

Board Office Use: Legislative File Info.	
File ID Number	19-1545
Introduction Date	8/14/9
Enactment Number	
Enactment Date	



# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** August 14, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 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
- After School Education and Safety (ASES)

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for Hoover Elementary School



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

## **2019-2020 School Plan for Student Achievement (SPSA)**

**School:** Hoover Elementary School  
**CDS Code:** 1612596057046  
**Principal:** Lissette Averhoff  
**Date of this revision:** 5/13/2019

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:

<b>Contact:</b> Lissette Averhoff	<b>Position:</b> Principal
<b>Address:</b> 890 Brockhurst Street Oakland, CA 94608	<b>Telephone:</b> 510-879-1700 <b>Email:</b> <a href="mailto:lissette.averhoff@ousd.org">lissette.averhoff@ousd.org</a>

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/13/2019*

*The District Governing Board approved this revision of the SPSA on: 8/14/2019*

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

## 2019-2020 School Plan for Student Achievement Recommendations and 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 type="checkbox"/> School Improvement Grant (SIG)              |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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 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:** March 13, 2019

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

Principal

[Signature]  
Signature

May 29, 2019  
Date

Cesar Escalante

SSC Chairperson

[Signature]  
Signature

May 29, 2019  
Date

Monica Thomas

Network Superintendent

[Signature]  
Signature

5-30-19  
Date

MURDER OTIS

Officer, State and Federal Programs

[Signature]  
Signature

5/20/19  
Date

## 2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
8/6/2018	Site Leadership Teams	year- long goal and staff engagement planning
8/9/2018	Staff	Beginning of the year goal setting, expectations and engagement kick- off
8/17/2018	Coffee with principal	Welcome for Kinder families coffee
8/31/2018	Coffee with principal	Back to school for all families. Review of school goals.
9/5/2018	SSC	Establishment meeting, elections
9/12/2018	Annual Title 1 and Back to School	Shared title 1 budget, parent involvement policy, school data and goals for the year. Support for reading at home.
9/19/2018	SCT & ILT	Review of policies and plan for the year
9/27/2018	Staff & Parents	Coffee with the principal to discuss school goals & priorities. Staff meeting reviewed data and goals and parent involvement policy.
10/18/2018	SSC	Re-establishment and re-voting
10/26/2018	Staff & Parents	Coffee with the principal to discuss school goals & priorities. Staff meeting reviewed data and goals and parent involvement policy.
11/7/2018	SSC	Discussion about Title 1 parent money and ideas for parent learning and support
11/15/2018	PSAC & SSC Training	Training and sharing of ideas with SSCs at district
11/28/2018	Site Leadership Teams	Review of SPSA and goals, SSC planning
11/30/2019	Staff & Parents	Coffee with the principal to discuss school goals & priorities. Staff meeting reviewed data and goals and parent involvement policy.
12/5/2018	SSC	Review of Data, SPSA goals, Title 1 and TIV extra money ideas.
12/17/2018	Staff	Reflection of strengths and challenges and root causes
12/21/2019	Staff & Parents	Coffee with the principal to discuss school goals & priorities. Staff meeting reviewed data and goals and parent involvement policy.
1/9/2019	SSC	School strengths and challenges and root causes, vote on Title 1 and Title 4
1/23/2019	Site Leadership Teams	SPSA review of theory of actions, SSC agenda review
1/24/2019	Staff & Parents	Coffee with the principal to discuss school goals & priorities. Staff meeting reviewed data and goals and parent involvement policy.
2/6/2019	SSC	Voting for Title 1 parent money, reviewing ideas for SPSA, approval of budget
2/22/2019	Staff & Parents	Coffee with the principal to discuss school goals & priorities. Staff meeting reviewed data and goals and parent involvement policy.

3/4/2019	Staff Meeting	Review draft of SPSA and goals, SSC planning
3/8/2019	Staff & Parents	Coffee with the principal to discuss school goals & priorities. Staff meeting reviewed data and goals and parent involvement policy.
3/13/2019	SSC	Review of Data and draft of SPSA
3/20/2019	Site Leadership Teams	Planning for 2019-20 based on site plan
3/22/2019	Staff & Parents	Coffee with the principal to discuss school goals & priorities. Staff meeting reviewed data and goals and parent involvement policy.
4/3/2019	SSC	Final review of SPSA and staff feedback
4/11/2019	Staff & Parents	Data night and Open house
4/12/2019	Staff & Parents	Coffee with the principal to discuss school goals & priorities. Staff meeting reviewed data and goals and parent involvement policy.
4/17/2019	Site Leadership Teams	Review of data, planning for staff and SSC reflections
4/26/ 2019	Staff Meeting	Review of data, identifying strengths and challenges based on this year's goals
5/1/2019	SSC	Review of data, identifying strengths and challenges based on this year's goals
5/24/2019	Staff Meeting	Reflection if year and planning for next year
5/24/2019	Staff & Parents	Coffee with the principal to discuss school goals & priorities. Staff meeting reviewed data and goals and parent involvement policy.

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$116,303.54
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	\$500,691.79

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$74,203.61	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$32,175.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,426.03	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$213,637.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$40,673.90	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$50,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$116,303.54</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$431,733.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$548,036.54</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS**

**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.

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
Low turnover of teachers and staff.	Teachers and staff report that relationships with colleagues, families and students help them feel connected and committed to Hoover.
80% of students feel that they are connected to the community (CHKS)	Low staff turnover, small school where all staff know almost every student and family.
over 90% of families feel that staff at Hoover is helpful (CHKS)	Low staff turnover, small school where all staff know almost every student and family. Community relations coordinator supports families to feel connected to the school.
Aligned K-5 curriculum and instruction in Science and evidence of growth towards school- wide science priorities (Science walkthroughs)	Support from lead teacher and TSA on Science. Walkthroughs each trimester with clear feedback to individual teachers that are aligned to school- wide trends.
<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
Overall Reading and Math scores are low and there has been very little movement in academics over the last 5 years (SBAC, SRI, F&P).	Curriculum and instruction is not aligned K-5; too many priorities as a school; no clear goals for students.
EL reclassification rate is low and our EL population is growing.	No designated or integrated ELD throughout the day. No clear support for newcomers.

Low engagement and rigor in classrooms (academic walkthroughs)	Student attendance is low, scaffolds not put in place, instruction not supported/ aligned.
Low participation from teachers (or the same teachers participating in extra duties) to support work around the school, outside of the classroom.	No clear school culture, no accountability structures in place for teachers outside of classroom instruction, no stipends for teachers extended work.
Students with disabilities are performing lower than other students in reading and math and African American students are below other subgroups in Math.	Instruction at Hoover is not culturally relevant or differentiated.

**1C: 19-20 STUDENT GOALS & TARGETS**

***District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)***

**School Goal: All students build relationships with adults and each other at Hoover so that they can feel connected and engaged.**

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	83.15%	88.10%	88.10%
Suspensions	African-American Students	-2pp	4.38%	1.00%	1.00%
Suspensions	Students with Disabilities	-2pp	9.68%	7.68%	5.00%
Chronic Absence	African-American Students	-2pp	19.63%	17.60%	15.60%

***District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)***

**School Goal: By June 2021, 50% of 3rd- 5th grade students will meet or exceed standards on the ELA SBAC.**

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-110.1	-95.1	-80.1
ELA SBAC	Students with Disabilities	+20 points DF3	-172.9	-152.9	-132.9
ELA SBAC	English Learners	+20 points DF3	-150.1	-130.1	-110.1

***District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)***

**School Goal: 75% of students will be proficient or advanced on EngageNY End of Module Assessments.**



Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-101.3	-86.3	-71.3
Math SBAC	Students with Disabilities	+20 points DF3	-187.7	-167.7	-147.7
Math SBAC	African-American Students	+20 points DF3	-101.1	-81.1	-61.1

***District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)***

**School Goal: 15% of EL students will be reclassified.**

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	6.93%	15.00%	15.00%
LTEL Reclassification	Long-Term English Learners	25%	16.67%	25.00%	25.00%

***District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)***

**School Goal: 90% of students will meet or exceed accelerated growth goals on F&P, STAR and/or SRI.**

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	27.96%	40.00%	50.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	70.34%	60.00%	50.00%
K at or above Benchmark	All Kindergarten Students	+5pp	19.05%	24.05%	50.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	20.83%	25.83%	50.00%

#### **1D: IDENTIFIED NEED**

*Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.*

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: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

*Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.*

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.

<b>School:</b> Hoover Elementary School		<b>SPSA Year Reviewed:</b> 2018-19		<b>SPSA Link:</b> <a href="#">18-19 SPSA</a>	
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)</b>					
<b>18-19 Language &amp; Literacy Priority:</b>		<b>Literacy</b>			
<b>June 2021 Language &amp; Literacy Goal:</b>		By June 2020, 50% of 3rd students will be meet or exceed standards as measured by ELA SBAC.			
<b>Theory of Action for Language &amp; Literacy:</b>		<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 throughtout 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>			
<b>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC ELA		Low-Income Students		-109.3	-110.9
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>					
<p>Changed PD plan to focus on comprehending, discussing and writing about complex text.  Set, monitored and had data conferences around accelerated growth goals for students.  Reviewed data and goals with families at Back to School Noght and report card conferences.  Added workshops for parents.  Added strategic reading intervention with tutors, volunteers and BookNook.  Coaching, PD support from ITL.  ITL coordinating and training others with intervention supports.</p>					
<b>What evidence do you see that your practices are effective?</b>					
<p>Teachers, parents and students are aware of student reading levels and goals.  Seeing growth in reading in grades K, 1 and 5.  Pull out and small group interventions are being monitored and studnets are exiting groups/ supports when they meet their reading goals.  Newcomers moving in levels of Engelsih comprehension and output.</p>					
<b>What are some possible implications for your 2019-20 SPSA?</b>					
<p>Continue to focus on reading as a school and at PD. Continue setting goals for students and sharing with students and families. Data conferences and reading workshops for families.Continue Book Nook, continue to monitor and support reading intervention groups.  Continue and build ELD supports. Pay for TSA to continue to support with ELA.</p>					

<b>18-19 Standards-Based Instruction Priority:</b>	<b>Mathematics</b>		
<b>June 2021 Standards-Based Instruction Goal:</b>	By June 2020, 50% of 3rd grade students will meet or exceed standards as measured by Math SBAC.		
<b>Theory of Action for Standards-Based Instruction:</b>	<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>		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC Math	Low-Income Students	-81.1	-101.9
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
Added Math workshops for families. Added PD to include supporting students to comprehend and discuss word problems as well as use manipulatives/ multiple representations in math. Monitored End of Module Assessments. ITL supported with coaching and PD for teachers around Math.			
<b>What evidence do you see that your practices are effective?</b>			
Students are completing homework more. Discussion and supports are observed in classes.			
<b>What are some possible implications for your 2019-20 SPSA?</b>			
Continue to support teachers with understanding the math, long term planning and using manipulatives/ multiple representations. Observe and monitor for EL supports, word problems and academic discussions. Support and check for End of Module assessments. Add more math data conferences and add a Math PD cycle. TSA to support with coaching and PD.			
<b>18-19 Conditions for Student &amp; Adult Learning Priority:</b>	<b>Attendance</b>		
<b>June 2021 Conditions for Student &amp; Adult Learning Goal:</b>	By June 2020, chronic absenteeism rate will be less than 10% for all students.		

<b>Theory of Action for Conditions for Student &amp; Adult Learning:</b>	<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>		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
Chronic Absence	All Students	16.5%	13.8
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
No changes to SPSA staffing or activities.			
<b>What evidence do you see that your practices are effective?</b>			
Attendance meetings, family outreach, teacher participation have helped support families to attend school daily.			
<b>What are some possible implications for your 2019-20 SPSA?</b>			
Continue to have attendance meetings. Attendance clerk full time to support with attendance. Continue home visits and SARBs. Continue to add attendance on newsletter. Continue with attendance awards and board. Continue with weekly celebrations.			
<b>18-19 Conditions for English Language Learners Priority:</b>	<b>EL Reclassification</b>		
<b>June 2021 Conditions for English Language Learners Goal:</b>	By June 2020, Hoover reclassification rate of ELs will increase by 5% each year.		
<b>Theory of Action for Conditions for English Language Learners:</b>	<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>		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
English Learner Reclassification	All Students	14.0%	6.90%

**Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Added 30 min daily ELD with Systemic ELD for newcomers in grades 2-5, 30 minutes daily of WordGen for grades 3-5, 30 minutes daily of integrated ELD in grades k-3. Trained all teachers in ELD strategies and core teachers in GLAD.

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

Newcomers are moving EL levels, evidence of EL strategies and supports consistently seen in all classrooms.

**What are some possible implications for your 2019-20 SPSA?**

Continue to support with designated and integrated ELD. Build on supports for ELs in all classrooms. TSA to support with coaching and PD for ELs. Add parent workshops for supporting with language.

### **DEPARTURE FROM PLANNED 18-19 SPSA BUDGET**

**Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?**

N/A

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Hoover Elementary School

**School ID:** 170

**3: SCHOOL STRATEGIES & PRACTICES**

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

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

<b>School Priority ("Big Rock"):</b>	Attendance (GOAL: All students build relationships with adults and each other at Hoover so that they can feel connected and engaged as shown by 88.1% connectedness rate on the CHKS survey.)		
<b>School Theory of Action:</b>	<p>If:</p> <ul style="list-style-type: none"> <li>-parents are communicated with regularly and practices are put in place to support them with attendance</li> <li>-school climate promotes strong relationships, safety, joy and an equitable learning environment</li> <li>-staff and teachers are made aware of attendance goals and issues</li> <li>-good and perfect attendance is celebrated and rewarded</li> </ul> <p>Then:</p> <ul style="list-style-type: none"> <li>-Students will come to school every day on time</li> <li>-Students will be safe and joyful at school</li> <li>-good attendance rates will be high</li> <li>-absence rates will be low</li> <li>-students will be engaged in school activities in class</li> <li>-academics will improve.</li> </ul>		
<b>Related School Goal(s):</b>	All students build relationships with adults and each other at Hoover so that they can feel connected and engaged.		
<b>Students to be Served by these Practices</b>	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	TIER 1: PBIS & Equity practices consistently implemented school- wide by all teachers and staff. Teachers use resources such as Toolbox, RJ and Circle a Day.	PD will support understanding of PBIS practices and expectations. School culture team will meet bi-monthly to analyze data and support PD and school- wide supports of PBIS. Staff meetings will include all staff and will focus on PBIS, safety, joy and equity at Hoover. FUNDING PRIORITY: leadership stipends for teachers.	CHKS Survey data will be higher. PD feedback forms will show that goals of PD are met and that teachers are implementing to a higher level. Observations of classroom instruction will show that PBIS and Equity practices are being implemented. Attendance rates will improve. URFs & suspensions rates will be lowered.

1-2	Tier 1: Attendance taken and submitted daily by 9:30 AM. Families called for absent students. Attendance rates reported in monthly newsletter.	Attendance team meetings to support with planning of activities and communication, checking on families. FUNDING PRIORITY: Attendance clerk.	Higher attendance rates. All absent students' families communicated with daily about attendance policies and checked in about support needed.
1-3	TIER II: Counseling through EBAC, priority for homeless, foster youth.	EBAC counselor will serve on COST and support teachers with behavior intervention ideas.	Students who are identified as needing support through our COST system will have plans and supports in place to keep them engaged and motivated at school.
1-4	TIER I: Celebrations such as Fun Day Friday, extended recess, student of the month, honor card raffle, popcorn party for attendance and attendance awards at School culture assembly.	Attendance team meetings to plan rewards around attendance; school culture team meetings to plan for culture awards, such as students with 2 or less URFs will attend extended recess. FUNDING PRIORITY: school culture stipends, attendance clerk, raffle prizes, popcorn prizes, awards.	Decreased URFs, decrease in students missing extended recess, higher attendance rates. CHKS data will show higher connectedness.
1-5	TIER II: Teachers will implement behavior charts and accommodations from COST, SSTs and IEPs. Check in check out systems and circles/ small groups to support student needs, such as homeless and foster youth.	COST lead and principal will support with observations and implementation of behavior supports from COST. SSTs scheduled and facilitated by community relations assistant with families to provide family with support. RSP teacher will hold meetings with classroom teachers to discuss IEP supports. Funding Priority: Stipend for COST Lead, Community Relations Assistant.	Decreased URFs, decrease in students missing extended recess, higher attendance rates. CHKS data will show higher connectedness.
1-6	Tier I: Students will have access to arts and music during the school day. Kinder arts, 1-2 drumming and 3-5th orchestra. Student arts will be showcased at evening events at Hoover.	ILT and SCT will monitor events and impact on students who have access to art and music.	Decreased URFs, decrease in students missing extended recess, higher attendance rates. CHKS data will show higher connectedness.
1-7	Kindergarten teachers will partner with Harriet Tubman CDC to support connectedness to Hoover and encourage attendance. Students will visit the CDC and the CDC will be invited to events at Hoover.	Lead kinder teacher will organize trips and events and will work with ILT.	Increased attendance for Kindergarten students.

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



<b>School Priority ("Big Rock"):</b>		Mathematics (GOAL: 75% of students will be proficient or advanced on EngageNY End of Module Assessments.)	
<b>School Theory of Action:</b>		<p>If:</p> <ul style="list-style-type: none"> <li>-teachers have adequate time and support to plan towards common core math standards mastery as measured by formative and summative assessment data,</li> <li>-teachers specialize and focus on math instruction throughout the school, incorporating scaffolds to support conceptual understanding, high level of fluency and opportunities for application of mathematics,</li> <li>-teachers get 1 trimester of weekly coaching and weekly observations and feedback aligned to instructional and assessment goal</li> </ul> <p>-students receive targeted instruction set towards mastery of standards,          -parents have access to workshops run by teachers to understand grade level common core math and target strategies used in the curriculum</p> <p>Then:</p> <ul style="list-style-type: none"> <li>-instruction will be rigorous and meet students' needs</li> <li>-students' unfinished learning will be addressed</li> <li>-students will be highly engaged in class</li> <li>-students will make significant growth on grade level standards and will be prepared to master grade level math standards.</li> </ul>	
<b>Related School Goal(s):</b>		75% of students will be proficient or advanced on EngageNY End of Module Assessments.	
<b>Students to be Served by these Practices</b>		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	<p>K-5 teachers will implement ST Math Online Program, meeting the minimum 60 minutes per week in grades k-1 and 90 minutes in grades 2-5.</p> <p>K-5 teachers will move ST Math curriculum to align with EngageNY curriculum.</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 professional development on implementing ST Math and using data reports to inform instruction.</p> <p>Observe and give feedback on ST Math implementation and data.</p> <p>Analyze ST Math data and implications for instruction at ILT meetings and at teacher-led data conferences.</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 and on End-of-Module Assessments.</p>

2-2	<p>K-5 teachers will implement a daily 60 minute Math common core lessons using Engage New York Curriculum to increase student achievement outcomes on End of Module Assessments, SBAC IABS and summative SBAC.</p> <p>Teachers will incorporate strategies for engagement and understanding as well as scaffolds to support student understanding and mastery of standards.</p> <p>Practice(s) to support Low-Income Students (Title I/LCAP).</p> <p>Practice(s) to support Foster Youth (LCAP)</p>	<p>K-5 Math teachers will work in PLCs to implement curriculum, analyze data and incorporate scaffolds.</p> <p>TSA and principal will observe weekly and give feedback based on teacher's goals and student achievement data.</p> <p>ILT will review and analyze data that will inform school-wide PD and feedback.</p> <p>Funding Priority: Eureka curriculum materials and basic classroom supplies (dry erase markers, paper, pencils, etc.)</p>	<p>Increase students' conceptual understanding of math and percentage of students at met or exceeds standards on Math SBAC.</p>
2-3	<p>Lead teachers will coordinate workshops for parents to build understanding of Common Core State Math Standards and strategies used in the curriculum.</p> <p>Practice(s) for Parent/Family Engagement (Title I)</p>	<p>Lead teachers will meet with Community relations assistant and principal to plan workshops.</p> <p>Funding Priority: Stipends and food from title 1 parent money, CSM</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>TIER 1: Recognize and reward students each month for progress on STMath as well as End of Module assessment performance and growth 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>Coordinate with parent volunteers to maintain student achievement bulletin board.</p> <p>Community Relations Assistant will call/send home notice to parents that their child is being recognized.</p> <p>Funding priority: Purchase award templates and medals for student recognition.</p>	<p>Promote a schoolwide culture of academic excellence and improve students' focus, independence and confidence in learning.</p>

2-5	<p>Teachers will administer formative assessments (exit tickets, weekly quizzes) and summative assessments (mid- module, end-of-module assessments, IABS and summative SBAC) to monitor student learning. SBAC and IABs throughout the year in Math to progress monitor students movement towards mastery of grade level standards.</p> <p>Teachers will analyze data to inform instruction and report at data conferences in order to meet student targets.</p> <p>Practice(s) to accelerate Low-Performing Students (Title I).</p>	<p>PLC time for teachers to analyze data and plan instruction.</p> <p>PD time for teachers to set goals, prepare for assessments and analyze data.</p> <p>Extra minimum days scheduled for teacher-led data conferences with TSA and principal.</p> <p>Funding Priority: TSA and basic materials for teaching (paper, glue, pencils, etc)</p>	<p>Increase of students' test-taking stamina, engagement in math class and overall mathematical understanding leading to gains in performance on SBAC assessments.</p>
2-6	<p>Kindergarten teachers will have arts- aligned instruction through a partnership with Attitudinal Healing Connection. Student work will be showcased at AHC's end of year event and at a STEAM family night.</p>	<p>Lead Arts/ Math teacher will meet monthly with AHC artists and principal to plan out lessons and events.</p>	<p>Kindergarten students will have a deeper understanding of Math concepts as evidenced on End of Unit Assessments and math/ art assignments (using a rubric to assess).</p>

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

<p><b>School Priority ("Big Rock"):</b></p>	<p>Literacy (GOALS: By June 2021, 50% of 3rd- 5th grade students will meet or exceed standards on the ELA SBAC. 90% of students will meet or exceed accelerated growth goals on STAR and SRI. )</p>
<p><b>School Theory of Action:</b></p>	<p>If:</p> <ul style="list-style-type: none"> <li>-K-3 teachers specialize and focus in one instructional component of our framework,</li> <li>-K-5 students receive standards- based ELA instruction and work towards meeting their accelerated growth goals in reading,</li> <li>-students in grades K-5 are taught grade level reading and writing standards through NGSS units, with appropriate scaffolds and supports</li> <li>-All teachers consistently implement integrated ELD strategies during ELA, Math and Science instruction,</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.</li> <li>-our ELs will be re-designated by the end of 5th grade and newcomers will dramatically increase language skills according to ELPAC.</li> </ul>

<b>Related School Goal(s):</b>		Increase Pacing (coverage of standards by end of year), Progress (opportunities for access to curriculum within weekly schedule), and Practice (within lesson)	
<b>Students to be Served by these Practices</b>		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	K-5 teachers will use core curriculum to deliver standards- based ELA instruction, assuring that students are reading, speaking about and writing with evidence from grade level complex text. Teachers will integrate EL strategies to support students' comprehension, speaking and writing about complex texts. Units will be integrated when possible with NGSS FOSS and History; teachers will utilize the garden to build background knowledge and support student understanding and language.	<p>PD will focus on supporting teachers with setting and backwards mapping accelerated reading growth goals for each student and on analyzing data. PD will provide guidance and practice for teachers on different curriculum and on how to successfully manage online platforms, monitor student progress and provide effective feedback to students on a weekly basis based on program performance. ILT will monitor data and reports from the programs.</p> <p>TSA will support with weekly coaching for each teacher every trimester and modeling of curriculum components and ELA lessons. Teacher- led data conferences with next steps to improve student scores 3 times a year with TSA and principal.</p> <p>Funding priority: Pay for Lexia Subscriptions.</p>	Over 50% of students will have met progress predictors throughout the year on online program. All students will meet or exceed reading growth goals on F&P and SRI. ELA SBAC scores will increase.
3-2	K-5 teachers, mentors, volunteers and tutors will use data from ELPAC, F & P and SRI to offer small group, targeted instruction and intervention. Small group could be guided reading, skills groups, Lexia personalized program, SIPPS or LLI. Teachers will regularly monitor student progress in order to best address individual and group needs, focusing particular attention on our ELs. 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).	<p>TSA will support with training and modeling on curriculum and small group interventions. TSA will work with teachers to identify small group needs and supports.</p> <p>Funding Priority: TSA</p>	Growth on ELA SBAC, students increasing 1 (Students at grade level) 1.5 (students close to grade level) and 2 years (students far behind grade level) on F & P and SRI from Fall to Spring.

3-3	<p>Teachers will vote for representation on the Instructional Leadership Team. Each teacher leader is responsible for communicating with teachers around instruction, leading professional learning, participating in walkthroughs, giving feedback and guidance on professional learning, leading school-wide initiatives in their classrooms and representing Hoover at other professional learning opportunities.</p> <p>Practice(s) for Teacher Professional Development (Title I).</p>	<p>ILT meetings and trainings to support teacher leadership growth. ILT will review school- wide data regularly, look at feedback from teachers weekly and design/ plan for school- wide professional learning.</p> <p>Funding Priority: ILT stipends.</p>	<p>PD feedback will show that teachers feel supported and that PD and school-wide initiatives are focused and create conditions for student success.</p> <p>Teachers have representation on ILT increase in positive rating on following CHKS indicator:</p> <p>"This school promotes personnel participation in decision-making that affects the school practices and policies"</p> <p>"This school promotes trust and collegiality among staff."</p>
3-4	<p>TIER 1: Recognize and reward students each month for progress on Lexia, SRI and F&amp;P performance and growth 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>Community Relations Assistant will coordinate with parent volunteers to maintain student achievement bulletin board and call/send home notice to parents that their child is being recognized.</p> <p>Funding priority: Purchase award templates and medals for student recognition, community relations assistant salary and ILT stipends.</p>	<p>Parents and students will report higher connectedness goals on the CHKS survey such as:</p>
3-5	<p>Teachers will 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>STEAM Lead teacher will support with resources and ideas about free fieldtrips that 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>

3-6	Lead teachers will coordinate reading and data nights for parents to build understanding of Common Core State ELA/ NGSS Standards and strategies they can use to support student reading growth at home. Teachers will consistently communicate data to families. Practice(s) for Parent/Family Engagement (Title I)	Lead teachers will meet with Community relations assistant and principal to plan workshops.  Funding Priority: Stipends and food from title 1 parent money, community relations assistant	Promote a schoolwide culture of academic excellence and improve students' focus, independence and confidence in learning.
3-7	Teachers will administer writing assessments (on demand and NGSS writing) using rubrics to score and support students to meet writing standards.	PD and PLC time will be allocated towards understand rubrics and to scoring and analyzing writing assessments.	Data on writing will improve based on rubric scores
3-8	Students in grades 1-2 will have access to drumming class integrated with writing through a partnership with Attitudinal Healing Connection.	Lead teacher will meet monthly with AHC artist and principal to plan instruction and events.	Student writing scores will improve (using writing rubric).

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	EL Reclassification (GOAL: 15% of EL students will be reclassified.)
<b>School Theory of Action:</b>	If: -2nd through 5th grade students receive 30 minutes of designated ELD instruction (systematic ELD for newcomers and WordGen for 4th and 5th Graders) -All K-5 teachers incorporate integrated ELD strategies such as GLAD -Parents have opportunities to learn how to support language development at home and at school through parents workshops Then: -achievement levels of EL students will increase across all assessment measures i.e. SRI, ELPAC, reclassification, SBAC in ELA and Math.
<b>Related School Goal(s):</b>	15% of EL students will be reclassified.
<b>Students to be Served by these Practices</b>	English Learner students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
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4-1	All K-5 teachers will implement integrated ELD in ELA, Math and NGSS classes. All STEAM and Personalized Workshop teachers will be GLAD trained and implement GLAD strategies in class. Practice(s) to support English Language Learners (Title I/LCAP). Practice(s) to support Newcomers (Title I/LCAP).	GLADIATOR Lead will serve on ILT and will support PD and learning for teachers. TSA will coach teachers and support in PD for ELs. Principal and TSA will observe and give feedback weekly.	Evidence of GLAD strategies in all classrooms. Increase in reclassification rate by 5%.
4-4	Newcomers and K-5 students will receive 30 minutes daily of designated ELD through Systematic ELD and WordGen. Practice(s) to support English Language Learners (Title I/LCAP). Practice(s) to support Newcomers (Title I/LCAP).	ILT will review data regularly and support with PD for teachers. TSA will support with training and coaching for ELD teachers.	Increase reclassification rate by 5%. Increase Newcomer's English Language Output from a 1:1 setting to a larger class context.
4-5	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.
4-6	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).	ASP will continue to participate in the Disney grant and put on one play each year.	Reclassification rates will increase by 5%. Students will move in EL levels.

4-7	<p>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).</p>	<p>Literacy Coach (ELA TSA) will serve as the EL Ambassador and manage reclassification for our school.</p>	<p>Students will be motivated to reclassify and families will know how to support their child. Increase reclassification rate by 5%.</p>
4-8	<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 and EIs will report feeling valued and included on the California CHKS Survey.</p>



PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 170

School: Hoover Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	Contracts	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		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).	170-1
\$13,007.00	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries		n/a	0.40	COST lead and principal will support with observations and implementation of behavior supports from COST. SSTs scheduled and facilitated by community relations assistant with families to provide family with support. RSP teacher will hold meetings with classroom teachers to discuss IEP supports. Funding Priority: Stipend for COST Lead, Community Relations Assistant.	170-2
\$6,068.00	General Purpose Discretionary	Extended Clerical	Goal 2: Students are proficient in state academic standards.	2922	Other Classified Salaries: Extra Compensation		n/a		Attendance team meetings to plan rewards around attendance; school culture team meetings to plan for culture awards, such as students with 2 or less URFs will attend extended recess. FUNDING PRIORITY: school culture stipends, attendance clerk, raffle prizes, popcorn prizes, awards.	170-3
\$5,000.00	General Purpose Discretionary	Classroom Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	170-4

\$5,000.00	General Purpose Discretionary	Office Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	170-5
\$2,500.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	170-6
\$200.00	General Purpose Discretionary	District Forms	Goal 2: Students are proficient in state academic standards.	5716	Duplication Service		n/a		Overall support for academic and social-emotional practices	170-7
\$400.00	General Purpose Discretionary	Stamps	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a		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).	170-8
\$2,400.00	LCFF Concentration	Subs	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		n/a		Provide professional development on implementing ST Math and using data reports to inform instruction. Observe and give feedback on ST Math implementation and data. Analyze ST Math data and implications for instruction at ILT meetings and at teacher-led data conferences. Funding Priority: Pay for ST Math Subscription.	170-9

\$33,938.66	LCFF Concentration	EEIP (Prep)	Goal 2: Students are proficient in state academic standards.	2205	Classified Support Salaries		n/a	0.40	Provide professional development on implementing ST Math and using data reports to inform instruction. Observe and give feedback on ST Math implementation and data. Analyze ST Math data and implications for instruction at ILT meetings and at teacher-led data conferences. Funding Priority: Pay for ST Math Subscription.	170-10
\$13,661.34	LCFF Concentration	Online Licenses	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		K-5 teachers will implement ST Math Online Program, meeting the minimum 60 minutes per week in grades k-1 and 90 minutes in grades 2-5. K-5 teachers will move ST Math curriculum to align with EngageNY curriculum. Practice(s) to support GATE Students (Title I). Practice(s) to support African-American Students (Title I/LCAP). Practice(s) to support English Language Learners (Title I/LCAP).	170-11
\$73,974.33	LCFF Supplemental	Teacher (for TSA)	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	1.00	TSA will support with training and modeling on curriculum and small group interventions. TSA will work with teachers to identify small group needs and supports. Funding Priority: TSA	170-12
\$10,000.00	LCFF Supplemental	Extended Contracts	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		Provide professional development on implementing ST Math and using data reports to inform instruction. Observe and give feedback on ST Math implementation and data. Analyze ST Math data and implications for instruction at ILT meetings and at teacher-led data conferences. Funding Priority: Pay for ST Math Subscription.	170-13

\$32,364.48	LCFF Supplemental	Attendance Specialist	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries		n/a	0.50	Attendance team meetings to plan rewards around attendance; school culture team meetings to plan for culture awards, such as students with 2 or less URFs will attend extended recess. FUNDING PRIORITY: school culture stipends, attendance clerk, raffle prizes, popcorn prizes, awards.	170-14
\$67,527.98	LCFF Supplemental	Family Liaison	Goal 6: Parents and families are engaged in school activities.	2205	Classified Support Salaries		n/a	0.80	Lead teachers will coordinate workshops for parents to build understanding of Common Core State Math Standards and strategies used in the curriculum. Practice(s) for Parent/Family Engagement (Title I)	170-15
\$18,101.00	LCFF Supplemental	Books other than textbooks (Eureka)	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		K-5 teachers will use core curriculum to deliver standards- based ELA instruction, assuring that students are reading, speaking about and writing with evidence from grade level complex text.	170-16
\$5,000.00	LCFF Supplemental	Book Nook		5846	Licensing Agreements		n/a		K-5 teachers will use core curriculum to deliver standards- based ELA instruction, assuring that students are reading, speaking about and writing with evidence from grade level complex text.	170-17
\$10,091.00	Measure G	Books		4200	Books other than Textbooks		n/a		K-5 teachers will use core curriculum to deliver standards- based ELA instruction, assuring that students are reading, speaking about and writing with evidence from grade level complex text.	170-18
\$20,282.00	Measure G	Library Furniture	Goal 3: Students are reading at or above grade level.	4432	Furniture < \$5,000		n/a		K-5 teachers will use core curriculum to deliver standards- based ELA instruction, assuring that students are reading, speaking about and writing with evidence from grade level complex text.	170-19

\$44,622.00	Title I: Basic	STIP		1105	Certificated Teachers' Salaries		n/a	1.00	K-5 teachers, mentors, volunteers and tutors will use data from ELPAC, F & P and SRI to offer small group, targeted instruction and intervention. Small group could be guided reading, skills groups, Lexia personalized program, SIPPS or LLI. Teachers will regularly monitor student progress in order to best address individual and group needs, focusing particular attention on our ELs. 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).	170-20
\$14,500.00	Title I: Basic	Academic Mentor		2928	Other Classified Salaries: Hourly		n/a	1.00	K-5 teachers, mentors, volunteers and tutors will use data from ELPAC, F & P and SRI to offer small group, targeted instruction and intervention. Small group could be guided reading, skills groups, Lexia personalized program, SIPPS or LLI. Teachers will regularly monitor student progress in order to best address individual and group needs, focusing particular attention on our ELs. 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).	170-21

\$14,500.00	Title I: Basic	Academic Mentor		2928	Other Classified Salaries: Hourly		n/a	1.00	K-5 teachers, mentors, volunteers and tutors will use data from ELPAC, F & P and SRI to offer small group, targeted instruction and intervention. Small group could be guided reading, skills groups, Lexia personalized program, SIPPS or LLI. Teachers will regularly monitor student progress in order to best address individual and group needs, focusing particular attention on our ELs. 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).	170-22
\$582.00	Title I: Basic	Surplus		4399	Surplus		n/a		n/a	170-23
\$840.00	Title I: Parent Participation	Academic Workshops		1120	Certificated Teachers' Salaries: Stipends		n/a		Lead teachers will coordinate workshops for parents to build understanding of Common Core State Math Standards and strategies used in the curriculum. Practice(s) for Parent/Family Engagement (Title I)	170-24
\$174.00	Title I: Parent Participation	Supplies		4310	School Office Supplies		n/a		Lead teachers will coordinate workshops for parents to build understanding of Common Core State Math Standards and strategies used in the curriculum. Practice(s) for Parent/Family Engagement (Title I)	170-25

\$410.00	Title I: Parent Participation	refreshments		4311	Meeting Refreshments		n/a		Lead teachers will coordinate workshops for parents to build understanding of Common Core State Math Standards and strategies used in the curriculum. Practice(s) for Parent/Family Engagement (Title I)	170-26
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## **Title I School Parental Involvement Policy 2018-9**

**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 12, 2018.
- Offer a flexible number of meetings for parents. We hold "Coffee with the Principal" 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 *September 12, 2018*, and at our SSC on *October 3, 2018*.

This policy was adopted by the Hoover School Site Council on *October 3, 2018*, 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.

  
\_\_\_\_\_  
(principal's signature)

*10/3*  
\_\_\_\_\_  
(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 estándares, habilidad y conceptos.
  - Yo me comprometo a enseñar lecciones interesantes y estimulante para promover la realización 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 informarme 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 días.
  - 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 participación en la educación de mi hijo/a le ayudará 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 también voy a monitorear lo que ve en la televisión.

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



**2018-2019**  
**School Site Council Membership Roster – Elementary**

School Name: Hoover Elementary

Chairperson : Cesar Escalante
Vice Chairperson: Jennifer Hansen
Secretary: Kate Sbani

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Lissette Averhoff	X			
Karen Rowe		X		
Katelyn Sbani		X		
Scout Sheys		X		
Guadalupe Canchola				X
La'Angelique Parris				X
Mohamed Azami				X
Chaketha Water				X
Jennifer Hansen				X
Cesar Escalante			X	

Meeting Schedule (day/month/time)	First Wednesdays of every Month at 8:35 A.M. in Room 17; Next Mtg is 11.7.18
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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