

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

Legislative File ID No: 18-1303
Introduction Date: 6/27/18
Enactment No.: 18-1108
Enactment Date: 6/27/18 er

June 27, 2018

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Hoover Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Hoover Elementary School.

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

2018-2019 Single Plan for Student Achievement (SPSA)

School: Hoover Elementary School
CDS Code: 1612596057046
Principal: Ashley Martin
Date of this revision: 4/20/2018

The Single 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: Ashley Martin	Position: Principal
Address: 890 Brockhurst Street Oakland, CA 94608	Telephone: 510-879-1700 Email: ashley.martin@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Hoover Elementary School

Site Number: 170

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

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

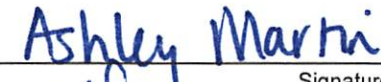

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single 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: May 9, 2018

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:

		<u>5/9/18</u>
Ashley Martin, School Principal	Signature	Date
Cesar Escalante		<u>5/9/18</u>
Print name of SSC Chairperson	Signature	Date
		<u>5/9/18</u>
Nicole Browning, Network Superintendent	Signature	Date
		<u>5/24/18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/4/2017	SSC Establishment Meeting	Election of parent representatives and officers.
10/12/2017	Annual Title 1 Meeting and APTT Workshop	Shared Title 1 budget with community, previewed SSC meeting dates and responsibilities and preview of 17-18 site plan. At the parent workshop, they learned about how to support their children with reading at home and shared ideas with one another.
11/1/2017	SSC Meeting	Approval of Bi-laws and Title 1 parent involvement policy and school compact
12/6/2017	SSC Meeting	Discussed plan for Title 1 parent money and approved supply budget and discussed early literacy workshop options.
1/10/2018	SSC Meeting	Shared winter revisions and Hoover's contribution to help district maintain financial solvency.
1/24/2018	SELL Establishment Meeting	Established SELLS Team by voting for parent members, officers and determining dates and content for meetings for the rest of the year.
2/1/2018	APTT	At the parent workshop, they learned about how to support their children with reading at home and shared ideas with one another.
2/21/2018	SSC Meeting	Discussed with parents, the tentative priorities for 2018-2019 school year and provided feedback on funding priorities through engagement document. Teachers provided feedback to principal through google form survey.
	SSC Meeting	Approved budget and priorities for 2018-2019 school year.
2/26, 3/26,4/23	Staff Meetings	Review and discuss main components of School Plan Approval of goals, budget and priorities
5/9/2018	SSC Meeting	Final approval of the SPSA

2018-2019 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$48,825.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$203,719.70	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$50,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$408,063.39	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$64,972.70	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,597.95	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$66,570.65	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Hoover Elementary School

School ID: 170

School Description

Hoover Elementary is a full service community school and STEAM academy located in West Oakland. Our scholars receive rigorous academics through blended learning practices and science integrated curriculum. We also offer weekly gardening, engineering, and library classes. Join us at Hoover!

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.

Family & Student Engagement

Back to School 1:1s/Homevisits: During the 1st week of school, we have minimum days so that families can meet with teachers to build relationships and learn about each other. Some teachers wish to do homevisits and others like to stay on campus. That is at the leisure of the teacher.

Back to School Night: At the beginning of the year, we host all families at the school. The first part of the meeting is for families to learn about our annual goals, the role of the SSC and our Title 1 budget. The second half is for families to engage with their child's teacher and learn more about the expectations for the year.

Academic Parent Teacher Team: We will continue to hold two APTT nights throughout the year to engage families around Reading, Writing and Mathematic standards for learning. These nights will be held mid-trimester so that families can get an update on how their child is progressing.

Report Card Conferences: Twice a year, we hold report card conferences in alignment to the district calendar. Spanish translation is always provided and Arabic translation is provided when available.

Early Literacy Parent Workshops: Through our partnership with Tandem, we will host literacy workshops for families in grades Kinder and 1st.

Engineering Extravaganza: Once a year in the Spring, we will hold an engineering night where kids and families come to Hoover to practice innovation and experimentation.

Volunteer Program: We will continue to grow our volunteer program at Hoover through the support of the Oakland Ed Fund, specifically targeting families that are able to support in the classroom, garden, yard and cafeteria.

PTA events: All families are welcome to the PTA events and meetings. Please look out for dates and times for scheduled meetings.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<p>One strength of our data is that our student achievement results for SRI growth is improving each year. Additionally, we are prioritizing our resources this year to implement reading acceleration strategies for all students.</p> <p>Strength of Mid Year SRI Data: In the fall of 2017, 5.9% of students in grades 3rd -5th were reading at or above grade level. In winter of 2018, that number increased slightly to 8.8% of 3rd - 5th grade students were reading at or above grade level.</p>	<p>One challenge of our school's data is that only 7% of our students "met or exceeded" standards on the ELA SBAC and 15.6% of students were "At" or "Above" grade level on the end of year SRI. Not only is this a challenge because of the low performance of our students, but it also doesn't align with the strong correlation between the SRI assessment and the ELA SBAC that other schools in the district showed.</p> <p>A second challenge in our school data is that our end of year chronic absenteeism rate for 16-17 is still over 15%. While we have dramatically decreased it from 22%, we need that number to continue to drastically reduce, because if we are going to accelerate student literacy levels, our children need to come to school regularly.</p>	<p>A root cause of our low performance on the SBAC is that our leadership and teaching staff have not been adequately trained on understanding the Common Core State Standards and the shifts in ELA. This has resulted in low academic rigor in reading and lack of alignment of standards based instruction.</p> <p>Another root cause to our low EL performance is that our school has poor designated ELD implementation and teachers are not trained in an integrated ELD program. Additionally, our newcomer population continues to grow, and we did not allocate appropriate resources to support this growing population of students. According to district enrollment data, we have the largest newcomer population in West Oakland, and are among the top ten sites across the city with the highest population as a portion of our enrollment. This year our newcomer enrollment as of January 2017 has increased by 15 students from January last year.</p>
<p>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>As of now there are no strengths in math for our data. As a result, I did a data dive on the dashboard to learn more on how our students performed on the different components of the Math SBAC.</p> <p>One strength of our student achievement data was that our students performed the highest on claim 3, communicating reasoning, on the SBAC, which is one of the hardest components of the test.</p>	<p>One challenge of our data is that only 6% of our students "met or exceeds standards" on the math SBAC.</p> <p>A second challenge in our data is that our chronic absenteeism is still over 20%. We know that we need that number to drastically reduce, because if we are going to accelerate student literacy levels, our children need to come to school.</p>	<p>A root cause for our low performance on the Math SBAC is that teachers we have not prioritized the shift towards common core math standards in our Professional Development. Teachers have focused on following Math Expressions and the OUSD Common Core Instructional Guide with fidelity, but they have not received PD around understand the shifts in the common core, mathematical rigor, and major work of the grade.</p> <p>Another root cause for our low performance on the Math SBAC is that ST Math implementation was not consistent across the school and students were not meeting their required usage each week.</p>

<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT <i>(CULTURE & CLIMATE)</i></p>	<p>One strength of our data is that we reduced chronic absenteeism for our all students by 6%. Additionally, we reduced chronic absenteeism rate for our students with special needs by 9.6 percentage points. One challenge of our attendance data is that our chronic absenteeism increased 2.2 percentage points. This was a challenge and a frustration because we were below 17% all year until the very last month. After analyzing the Weekly Engagement Report provided by the Department of Continuous School Improvement one root cause of our chronic absenteeism is that we have a weak finish to the school year. In week 36, two weeks before the end of the school year, our chronic absenteeism rate was 16.9%. Within two weeks, week 38, our chronic absenteeism rate increased from 16.9% to 21.7%.</p> <p>One strength of our SPF is that we scored green and blue for all areas under culture and climate for students, families, and staff. Additionally, we grew in culture and climate for students from 4.75 to a 6.0 as measured by the California CHKS Survey.</p>	<p>One challenge of our SPF is that our culture and climate for staff with regards to improvements was in the red.</p>	<p>After analyzing the CHKS data on the dashboard for 2016, approximately 50% staff felt that the school did not effectively handle student discipline and behavioral problems. Additionally, 56% of staff feel that disruptive behavior is a severe problem at the school, with 35% of staff rating it a moderate problem.</p>
<p style="text-align: center;">CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>There are no strengths in our reclassification data. We are improving our chronic absenteeism rates for ELs.</p>	<p>We need to increase our reclassification rate and EL performance on SBAC Math and ELA.</p>	<p>We also need train our teachers on the ELPAC and ELD standards.</p> <p>We also need to implement integrated ELD K-2 and designated ELD 3-5 in 2018-2019.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Hoover Elementary School

School ID: 170

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	By June 2020, 50% of 3rd students will be meet or exceed standards as measured by ELA SBAC.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
SBAC ELA	Low-Income Students	-116.8	-109.3	-101.8	
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	<p>Administering the SBAC Interim Assessments Benchmarks (IABs) twice a year in October and February, providing PD time for teachers to grade results and analyze data.</p> <p>Administer SRI in grades 2-5 3x per year.</p> <p>Administer F & P in grades K-5 3x per year for all students, every 6 weeks for focal students).</p> <p>Monitor student progress on Lexia and Raz-Kids monthly.</p>				
Theory of Action for Language & Literacy Priority:	<p>If students receive targeted instruction based on their areas of growth and development for at least an hour and a half a day, students achievement dramatically increase and the achievement gap will close by the time they leave Hoover in 5th grade.</p> <p>If students are taught grade level reading and writing standards through science and engineering units, with appropriate scaffolds, they will be highly engaged and have a higher rate of mastery of grade level literacy standards.</p> <p>If teachers specialize and focus in one instructional component of our framework, then they can strengthen their practice and deliver high quality instruction to all children throughout the day.</p> <p>If teachers consistently implement designated and integrated ELD, then our ELs will be redesignated by the end of 5th grade and newcomers will dramatically increase language skills according to ELPAC.</p>				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	K-5 teachers will implement Lexia for 60 - 80 minutes a week and Raz Kids for 75 minutes per week during personalized workshop time to increase student reading levels and address unfinished learning of Newcomers (Title I/LCAP), English Language Learners (Title I/LCAP), Low-Performing Students (Title I), African-American Students (Title I/LCAP), Foster and Homeless Youth (LCAP), Students with Disabilities (Title I/LCAP), and GATE Students (Title I).	Provide training to teachers on how to successfully manage online platforms, monitor student progress, provide effective feedback to students on a weekly basis based on program performance. Principal will monitor reports from the programs weekly and check in with teachers around their data as needed. Funding Priority: Pay for subscription to Lexia and Raz Kids for the whole school. Send weekly email to share class progress and percentage of students meeting usage. Celebrate classes with the highest percentage of Lexia performance indicators. Funding priority: Pay for RAZ Kids Subscriptions.	Over 50% of students will have met progress predictors throughout the year. Progress predictors measure students ability to complete grade level assignments by the end of the year.
1-2	Teachers will use data from F & P and online programs to offer small group intervention during the personalized workshop time. Small group could be guided reading, or skills groups based on skills the Lexia program has identified. Practice(s) to support Students with Disabilities (Title I/LCAP) and Low-Performing Students (Title I). Practice(s) to support English Language Learners (Title I/LCAP).	Teachers will receive professional development opportunities focused on data driven instruction with an emphasis effective implementation of guided reading practices. They will also be given unit planning during Thursday minimum days every six to eight weeks. Organzie data Conferences 3x/year with Principals and CCTLs (minimum days).	Significant measures of growth, students increasing 1.5 to 2 years on F & P from Fall to Midyear to Spring.
1-3	Personalized Wokrshop Teachers (K-2) and teachers in grades 3-5 will assess focal students on F & P (reading records and foundations) every 6 weeks, monitor student progress on online platforms and will use this data to progress monitor students ILPs. Practice(s) to accelerate Low-Performing Students (Title I).	Teachers will receive professional development opportunities to learn how to use data to build a comprehensive Individual Learning Plan. Create a school wide aligned Individual Learning Plan for teachers to implement.	Each child has an individualized learning plan in grades K-2 by the 1st APTT night in October. Teachers are regularly updating student goals on a 6 week basis.

1-4	Teachers will work with parents at the beginning of the year to develop ILPs and share student progress at APTT (2x/year) and report card conferences (2x/year). Practice(s) for Parent/Family Engagement (Title I).	Coaches will train teachers on how to share ILP with families and receive input from them. Organize 1:1s with families for the first week of school during minimum days, schedule APTT three times per year on master calendar, and schedule report card conferences two times per year.	Families are aware of ILPs and updated on student progress a total of 4x per year. Increase of parent's agree on CHKS Survey for the following indicator: "How confident are you in your ability to make sure your child's school meets his or her learning needs?" "How often do you meet in person with teachers at your child's school?"
1-5	Each circuit K/1, 2/3, 3/4 and 4/5 will have a lead teacher on instructional leadership team. The teacher is responsible for providing input and guidance on key initiatives and to help with communication from the team to the teachers and from the teachers to the team. Practice(s) for Teacher Professional Development (Title I).	ILT will develop focus for Inquiry Groups in order to provide differentiated professional development opportunities during Wednesday PD. Minimum days will be strategically scheduled to offer planning time at the end of a unit. Change minimum days to Friday to ensure maximum learning time for children Monday through Thursday, and to gain more minimum days for 6 week unit planning.	Teachers have representation on ILT increase in positive rating on following CHKS indicator: "This school promotes personnel participation in decision-making that affects the school practices and policies" "This school promotes trust and collegiality among staff."
1-6	Personalized Learning teachers K-2 and RSP (3-5) will implement SIPPS during personalized workshop time. Practice(s) to support African-American Students (Title I/LCAP), English Language Learners (Title I/LCAP) and Low-Income Students (Title I/LCAP) and Students with Disabilities (Title I/LCAP).	Teachers will receive coaching from the ELA Coach and attend necessary PD offered by central office. Organize teacher training and coaching schedule for ELA.	Significant growth (1.5 - 2 years) of K-2 students on F & P (reading records and foundations).

1-7	<p>Teachers in grades 3-5, including ELA TSA and RSP, will use LLI system for reading intervention during ELA Blended Learning block.</p> <p>Practice(s) to accelerate Low-Performing Students (Title I). Practice(s) to support Students with Disabilities (Title I/LCAP). Practice(s) to support Newcomers (Title I/LCAP).</p>	<p>ELA coach will deliver small group instruction and support teachers through coaching to deliver high quality reading intervention instruction.</p> <p>Funding priority: Pay for 0.8 TSA</p>	<p>Significant growth (1.5 - 2 years) of 3-5 students on F & P (reading records and foundations for newcomers).</p>
1-8	<p>In grade K-2 designated ELD (systematic ELD) will be piloted in the personalized workshop time for ELs and newcomers based on CELDT scores. In grades 3-5, literacy coach will lead ELD pull out small groups for newcomers and students with beginning level ELPAC scores. Practice(s) to support Newcomers (Title I/LCAP) and English Language Learners (Title I/LCAP).</p>	<p>ELA Coach will support with coaching and implementation of new program. Organize teacher training with the central office to support quality implementation of systematic ELD.</p>	<p>Increase in percentage of students that reclassify as English Proficient.</p>
1-9	<p>STEAM LAB Teacher will implement science and literacy units using Lucy Caulkins and NGSS Foss Kits using integrated ELD (GLAD) strategies and complex text strategies such as the RAP (Read Aloud Project) format to improve student literacy and academic language development. Practice(s) to support English Language Learners (Title I/LCAP) and African-American Students (Title I/LCAP).</p>	<p>Support from EEIP teacher and gardening teacher during appropriate units. All STEAM Lab teachers will be trained in GLAD through OUSD's Summer institute. Additionally, coaching from GLADIator, ELA Coach and 2nd Grade STEAM Lab teacher.</p> <p>Funding Priority: 0.4 EEIP Teacher</p>	<p>Increase in percentage of students that reclassify as English Proficient.</p>
1-10	<p>Coordinate free field trips to provide experiential learning for STEAM Lab Literacy Units.</p> <p>Practice(s) to support Low-Income Students (Title I/LCAP)</p>	<p>Free fieldtrips through will focus on STEAM integration i.e. Chapter 510, National Parks Trust</p>	<p>Each class will take at least one STEAM related fieldtrip each year.</p>

1-11		Funding Priority: Fund basic supplies to ensure that the students and teachers have the resources they need to teach and learn i.e. Poster paper, markers, pencils, copy paper, scissors, glue, pens, crayons, notebooks and folders.	Teachers and students have all of the materials they need to be successful in teaching and learning grade level standards and adopted curriculum to increase student achievement.
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STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	By June 2020, 50% of 3rd grade students will meet or exceed standards as measured by Math SBAC.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	Low-Income Students	-91.1	-81.1	-71.1
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	<p>Instructional walkthroughs by Admin and Coach team will monitor standards based instruction and implementation of common core in ELA and Math.</p> <p>Student performance data on the ELA IABs, Math ICAs and End of Module Math Exams for Engage NY.</p> <p>Student progress on personalized online programs (ST Math).</p>				
Theory of Action for Standards-Based Instruction Priority:	<p>If students receive targeted instruction through online personalized program and meet minimum usage each week, then unfinished learning will be addressed and students will make significant growth on grade level standards.</p> <p>If students receive high quality common core math instruction at their grade level with appropriate scaffolds for at least an hour a day, they will be highly engaged and have a higher rate of mastery.</p> <p>If teachers specialize and focus in one instructional area of our framework, then they can strengthen their practice and deliver high quality instruction to all children throughout the day.</p> <p>If teachers have adequate time to plan standards based lessons with support from coaches, then instruction will be more rigorous and prepare students for end of year mastery.</p>				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	<p>TK-5 will implement ST Math Online Program daily during the personalized workshop meeting the minimum 60 minutes per week in grades k-1 and 90 minutes in grades 2-5, as well as 5 minutes/day for fluency practice. It will also be used as homework for students in the after school program.</p> <p>Practice(s) to support GATE Students (Title I).</p> <p>Practice(s) to support African-American Students (Title I/LCAP).</p> <p>Practice(s) to support English Language Learners (Title I/LCAP).</p>	<p>Provide training to teachers on how to successfully set up a class, monitor student progress, provide effective feedback to students on a daily basis based on program performance, as well as, implement a blended learning workshop model. Monitor reports from the programs weekly and check in with teachers around their data as needed.</p> <p>Funding Priority: Pay for ST Math Subscription.</p>	<p>Increase students' conceptual understanding of the math as measured by syllabus progress on ST Math.</p>
2-2	<p>K-5 teachers will implement daily 60 minute Math common core lessons using Engage New York Curriculum to increase student achievement outcomes on SBAC and plan in grade level teams and develop daily formative assessments to monitor student learning on a daily basis.</p> <p>Practice(s) to support Low-Income Students (Title I/LCAP).</p> <p>Practice(s) to support Foster Youth (LCAP)</p>	<p>K-2 Math Studio teachers will receive targeted support from the Math ITL in order to learn mutli-grade level curriculum and support effective planning. Teachers will be given collaboration time to focus on data anaylsis and planning effective lessons and conferring notes for student conferencing. Teachers in grades 3-5 will participate in Inquiry Teams during PD on Wednesdays to promote personalized learning and increase student achievement to address the needs of ELs, Foster Youth, and GATE students.</p>	<p>Increase students' conceptual understanding of math and percentage of students at met or exceeds standards on Math SBAC.</p>
2-3	<p>STEAM TSA will coordinate monthly workshops for parents to build understanding of Common Core State Math Standards and new programs.</p> <p>Practice(s) for Parent/Family Engagement (Title I)</p>	<p>STEAM TSA will meet bi- monthly with principal and/ or coach team to discuss and plan parent workshops. Funding Priority: STEAM TSA</p>	<p>Increase parent understanding of the new math standards and multiple representations that students are required to show when solving problems, so that families can help students on their homework and support student achievement results.</p>
2-4	<p>Afterschool program will provide opportunities for students to meet personalized learning goals by giving time to work on blended learning programs i.e. ST Math and Raz Kids.</p> <p>Practice(s) for Extended Learning Time [After-School Programming] (Title I).</p>	<p>Afterschool liaison will meet with ASP mentors to support using programs and to give information about students from classroom teachers. Teacher teams will meet weekly to give information about students for reading. ASP Manager will participate in COST and SSTs for students in program.</p>	<p>Increase ASP mentor's understanding of online programs so that students can have access during the ASP to increase personalization.</p>

2-5	<p>TIER 1: Recognize and reward students for progress in Lexia and ST Math monthly, as well as, award students for performance and growth on district benchmarks when applicable at the Friday School Culture Assembly.</p> <p>Practice(s) to accelerate Low-Performing Students (Title I)</p>	<p>Instructional Lead Team will regularly analyze data, including data from class walkthroughs, and determine which students met the achievement and growth goal of the month.</p> <p>Funding priority: Purchase award templates and medals for student recognition.</p> <p>Coordinate with parent volunteers to maintain student achievement bulletin board. Community Relations Assistant will call/send home notice to parents that their child is being recognized.</p>	<p>Promote a schoolwide culture of academic excellence and improve students' focus, independence and confidence in learning.</p>
2-6	<p>Cycles of Inquiry: The instructional minutes calendar will be broken up into 6-8 week cycles. At the end of each cycle, we will have two minimum days so that teachers can analyze data from end of unit exams and plan for upcoming units with the support of instructional coaches and grade level/content partners.</p> <p>Practice(s) for Teacher Professional Development (Title I)</p>	<p>Instructional minutes calendar will reflect 6-8 week cycles and include double minimum days at the end of the cycle</p>	<p>Improve teachers ability and capacity to use data drive instructional practices to improve outcomes for students.</p>
2-7	<p>Administer SBAC ICAs and IABs throughout the year in both Math and ELA to progress monitor students movement towards mastery of grade level standards.</p> <p>Practice(s) to accelerate Low-Performing Students (Title I).</p>	<p>ELA and STEAM TSA will continue to train teachers on administering SBAC ICAs and IABs in accordance with a standardized testing environment and how to access and analyze data to inform instruction.</p>	<p>Improve students stamina around test taking and give them practice throughout the year on SBAC related items.</p>
2-8	<p>Implement Engage NY Curriculum in K-5.</p> <p>Practice(s) to support African-American Students (Title I/LCAP), English Language Learners (Title I/LCAP), and Low-Income Students (Title I/LCAP).</p>	<p>Apply for Curriculum Waiver with OUSD to implement Engage NY for second year.</p> <p>Provide teachers with training on how to implement Engage NY Curriculum</p>	<p>Improve teacher's ability to implement common core state standards in addition to the three shifts, thus increasing student achievement.</p>

2-9	Student participation in all classes will increase through aligned pedagogical practices i.e. TPS, small group discussions strategies, and academic discussion protocols. Practice(s) to support African-American Students (Title I/LCAP) and English Language Learners (Title I/LCAP).	Admin and Coach Team will conduct monthly walkthroughs focusing on collecting low inference data on student participation. Data will be shared with teachers on ILT/SCT check in forms and 1:1 forms of communication.	Increase in percentage of students that reclassify as English Proficient.
2-10		Funding Priority: Fund basic supplies to ensure that the students and teachers have the resources they need to teach and learn i.e. Poster paper, markers, pencils, copy paper, scissors, glue, pens, crayons, notebooks and folders.	Teachers and students have all of the materials they need to be successful in teaching and learning grade level standards and adopted curriculum to increase student achievement.

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Attendance	By June 2020, chronic absenteeism rate will be less than 10% for all students.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Chronic Absence	All Students	16.55%	16.50%	16.45%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	<p>Weekly chronic absenteeism data on the OUSD Dashboard and weekly engagement reports.</p> <p>SART meeting attendance rate for families.</p> <p>Monitor students entering and exiting counseling to ensure effective implementation of MTSS.</p> <p>Increase percentage of follow up SSTs to ensure effective implementation of MTSS.</p>				
Theory of Action for Conditions for Student & Adult Learning Priority:	<p>If parents are communicated with on the day their child is absent, then parents will better understand our school policies for when to keep ill students home or when to send them to school.</p> <p>If the school celebrates students for positive attendance, then students and families will be motivated to come to school more often.</p> <p>If the school effectively implements MTSS, students needs will be met, parents will feel in partnership with the school, and kids will come more often.</p> <p>If school effectively implements the attendance accountability system (letters, SART, SARB) parents will be held accountable to sending their child to school on a more regular basis.</p> <p>If the culture and climate of the school feels safe and inviting, students will be more motivated to come.</p>				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION		

3-1	TIER 1: Recognize students weekly for showing the Hoover Hawk Values: Healthiness, Kindness, Perseverance, Curiosity, and Ownership. In addition, have monthly skits at the assembly to demonstrate desired behavior aligned to the values and expectations.	School culture team will meet bi-monthly to plan skits and reflect on positive behavior reinforcement ratio to disciplinary actions. Principal will conduct walkthroughs each trimester to monitor implementation of PBIS practices in the classroom. Funding priority: Supplies for the winners of the weekly raffle. School culture team members maintain this system (keeping honor cards in stock, replenishing prizes etc.).	School is a positive place for teachers, students and families. Students feel valued and celebrated. Chronic Absenteeism is lowered as a result.
3-2	TIER 1: Student leadership opportunities: Green Team, Junior Coaches, Buddy Reading, Safety Patrol	TIER 1: Students with positive attendance standings, strong character, and leadership skills will be eligible to participate. Funding Priority: Increase FTE of Attendance Clerk from 0.5 to 1.0.	Student attendance rate will increase and chronic absenteeism rate will decrease.
3-3	TIER 1: Consistent implementation of TIER 1 SEL Framework i.e. Toolbox, PBIS, Restorative Justice Circles/Circle a Day. This includes daily breakfast and morning meeting.	School culture team will meet bi-monthly monitor implementation and will communicate expectations improvements with staff during Monthly Staff Meetings. Funding Priority: Restorative Justice Coordinator	Student discipline (URFs) is reduced and student safety is increased.
3-4	TIER 1: Teachers will submit classroom attendance by 9:30 daily and Attendance Clerk will call all families of absent children to verify absences each day.	TIER 1: Teachers will be called and emailed if their Attendance is after 9:30, and clerk will take record so that principal can follow up. Attendance clerk will verify absences and remind families the importance of coming to school and our sick policy.	Attendance Clerk will have enough time to contact families to verify absences.
3-5	MultiTIER: Implement RJ Tier I, II, and re-entry circles when needed to reduce conflicts and suspensions.	Multi-TIER: RJ Coordinator pushes in to model TIER I circle, conducts circles based on request form and URFs. Includes parents when necessary. Funding Priority: Restorative Justice Coordinator	SEL time will help to decrease conflicts and RJ TIER II circles will improve students ability to solve problems on their own.
3-6	TIER II: Offer counseling through EBAC	TIER II: EBAC counselor will serve on COST Leadership team and will onboard and exit students when appropriate.	Students on EBAC Counselor's caseload will have improved self-regulation, increased ability to communicate needs and express feelings.

3-7	TIER I: Fun Day Friday and Extended Recess to celebrate students without URFs.	TIER I: All students with no URFs during the week and 3 URFs in a month will be able to participate in Funday Friday Freetime at the end of every week and Extended Recess at the end of every month.	Increased responsibility for all students and high expectations.
3-8	TIER 1: All staff i.e. Noon Sups, Custodians, cafeteria manager, office staff, will attend monthly staff meeting on the second Monday of the month in order to create full alignment of mission, vision, best practices and clear expectations for adults.	TIER 1: Principal will communicate this expectation to current staff by the end of the year and during on boarding for new employees. TIER 1: Funding priority: pay support staff extended contracts (if applicable) to attend monthly staff meetings.	More alignment across all stakeholders on expectations and systems of accountability
3-9	TIER 2: Teachers will implement behavior charts and necessary accommodations for students with TIER II or TIER III needs as a result of COST/SSTs. Practice(s) to support Students with Disabilities (Title I/LCAP). Practice(s) to support Foster and Homeless Youth (LCAP). Practice(s) to support Parent/Family Engagement (Title I)	TIER 2: COST Lead will monitor the implementation of the behavior charts and support teachers with this practice. TIER 2: When applicable, Insights to Behavior consultant will observe student to create a behavior analysis and plan for improvement.	Support for students with TIER II or TIER III needs.
3-10	TIER 2: The following supports will be offered to students with low attendance: Individual and Group counseling through EBAC, SART system for families, teachers will submit students with chronic absenteeism or tardiness to the C.O.S. Team.	TIER 2: Implement strong MTSS system to support teachers with meeting students needs. Develop strong relationships with families so that we can partner in supporting students. Provide PD for teachers on de-escalation strategies. Update COS form to include attendance. TIER 2: Teacher PD on de-escalation & behavior systems. COST/SST team meeting 1x/month. Outreach coordinator, principal and teachers do home visits. Include liaison with the West Oakland Initiative to meetings with regards to chronically absent or at risk students.	Decrease chronic absenteeism by 5% and increase overall student average daily attendance rate.

3-11	TIER 1: Based on need identified through coaching cycle action plan, teachers with classroom management as a growth area will take No-Nonsense Nurturing Course and receive "In the Ear Coaching" to support implementation of classroom management plan. Practice(s) for Teacher Professional Development (Title I)	TIER 1: Each CCTL will be in a coaching cycles with at least 2 teachers at a time in alignment with our PD/Unit cycle timeline. Provide release time for teachers (if applicable) to debrief observations with coaches or to attend district provided or free PDs as necessary based on coaching action plan.	All classrooms have a safe and nurturing learning environment, reduction of the number of students receiving TIER II and TIER III interventions for behavior, reduction in number of URFs and increase in student achievement on OUSD benchmarks.
3-12	TIER 1: Noon Supervisor and Restorative Justice Coordinator will create a safe space for students to play and get exercise during lunch and recess times by engaging students in games and consistently reinforcing the rules and expectations through the PBIS systems.	TIER 1: At the beginning of the year, create clear goals for practice. Bi-Monthly meetings with Principal to reflect on implementation and outcomes of lunch and recess. Monitor progress towards reaching goals.	To reduce student conflicts, encourage healthy play and increase learning time in class.
3-13	TIER 1: Kinder teachers will continue to partner with local CDC's to ensure a positive transition for incoming Kinder students. The CDC teachers will continue to share their student profiles with the Hoover team at the end of year transition meeting. Additionally, the Hoover team will continue to invite the Harriet Tubman and St. Marys students over for a lunch in the cafeteria. Practice(s) in support of Pre-K Transition. TIER 1: Kinder teachers will hold a kinder orientation in August before school starts and conduct home visits to get to know families and emphasize attendance and the rigor of kindergarten. Practice(s) for Parent/Family Engagement (Title I) and support Newcomers (Title I/LCAP).	TIER 1: Kinder teachers will continue to work with Maria Soju from OUSD to support Pre-K transition. TIER 1: Kinder teachers are trained on 1:1s and compensated for time through district grant.	Build intentional relationships with new students and new/returning families to improve outcomes for kids.
3-14	TIER 1: Attendance clerk will maintain attendance bulletin board in the hallway of the main building and create monthly attendance awards to recognize students with perfect attendance and most improved attendance. Practice(s) for Parent/Family Engagement (Title I).	TIER 1: Materials for bulletin boards and attendance awards.	Recognize students and families with positive attendance and growth to improve attendance rates for students, especially those who have been chronically absent in the past.

3-15	TIER 1 & 2: Continue partnership with community organizations around supporting attendance i.e. Lincoln Child Center - West Oakland Initiative and Oakland Natives Gives Back - Attendance Challenge.	TIER 1 & 2: Attendance clerk and principal will maintain positive relationships by meeting at least quarterly with community partners in service of students and families.	Students and families with TIER II and TIER III needs will receive wrap around services to help students thrive.
3-16	TIER 1: Teachers in grades 1st-5th will physically meet with every guardian and child during the 1st week of school in order to learn about the child, their hopes and dreams, and to set long term goals. Practice(s) for Parent/Family Engagement (Title I)	TIER 1: Principal will train teachers on 1:1s for the 1st week of school and will support with family outreach and translation coordination. Schedule minimum days for the first week of school in the instructional minutes tool.	Imrpove teacher/parent relationships in service of students.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	EL Reclassification	By June 2020, Hoover reclassification rate of ELs will increase by 5% each year.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	9.0%	14.0%	19.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	<p>Student performance on SRI (Fall, Mid-Year and Spring)</p> <p>Student performance on F & P cycle of inquiry.</p> <p>Student performance on Thin Slice Writing Benchmark</p> <p>Student performance on ELPAC.</p>				
Theory of Action for English Language Learners Priority:	<p>If we incorporate designated ELD (systematic ELD) and integrated ELD through GLAD strategies, then student achievement levels of ELs will increase across all assessment measures i.e. SRI, ELPAC reclassification, SBAC ELA and Math.</p> <p>If we engage families around our strategic plan for ELs and Newcomers, then they will be able to better partner with us to increase student achievement on district and state measures.</p>				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
4-1	In grades k-2 designated ELD (systematic ELD) will be piloted in the personalized workshop time for ELs and newcomers based on CELDT scores. In grades 3-5, literacy coach will lead ELD pull out small groups for newcomers and students with beginning level ELPAC scores. Practice(s) to support English Language Learners (Title I/LCAP). Practice(s) to support Newcomers (Title I/LCAP).	<p>ELA coach will deliver small group instruction and support teachers through coaching to deliver high quality reading intervention instruction.</p> <p>Funding priority: Pay for 0.8 TSA</p>		<p>Increase in reclassification rate by 5%. By 2020 all PW classrooms will have a designated ELD component.</p>	
4-2	Integrated ELD will be implemented in STEAM Lab and Math Studio. All teachers in these components will be GLAD trained by 2020. Practice(s) to support English Language Learners (Title I/LCAP). Practice(s) to support Newcomers (Title I/LCAP).	<p>Send teachers to GLAD training during the summer through the ELLMA office. ELA Coach is a GLAD Trainer and will support with implementation throughout the year.</p>		<p>Increase reclassification rate by 5% By 2020 all STEAM Lab classrooms will have a integrated ELD component.</p>	

4-3	SELLs Parent Group consists of families from all language groups represented at Hoover. SELLs parent group will understand the ELPAC, our school strategies to support our ELs, and create goals for their students. In the SELLs group, we will celebrate the benefits of bilingualism and explicitly name the assets of our children. Practice(s) for Parent/Family Engagement (Title I). Practice(s) to support English Language Learners (Title I/LCAP). Practice(s) to support Newcomers (Title I/LCAP).	Principal and Literacy Coach will hold workshops based on the request of the SELLs parent group, and we will have quarterly meetings to share data on how our ELs are performing on district benchmarks and reclassification rate.	Increase reclassification rate by 5%. Increase parent engagement. Increase EL SRI and SBAC scores in both literacy and math.
4-4	Faith Network volunteers will continue to work with our newcomers 1:1 on Mondays to help build their survival english and foundational reading skills. Practice(s) to support Newcomers (Title I/LCAP)	Principal will continue to partner with Faith Network and offer a space on Mondays for volunteers to work with newcomers and beginning level ELs.	Increase Newcomer's English Language Output from a 1:1 setting to a larger class context.
4-5	Students who reclassify and their families will be recognized and celebrated at the Friday Assembly. Practice(s) for Parent/Family Engagement (Title I). Practice(s) to support English Language Learners (Title I/LCAP). Practice(s) to support Newcomers (Title I/LCAP).	Literacy Coach (ELA TSA) will serves as the EL Ambassador and manage reclassification for our school.	Students will be motivated to reclassify and families will know how to support their child. Increase reclassification rate by 5%.

4-6	<p>Our school will serve as a place for Newcomers to feel safe and to build a sense of belonging. Our teachers will value students home language through learning about their culture. In the garden specifically, culturally relevant food will be planted and shared across the school community. We will celebrate our students rich culture through Black History Month, Latino Heritage Month, and EID. During these celebrations, students will put on performance such as song, dance, and spoken word. Additionally, through our partnership with Oakland Ed Fund, we will continue to put on the African American Literature Read In, Latino Literature Read In, Asian American Literature Read In, Arabic Literature Read In. Practice(s) for Parent/Family Engagement (Title I). Practice (s) to support English Language Learners (Title I/LCAP). Practice(s) to support Newcomers (Title I/LCAP).</p>	<p>Hoover leadership will continue to fund the Garden program and support community partnerships.</p>	<p>Newcomers will report feeling valued and included on the California CHKS Survey.</p>
4-7	<p>After school program will continue to put on a disney musical once a year. The musical will provide students with opportunity to produce oral language through memorizing their lines, practicing weekly, and putting on two performances for the school community. Practice(s) to support English Language Learners (Title I/LCAP). Practice(s) to support Newcomers (Title I/LCAP).</p>	<p>ASP will continue to participate in the Disney grant and put on one play each year.</p>	<p>Increase in reclassification rate by 5%.</p>

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 170

School: Hoover Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Fund afterschool program to support academic intervention and acceleration of students, as well as, offer extra curricular activities such as theater, art, making, and gardening.	Literacy	A1.6 After School Programs	5825				170-1
\$3,137.48	General Purpose Discretionary	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				170-2
\$27,824.50	General Purpose Discretionary	Surplus, intended to pay to increase Attendance Clerk from a 0.5 to a 1.0.	n/a	n/a	4399				170-3
\$6,000.00	General Purpose Discretionary	Machine Maintenance to support copying of Engage NY Materials	Mathematics	A5.3 School Facilities	5610				170-4
\$11,863.02	General Purpose Discretionary	Restorative Justice Coordinator to decrease student conflicts (and as a result, suspensions for violence) by modeling TIER I circles in the classroom, conducting TIER II preventative circles when there has been a request, and TIER III or re-entry circles with children, families, and teacher when there has been a serious conflict.	Attendance	A5.1 School Culture & Climate (Safe & Supportive Schools)	5736				170-5
\$31,310.14	LCFF Concentration	Implement NGSS Foss Science units in collaboration with STEAM lab Teachers and 3-5th grade teachers. Support implementation of GLAD strategies to support students' academic language acquisition.	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0028	0.40	170-6

\$18,631.72	LCFF Concentration	Build teacher's knowledge and effective implementation of the Common Core Science and Math standards through individual coaching cycles, supporting teacher collaboration and facilitating PD.	Mathematics	A2.5 Teacher Professional Development for CCSS & NGSS	1119	10 MONTH CLASSROOM TSA	C10TSA9999	0.20	170-7
\$58.14	LCFF Concentration	Purchase award medals for students who reclassify to celebrate their hard work.	EL Reclassification	A4.1 English Learner Reclassification	4310				170-8
\$28,653.48	LCFF Supplemental	Garden STIP Sub will provide a robust learning experience in our Hoover Community Garden on a weekly basis for all classrooms. Students will learn about ecology, healthy eating, while getting physical exercise. Parent volunteers will help with support with maintenance, classroom instruction and encourage more families to volunteer.	Attendance	A5.2 Health and Wellness (Mental & Physical Health)	1105	TEACHER STIP	TCSTIP0309	0.60	170-9
\$54,566.74	LCFF Supplemental	Personalized Workshop Classroom Team will implement blended learning programs and use data drive instructional practices to deliver small group instruction in reading, and designated ELD.	Literacy	A3.1 Blended Learning	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0551	0.80	170-10
\$37,771.50	LCFF Supplemental	Build teacher's knowledge and effective implementation of the Common Core ELA and ELD standards through individual coaching cycles, supporting teacher collaboration and facilitating PD.	Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	1119	10 MONTH CLASSROOM TSA	C10TSA0244	0.30	170-11
\$82,727.98	LCFF Supplemental	Restorative Justice Coordinator to decrease student conflicts (and as a result, suspensions for violence) by modeling TIER I circles in the classroom, conducting TIER II preventative circles when there has been a request, and TIER III or re-entry circles with children, families, and teacher when there has been a serious conflict.	Attendance	A5.1 School Culture & Climate (Safe & Supportive Schools)	5736				170-12

\$62,952.50	Title I: Basic	Conduct literacy small group reading intervention using LLI for focal students who are reading multiple years behind and newcomers in grades 2-5.	Literacy	A3.2 Reading Intervention	1119	10 MONTH CLASSROOM TSA	C10TSA0244	0.50	170-13
\$2,020.20	Title I: Basic	Surplus, to Be determined by SSC in October 2018	n/a	n/a	4399				170-14
\$597.95	Title I: Parent Participation	Surplus, to be used for supplies for parent communication and workshops	Literacy	A3.3 Family Engagement focused on Literacy Development	4399				170-15
\$1,000.00	Title I: Parent Participation	Surplus, to be used for parent educational workshops	Literacy	A3.3 Family Engagement focused on Literacy Development	4399				170-16

Title I School Parental Involvement Policy 2017-8

Hoover Elementary School agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their school's participation in the Title I Program.
 2. Explain the requirements of the Title I Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I program.
 4. The parents' right to participate in the development of the District's Title I plan as outlined in our Annual Title I meeting on September 11, 2014.
- Offer a flexible number of meetings for parents. We hold "Coffee and Bagels with the Staff" in the morning, SSC in the early *morning*, and a number of educational themed meetings at varying times. Our *restorative justice counselor* will provide individual support at varying times.
- Involve parents of Title I students in an organized, ongoing, and timely way of the planning, review, and improvement of its Title I programs and the Title I Parent Involvement Policy. We have informational evening meetings, open invitations to all SSC meetings, parent/teacher conferences, and school newsletters.
- Provides parents of Title I students with timely information about Title I programs through parent teacher conferences each marking period.
- Provides parents of Title I students with an explanation of the curriculum, assessments and proficiency levels students are expected to meet through Back to School and parent/teacher conferences.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children through report card conferences.

School-Parent Compact

Hoover has jointly developed and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Hoover engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and the Oakland Unified School District's academic assessments, including alternative assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress through "Coffee and Bagels with the Staff", Back to School Night, Parent-Teacher conferences, SSTs and School Site Council meetings.
- Provides materials and trainings to help Title I program Parents work with their children to improve their children's academic achievement. This happens at individual parent conferences , Parent workshops and monthly newsletters.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. This is a professional development topic for staff, and part of the outreach consultant's focus.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. (Family Literacy Night, Science Night, Student Exhibitions, and Parent Workshops)
- Distributes to Title I 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, Annual Title I meeting.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. (Individual Parent Conferences, Cost Team meetings for referred students, SST meetings for individual targeted students.)

Accessibility

Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports translated into Spanish.

Adoption

This School Parental involvement Policy has been developed jointly with, and agreed with, parents of children participating in Title I Programs , as evidenced by our Annual Title I meeting on *October 12, 2017*, and at our SSC on *November 1, 2017*.

This policy was adopted by the Hoover School Site Council on *November 1, 2017*, and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A, children on or before December of each year. It will be made available to the local community on or before December of each year. Hoover's notification to parents of this policy will be in an understandable written format and, to the extent practicable, provided in a language the parents can understand.

Ashley Blue Martin
(principal's signature)

11/1/17
(date)

Hoover Elementary School Compact Working Together to Achieve High Academic Standards

THE EDUCATOR PLEDGE:

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 the best of my ability:

I will teach grade level standards, skills and concepts.

I will teach interesting and challenging lessons that promote student achievement.

I will strive to address the individual needs of my students.

I will communicate with all my parents regarding their child's progress.

I will provide a safe, positive, supportive and healthy learning environment for my students.

I will correct and return appropriate work in a timely manner.

I will communicate homework and class work 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 all school notices in a timely manner.

Educator's Signature Date

THE STUDENT PLEDGE:

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

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

I will get to the class on time every day.

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 follow the classroom and school rules.

I will be a cooperative learner.

I will ask for help when needed.

I will limit my TV watching, and will read or study every day after school.

I will respect the school, my classmates, Hoover School Staff and families.

I will give my parents all school notices in a timely manner.

Student's Signature Date

THE PARENT/GUARDIAN PLEDGE:

I understand that my participation in my student's education will 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 complete his/her homework.
I will provide a quiet time and place for homework and monitor my child TV viewing.
I will strive to participate in school activities at least 1 hour per month.
I will attend at least one Back-to-School-Night, Open House, SSC, PTC, PTA and other school events.
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.

Parent's Signature Date

Compacto de la Escuela Hoover **Trabajando Juntos para Alcanzar Altos Niveles** **Academicos**

Promesa de los Educadores:

Yo entiendo la importancia de experiencia en la escuela para cada estudiante y nuestro papel como educador y modelos. Por eso, yo estoy de acuerdo de llevar a cabo las siguientes responsabilidades en lo mejor de mi habilidad:

Yo me comprometo a enseñar conforme al grado y al nivel de los estandares, habilidad y conceptos.

Yo me comprometo a enseñar lecciones interesantes y estimulante para promover la realizacion de los estudiantes.

Yo me comprometo a esforzarme para prepararme conforme a la necesidad individual de cada estudiante.

Yo me comprometo a comunicarme con todos los padres para informarle acerca del progreso de su hijo/s.

Yo me comprometo a proveer un medio ambiente seguro y saludable, positivo, de apoyo para los estudiantes.

Yo me comprometo a corregir y regresar el trabajo en un tiempo apropiado.

Yo me comprometo a comunicar la tarea y las expectativas de el trabajo de las clase a los estudiantes.

Yo me comprometo desarrollar el pensamiento basico y critico de mis estudiantes.

Yo me comprometo a exhibir sensibilidad a los problemas multiculturales.

Yo me comprometo a respetar la escuela, los estudiantes, personal de la escuela y las familias de Hoover.

Yo me comprometo a distribuir todas las notas de la escuela en el tiempo adecuado.

Firma del educador/a

Fecha

Promesa de los Estudiantes:

Yo realizo que mi educacion es importante. Yo se que soy responsable por mis acciones. Yo quiero progresar. Por eso, yo estoy de acuerdo de llevar a cabo las siguientes responsabilidades en lo mejor de mi habilidad:

Yo me comprometo a llegar a tiempo a las clases todos los dias.

Yo me comprometo a estar listo y voy a trabajar duro para aprender.

Yo me comprometo a venir uniformado a la escuela.

Yo me comprometo a llevar mi carpeta de trabajo a la casa diario/semanal y voy a explicarla a mis padres.

Yo me comprometo a regresar mi trabajo completo a la clase a tiempo.

Yo me comprometo a ser responsable de mi propia conducta y voy a seguir las reglas de la escuela.

Yo me comprometo a ser un estudiante cooperativo.

Yo me comprometo a pedir ayuda cuando la necesite.

Yo me comprometo a limitar ver television, y voy a leer y estudiar todos los dias despues de la escuela.

Yo me comprometo a respetar la escuela, mis compañeros, el personal de Hoover, y las familias.

Yo me comprometo a darle las notas de la escuela a mis padres cuando mi maestro me lo entregue.

Firma del estudiante

Fecha

Promesa de los Padres/Guardianes:

Yo entiendo que mi participacion en la educacion de mi hijo/a le ayudara en sus logros y actitudes. Por eso, yo estoy de acuerdo de llevar a cabo las siguientes responsabilidades en lo mejor de mi habilidad:

Yo me comprometo a asegurarme que mi hijo/a complete su tarea.

Yo me comprometo a proveerle a mi hijo/a un lugar callado para que pueda hacer su tarea y tambien voy a monitorear lo que ve en la television.

Yo me comprometo a esforzarme por participar en las actividades de la escuela por lo menos 1hora al mes.

Yo me comprometo a atender por lo menos a un Noche-De-regreso-a-la-Escuela, Escuela-Abierta, SSC, PTC o otras actividades de la escuela.

Yo me comprometo a animar a mi hijo/a en ocuparse en leer por lo menos 20 minutos todos los días.

Yo me comprometo a asegurarme que mi hijo/a tenga un tiempo adecuado para dormir y también que tenga una dieta balanceada.

Yo me comprometo a asegurarme que mi hijo venga a la escuela a tiempo y se vaya de la escuela a tiempo.

Yo me comprometo a tener una conversación con mi hijo/a de cómo le fue en el día en la escuela.

Yo me comprometo a atender a las conferencias con el maestro/a de mi hijo/a.

Yo me comprometo a comunicarle al maestro/a sobre las necesidades de mi hijo/a en su tarea.

Firma del padre/madre

Fecha



2017-2018

School Site Council Membership Roster – Elementary

School Name: Hoover Elementary School

Chairperson : Cesar Escalante
Vice Chairperson: Rowena Ward
Secretary: Kathy Emam

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Ashley Martin	X			
Cesar Escalante			X	
Lissette Averhoff		X		
Annika McPeek		X		
Amanda Keoun		X		
Aisha Higgins				X
Guadalupe Canchola				X
Rowena Ward				X
Chaketha Waters				X
Pam Stanley				X

Meeting Schedule (day/month/time)	1st Wed. Month; Oct.4, Nov.1, Dec. 6, Jan.10, Feb. 7, March 7, April 11, May 2
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SSC Legal Requirements: (Ed. Code 52852)

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;
4. Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community