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

Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Hoover Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for Hoover Elementary School



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

2024-25 School Plan for Student Achievement (SPSA)

School: Hoover Elementary School
CDS Code: 1612596057046
Principal: Lissette Averhoff
Date of this revision: 4/10/2024

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

Position: Principal

Address: 890 Brockhurst Street
Oakland, CA 94608

Telephone: 510-879-1700

Email: lissette.averhoff@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/10/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

2024-25 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 | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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:


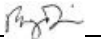


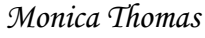

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes 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: 4/10/2024

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, ParentSquare blasts, etc.)

Signatures:

Lissette Averhoff <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Principal</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Benjamin Davis 8/15/2024 President, Board of Education	4/11/2024 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Guadalupe Canchola <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>SSC Chairperson</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Kyla Johnson Trammell 8/15/2024 Secretary, Board of Education	04/11/2024 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Monica Thomas <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Network Superintendent</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	Kyla Johnson Trammell 8/15/2024 Secretary, Board of Education	4/14/2024 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	Kyla Johnson Trammell 8/15/2024 Secretary, Board of Education	5/15/2024 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/13/2023	SSC/ SELLS	Discussed current data, school plan and got ideas for what our needs are to use in Part 1, Needs Assessment
1/9/2024	ILT	Reviewed SPSA from last year and decided what to keep, change or update for next year's SPSA.
1/16/2024	ILT	Discussed SSC input, reviewed data and drafted Part 1: Needs Assessment
1/17/2024	SSC	Discussed current data, current school plan and reviewed, gave feedback on Needs Assessment
1/22/2024	FC	Presented Part 1, Needs assessment, discussed draft and got feedback
1/23/2024	ILT	Discussed ideas and drafted Part 3, Goal 3 & Black student and ELs conditions
1/24/2024	SELLS	Presented draft of Part 3, Goal 3 and Conditions for ELs, got feedback
1/30/2024	ILT	Discussed and Drafted Goals 1 & 2
2/6/2024	ILT	Continued to work on ideas for next year based on current school data. Reviewed Part 3: all goals and conditions
2/12/2024	Staff Meeting	Break up into groups and give feedback on all strategies and actions

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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$103,095.00
Total Federal Funds Provided to the School from the LEA for CSI	see FTE award
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$480,273.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$93,960	LCFF Discretionary (General Purpose Discretionary #0000)	\$14,000
Title I, Part A Parent & Family Engagement (Title I #3010)	\$2,610	LCFF Supplemental (LCFF Supplemental #0002)	\$182,250
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$6,525	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	see FTE award	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$48,445
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$103,095		\$377,178

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$480,273.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Hoover Elementary School

School ID: 170

CDS Code: 1612596057046

SSC Approval Date: 4/10/2024

Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: CSI Low Performing

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
46.2%	30.5%	48.5%	0.0%	4.2%	12.2%	96.6%	48.5%	0.8%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
53.8%	2.7%	2.7%	1.2%	0.0%	0.4%	96.2%	11.8%	79.8%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	Tier 1 instructional practices and teacher coaching will result in all students continuously grow toward meeting or exceeding standards in math, science and reading as measured iReady, CAST and SBAC (see targets below).
Identified School Need:	Tier 1 practices and teacher coaching will result in an increase in % of K-5 students who have made 1 year or more of growth on iReady reading 10% Grade K ELA from 24% to 34% Grade 1 ELA from 49% to 59% Grade 2 ELA from 57% to 67% Grades 3-5 from 60% to 70% Increase % of students at or above Mid-Grade in iReady Math by EOY from 7% to 25%

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	24.3%	not available until fall 2024	not available until fall 2025	75.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	49.0%	not available until fall 2024	not available until fall 2025	75.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	57.6%	not available until fall 2024	not available until fall 2025	75.0%

English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-94.4	not available until fall 2024	not available until fall 2025	-70.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	58.8%	not available until fall 2024	not available until fall 2025	75.0%

Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-108.0	not available until fall 2024	not available until fall 2025	-80.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	7.0%	not available until fall 2024	not available until fall 2025	50.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	6.7%	not available until fall 2024	not available until fall 2025	40.0%

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

School Goal: Focal student groups will grow in reading and math through differentiation and small group instruction as measured by an increase of students at grade level on iReady, a growth in distance from standard met in SBAC and a higher ELPAC reclassification rate.

Identified School Need: SBAC math distance from standard for African American students will grow from -131 to -110

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-155.5	not available until fall 2024	not available until fall 2025	-100.0
SBAC ELA Distance from Standard Met	English Learners	-111.3	not available until fall 2024	not available until fall 2025	-90.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	81.0%	not available until fall 2024	not available until fall 2025	50.0%

SBAC Math Distance from Standard Met	Special Education Students	-139.3	not available until fall 2024	not available until fall 2025	-90.0
SBAC Math Distance from Standard Met	African American Students	-131.3	not available until fall 2024	not available until fall 2025	-90.0
Reclassification Measures & Targets *Complete Part 1 of ELD Reflection					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	9.7%	not available until fall 2024	not available until fall 2025	30.0%
LTEL Reclassification	Long-Term English Learners	50.0%	not available until fall 2024	not available until fall 2025	75.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	Attendance team will support with tier 1 and tier 2 strategies in order to decrease chronic absenteeism and out of school suspensions, as well as increase student connectedness as measured by sown to grow survey and aeries data.				
Identified School Need:	Black student chronic absenteeism will decrease from 75% to 25%.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	44.9%	not available until fall 2024	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	0.3%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	1.1%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	68.1%	not available until fall 2024	not available until fall 2025	20.0%
Chronic Absenteeism	African American Students	75.0%	not available until fall 2024	not available until fall 2025	25.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Teachers will feel supported and motivated through coaching, leadership opportunities, co-creating school conditions, targeted professional development and will show up on measures like CHKS survey and retention rates.				
Identified School Need:	Retention of teachers of color will increase to 75%				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	73.8%	not available until fall 2024	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>Tier 1 instructional practices and teacher coaching will result in all students continuously grow toward meeting or exceeding standards in math, science and reading as measured iReady, CAST and SBAC (see targets below).</i>	<i>Access to text and grade level standards. More students talking vs teacher talk in classrooms. Movement out of red in data. Teachers are building practices: assessment, data and planning. There is fidelity to curriculum instruction and accountability for teachers to be hitting the main standards of the lesson/ modules.</i>
LCAP Goal 2:	<i>Focal student groups will grow in reading and math through differentiation and small group instruction as measured by an increase of students at grade level on iReady, a growth in distance from standard met in SBAC and a higher ELPAC reclassification rate.</i>	<i>SIPPS small group instruction is steady and consistent. Students are making growth in phonics and sight word recognition as measured by iReady. Growth in reclassification %.</i>

LCAP Goal 3:	<i>Attendance team will support with tier 1 and tier 2 strategies in order to decrease chronic absenteeism and out of school suspensions, as well as increase student connectedness as measured by sown to grow survey and aeries data.</i>	<i>Strong, robust attendance team meetings, plans for tier 1, 2, and 3 strategies. Positive attendance rates are better. Suspensions are down. Data on Sown to grow is positive. Conferencing with families is strong.</i>
LCAP Goal 4:	<i>Teachers will feel supported and motivated through coaching, leadership opportunities, co-creating school conditions, targeted professional development and will show up on measures like CHKS survey and retention rates.</i>	<i>Consistent PD, PLCs time. Coaching for all teachers during the day. Leadership Opportunities. Teachers report that coaching and PD are helpful.</i>
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>Tier 1 instructional practices and teacher coaching will result in all students continuously grow toward meeting or exceeding standards in math, science and reading as measured iReady, CAST and SBAC (see targets below).</i>	<i>Majority of students below grade level in reading, math and science. There is not enough time/ personnel to tutor for students who need the extra support. Teachers are not getting through all modules in curriculum each year. As a school we need to continue supporting teachers with coaching from a TSA, curriculum supplies, minimum days for planning and Science instruction by a Science EEIP teacher. Funding a well-stocked library with a librarian to encourage student reading and get aligned books in students' hands. Teachers and staff need front-facing time with families to facilitate workshops on reading and math. Families need materials and refreshments in order to feel more welcome and be able to better focus and paticipate in workshops.</i>

<p><i>LCAP Goal 2:</i></p>	<p><i>Focal student groups will grow in reading and math through differentiation and small group instruction as measured by an increase of students at grade level on iReady, a growth in distance from standard met in SBAC and a higher ELPAC reclassification rate.</i></p>	<p><i>Black students are not growing at the same rate as our ELs. Teachers need more training and support with small group interventions, including SIPPS. As a school, we need to invest in teacher coaching to support data analysis, extra time for planning and PD, subs to support teachers to peer observe and attend professional learning, materials and supplies to support extra hands-on learning and academic mentors who can support with extra small group instruction.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>Attendance team will support with tier 1 and tier 2 strategies in order to decrease chronic absenteeism and out of school suspensions, as well as increase student connectedness as measured by sown to grow survey and aeries data.</i></p>	<p><i>High percentage of chronically absent students. Some have very little attendance. Lots of students over 30 minutes late and/ or getting pulled out of school early. As a school, we need to invest in attendance team time led by CSM, incentives, tier 1 awards, outrach and communication as well as events for parents supported by community relations assistant and CSM, regular field trips for students (admission fees and transportation).</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Teachers will feel supported and motivated through coaching, leadership opportunities, co-creating school conditions, targeted professional development and will show up on measures like CHKS survey and retention rates.</i></p>	<p><i>Teachers leaving, moving after being trained and making growth, not wanting to stay in education. Teachers feel overwhelmed by the amount of work and the lack of time to plan and learn in order to better support student needs. As a school, we need to invest in in teacher coaching from a TSA to support data analysis, extra time for planning and PD, subs to support teachers to peer observe and attend professional learning, an EEIP teacher to support student Science and writing learning, materials and supplies to ensure hands-on learning.</i></p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Hoover Elementary School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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.

We have been able to see through on almost all of our plan. Staffing/ activities were stable this year as planned in SPSA. SIPPS small groups implementation, focus on tier 1 instruction and ELD PD have been on target. One change is that we had set money aside for 2 academic mentors but were only able to hire one mid-year.

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

We have seen a lot of evidence so far of success based on our strategies and actions. Our students are making progress in reading and in math. Walkthroughs show strong alignment across classrooms and a high level of student participation in classrooms. Our ELs are making more progress than the rest of our school. Students are moving out of the red in reading. SIPPS small groups implementation, focus on tier 1 instruction and ELD PD have helped move our data this year. Focus on mental health, PBIS, MTSS systems have minimized our tier 2 and 3 student needs- we have reduced office referrals in half.

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.

There will not be many changes for next year, we will be deepening our practices named above.

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?
(family) Extended Contracts for workshops	College/Career Readiness	Extended contracts for teachers who are facilitating family workshops on reading.	Great to have teachers/ TSA to teach parents how to help at home, aligned to what is happening in the classroom. Data: Workshop attendance has doubled and 100% of workshop feedback rating is 4 or above.	Continue- Parents find it helpful, we need more and new parents to have access.

(family) Food for workshops	College/Career Readiness	Refreshments for family workshops so that families can attend meetings with less of a burden.	It helps to have snacks so it is one less thing for parents to worry about or have to do and then they are able to come. Data: Attendance and feedback.	Continue- Parents find it helpful, we need more and new parents to have access.
(family) Supplies for workshops	College/Career Readiness	Supplies to use at workshops that families attend.	Having supplies to help parents do activities for the workshop and at home. Data: Teachers report that more students are bringing work to class from workshops and 15% of students have moved out of red on iReady Reading Diagnostic.	Continue- Parents find it helpful, we need more and new parents to have access. Kids are making progress and able to engage better in class with the help parents are giving.
0.4 Prep teacher	CAST (Science) at or above Standard	Extra Science Class for CAST/ Coaching.	Teachers are better prepared and are teaching better, kids are more engaged in class. Data: Walkthrough data, iReady progress.	Continue- Families think teachers have a lot to do and giving them time to learn more and to get feedback on what they are doing is helping them be better. Kids are making progress in reading.
Academic Mentor	ELL Reclassification	Small groups for ELs geared towards supporting ELPAC skills.	It is very helpful for kids to get help if they are learning English. We have a lot of new students who come later in the year. Data: 15 newcomers enrolled students in January.	Maybe- if there is money for 2 people.

Academic Mentor	i-Ready Reading at or above Mid-Grade	Small Groups for students who need tutoring/ support.	It is very helpful for kids to get help if they are behind. We have a lot of new students who come later in the year and who are behind in reading and English. Data: Enrollment, SIPPS, iReady all growing.	Yes- having someone who can help any kid in reading is great.
Mental Health Contract	Student Connectedness to School	Contract to provide extra 1:1 therapy and skills groups so that students can connect to school more.	Students need a lot of help with things happening in the neighborhood and at home and after covid. The groups have been very helpful and the 1:1, especially for Spanish-speakers. Data: Sown to grow data, CHKs is showing more kids connected and less feeling sad or isolated. URFs are down.	Yes- it has been very helpful and kids are happy.

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Hoover Elementary School	SCHOOL ID: 170
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

School Goal: Tier 1 instructional practices and teacher coaching will result in all students continuously grow toward meeting or exceeding standards in math, science and reading as measured iReady, CAST and SBAC (see targets below).

Identified Need: Tier 1 practices and teacher coaching will result in an increase in % of K-5 students who have made 1 year or more of growth on iReady reading 10%
 Grade K ELA from 24% to 34%
 Grade 1 ELA from 49% to 59%
 Grade 2 ELA from 57% to 67%
 Grades 3-5 from 60% to 70%
 Increase % of students at or above Mid-Grade in iReady Math by EOY from 7% to 25%

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Aligned systems and practices for reading instruction supported by materials, supplies and copier using iReady, EL Education curriculum, SIPPS, Heggerty, conversation cues and no students pulled out from reading class. Library class for all students and library books aligned to student interest and curriculum topics.	All Students	Academic	Tier 1 - Universal
1-2	Aligned systems and practices for math instruction using iReady, Eureka Math Curriculum and making sure no students get pulled from math class.	All Students	Academic	Tier 1 - Universal
1-3	Teachers backwards map from assessments and data when planning; extra minimum days for teachers to plan and analyze data (data conferences)	All Students	Academic	Tier 1 - Universal
1-4	PBIS systems to encourage student engagement. Science and gardening as a prep class, supporting students with NGSS.	All Students	Academic	Tier 1 - Universal

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

School Goal: Focal student groups will grow in reading and math through differentiation and small group instruction as measured by an increase of students at grade level on iReady, a growth in distance from standard met in SBAC and a higher ELPAC reclassification rate.

Identified Need: SBAC math distance from standard for African American students will grow from -131 to -110

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	MTSS systems in place: PBIS used by all, family partnerships, COST, Attendance Team, SSTs, Tutoring, Extra mental health supports led by CSM and community relations assistant.	All Students	Academic	Tier 2 - Supplemental
2-2	Disaggregating Data to identify and target gaps. Clear procedures and systems for tracking the progress performing below grade level, newcomers, and newly enrolled students to streamline structures of support.	All Students	SEL / Mental Health	Tier 2 - Supplemental
2-3	Partnering with after-school programs to align resources and supports for students. Collaborating with CDC to support TK and Kinder transition led by CSM and community relations assistant.	All Students	Academic	Tier 2 - Supplemental
2-4	SIPPS early literacy intervention and small groups throughout the day to support reading acceleration for our focal students supported by academic mentors, tutors and led by TSAs.	All Students	Academic	Tier 2 - Supplemental

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

School Goal: Attendance team will support with tier 1 and tier 2 strategies in order to decrease chronic absenteeism and out of school suspensions, as well as increase student connectedness as measured by sown to grow survey and aeries data.

Identified Need: Black student chronic absenteeism will decrease from 75% to 25%.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Supports for student joy (such as attendance awards, positive behavior systems, Sown to grow, Caring schools community lessons, assemblies, student of the month, clubs, extended recesses, MOSAIC, read-ins, special events, field trips, special event nights, Harvest of the Month). Providing Enrichment during the day for all students: Garden, Music, Dance, HERO, Library classes throughtout the week.	All Students	Behavioral	Tier 1 - Universal
3-2	Wrap around services for students who are struggling with attendance, behavior (incentives, Check in Check out, mental health providers, tutoring, SST, SARTs)	African American Students	Behavioral	Tier 2 - Supplemental
3-3	Family leadership and workshops (with Flourish Agenda, Families in Action, our staff-led) to support academics and joy at the school.	All Students	Academic	Tier 1 - Universal
3-4	Leadership opportunities (such as fund raisers, HERO, Safety Patrol, Student Council, Big Buddies)	All Students	Behavioral	Tier 1 - Universal

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

School Goal:	Teachers will feel supported and motivated through coaching, leadership opportunities, co-creating school conditions, targeted professional development and will show up on measures like CHKS survey and retention rates.			
Identified Need:	Retention of teachers of color will increase to 75%			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	All teachers get a 1:1 coaching time with TSA each week to move practice and have regular chances to observe their peers in growth areas	All Students	Academic	Tier 1 - Universal
4-2	Extended contracts for leadership opportunities during the school year.	Low Income Students	Behavioral	Tier 2 - Supplemental
4-3	Teachers are given the chance to give feedback on all experiences and ILT will consider feedback when planning.	All Students	Behavioral	Tier 1 - Universal
4-4	All PD including August retreat, in-service days and Wednesday minimum days are planned based on teacher feedback and ILT planning.	All Students	Academic	Tier 1 - Universal

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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Teachers hold an anti-racist lens and use restorative justice approach while considering how white supremacy culture tenants impact our systems and responses to students.	African American	Behavioral	Tier 1 - Universal
5-2	Disaggregate data by race- reading, math, sown to grow, chks at benchmark dates- and name supports and next steps for students.	African American	Academic	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Teachers use GLAD strategies or other supports such as sentence starters, conversation cues, visuals, talk protocols, allow to speak in home language, partnering language abilities for ELs in all content areas.	English Learner Students	Academic	Tier 1 - Universal
6-2	Designated ELD 30 minutes daily for all and newcomer pull out.	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
2925 - Otherclass Salaries Overtime	\$2,500	LCFF Discretionary	2925	Other Classified Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Supports for student joy (such as attendance awards, positive behavior systems, Sown to grow, Caring schools community lessons, assemblies, student of the month, clubs, extended recesses, MOSAIC, read-ins, special events, field trips, special event nights, Harvest of the Month). Providing Enrichment during the day for all students: Garden, Music, Dance, HERO, Library classes throughout the week.	170-1
5610 - Equip Maintenance & Repairs	\$2,500	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Aligned systems and practices for reading instruction supported by materials, supplies and copier using iReady, EL Education curriculum, SIPPS, Heggerty, conversation cues and no students pulled out from reading class. Library class for all students and library books aligned to student interest and curriculum topics.	170-2
4310 - Materials and Supplies	\$9,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Aligned systems and practices for reading instruction supported by materials, supplies and copier using iReady, EL Education curriculum, SIPPS, Heggerty, conversation cues and no students pulled out from reading class. Library class for all students and library books aligned to student interest and curriculum topics.	170-3
Attendance Specialist	\$50,569	LCFF Supplemental	2205	Classified Support Salaries	1358	Attendance Specialist	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		MTSS systems in place: PBIS used by all, family partnerships, COST, Attendance Team, SSTs, Tutoring, Extra mental health supports led by CSM and community relations assistant.	170-4
4310 - Materials and Supplies	\$53,789	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Aligned systems and practices for math instruction using iReady, Eureka Math Curriculum and making sure no students get pulled from math class.	170-5

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher STIP	\$77,892	LCFF Supplemental	1105	Certificated Teachers' Salaries	6884	STIP Teacher	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		All teachers get a 1:1 coaching time with TSA each week to move practice and have regular chances to observe their peers in growth areas	170-6
TSA Classroom 11Mos	\$12,656	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	9684	11-Month Classroom Teacher on Special Assignment (TSA)	0.1	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	All teachers get a 1:1 coaching time with TSA each week to move practice and have regular chances to observe their peers in growth areas	170-7
4310- Materials and supplies	\$14,178	Title I, Part A Schoolwide Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Aligned systems and practices for reading instruction supported by materials, supplies and copier using iReady, EL Education curriculum, SIPPS, Heggerty, conversation cues and no students pulled out from reading class. Library class for all students and library books aligned to student interest and curriculum topics.	170-8
2928 - Otherclass Salaries Hourly	\$16,500	Title I, Part A Schoolwide Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Family leadership and workshops (with Flourish Agenda, Families in Action, our staff-led) to support academics and joy at the school.	170-9
4399 - Unallocated	\$50,625	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	n/a	170-10
4310 - Materials and Supplies	\$260	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Family leadership and workshops (with Flourish Agenda, Families in Action, our staff-led) to support academics and joy at the school.	170-11
4311 - Meeting Refreshments	\$600	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Family leadership and workshops (with Flourish Agenda, Families in Action, our staff-led) to support academics and joy at the school.	170-12

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$1,750	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Family leadership and workshops (with Flourish Agenda, Families in Action, our staff-led) to support academics and joy at the school.	170-13
5829 - Admission Fees	\$300	Title IV, Part A Student Support & Academic Enrichment	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Supports for student joy (such as attendance awards, positive behavior systems, Sown to grow, Caring schools community lessons, assemblies, student of the month, clubs, extended recesses, MOSAIC, read-ins, special events, field trips, special event nights, Harvest of the Month). Providing Enrichment during the day for all students: Garden, Music, Dance, HERO, Library classes throughout the week.	170-14
5826 - Prof-Services Non-Contract	\$6,225	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Supports for student joy (such as attendance awards, positive behavior systems, Sown to grow, Caring schools community lessons, assemblies, student of the month, clubs, extended recesses, MOSAIC, read-ins, special events, field trips, special event nights, Harvest of the Month). Providing Enrichment during the day for all students: Garden, Music, Dance, HERO, Library classes throughout the week.	170-15
1120 - Teachers Salaries Stipends	\$132,483	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Partnering with after-school programs to align resources and supports for students. Collaborating with CDC to support TK and Kinder transition led by CSM and community relations assistant.	170-16
7310 - Interprogram Support/costs	\$4,212	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Aligned systems and practices for reading instruction supported by materials, supplies and copier using iReady, EL Education curriculum, SIPPS, Heggerty, conversation cues and no students pulled out from reading class. Library class for all students and library books aligned to student interest and curriculum topics.	170-17

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4200- books other than text	\$40,284	Literacy Coaches & Reading Specialists Grant	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Aligned systems and practices for reading instruction supported by materials, supplies and copier using iReady, EL Education curriculum, SIPPS, Heggerty, conversation cues and no students pulled out from reading class. Library class for all students and library books aligned to student interest and curriculum topics.	170-18
TSA Classroom 11Mos	\$68,003	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	7227	11-Month Classroom Teacher on Special Assignment (TSA)	0.5	Goal 1: All students graduate college, career, and community ready.		All teachers get a 1:1 coaching time with TSA each week to move practice and have regular chances to observe their peers in growth areas	170-19
1150- Subs	\$5,000	Educator Effectiveness Grant	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Teachers backwards map from assessments and data when planning; extra minimum days for teachers to plan and analyze data (data conferences)	170-20
1120 - Teachers Salaries Stipends	\$10,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		All PD including August retreat, in-service days and Wednesday minimum days are planned based on teacher feedback and ILT planning.	170-21
4310 - Materials and Supplies	\$664	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Supports for student joy (such as attendance awards, positive behavior systems, Sown to grow, Caring schools community lessons, assemblies, student of the month, clubs, extended recesses, MOSAIC, read-ins, special events, field trips, special event nights, Harvest of the Month). Providing Enrichment during the day for all students: Garden, Music, Dance, HERO, Library classes throughout the week.	170-22

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5826 - Prof-Services Non-Contract	\$1,500	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Supports for student joy (such as attendance awards, positive behavior systems, Sown to grow, Caring schools community lessons, assemblies, student of the month, clubs, extended recesses, MOSAIC, read-ins, special events, field trips, special event nights, Harvest of the Month). Providing Enrichment during the day for all students: Garden, Music, Dance, HERO, Library classes throughout the week.	170-23
2925 - Otherclass Salaries Overtime	\$1,500	California Community Schools Partnership Program	2925	Other Classified Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Family leadership and workshops (with Flourish Agenda, Families in Action, our staff-led) to support academics and joy at the school.	170-24
1120 - Teachers Salaries Stipends	\$2,500	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Teachers backwards map from assessments and data when planning; extra minimum days for teachers to plan and analyze data (data conferences)	170-25
4311 - Meeting Refreshments	\$2,500	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Family leadership and workshops (with Flourish Agenda, Families in Action, our staff-led) to support academics and joy at the school.	170-26
Noon Supervisor	\$13,484	California Community Schools Partnership Program	2905	Other Classified Salaries	9538	Noon Supervisor	0.3	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		MTSS systems in place: PBIS used by all, family partnerships, COST, Attendance Team, SSTs, Tutoring, Extra mental health supports led by CSM and community relations assistant.	170-27

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$86,200	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Supports for student joy (such as attendance awards, positive behavior systems, Sown to grow, Caring schools community lessons, assemblies, student of the month, clubs, extended recesses, MOSAIC, read-ins, special events, field trips, special event nights, Harvest of the Month). Providing Enrichment during the day for all students: Garden, Music, Dance, HERO, Library classes throughout the week.	170-28
Prog Mgr Community Schools11	\$87,865	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8715	11-Month Community School Manager	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		MTSS systems in place: PBIS used by all, family partnerships, COST, Attendance Team, SSTs, Tutoring, Extra mental health supports led by CSM and community relations assistant.	170-29
Community Relations Ast II Bil	\$94,787	California Community Schools Partnership Program	2205	Classified Support Salaries	4161	Community Relations Assistant II, Bilingual	1	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		MTSS systems in place: PBIS used by all, family partnerships, COST, Attendance Team, SSTs, Tutoring, Extra mental health supports led by CSM and community relations assistant.	170-30
4310- Materials and supplies	\$1,382	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Supports for student joy (such as attendance awards, positive behavior systems, Sown to grow, Caring schools community lessons, assemblies, student of the month, clubs, extended recesses, MOSAIC, read-ins, special events, field trips, special event nights, Harvest of the Month). Providing Enrichment during the day for all students: Garden, Music, Dance, HERO, Library classes throughout the week.	170-31

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement	\$47,063	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	3504	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.5	Goal 1: All students graduate college, career, and community ready.		Supports for student joy (such as attendance awards, positive behavior systems, Sown to grow, Caring schools community lessons, assemblies, student of the month, clubs, extended recesses, MOSAIC, read-ins, special events, field trips, special event nights, Harvest of the Month). Providing Enrichment during the day for all students: Garden, Music, Dance, HERO, Library classes throughout the week.	170-32
5825 - Consultants	\$25,000	Measure G, Visual & Performing Arts	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Supports for student joy (such as attendance awards, positive behavior systems, Sown to grow, Caring schools community lessons, assemblies, student of the month, clubs, extended recesses, MOSAIC, read-ins, special events, field trips, special event nights, Harvest of the Month). Providing Enrichment during the day for all students: Garden, Music, Dance, HERO, Library classes throughout the week.	170-33
TSA Classroom 11Mos	\$113,907	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	9684	11-Month Classroom Teacher on Special Assignment (TSA)	0.9	Goal 1: All students graduate college, career, and community ready.		All teachers get a 1:1 coaching time with TSA each week to move practice and have regular chances to observe their peers in growth areas	170-34
Library Technician	\$93,935	Measure G, Library Support	2205	Classified Support Salaries	8552	Library Technician	1	Goal 1: All students graduate college, career, and community ready.		Aligned systems and practices for reading instruction supported by materials, supplies and copier using iReady, EL Education curriculum, SIPPS, Heggerty, conversation cues and no students pulled out from reading class. Library class for all students and library books aligned to student interest and curriculum topics.	170-35
1105 Science Prep Teacher	\$47,062	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries		EEIP	0.50		College/Career Readiness	Aligned systems and practices for math instruction using iReady, Eureka Math Curriculum and making sure no students get pulled from math class.	170-36

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4310 Materials and Supplies	\$1,244	Title I, Part A Schoolwide Program	4310	Instructional Supplies		n/a			i-Ready Math at or above Mid-Grade	Aligned systems and practices for reading instruction supported by materials, supplies and copier using iReady, EL Education curriculum, SIPPS, Heggerty, conversation cues and no students pulled out from reading class. Library class for all students and library books aligned to student interest and curriculum topics.	170-37
2928 - Otherclass Salaries Hourly	\$16,500	Title I, Part A Schoolwide Program	2928	Other Classified Salaries: Hourly		n/a			i-Ready Reading at or above Mid-Grade	Family leadership and workshops (with Flourish Agenda, Families in Action, our staff-led) to support academics and joy at the school.	170-38



School-Parent Compact Hoover Elementary School 2023-24

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 2022-23 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 August 24, 2023 and will be in effect for the period of August 8, 2023 to May 23, 2024.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on August 26th, 2023.

Lissette Averhoff
Principal Name


Signature of Principal

Date: August 26 2023



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 Hoover Family Council 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
- 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 community on August 25, 2023 and will be in effect for the period of August 7, 2023 through May 24, 2024.

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

Lissette Averhoff
Name of Principal



Signature of Principal

Date August 26, 2023

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



Hoover ELEMENTARY SCHOOL

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Lupe Canchola
Vice Chairperson:	Jessica Kessler
Secretary:	Ayala Goldstein

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"/>	
Susanne Lynch*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Kylie Rothhouse*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ayala Goldstein	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Jessica Kessler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Guadalupe Canchola	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Ingrid Alvarez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Maria Rivas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Marlen Ruiz (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: <small>(Day/Month/Time)</small>	2nd Wednesday @ 8:40 A.M.
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members