, Reading Specialist, RTI team, TOSAs, with support from the principal	Teacher collaboration, BAS data, anecdotal notes, formative assessments, writing about reading prompts, meeting notes/data, student observations, short term goals and feedback on those goals. Regular grade level-specialist team meeting notes/agendas
Current best practices in the areas of equity-based instructional practices shall be embedded across professional learning activities.	Teaching staff and principal with support from specialists, TOSAs, and district personnel	Notes from staff meetings Notes from grade level and cross grade level meetings Notes from GLTR/lab days

**C: Wellness and Safety (Aligned to Strategic Goals A, B, C, D, E)**

Provide for the social-emotional needs of students and staff and cultivate positive healthy, identify safe school environments that promote high levels of connection, engagement and overall well-being throughout the school community.

**Goal 1: SEL**

**Measurable Goal** (school selects goal/s to be accomplished by June 2018):

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Establish a baseline to determine if 75% of Hoover students are making safe, respectful, responsible choices, and are recognizing that other students making safe, respectful, responsible choices at school, as evidenced by a revised Site Council survey given in the spring and fall of 2018.

**Measuring Effectiveness** – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

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A revised beginning-of-year and end-of-year school climate survey will be administered to students in grades 3-5.

<b>Strategies/Actions</b> to Reach this goal:	<b>Who is responsible</b> for facilitation of this strategy/action item?	<b>Monitoring Implementation</b> What data/evidence will we collect to ensure that this strategy/action is being implemented?
Students in grades 3-5 will take the current school survey in September and will take a revised survey in May.	Teaching staff/students	Data from Hoover and CHKS surveys
Continue the Social Thinking curriculum in grades K-3 with Sally Peck	Sally Peck, teachers, principal	Social Thinking posters, books, and curriculum in classrooms Use of language by students and teachers Number of behavior referrals Number of playground conflicts
Train noon supervision volunteers and classified staff to work effectively with students on the playground using RC approach	Noon supervision coordinator, noon supervision volunteers, classified staff, principal	Observation of noon supervision volunteers/classified staff using language and strategies with consistency Training materials Meeting notes The RC book, The Power of Our Words, given to and read by each staff member
Continue to provide diverse leadership and community building activities for students that promote diversity and kindness	Hoover staff, parent volunteers, students, principal	Student council notes and activities Green Team notes and activities Ball room monitors Safety patrol Observation of student-created clubs Observation of parent-led noon activities Observation of ABC reading lessons in classrooms ABC lessons School wide lunches Unity Day/Inclusion week activities Principal to read books in classrooms Culturally diverse literature in classrooms Classroom activities that promote diversity and kindness
Continue to discuss/practice strategies for conflict resolution, enabling students to become upstanders in order to resolve issues with more independence. Continue use of Accountable Talk and turn and talk/think, pair, share strategies in the classroom.	Hoover staff, principal	I-message posters in classrooms and around the campus Use of sentence stems in classrooms Interactive modeling of expected behaviors Teacher talk and modeling of accountable talk Students effective use of strategies as observed by teachers and the principal
Introduce Acknowledge Alliance Project Resilience curriculum to students in grades 3-5	Acknowledge Alliance counselors with support from classroom teachers and principal	Project Resilience lesson plans and timeline Schedule of classroom visits Teacher and principal meeting notes Student journals Student use of language and strategies/tolos taught



<b>Strategies/Actions</b> to Reach this goal:	<b>Who is responsible</b> for facilitation of this strategy/action item?	<b>Monitoring Implementation</b> What data/evidence will we collect to ensure that this strategy/action is being implemented?
School-wide implementation of the Responsive Classroom Approach to Learning (RC)	All Hoover staff	Consistent use of strategies by all staff Students applying strategies Number of behavior referrals Teacher observation of students in the classroom Observation of student behavior in class, during assemblies, specials, and at recess Teacher implementation of morning meeting, quiet time, and additional RC strategies RC bottom lines agreed upon by staff
Continue to implement and refine the use of school-wide language and expectations related to safe, respectful, responsible behavior in class and around campus	Teaching staff, students, principal, ABC volunteers, noon supervision staff and volunteers	Use of language by staff, parent volunteers, and students Student display of understanding around what the expectations look, feel, and sound like Posters in classrooms and around campus illustrating what the expectations mean at each grade level
Review agreed upon logical, tiered consequences with staff. Share information with all stakeholders and implement rules and consequences with fidelity as an entire staff responsible for all students.	Staff, principal	Consistent use of reminding, redirecting, and reinforcing language around rules by staff Consistent, appropriate, logical consequences given to support behavior changes Use of rules and consequences in the classroom and at recess times Number of behavior referrals Posters up each classroom and around the campus Trained parent volunteers on the playground utilizing language supports
Implement yoga program for all K-5 students that embed SEL skills, such as building empathy, problem-solving, growth mindset, building resilience/stamina.	Patricia Leitch, certified yoga instructor with support from Hoover staff and principal	Observation of student engagement/participation from teachers and principal Evidence of strategies being used by students Increased student mindfulness, flexibility, use of yoga poses/strategies

**School Site Council Membership  
Herbert Hoover Elementary School**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kathryn Bimpson	[X]	[ ]	[ ]	[ ]	[ ]
Jonathan Sheena, Co-chair	[ ]			X	
Celeste Deggeller, Co-chair	[ ]	X			
Davy Lee	[ ]			X	
Kristin Howell	[ ]		X		
Melinda Lum	[ ]			X	
Muthu Krishnan	[ ]			X	
Rachel Milliken-Weitzman	[ ]		X		
Melinda Lum	[ ]				
<b>Numbers of members of each category</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>4</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Recommendations and Assurances  
Herbert Hoover Elementary School**

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
  - School Advisory Committee for State Compensatory Education Programs
  
  - X English Learner Advisory Committee
  
  - X Community Advisory Committee for Special Education Programs
  
  - Gifted and Talented Education Program Advisory Committee
  
  - X Other committees established by the school or district (list):  
Site Council Committees: Technology Committee, School Climate committee
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Kathryn Bimpson

Typed Name of School Principal

Signature of School Principal

Date

Jonathan Sheena

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Celeste Deggeller

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

**Title I Budget**  
**SPSA Budget: Herbert Hoover Elementary School**

	<b>Expense Accounts</b>	<b>Instructional Services/ Programs</b>	<b>Release Time/ Staff Development</b>	<b>Instructional Assistants/ Aides/Tutors</b>	<b>Supplies/Materials and Equipment</b>	<b>Centralized Services</b>	<b>EXPENSE TOTAL</b>
1000	Certificated Salaries		9,000				9,000
2000	Classified Salaries						
3000	Employee Benefits		200				200
4000	Supplies				5,375		5,375
5000	Contracted Services						
6000	Capital Outlay						
7000	Indirect Costs						
	<b>Total</b>		9,200		5,375		14,575