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## Board Cover Memorandum

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
 Sondra Aguilera, Chief Academic Officer  
**Board Meeting Date** October 13, 2021  
**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - Hoover Elementary School

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**Ask of the Board** Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2021-2022 School Plan for Student Achievement (SPSA) for Hoover Elementary School



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

## 2021-2022 School Plan for Student Achievement (SPSA)

**School:** Hoover Elementary School  
**CDS Code:** 1612596057046  
**Principal:** Lissette Averhoff  
**Date of this revision:** 4/14/2021

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](mailto:lissette.averhoff@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/14/2021*

*The District Governing Board approved this revision of the SPSA on: 10/13/2021*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Shanti Gonzales, Board President**

## 2021-2022 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 (ASES)  | <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 (ELSBG) |
| <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 Education Code 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 Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 4/14/2021

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, media announcements, etc.)

**Signatures:**

Lissette Averhoff	LAverhoff	Signature	5/25/2021
<i>Principal</i>			Date
La'Angelique Parris	La'Angelique Parris	Signature	5/25/2021
<i>SSC Chairperson</i>			Date
Lisa Spielman		Signature	5/27/21
<i>Network Superintendent</i>			Date
Lisa Spielman	<i>Director, Strategic Resource Planning</i>	Signature	Date

**2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/5/2021	ILT	Discussed challenges and strengths of our academics. Reviewed SPSA sections related to instruction and academics.
1/12/2021	SCT	Discussed challenges and strengths of our school culture. Reviewed SPSA sections related to school culture.
1/13/2021	Staff & SSC	Discussed school strengths and areas of concern. Reviewed list of key actions for 2021-22. Reviewed strengths and areas of concern for current school year. Reviewed list of key actions for 2021- 22.
1/20/2021	SELLS	Reviewed strengths and areas of concern for ELs for current school year. Reviewed list of key actions for 2021- 22.
2/2/2021	ILT	Reviewed key practices aligned to 2021- 22 goals. Prioritized key budget items.
2/10/2021	SSC	Reviewed key practices aligned to 2021- 22 goals. Prioritized key budget items
3/10/2021	SSC	Reviewed goals and practices aligned to 2021- 22 for title 1 and title 4 funds. Approved use of funds for 2021- 22 title 1, parent and tile 4 budget.
3/16/2021	ILT	Review instructional parts of SPSA for 21-22
3/25/2021	Culture Team	Review culture parts of SPSA for 21-22
4/14/2021	STAFF & SSC	Reviewed priorities and goals for 2021- 22. Reviewed budget items aligned to key practices for 2021- 22.

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District 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 (McKinney Vento/Homeless). 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide 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.

## 2021-2022 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$105,370.00
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	\$723,508.00

### 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
Title I, Part A: Schoolwide Program (Title I #3010)	\$96,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$15,480.00
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,570.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$210,800.00
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$37,200.00
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$6,425.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$187,713.00
			Measure G Library Support (Measure G #9334)	\$55,000.00
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$105,370.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$618,138.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$723,508.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2021-22 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	-use of standards- based curriculum -Use of formative assessment data and to set goals and make instructional decisions -Growth in reading at grade level -Kinder readiness, students meeting expectation	-Walkthrough and feedback given to teachers -Buy-in with curriculum -ILT coaching and support, ILT members leading groups
<i>Focal Student Supports</i>	-ELD across the school	-Language dives connected to curriculum -Schedules allowing time for small group
<i>Student/Family Supports</i>	-Created multiple and varied opportunities for families to engage at the school -Small group reading support scheduled regularly with 2nd adult	-New family liaison focus on building community, supporting family engagement -STIP, Prep, Booknook, academic mentors hired and available
<i>Staff Supports</i>	-Regular PD with school-wide focus -Leadership teams -Regular feedback on instruction -Materials for teaching -Leadership Teams	-Communication: Newsletter, regular staff meetings, time in PD -Coaching from Ed78: support for leadership teams -Front office staff work plans.

Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	A majority of students are multiple years below grade level in every subject. Instructional materials are not aligned to grade level standards.	Implementing new curriculum, which needs more differentiation and scaffolds to support students. Parents unsure of how to support students with academics. Struggling with student engagement in all lessons (attendance).
<i>Focal Student Supports</i>	Reading scores have declined or not grown for African American students and long term ELs.	It has been difficult to engage fully in classes and attend extra small groups online. Building relationships and communication around academics with parents has been difficult virtually.
<i>Student/Family Supports</i>	There has been a lack of proper and consistent training and alignment of staff and volunteers who are running intervention groups.	Need a coach/ admin to be able to support training and regular feedback. Need to collaborate with others using the same curriculum.
<i>Staff Supports</i>	Teachers were not given enough guidance on specifics or expectations around reading instruction, reading schedules or of how to meet instructional minutes.	Minutes available versus minutes needed do not match. It's hard to make those decisions school-wide and there is no one on staff who knows the curriculum.

### 1C: 20-21 STUDENT GOALS & TARGETS

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

**School Goal for May 2024:** All students will continuously grow toward meeting or exceeding standards in math and reading.

**Instructional Focus Goal:** All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	62.0%	90.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	25.0%	85.0%



Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	20.0%	45.0%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-85 (Spring 2019)	n/a	-60.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	tbd
IAB ELA at or above Standard	All Students	n/a	n/a	n/a	tbd
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	60%	70%	80.0%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-75.0
IAB Math Above Standard	All Students	n/a	2.2%	n/a	tbd
CAST (Science) at or above Standard	All Students	n/a	12.8% (Spring 2019)	n/a	30.0%
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	30%	45%	55%

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

<b>School Goal for May 2024:</b>		African Americans, ELs, Students with disabilities will make accelerated growth.			
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-159.1 (Spring 2019)	n/a	-135.0
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-88.2 (Spring 2019)	n/a	-68.0
IAB ELA at or above Standard	Students with Disabilities	#N/A	Please choose a focal student group at left.	n/a	tbd
IAB ELA at or above Standard	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	n/a	tbd
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	60.0%	Coming soon	tbd
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-158.3 (Spring 2019)	n/a	-140.0
SBAC Math Distance from Standard Met	English Learners	+20 points DF3	-118.0 (Spring 2019)	n/a	-90.0
IAB Math Above Standard	Students with Disabilities	n/a	0.0%	n/a	tbd
IAB Math Above Standard	English Learners	n/a	Coming soon	n/a	tbd
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target

ELL Reclassification	English Learners	Reclassify 16%	9.1%	n/a	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	16.7%	n/a	25.0%

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

**School Goal for May 2024:** All students and families, especially students with disabilities and African American students, feel welcomed, safe, healthy and engaged at Hoover.

**Instructional Focus Goal:** All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	88.2%	n/a	93.0%
Suspensions	All Students	-2pp	2.4%	n/a	0.0%
Suspensions	African-American Students	-2pp	6.8%	n/a	4.8%
Suspensions	Students with Disabilities	-2pp	14.8%	n/a	12.8%
Chronic Absence	All Students	-2pp	15.5%	n/a	30.0%
Chronic Absence	African-American Students	-2pp	24.0%	n/a	40.0%
UCP Complaints	All Students	n/a	n/a	n/a	tbd

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

**School Goal for May 2024:** All staff are providing high quality, optimal service to our students, families and each other.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	tbd
Teacher Retention	All Teachers	n/a	78.3% (Fall 2020)	n/a	tbd

**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's LCAP goals and to the specific purposes of each funding program.

**2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)**

**20-21 Conditions for Student Learning 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.)**

**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 School Goal:** All students build relationships to feel connected and engaged in learning.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Although we were in hybrid learning, our practices stayed the same. We were able to continue some of our systems virtually such as communication with families, assemblies and COST. URFs did not need to be tracked.

**What evidence do you see that your practices are effective?**

Attendance is higher than it has been. Academics have improved, even though students are virtual and have spent less time in class.

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

We plan to keep these the same next year.

**20-21 Standards-Based Instruction Priority:**

**Math & Science**  
**(Goal: 75% of students will show mastery of Math standards on end of module assessments and FOSS MAP.)**

<b>Theory of Change:</b>	<p>If:</p> <ul style="list-style-type: none"> <li>-K-5 teachers specialize and focus in less instructional components of our framework,</li> <li>-K-5 students receive standards- based Math &amp; Science instruction and work towards meeting their goals,</li> <li>-Math&amp; Science teachers work together in PLCs and receive coaching on data driven instruction with strategic observation and feedback,</li> <li>-K-5 teachers use online programs to differentiate instruction,</li> <li>-students in grades K-5 are expected to use grade level reading and writing skills throughout Math &amp; NGSS units, with appropriate scaffolds and supports,</li> </ul> <p>Then:</p> <ul style="list-style-type: none"> <li>-student achievement will dramatically increase and scores on end of module assessments and SBAC will show significant improvement</li> <li>-students will be highly engaged and have a higher rate of mastery of grade level math standards.</li> </ul>
<b>Related School Goal:</b>	<p>All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.</p>

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We went back to self contained classes which impacted our PLC structure and school-wide learning. Differentiation did not happen in Math.

**What evidence do you see that your practices are effective?**

Math and Science fell to the side this year as many teachers focused on reading, writing, speaking and ELD. Our theory of action had to change based on hybrid model and lack of instructional minutes.

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

We plan to keep these the same next year.

**20-21 Language & Literacy Priority:** Students reading at grade level

<b>Theory of Change:</b>	<p>Literacy (GOAL: By June 2021, 30% of 3rd through 5th grade students will meet or exceed standards on the ELA SBAC &amp; 90% of students will meet or exceed accelerated growth goals on F&amp;P and SRI.)</p>
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<b>Related School Goal:</b>	<p>If ELA teachers:</p> <ul style="list-style-type: none"> <li>-Set accelerated growth goals for all students</li> <li>-Implement standards- based curriculum (EL) with ALL/ Skills block and labs (differentiation)</li> <li>-Work together in PLCs and receive coaching on data driven instruction with strategic observation and feedback</li> <li>-Plan using a clear content language objective and an exemplar</li> <li>-Monitor student progress and adjust instruction to meet student needs (DDI)</li> <li>-Have STIP providing small group instruction/ push in support</li> </ul> <p>Then:</p> <ul style="list-style-type: none"> <li>-student achievement will dramatically increase and scores on F&amp;P, SRI and SBAC will show significant improvement</li> <li>-students will be highly engaged and have a higher rate of mastery of grade level literacy standards daily and throughout the school year.</li> </ul>
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**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We kept all of our practices the same but adapted to virtual and used iReady instead of F&P. We did not use ALL block or Skills block, instead we had more SIPPS groups and booknook. We were able to set goals for students, use EL, Work in PLCs to use data to drive instruction and focused on writing a CLO and having a criteria for mastery.

**What evidence do you see that your practices are effective?**

Reading scores have grown and the percent of students reading at or above grade level has improved.

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

We will keep the same for next year, but will use iReady instead of F&P to monitor student achievement and growth in reading. I am planning to focus more on early literacy next year and have a TSA that is supporting the early literacy work.

<b>20-21 Conditions for Adult Professional Learning Priority:</b>	<b>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.</b>
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<b>Theory of Change:</b>	<p>If:</p> <ul style="list-style-type: none"><li>-Teachers leverage PLC time to monitor towards school goals (DDI)</li><li>-Teachers use standards- aligned curriculum as a resource</li><li>-Teachers implement trauma- informed teaching practices and PBIS</li><li>-Leadership provides support and space for lesson planning, PLC and teacher leadership opportunities</li><li>-Leadership provides support with agendas, professional development, 1:1 coaching and feedback</li><li>-Leadership provides tier 1 coaching support and tier 2 &amp; 3 systems</li><li>-Leadership communicates regularly and responds to feedback in a timely manner</li></ul> <p>Then:</p> <ul style="list-style-type: none"><li>-Teachers will feel supported and will meet their individual and school goals</li><li>-Students will feel safe, motivated and supported</li><li>-Students will come to school each day, will be motivated to learn and will meet individual, class and school goals</li><li>-Parents will feel satisfied with their children's experience at school and feel connected to the school</li></ul>
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<b>Related School Goal:</b>	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
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**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Even though we've been virtual, we have been able to fulfil most of this. Since I was unable to hire a TSA, there has not been enough 1:1 coaching.

**What evidence do you see that your practices are effective?**

Teachers have been feeling supported and have been feeling like they have been able to grow their practice this year because of these practices. New teachers at Hoover have been feeling like they are learning a lot and able to use data to monitor student outcomes. Our data is showing some growth.

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

Expecting to keep goals and outcomes and strategies the same for next year. Hoping to have a TSA that focuses on early literacy coaching.

**20-21 Conditions for English Language Learners Priority:** Creating systems for ELs to receive daily ELD, designated and integrated.

**Theory of Change:** EL Students  
(Goal: All EL Students will receive 30 minutes daily of designated and integrated ELD.)

**Related School Goal:**  
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%.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We have been able to keep this focus virtually. Teachers have designated ELD in their schedule and have the materials needed to teach it. We have been focusing on having a language focus for each lesson and integrated supports during the lesson for ELD.

**What evidence do you see that your practices are effective?**

During observations, ELs are participating more and are able to produce language aligned to the standards.

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

We will keep the same for next year.

**DEPARTURE FROM PLANNED 20-21 SPSA BUDGET**

**Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?**

We were unable to hire a TSA or a noon supervisor so we moved that money towards staff OT/ ET/extended contracts so that staff took on some of the tasks necessary that would have been held by a TSA. We also moved more money into supplies as teachers needed different supplies to work from home. We also moved money towards technology for teachers and for students as distance learning has required a lot more technology.



**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**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 ("Big Rock"):**

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(s):**

All students build relationships to feel connected and engaged in learning.

**Students to be served by these actions:**

*All Students, African Americans (URFs, Chronic Absences)*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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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. Decide which tools from Toolbox to teach. PBIS walkthroughs 2 times a year.	PD agendas, Classroom walkthroughs, posters around school		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, calendar of COST meetings, COST tracker.	A majority of students are multiple years below grade level in every subject.	Tier 2
1-3	Partner with families through parent infinity groups, SELLS, SSC and workshops to keep families informed about school-wide practices and data.	Meet at least twice a month with attendance team and SCT to plan family engagement.	Agendas, assembly awards, parent feedback forms.		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.	School Culture team meetings to look at data and implement tier 1 and tier 2 supports for school- wide PBIS and support. Include family liaison on SCT and add communication onto agendas.	SCT agendas	A majority of students are multiple years below grade level in every subject.	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.	Agendas, calendar of events, Kinder Transition Tracker		Tier 1
1-6	Integrate arts & making into core curriculum.	Partner with AHC to plan units and integrate arts into lessons.	Unit plans, lesson plans, AHC grant documentation, pictures		Tier 1

1-7	Collaborate with After School program partners to ensure students have support outside of class to meet grade level standards.	Family Liaison, ASP coordinator, asp liaison and principal will collaborate with program leads.	Meeting agendas, family feedback on programs, data connected to interventions	A majority of students are multiple years below grade level in every subject. Instructional materials are not aligned to grade level standards.	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.	Agendas, newspapers, etc.		Tier 1

**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority ("Big Rock"):</b>	Math & Science (Goal: 75% of students will show mastery of Math standards on end of module assessments and FOSS MAP.)
<b>School Theory of Change:</b>	<p>If:</p> <ul style="list-style-type: none"> <li>-K-5 teachers specialize and focus in less instructional components of our framework,</li> <li>-K-5 students receive standards- based Math &amp; Science instruction and work towards meeting their goals,</li> <li>-Math &amp; Science teachers work together in PLCs and receive coaching on data driven instruction with strategic observation and feedback,</li> <li>-K-5 teachers use online programs to differentiate instruction,</li> <li>-students in grades K-5 are expected to use grade level reading and writing skills throughout Math &amp; NGSS units, with appropriate scaffolds and supports,</li> </ul> <p>Then:</p> <ul style="list-style-type: none"> <li>-student achievement will dramatically increase and scores on end of module assessments and SBAC will show significant improvement</li> <li>-students will be highly engaged and have a higher rate of mastery of grade level math standards.</li> </ul>
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<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?
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2-1	Teach using Eureka Math curriculum with careful planning.	Buy materials. PLCs, observation and feedback. Support with training on curriculum.	math materials and anchor charts in every classroom, observation tracker.	A majority of students are multiple years below grade level in every subject.	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.	PLCs, observation and feedback, walkthroughs.	Science lesson plans. anchor charts in every classroom, observation tracker.		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 agenda		Tier 1
2-4	Use online programs to support differentiation for students.	Make sure tech is available in all classrooms, support with ST Math, observation and feedback, PD and PLCs to support differentiation.	Data trackers, agendas and groupings		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.	Agenda, sign in sheet, presentation slides	A majority of students are multiple years below grade level in every subject.	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.	Tracking system for materials available to be checked out.	A majority of students are multiple years below grade level in every subject. Instructional materials are not aligned to grade level standards.	Tier 2

*District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum*

<b>School Priority ("Big Rock"):</b>	Literacy GOAL: By May 2022, 35% of 3rd through 5th grade students will meet or exceed standards on the ELA SBAC/ SRI & 90% of students will meet or exceed accelerated growth goals on iReady.				
<b>School Theory of Change:</b>	<p>If ELA teachers:</p> <ul style="list-style-type: none"> <li>-Set accelerated growth goals for all students</li> <li>-Implement standards- based curriculum (EL) with ALL/ Skills block and labs (differentiation)</li> <li>-Work together in PLCs and receive coaching on data driven instruction with strategic observation and feedback</li> <li>-Plan using a clear content language objective and an exemplar</li> <li>-Monitor student progress and adjust instruction to meet student needs (DDI)</li> <li>-Have STIP providing small group instruction/ push in support</li> </ul> <p>Then:</p> <ul style="list-style-type: none"> <li>-student achievement will dramatically increase and scores on iReady, SRI and SBAC will show significant improvement</li> <li>-students will be highly engaged and have a higher rate of mastery of grade level literacy standards daily and throughout the school year.</li> </ul>				
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.</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 and ALL/ Skills Block	Get and organize materials, observation and feedback, PD on curriculum, ILT to plan for and monitor PLCs	lesson plans, observation tracker	A majority of students are multiple years below grade level in every subject.	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.	Data trackers, PLC notes, data conference slides and notes.	A majority of students are multiple years below grade level in every subject.	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.	Data trackers, PLC notes, data conference slides and notes.	A majority of students are multiple years below grade level in every subject.	Tier 2

3-4	Small group instructional groups for reading & math support.	Train support teachers on curriculum. Support with grouping students for intervention. Observation and feedback.	Data trackers, lesson plans	A majority of students are multiple years below grade level in every subject.	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.	Online data trackers, observation tracker, lesson plans.	Reading scores have declined or not grown for African American students and long term ELs.	Tier 2

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

<b>School Priority ("Big Rock"):</b>	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.
<b>School Theory of Change:</b>	<p>If:</p> <ul style="list-style-type: none"> <li>-Teachers leverage PLC time to monitor towards school goals (DDI)</li> <li>-Teachers use standards- aligned curriculum as a resource</li> <li>-Teachers implement trauma- informed teaching practices and PBIS</li> <li>-Leadership provides support and space for lesson planning, PLC and teacher leadership opportunities</li> <li>-Leadership provides support with agendas, professional development, 1:1 coaching and feedback</li> <li>-Leadership provides tier 1 coaching support and tier 2 &amp; 3 systems</li> <li>-Leadership communicates regularly and responds to feedback in a timely manner</li> </ul> <p>Then:</p> <ul style="list-style-type: none"> <li>-Teachers will feel supported and will meet their individual and school goals</li> <li>-Students will feel safe, motivated and supported</li> <li>-Students will come to school each day, will be motivated to learn and will meet individual, class and school goals</li> <li>-Parents will feel satisfied with their children's experience at school and feel connected to the school</li> </ul>
<b>Related Goal(s):</b>	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
<b>Students to be served by these actions:</b>	<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?
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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.	lesson plans, observations, walkthrough data, PD feedback forms		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 and Culture teams regularly monitor data.	Agendas, Observation of meetings, PD feedback form		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 and SCT lead 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	PLC meeting observational data, teacher feedback forms, FC meeting notes	Teachers were not given enough guidance on specifics or expectations around reading instruction, reading schedules or of how to meet instructional minutes.	Tier 1
4-4	Opportunities for teachers to attend outside PD (district or other)	Providing time and funds to be able to attend professional learning outside of Hoover-led ones.	agendas.		Tier 2
4-5	Opportunities for staff to build relationships with each other and families through activities such as garden work days, team hikes, intentional activities at meetings, zumba classes, art classes.	SCT will plan events and give feedback.	Agendas, fliers for activities		Tier 1
4-6	New teacher support by holding orientation and buddy system.	Have orientation at beginning of year and partner new staff with veteran buddy teacher.	orientation slides		Tier 2

## CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

<b>School Priority ("Big Rock"):</b>	EL Students (Goal: All EL Students will receive 30 minutes daily of designated and integrated ELD.)				
<b>School Theory of Change:</b>	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%.				
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>English Learner students continuously develop their language, reaching English fluency in six years or less.</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	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 and PLC agendas. Observation tracker with notes.	Reading scores have declined or not grown for African American students and long term ELs.	Tier 2
5-2	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.	ILT agendas, PLC and PD agendas. Observation tracker and data trackers.	Reading scores have declined or not grown for African American students and long term ELs.	Tier 1
5-3	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, EL student data tracker	Reading scores have declined or not grown for African American students and long term ELs.	Tier 2



5-4	Work in PLCs on ELD throughout the curriculum. Write a Language Objectives and monitor towards it. Use ELD language dives regularly in class.	Support teachers through PD, coaching and observation feedback.	lesson plans, student data trackers, feedback during observations and walkthroughs.		
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PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
copier maintenance: Keeps the copier running so that communication can go out to parents and teachers can make copies of the work they need to give to students.	\$1,500	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Standards- aligned instruction that is K-5 aligned and uses curriculum as a resource	170-1
Duplication services for cumulative folders: Folders for students who transfer in and out so that student records are accurate.	\$200	General Purpose Discretionary	5716	Duplication Service	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Partner with families through parent infinity groups, SELLS, SSC and workshops to keep families informed about school-wide practices and data.	170-2
General supplies for office and classrooms: Supplies so that students can access and do their work and so that teachers can teach.	\$13,780	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Buy materials. PLCs, observation and feedback. Support with training on curriculum.	170-3
Family liaison: position to support our family involvement plan and positive school culture.	\$27,000	LCFF Supplemental	2205	Classified Support Salaries	tdb	Enter position number at left.	0.60	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Partner with families through parent infinity groups, SELLS, SSC and workshops to keep families informed about school-wide practices and data.	170-4
Attendance Specialist: position to support parents with attendance issues.	\$37,548	LCFF Supplemental	2205	Classified Support Salaries	1358	Attendance Specialist	0.50	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Partner with families through parent infinity groups, SELLS, SSC and workshops to keep families informed about school-wide practices and data.	170-5
Prep Teacher: position to support intervention and ELD for students.	\$95,000	LCFF Supplemental	1105	Certificated Teachers' Salaries	tdb	Enter position number at left.	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Small group instructional groups for reading support.	170-6
Bilingual Community Relations Assistant	\$48,378	LCFF Supplemental	2205	Classified Support Salaries	4161	Community Relations Assistant II Bilingual	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Partner with families through parent infinity groups, SELLS, SSC and workshops to keep families informed about school-wide practices and data.	170-7
Prep Teacher: Position to support with intervention and ELD.	\$37,605	LCFF Supplemental	1105	Certificated Teachers' Salaries	3960	Teacher, Structured English Immersion	0.45	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Small group instructional groups for reading support.	170-8
Licensing Agreements: Online programs will help close the reading and math gap for students and allow teachers to differentiate.	\$13,452	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Use online programs to support differentiation for students.	170-9
Substitutes: Extra subs for teachers to attend professional development.	\$4,500	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Opportunities for teachers to attend outside PD (district or other)	170-10
HERO recess program: Coach to support positive behavior and safe play on the yard.	\$35,000	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	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.	170-11
Classroom supplies and incentives: Supplies for teachers to differentiate and incentives to motivate and award student success.	\$2,200	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	School- wide celebrations such as fun day Friday, awards assemblies, core value raffles, dance parties, student of the month & popcorn attendance parties, extended recess.	170-12

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
STIP Sub: Position to support intervention and ELD.	\$59,724	Title I: Basic	1105	Certificated Teachers' Salaries	6884	STIP Teacher	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Small group instructional groups for reading support.	170-13
Books other than text: purchase books to supplement curriculum and support differentiation.	\$17,000	Title I: Basic	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Standards- aligned instruction that is K-5 aligned and uses curriculum as a resource	170-14
Extended Contracts: Money for hours of extra work teachers do such as tutoring and leading the work on school-wide initiatives.	\$19,654	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teacher leadership team members (ILT, SCT, COST lead, FC lead, hiring committee) have regular opportunities to give suggestions and feedback	170-15
Supplies: Materials for parents to be able to use during workshops that provide parents with strategies and skills to support kids at home.	\$250	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Partner with families through parent infinity groups, SELLS, SSC and workshops to keep families informed about school-wide practices and data.	170-16
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.	\$1,850	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Partner with families through parent infinity groups, SELLS, SSC and workshops to keep families informed about school-wide practices and data.	170-17
refreshments for workshops: refreshments for family workshops so that parents can attend without the stress of prepping food.	\$470	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Partner with families through parent infinity groups, SELLS, SSC and workshops to keep families informed about school-wide practices and data.	170-18
BACR ASP contracts: extended day provides enrichment and intervention for students.	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Collaborate with After School program partners to ensure students have support outside of class to meet grade level standards.	170-19
BACR ASP contracts: extended day provides enrichment and intervention for students.	\$39,796	21st Century Schools (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Collaborate with After School program partners to ensure students have support outside of class to meet grade level standards.	170-20
Before & Afterschool Tutoring: Stipends for staff to provide math intervention for tier 2 and 3 students.	\$6,425	Title IV: Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Small group instructional groups for reading & math support.	170-21
TSA to support early literacy: Teacher to lead early literacy work, provide coaching and PD and manage our intervention program.	\$113,640	Early Literacy Support Block (ELSB) Grant	1105	Certificated Teachers' Salaries	tbd	Enter position number at left.	tbd	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Opportunities for teachers to attend outside PD (district or other)	170-22
Supplies and materials for ELA:	\$34,073	Early Literacy Support Block (ELSB) Grant	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Buy materials. PLCs, observation and feedback. Support with training on curriculum.	170-23
Stipends for tutoring and trainings	\$40,000	Early Literacy Support Block (ELSB) Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Work in PLCs on ELD throughout the curriculum. Write a Language Objectives and monitor towards it. Use Eled language dives regularly in class.	170-24
Library Tech: position to maintain library and support students to access library materials.	\$55,000	Measure G: Library	2205	Classified Support Salaries	tbd	Enter position number at left.	tbd	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Standards- aligned instruction that is K-5 aligned and uses curriculum as a resource	170-25

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
Library furniture: Safe space for students to access library materials.	\$0	Measure G: Library	4432	Furniture < \$5,000	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Standards- aligned instruction that is K-5 aligned and uses curriculum as a resource	170-26
Library books: Books for the library that support with reading, science and history standards.	\$0	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Standards- aligned instruction that is K-5 aligned and uses curriculum as a resource	170-27
Certificated Teachers' Salaries	\$75,697	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	tbd	Enter position number at left.	tbd	Goal 1: All students graduate college, career, and community ready.	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.	170-28



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

## **School-Parent Compact Hoover Elementary School 2020-2021**

*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 2020-21 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 on 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:

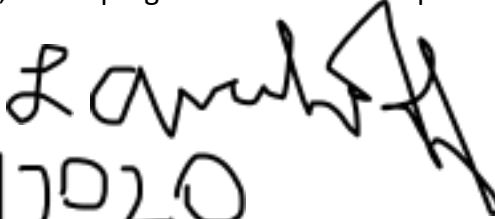
- I will go to class on time everyday
- I will be ready to learn and will work hard
- I will dress in the Hoover school uniform
- I will take my folder home weekly/daily and explain it to my parents
- I will return completed work on time
- I will be responsible for my own behavior and will follow the 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 7th and will be in effect for the period of August 10, 2020 to May 30, 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 September 1, 2020

Signature of Principal

Date

  
8/8/2020



**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 with 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

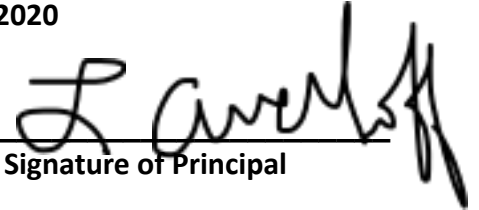
**Adoption**

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 2020 through June 2020.

**The school will distribute this policy to all parents on August 7<sup>th</sup>, 2020**

Lissette Averhoff

**Name of Principal**

  
Signature of Principal

08/08/27

**Date**

*Please attach the School-Parent Compact to this document.*



Strategic Resource Planning (SRP)

**Hoover Elementary**  
**School Site Council Membership Roster**  
**2020-2021**

**SSC - Officers**

Chairperson:	LaAngelique Parris
Vice Chairperson:	Madelyn Veliz
Secretary:	Katelyn Sbani

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
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"/>
Benita Castanon Torres*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katelyn Sbani*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chaketha Waters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jennifer Hansen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Shamika Thomas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
LaAngelique Parris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Madelyn Veliz	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chaketha Sneed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	<b>2nd Wednesday @ 8:30</b>
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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.

1 Principal  
3 Classroom Teachers  
1 Other Staff  
**AND**  
5 Parents/Community Members