

Board Office Use: Legislative File Info.	
File ID Number	22-1709
Introduction Date	8/24/22
Enactment Number	22-1481
Enactment Date	8-24-2022 CJH



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Hoover Elementary School

Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Hoover Elementary School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Hoover Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School: Hoover Elementary School
CDS Code: 1612596057046
Principal: Lissette Averhoff
Date of this revision: 4/13/20

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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

Contact: Lissette Averhoff
Address: 890 Brockhurst Street
Oakland, CA 94608

Position: Principal
Telephone: 510-879-1700
Email: lissette.averhoff@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/13/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Hoover Elementary School

Site Number: 170

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input checked="" type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: April 13, 2022

6. The public was alerted about the meeting(s) through one of the following:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|--|--|

Signatures:

Lissette Averhoff
Principal


Signature

5/11/22
Date

La'Angelugie Farris
SSC Chairperson


Signature

5/11/22
Date

Monica Thomas
Network Superintendent


Signature

5.11.2022
Date

Lisa Spielman
Director, Strategic Resource Planning


Signature

5/22/2024
Date

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Hoover Elementary School

Site Number: 170

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/5/2022	SSC	Reviewed current year's data & budget priorities for 2022-23.
1/10/2022	Faculty	Reviewed 2022-23 SPSA priorities and actions. Gave feedback on current year and ideas for next year.
1/11/2022	Leadership Team	Reviewed last year's SPSA. Discussed how things were going and ideas for next year.
2/1/2022	Leadership Team	Reviewed current year's data and programming, looked over faculty feedback. Added to strategies and actions for 2022- 23.
2/2/2022	SELLS	Reviewed data for current year, gave feedback on current priorities and actions, gave ideas for next year's ELD strategies and actions.
2/9/2022	SSC	Reviewed 2022-23 SPSA priorities and actions
2/15/2022	ILT	Reviewed resources and made decisions on conditions for black students section
2/14/2022	Faculty	Listed things to start, stop and continue for next year based on this years SPSA
2/22/2022	ILT	Reviewed staff list and wrote into plan
3/2/2022	SELLS	Got feedback on draft of conditions for ELs and the crosswalk
3/9/2022	SSC	Got feedback on site plan draft

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$102,090.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$698,221.35

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$93,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$15,840.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,490.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$197,035.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$6,225.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$180,112.58	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$102,090.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$596,131.35	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$698,221.35
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Hoover Elementary School

School ID: 170

School Description

Hoover Elementary is a STEAM academy located in West Oakland. Our scholars receive rigorous academics through personalized learning practices and integrated curriculum (Art and Science). Our teachers support students through PBIS and culturally relevant teaching practices. Students have structured time outside and in our beautiful garden.

School Mission and Vision

Hoover Vision: Hoover STEAM Academy is a 21st century K-5 school that develops independent thinkers and lifelong learners who have the skills and mindset to graduate from college and make a positive impact on their community.

Hoover Mission: We will...

1. Foster strong relationships between families and teachers to instill agency and the Hoover values in our students.
2. Prepare students and families for 21st century college and career readiness.
3. Promote healthy lifestyles through nutrition and garden education.

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	35%	<i>not available until Fall 2022</i>	75%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	9%	<i>not available until Fall 2022</i>	75%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	12%	<i>not available until Fall 2022</i>	75%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-85	n/a	<i>not available until Fall 2022</i>	-60

i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	11%	<i>not available until Fall 2022</i>	35%
Mathematics/Science Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-92.7	n/a	<i>not available until Fall 2022</i>	-75
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	30%
CAST (Science) at or above Standard	All Students	13%	n/a	<i>not available until Fall 2022</i>	30%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-159.1	n/a	<i>not available until Fall 2022</i>	-120.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-119.7	n/a	<i>not available until Fall 2022</i>	-100.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0%	<i>not available until Fall 2022</i>	20%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-158.3	n/a	<i>not available until Fall 2022</i>	-120.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-95.2	n/a	<i>not available until Fall 2022</i>	-80.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	5%	0%	<i>not available until Fall 2022</i>	15%
LTEL Reclassification	Long-Term English Learners	0%	0%	<i>not available until Fall 2022</i>	10%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	74%	72%	<i>not available until Fall 2022</i>	75%
Out-of-School Suspensions	All Students	2%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	African American Students	4%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	Special Education Students	5%	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	All Students	15%	26%	<i>not available until Fall 2022</i>	15%
Chronic Absenteeism	African American Students	24%	46%	<i>not available until Fall 2022</i>	20%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	Students making gains on iReady.	Uninterrupted grade level instruction with SIPPS school-wide.
<i>LCAP Goal 2: Focal Student Supports</i>	COST running well. Small groups running	Differentiated team members roles, consistent facilitation and follow through. PD, PLC & observation with feedback structure to support.
<i>LCAP Goal 3: Student/Family Supports</i>	Consistent meetings and supports every month.	Communication and follow through from staff-CSM and family liaison. Use of parent volunteers.

<i>LCAP Goal 4: Staff Supports</i>	PD, PLC is highly rated by teachers.	Clear goals, use of time, responsiveness to weekly feedback.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	Many students below grade level. No Growth in Math.	Absences, use of extra tutoring not consistent. Have been focused on ELA; no PL cycle in math this year.
<i>LCAP Goal 2: Focal Student Supports</i>	No growth in reclassifications.	Designated and integrated ELD not consistent and not supported by PL cycle.
<i>LCAP Goal 3: Student/Family Supports</i>	Students still struggling with attendance and engagement.	Struggling to connect families to resources. Have not been able to get at root cause. COVID absences.
<i>LCAP Goal 4: Staff Supports</i>	Not enough time for competing priorities.	Difficulty on building year to year with curriculum changes and staff changes.

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

At Hoover, our free/ reduced lunch percentages are very high and a majority of our parents' education is at a high school level or less; it means that we do not have as much PTA support or extra funding power or academic support at home as other schools in Oakland. We also have a high percentage of kindergarteners who have not had any access to early childhood learning experiences and begin kindergarten way behind other peers in Oakland. As the neighborhood has changed, our concentration funding has decreased, even though our school demographics have not changed. As a school, we need to be able to better train families with how to support academics at home. We need to have a lot more differentiated instruction and extra adults who can pull small groups.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Hoover Elementary School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Student supports, staff supports, early reading and tier 1 ELA strategies have been consistent to the plan this year. ELD and Math have not been a focus as of yet, we had to pivot our SPSA plan due to adding more time on supporting students and families. We added a TSA after SPSA planning which has helped support more teachers and gave more time than initially planned for.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Strategies for student support and for reading have made an impact on our goals. We have had less student referrals to the office and seem to be making progress on our reading scores.

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be adding more supports towards Math and ELD next year as this is an area we were unable to target as well as we wanted to this year and is an area of need.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
STIP Sub: Position to support intervention and ELD.	i-Ready Reading at or above Mid-Grade	Pull small groups based on data/need in the area of reading and language.	Reading support is working because teachers are also able to pull small groups at the same time, meaning that more students are getting targeted reading instruction. ELD support is not as strong because there is not enough overall programming to see an impact.	Keep STIP 1.0 FTE
Books other than text: purchase books to supplement curriculum and support differentiation.	i-Ready Reading at or above Mid-Grade	Supplements books that students can read in class and at home in alignment with the curriculum and topics in class. Adds more culturally relevant text in the classroom for read-alouds and for students to read.	Supplemental books support students to enjoy reading, to build background knowledge and vocabulary.	Will decrease amount for next year.

Extended Contracts: Money for hours of extra work teachers do such as tutoring and leading the work on school-wide initiatives.	College/Career Readiness	Teachers are able to lead activities that supplement and add to our regularly programing such as tutoring, family workshops and STEM/ Reading nights.	The extra tutoring and other activities outside of the regular school day give students access to extra learning and extending their learning beyond the classroom. It allows for families to learn with students and for families to be engaged in student learning.	Will continue this priority but will move it out of title 1 and use supplemental dollars.
Supplies: Materials for parents to be able to use during workshops that provide parents with strategies and skills to support kids at home.	College/Career Readiness	Materials for workshops are essential in giving families the tools to use what they learn at the workshop at home with their students.	Workshops are essential in helping families learn with their students and understand the concepts being taught at school. Families are able to implement strategies at home and build on what is happening at school.	Will keep the same.
Stipends for Workshops: Money to pay workshop facilitators- parent workshops that give parents skills and strategies to use at home to support student growth in reading and math.	College/Career Readiness	Teachers get paid to lead workshops, giving parents the experience of being in the classroom and learning strategies to support kids at home.	The best people to teach parents what students are learning are the classroom teachers who teach the students. Parents get to experience key strategies and learning that their students are getting and are able to ask questions and engage with the materials.	Will continue to invest in teachers leading academic workshops for families.
refreshments for workshops: refreshments for family workshops so that parents can attend without the stress of preparing food.	Student Connectedness to School	Provide food at workshops for families so that they can focus. Students get to eat with families and the workshop leads.	Having food takes a barrier away for families to be able to attend and gives students an added connection to school with their families.	Will continue to invest in food at workshops.
Mental Health Services	Chronic Absenteeism	Provide counseling services for students at school. Provide PD for teachers on meeting SEL needs of students.	Students are reporting that they are feeling more connected to school and have skills and strategies to deal with things that are difficult for them.	Will continue to invest next year from title 1.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Hoover Elementary School

School ID: 170

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority:	Connectedness & Attendance (GOAL: All students build relationships with adults and each other at Hoover so that they can feel connected and engaged as shown by higher connectedness rate on the CHKS survey and a decrease in chronic absences.)				
School Theory of Change:	If: -parents are communicated with regularly about academics, attendance and school goals -practices are put in place to support families with attendance -school climate promotes strong relationships, safety, joy and an equitable learning environment -staff and teachers monitor school goals and look at data regularly in alignment with the goals -good and perfect attendance is celebrated and rewarded -PBIS practices and COST systems are strong -the school leverages community partnerships to support meeting school goals Then: -Students will come to school every day on time -Students will be safe and joyful at school -good attendance rates will be high -absence rates will be low -students will be engaged in school & activities in class -URFs will decrease -academics will improve.				
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

1-1	Teachers will implement Positive Behavior Interventions and Supports, using Caring Schools Community, RJ and Toolbox as a resource and partnering with HERO mentor for safe recess and conflict resolution.	PD to understand PBIS and to support planning and implementation of systems. Observation and feedback focused on the classroom environment and systems.	PD agendas, PBIS walkthrough data, yard data, student surveys on school climate		tier 1
1-2	Have a robust COST team and process for supporting students. COST consultancy for teachers. Make sure mental health providers (EBAC and Axis Mundi) are available for students and participate on COST.	Schedule COST with key stakeholders for weekly meetings, connected to SSTs. Ensure a COST member observes classroom before and during intervention to support teacher.	COST agendas, SSTs, student surveys on school climate	Students still struggling with attendance and engagement.	tier 2
1-3	Partner with families through parent affinity groups, SELLS, SSC and workshops to keep families informed about school-wide practices and data.	CSM to meet at least twice a month with attendance team and family engagement team.	Meeting agendas, family surveys		tier 1
1-4	School- wide celebrations such as fun day Friday, awards assemblies, core value raffles, dance parties, student of the month & popcorn attendance parties, extended recess and monthly Garden Work Days with families.	Team meetings to look at data and implement tier 1 and tier 2 supports for school- wide PBIS and support.	Meeting agendas, Attendance data, student school climate surveys		tier 1
1-5	Support Kinder readiness by partnering with Harriet Tubman and other district opportunities.	Meet with Kinder readiness lead regularly to plan events and outreach for preschool students. Support and attend events.	meeting agendas, partner feedback, kinder enrollment and attendance		tier 1
1-6	Integrate arts & making into core curriculum.	Partner with AHC to plan units and integrate arts into lessons.	Lesson plans, meeting agendas, student surveys, walkthrough data		tier 1

1-7	Collaborate with After School program partners to ensure students have support outside of class to meet grade level standards.	CSM, Family Liaison, ASP coordinator, asp liaison and principal will collaborate with program leads. Enrichment and tutoring to happen during program or alongside program for students who do not attend ASP.	meeting agendas, Walkthrough data, student academic data and growth goals		tier 2
1-8	Leadership opportunities for students- school council and Hero leaders.	SCT lead the school council and Hero teacher lead the student leaders.	yard observation data, student surveys		tier 2

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority:	Math & Science (Goal: 75% of students will show mastery of Math standards on end of module assessments and FOSS MAP.)				
School Theory of Change:	<p>If:</p> <ul style="list-style-type: none"> -K-5 students receive standards- based Math & Science instruction and work towards meeting their goals, -Math& Science teachers work together in PLCs and receive coaching on data driven instruction with strategic observation and feedback, -K-5 teachers use online programs to differentiate instruction, -students in grades K-5 are expected to use grade level reading and writing skills throughout Math & NGSS units, with appropriate scaffolds and supports, <p>Then:</p> <ul style="list-style-type: none"> -student math achievement will increase and scores on end of module assessments and SBAC will show significant improvement -students will be highly engaged and have a higher rate of mastery of grade level math and science standards on formative assessments. 				
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

2-1	Teach using district- adopted curriculum with careful planning.	Create time and support for PLCs, observation and feedback. Support with training on curriculum.	PLC agendas, walk through data, PD agendas		Tier 1
2-2	All teachers will implement common core Science (FOSS) curriculum using content language objectives and GLAD strategies. Importance of language development and supports for ELs in all areas of the day.	Create time and support for PLCs, observation and feedback, walkthroughs.	PLC agendas, walk through data, PD agendas		Tier 1
2-3	PLCs, analyzing data and student work, planning grade level work in Math and Science.	Support PLCs by scheduling, planning and observing and giving feedback.	PLC agendas, walk through data		Tier 1
2-4	Use online programs and other text to support differentiation for students.	Make sure tech is available in all classrooms, observation and feedback, PD and PLCs to support differentiation.	walkthrough data, teacher surveys	Many students below grade level. No Growth in Math.	Tier 2
2-5	Teachers facilitate workshops for parents on math standards and strategies to support students at home/ partner with the school.	Support with planning, space, translation, outreach and materials for workshops.	agendas, workshop feedback		Tier 1
2-6	Families will have access to resources to support students at home through a lending library.	Family liaison will manage what we will call an instructional lending library for families.	family surveys		Tier 2
2-7	Collaborate with After School program partners to ensure students have support outside of class to meet grade level standards.	CSM, Family Liaison, ASP coordinator, asp liaison and principal will collaborate with program leads. Enrichment and tutoring to happen during program or alongside program for students who do not attend ASP.	Meeting agendas, Walkthrough data, student academic data and growth goals		Tier 2

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority:	Literacy GOAL: By May 2023, 35% of 3rd through 5th grade students will meet or exceed standards on the ELA SBAC & 80% of students will meet SIPPS goals & 90% of students will meet or exceed growth goals on iReady reading diagnostic.				
School Theory of Change:	If ELA teachers: -Set accelerated growth goals for all students -Implement standards- based curriculum (EL) with blocks of time for differentiation -Work together in PLCs and receive coaching on data driven instruction with strategic observation and feedback -Plan using a clear content language objective and an exemplar -Monitor student progress and adjust instruction to meet student needs (DDI) -Use support staff to pull small groups and support with targeted intervention (SIPPS) Then: -student achievement will dramatically increase and scores on iReady and SBAC will show significant improvement -students will be highly engaged and have a higher rate of mastery of grade level literacy standards daily and throughout the school year on formative assessments				
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Implementing EL Ed, standards based curriculum	Get and organize materials, observation and feedback, PD on curriculum, ILT to plan for and monitor PLCs	ilt agendas, pd agendas, walkthrough data.		Tier 1
3-2	Using assessments to drive instruction and support students to get practice	Give time for PLCs to plan and analyze at data. Hold data conference.	PLC agendas, data conference agendas, teacher data trackers		Tier 1
3-3	Monitor progress and adjust instruction based on formative assessment in PLCs and in data conferences	Meet with teachers through PLCs and coaching, give feedback. Data conferences with teachers.	PLC agendas, data conference agendas, teacher data trackers, walkthrough data		Tier 1

3-4	Small group instructional groups for reading & phonics (SIPPS) using support staff such as tutors and STIP	Train support teachers on curriculum. Support with grouping students for intervention. Observation and feedback.	PLC agendas, data conference agendas, teacher data trackers, walkthrough data	Many students below grade level. No Growth in Math.	Tier 2
3-5	Use online programs to support differentiation for students.	Make sure tech is available in all classrooms, support with online programs, observation and feedback, PD and PLCs to support differentiation, data conferences.	PLC agendas, data conference agendas, teacher data trackers, walkthrough data		Tier 2
3-6	Align practices in classrooms k-5.	k-5 walkthroughs regularly, support teachers with peer observations (STIP Coverage), PD/ PLC time to analyze data k-5.	PD/ PLC agendas, peer observation notes, teacher data trackers		Tier 1
3-7	Instill a love of reading into students lives, through high interest books and book clubs during the day when possible or after school (in program and alongside program).	Plan literacy nights, buy high interest books, pay library tech to run book clubs after school.	Observation, feedback from parents and students, survey data		Tier 1

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

School Priority:	All teachers feel prepared and supported to deliver standards- based instruction that is aligned K-5 and that supports students to be safe, build relationships and meet their academic and social-emotional goals.
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School Theory of Change:		<p>If:</p> <ul style="list-style-type: none"> -Teachers leverage PLC time to monitor towards school goals (DDI) -Teachers use standards- aligned curriculum as a resource -Teachers implement trauma- informed teaching practices and PBIS -Leadership provides support and space for lesson planning, PLC and teacher leadership opportunities -Leadership provides support with agendas, professional development, 1:1 coaching and feedback -Leadership provides tier 1 coaching support and tier 2 & 3 systems -Leadership communicates regularly and responds to feedback in a timely manner <p>Then:</p> <ul style="list-style-type: none"> -Teachers will feel supported and will meet their individual and school goals -Students will feel safe, motivated and supported -Students will come to school each day, will be motivated to learn and will meet individual, class and school goals -Parents will feel satisfied with their children's experience at school and feel connected to the school 			
Related Goal(s):		Our staff are high quality, stable, and reflective of Oakland's rich diversity.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Standards- aligned instruction that is K-5 aligned and uses curriculum as a resource	PD supporting planning, standards unpacking, curriculum practice and alignment of strategies and practices K-5. ILT peer observations, weekly walkthroughs with coach, regular feedback and observation.	ILT agendas, walkthrough data, lesson plan documents		Tier 1
4-2	Teachers leverage PLC time to monitor towards school goals.	Create time and space for PLCs to meet, give feedback and guidance on agendas and meetings. Observe meetings. ILT regularly monitor data.	PLC agendas, data trackers, ILT meeting agendas		Tier 1

4-3	Teacher leadership team members (ILT, SCT, COST lead, FC lead, hiring committee) have regular opportunities to give suggestions and feedback	ILT meetings, retreats and training for teacher leaders, support with creating agendas, observation and feedback in meetings, 1:1 coaching ; weekly newsletters; weekly feedback forms with response at the next PD	ILT agendas, pd agendas, newsletters, coaching logs, feedback forms		Tier 1
4-4	Opportunities for teachers to lead site-based PD and to attend outside PD (district or other)	Providing time and funds to be able to attend professional learning outside of Hoover-led ones.	PD agendas		Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	All students and families feel welcome and empowered in their education and decisions that impact student safety, health, learning and engagement while at Hoover and beyond.
School Theory of Change:	<p>If:</p> <ul style="list-style-type: none"> -staff get training on culturally relevant pedagogy and reflect on their practices in relation to our Black students and families -families and staff leverage community partnerships to build community and capacity of the school to serve Black students -the school actively works with Leadership for Liberation and other organizations to create an anti-racist school community culture and practices -staff use disaggregate data to drive all decisions <p>Then:</p> <ul style="list-style-type: none"> -Black students will feel affirmed and understood at Hoover -Black students and families will attend school events and will be engaged in school related activities and classes -Black students and families can successfully and appropriately advocate for themselves and negotiate power in relationships. -Black students and families will engage in school improvement and decision-making efforts and will have a voice in school decisions -Attendance will increased for our Black students. -URFs, attendance and discipline measures will decrease for our Black students
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Develop partnerships with Black students and families using strategies such as home visits, restorative circles, and community meetings. Partner with community organizations to leverage and build relationships with Black families. Create a welcoming environment for Black families and students.	Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities. Make sure to include visuals and spaces that feel welcoming, with representation of Black culture.	home visit logs, RJ lesson plans, meeting agendas, feedback forms, student and family surveys		Tier 1
5-2	Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	Provide foundational PD and spaces for ongoing professional learning on asset-based practices, including spaces for cross-group and affinity group dialogue. Work with leadership for liberation to create anti-racist conditions and supports as a school.	Walkthrough tool for engagement in class for black, surveys, measuring engagement among Black students in class, and equitable management from teachers and staff		Tier 1
5-3	In PLCs and PDs, grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students.	Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities. Disrupt deficit thinking in all meetings and spaces (name when we're in discourse 1).	PD and PLC agendas, norms checks		Tier 1

5-4	Teachers will evaluate their internal biases and any personal or school-wide contributions to disproportionality in for Black students in our classrooms. Teachers will consistently implement culturally relevant teaching practices.	Support with PD on culturally relevant practices. PLCs/ Staff meeting times to reflect on biases and how it impacts student engagement .	PD and PLC agendas, norms checks, reflection notes, planning documents		Tier 1
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (elementary instructions & resources)

School Priority:	EL Students (Goal: All EL Students will receive 30 minutes daily of designated and integrated ELD.)				
School Theory of Change:	If teachers: -consistently implement designated ELD -implement daily integrated ELD strategies during ELA, Math and Science instruction -Plan using a Language Objective and a clear exemplar -Monitor towards the CLO/ Exemplar, Then a higher percentage of ELs will reclassify and our EPI score will go from 63% to 68%.				
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Designated ELD during ELA block through language dives, sentence patterning charts and explicit language practice.	Support teachers through PD and PLCs. Observation and feedback. Strategic coaching for teachers.	PD/ PLC agendas, walkthrough data, coaching logs		Tier 1

6-2	Integrated ELD in ELA, Math, Science (GLAD & Language objectives & Exemplars with formative assessment practices)	Support teachers through PD and PLCs to use GLAD strategies, write CLOs for lessons and implement scaffolds for ELs. ILT to review data and support with PD, PLCs. Observation and feedback. Strategic coaching for teachers.	PD agendas, ILT agendas, coaching logs, lesson plans		Tier 1
6-3	Designated ELD for newcomers, pull out using Systematic ELD.	Support teacher running groups to have curriculum, group students and plan for ELD. Observation and feedback.	Lesson plans, walkthrough data, observation feedback	No growth in reclassifications.	Tier 2
6-4	Work in PLCs on ELD throughout the curriculum. Write a Language Objectives and monitor towards it. Use EL Ed language dives regularly in class.	Support teachers through PD, coaching and observation feedback.	Lesson plans, walkthrough data, observation feedback, coaching logs		Tier 1

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 170

School: Hoover Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After School Program Contract	\$131,144	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Support teachers through PD, coaching and observation feedback.	170-1
10-Month Teacher on Special Assignment (TSA)	\$143,177	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	8716	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Small group instructional groups for reading & phonics (SIPPS) using support staff such as tutors and STIP	170-2
11-Month Teacher on Special Assignment (TSA)	\$118,313	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	7227	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Use online programs and other text to support differentiation for students.	170-3
Academic Mentor	\$16,500	LCFF Supplemental	2928	Other Classified Salaries: Hourly		Other Classified Salaries: Hourly		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	ILT meetings, retreats and training for teacher leaders, support with creating agendas, observation and feedback in meetings, 1:1 coaching ; weekly newsletters; weekly feedback forms with response at the next PD	170-4
Attendance Specialist	\$40,305	LCFF Supplemental	2205	Classified Support Salaries	1358	Attendance Specialist	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Support teachers through PD, coaching and observation feedback.	170-5
Books other than text	\$8,000	Early Literacy Support Block (ELSB) Grant	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Have a robust COST team and process for supporting students. COST consultancy for teachers. Make sure mental health providers (EBAC and Axis Mundi) are available for students and participate on COST.	170-6
Books other than text	\$4,635	Title I: Basic	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teach using district- adopted curriculum with careful planning.	170-7
Classified OT	\$5,000	General Purpose Discretionary	2925	Other Classified Salaries: Overtime		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Families will have access to resources to support students at home through a lending library.	170-8

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 170

School: Hoover Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Classified Supervisor's and Administrator's Salaries	\$113,516	One-Time COVID Funding	2305	Classified Supervisors' and Administrators' Salaries	8715	n/a	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	School-wide celebrations such as fun day Friday, awards assemblies, core value raffles, dance parties, student of the month & popcorn attendance parties, extended recess and monthly Garden Work Days with families.	170-9
Classified support salaries	\$24,879	LCFF Supplemental	2205	Classified Support Salaries	4161	Community Relations Assistant II Bilingual	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Teachers will implement Positive Behavior Interventions and Supports, using Caring Schools Community, RJ and Toolbox as a resource and partnering with HERO mentor for safe recess and conflict resolution.	170-10
Copier Maintenance	\$1,500	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	CSM to meet at least twice a month with attendance team and family engagement team.	170-11
Duplication	\$200	General Purpose Discretionary	5716	Duplication Service		n/a		Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Using assessments to drive instruction and support students to get practice	170-12
Extended Contract for Workshops	\$1,750	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Partner with families through parent affinity groups, SELLS, SSC and workshops to keep families informed about school-wide practices and data.	170-13
Extended Contracts	\$20,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	ILT meetings, retreats and training for teacher leaders, support with creating agendas, observation and feedback in meetings, 1:1 coaching ; weekly newsletters; weekly feedback forms with response at the next PD	170-14
HERO Program	\$38,000	LCFF Supplemental	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will implement Positive Behavior Interventions and Supports, using Caring Schools Community, RJ and Toolbox as a resource and partnering with HERO mentor for safe recess and conflict resolution.	170-15

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 170

School: Hoover Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Library Books	\$15,000	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	k-5 walkthroughs regularly, support teachers with peer observations (STIP Coverage), PD/ PLC time to analyze data k-5.	170-16
Library Supplies	\$22,698	Measure G: Library	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Integrate arts & making into core curriculum.	170-17
Library Technician	\$29,302	Measure G: Library	2205	Classified Support Salaries	8552	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Small group instructional groups for reading & phonics (SIPPS) using support staff such as tutors and STIP	170-18
Mental Health Contract	\$12,500	Title I: Basic	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Standards- aligned instruction that is K-5 aligned and uses curriculum as a resource	170-19
OT for librarian	\$5,000	Measure G: Library	2925	Other Classified Salaries: Overtime		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Small group instructional groups for reading & phonics (SIPPS) using support staff such as tutors and STIP	170-20
Prep/Enrichment Teacher	\$0	LCFF Supplemental	1105	Certificated Teachers' Salaries	3504	Teacher Education Enhancement	0.45	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Families will have access to resources to support students at home through a lending library.	170-21
Refreshments	\$470	Title I: Parent Participation	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Small group instructional groups for reading & phonics (SIPPS) using support staff such as tutors and STIP	170-22
site licenses	\$6,225	Title IV: Student Support & Academic Enrichment	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Use online programs and other text to support differentiation for students.	170-23

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 170

School: Hoover Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Stipends	\$30,000	Early Literacy Support Block (ELSB) Grant	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC ELA Distance from Standard Met	Small group instructional groups for reading & phonics (SIPPS) using support staff such as tutors and STIP	170-24
subs	\$5,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC Math Distance from Standard Met	Align practices in classrooms k-5.	170-25
Substitute Teacher Incentive Plan (STIP) Teacher	\$76,240	Title I: Basic	1105	Certificated Teachers' Salaries	6884	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Have a robust COST team and process for supporting students. COST consultancy for teachers. Make sure mental health providers (EBAC and Axis Mundi) are available for students and participate on COST.	170-26
Supplies	\$23,799	Early Literacy Support Block (ELSB) Grant	4304	Classroom Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers facilitate workshops for parents on math standards and strategies to support students at home/ partner with the school.	170-27
Supplies	\$9,140	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers facilitate workshops for parents on math standards and strategies to support students at home/ partner with the school.	170-28
supplies	\$18,747	LCFF Supplemental	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Partner with families through parent affinity groups, SELLS, SSC and workshops to keep families informed about school-wide practices and data.	170-29
Supplies	\$270	Title I: Parent Participation	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Partner with families through parent affinity groups, SELLS, SSC and workshops to keep families informed about school-wide practices and data.	170-30
After School Program Contract	\$55,205	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	After School Programming	170-31



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Hoover Elementary School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Assisting Title 1 parents in understanding academic content standards, assessments and how to monitor and improve the achievement of their children
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and the Oakland Unified School District's academic assessments including alternative assessments
 - Academic proficiency levels students are expected to achieve
 - How to monitor their child's progress through Coffee with the Principal, Back to School Night, Parent/Teacher Conferences, SSTs and School Site Council Meetings
- Provides materials and trainings to help Title 1 program parents work with their children to improve their children's academic achievement. This happens at individual parent conferences, parent workshops and through monthly newsletters.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Educating staff with the assistance of Title 1 parents on the value of parent contributions and how to work with parents as equal partners. This is a professional development topic for staff during our back to school retreat and twice during the year.
- Holding events during the year for staff and parents to interact such as our monthly African American Parent Council, two math workshops and two reading workshops.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Distributes to Title 1 program parents in a timely way, program information related to school and parent programs, meetings and other activities in a form and language that the parents understand. Monthly parent newsletter translated into spanish, Back to school night and annual Title 1 meeting.

The school communicates to families about the school's Title I, Part A programs by:

- Monthly parent newsletter translated into spanish
- Annual Title 1 meeting
- Monthly SSC meetings

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Provides parents of Title 1 students with an explanation of the curriculum, assessments and proficiency levels
 - ◆ At annual Title 1 meeting and back to school night
 - ◆ At report card conferences twice a year
 - ◆ At math and reading workshops twice a year
 - ◆ At monthly School Site Council (SSC), Site English Language Learner Subcommittee (SELLS) and African American Parent Council (AAPC) meetings

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Distributing community handbook at the beginning of the year
- Posting information in multiple languages at the entrance of the school
- Distributing a translated newsletter monthly
- Robocalls and texts in English and Spanish sent out before the event
- Stickers and invitations sent home with students

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Providing parents of Title 1 students with opportunities to participate in regular meetings to make decisions relating to the education of their children through the report card conferences, SSC meetings, SELLS and AAPC
- Engaging parents in meaningful interactions with the school by supporting partnership among staff, parents and the community to improve student academic achievement.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Hosting Family Reading and STEM nights
- Facilitating Math and Reading workshops for families twice a year
- Sending homework either daily or weekly basis
- FastTalk weekly parent tips (K-2)
- K-1 story cycles books sent home

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Getting input at the annual Title 1 meeting as well as monthly SSC, SELLS and AAPC meetings

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Hosting meetings at times most convenient to families and having multiple opportunities/ times for meetings

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Reviewing documents in SSC meetings, translating and giving hard copies to families and leaving documents available for families in the office for at least a week before making final decisions

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Providing all school communication including school reports, school newsletters and flyers in multiple languages

The school provides support for parent and family engagement activities requested by parents by:

- Working with family liaison and School Culture Team to put ideas into action

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Having a space and a time for family liaison and school counselor to meet with families and provide information and support

Adoption

This policy was adopted by the Hoover Elementary School School Site Council on September 9, 2020 and will be in effect for the period of August 9, 2021 through May 30, 2020.

The school will distribute this policy to all parents before October 9th, 2021.

Lissette Averhoff_____

Name of Principal

Signature of Principal

9/1/2021_____

Date

Please attach the [School-Parent Compact](#) to this document.



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

School-Parent Compact Hoover Elementary School 2021-2022

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2021-22 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Using district- adopted curriculum in all core subjects
 - Supplementing with online programs and small group instruction
 - Weekly walkthroughs to observe instruction
 - During professional development and professional learning communities throughout the school year
 - 1:1 coaching for individual teachers
 - Through Instructional Leadership Team meetings

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - During report card conferences in November

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - During data nights and report card conferences twice a year
 - At School Site Council, Site English Language Learner Subcommittee and African American Parent Council each month
 - At family math and reading workshops twice a year

- 4) Provide parents reasonable access to staff.**
 - Fifteen minutes before and after school each day
 - By appointment & at conferences and family workshops

- 5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
 - For the first 30 minutes of the day
 - Drop in for 30 minutes at time
 - Through official volunteering opportunities with family liaison

- 6) **Provide parents with materials and training to help them improve the academic achievement of their children.**
 - During data nights and report card conferences twice a year
 - At School Site Council, Site English Language Learner Subcommittee and African American Parent Council each month
 - At family math and reading workshops twice a year

- 7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
 - During professional development times at the beginning of the year and at least twice throughout the school year
 - Through School Culture Team/ members and Professional learning communities

- 8) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
 - Provide all documents in major languages of the families: Spanish, Arabic, English
 - Provide translation at all meetings when available

Teacher Responsibilities

I understand the importance of the school experience for every student and our role as educators and models.

Therefore, I agree to carry out the following responsibilities to my ability:

- I will teach grade level standards, skills and concepts
- I will teach interesting challenging lessons that promote student achievement
- Provide a safe, positive and healthy learning environment
- I will strive to adjust the individual needs of my students
- I will communicate with all my parents regarding their child's progress
- I will correct and return appropriate work in a timely manner
- I will communicate homework and classwork expectations
- I will develop my students basic and critical thinking skills
- I will exhibit sensitivity to multicultural issues
- I will respect the school, students, fellow staff members and Hoover families
- I will distribute possible notices in a timely manner

Parent Responsibilities

I understand that my participation in my students education to help his/her achievement and attitude.

Therefore, I will carry out the following responsibilities to the best of my ability:

- I will ensure that my child completed his/her homework
- I will provide a quiet time and place for homework and monitor my child's device time
- I will strive to participate in school activities at least one hour per month
- I will attend at least one back-to-school night, open house, SSC or other school event
- I will encourage my child to engage in reading activities for at least 20 minutes every day
- I will make sure my child gets adequate sleep and has a healthy diet
- I will ensure that my child arrives to school and departs on time everyday
- I will have a conversation with my child about his/her school day
- I will attend all parent/teacher conferences
- I will communicate to the teacher about my child's homework needs
- I will be respectful and kind while at the school

Student Responsibilities

I realize that my education is important. I know that I am responsible for my own actions and I want to succeed.

Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will go to class on time everyday
- I will be ready to learn and will work hard
- I will dress in the Hoover school uniform
- I will take my folder home weekly/daily and explain it to my parents
- I will return completed work on time
- I will be responsible for my own behavior and will follow the classroom and school rules
- I will be a cooperative learner
- I will ask for help when needed
- I will limit my device time and will read or study everyday after school
- I will respect the school, my classmates, Hoover staff and families
- I will give my parents school notices in a timely manner

This Compact was adopted by the Hoover Elementary School community on October 13, 2021 and will be in effect for the period of September 8, 2021 to May 31, 2021

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before October 9, 2021.

Signature of Principal *LAvenhoff*

Date: September 8, 2021



Strategic Resource Planning (SRP)

Hoover ELEMENTARY SCHOOL

School Site Council Membership Roster

2021-2022

SSC - Officers

Chairperson:	LaAngelique Parris
Vice Chairperson:	Guadalupe Canchola
Secretary:	Katelyn Sbani

2021-22 Enrollment was 267 @ Establishment

SSC - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Lissette Averhoff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Catherine Cain*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Benita Castanon Torres	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Katelyn Sbani	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
LaAngelique Parris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Guadalupe Canchola	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Aisha Higgins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Sebastina Castrechini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Jenny Hoots (Alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	2nd Wednesday @ 8:40
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

