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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Hoover Elementary School.

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

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

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

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Hoover Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Hoover Elementary School
CDS Code: 1612596057046
Principal: Lissette Averhoff
Date of this revision: 4/29/2020

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

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/29/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 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: 3/25/20 & 4/29/20

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

<input checked="" type="checkbox"/> Flyers in students' home languages	<input checked="" type="checkbox"/> Announcement at a public meeting	<input checked="" type="checkbox"/> Other (notices, media announcements, etc.)
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Signatures:

Lissette Averhoff	<i>LAverhoff</i>	5/15/2020
Principal	Signature	Date
Cesar Escalante	CEscalante	5/15/2020
SSC Chairperson	Signature	Date
Monica Thomas	<i>Monica Thomas</i>	5/26/2020
Network Superintendent	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	5/27/2020
Director, Strategic Resource Planning	Signature	Date

Jody London
 Jody London
 President, Board of Education
 - 8/27/2020

Kyla Johnson-Trammell
 Kyla Johnson-Trammell
 Superintendent and
 Secretary, Board of Education
 8/27/2020

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/6/2020	School Sculture Team	Discussed challenges and strengths of school culture, as well as reviewed conditions for learning theory of action and key practices.
11/13/2020	School Site Council	Discussed challenges and strengths of school culture, as well as reviewed conditions for learning theory of action and key practices.
11/20/2020	SELLS	Discussed challenges and strengths of school culture, as well as reviewed conditions for learning theory of action and key practices.
12/9/2020	Instructional Leadership Team	Discussed challenges and strengths of our work for math and reading, as well as reviewed math and reading theory of action and key practices.
1/8/2020	School Site Council	Discussed challenges and strengths of our work for math and reading, as well as reviewed math and reading theory of action and key practices.
1/15/2020	SELLS	Discussed challenges and strengths of our work for ELs, as well as reviewed conditions for language learners theory of action and key practices.
1/27/2020	ILT	Went over site plan big picture and budget prioritization.
1/29/2020	School Culture Team	Went over site plan big picture and budget prioritization.
2/3/2020	Faculty Council	Went over site plan big picture and budget prioritization.
2/5/2020	SSC	Went over site plan big picture and budget prioritization. Voted on budget items
2/12/2020	SELLS	Went over site plan big picture and budget prioritization.
3/4/2020	SSC	Budget prioritization and title 1 funding ideas- stip and teacher plan
3/25/2020	SSC Virtual	Voting on title 1 funding, title 1 parent funding and title 4. And Carry over funds

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$138,347.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$543,060.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$95,604.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$17,024.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,056.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$234,600.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$40,687.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$38,640.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$138,347.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$404,713.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$543,060.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Hoover Elementary School	School ID: 170
School Description	
Hoover Elementary is a STEAM academy located in West Oakland. Our scholars receive rigorous academics through personalized learning practices and integrated curriculum (Art and Science). Our teachers support students through PBIS and culturally relevant teaching practices. Students have structured time outside and in our beautiful garden.	
School Mission and Vision	
<p>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.</p> <p>Hoover Mission: We will...</p> <ol style="list-style-type: none"> 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

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	-Use of formative assessment data and to set goals and make instructional decisions	-Walkthrough and feedback given to teachers -PLCs and coaching about data
<i>Focal Student Supports</i>	-Started ELD for 4/5 and newcomers. 30 min a day	-PD time dedicated to data, setting goals
<i>Student/Family Supports</i>	Families feel welcome at the school and participate in social activities. Attendance supports for families.	Teachers and staff connect with families and provide opportunities for social activities. Attendance clerk calls and meets with families. Regular attendance team meetings.
<i>Staff Supports</i>	Supports such as PD, PLCs, FC, Coaching within the day, School culture team, COST, ILT, Regular Observation and Feedback are calendared and in place.	Calendaring and creating a norm that we follow through. Letting staff know ahead of time through newsletter and google calendar invites about what/ when and where.
Focus Area:	Priority Challenges	Root Causes of Challenges

<i>College/Career Readiness</i>	A majority of students are multiple years below grade level in every subject.	Implementing new curriculum, which needs more differentiation and scaffolds to support students. A lot of classroom time is spent on supporting student behaviors. Parents unsure of how to support students with academics.
<i>Focal Student Supports</i>	Most students in all subcategories are multiple years below grade level.	Not enough scaffolds or intervention for students in every class or ELD for all levels.
<i>Student/Family Supports</i>	Poor student attendance, not enough family involvement at the school around academics.	Communication structures are not followed through, giving families timely information. Many families and students feel disconnected from school.
<i>Staff Supports</i>	Focus is shifting from a value of compliance to a value of achievement and this transition is difficult for all staff. Not enough of a culture of academic support for each other or from families.	Expectations and accountability have not always been consistent. Student voice not amplified. Not enough time built in for building academic partnerships between staff or between staff with families.

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:	All students will continuously grow toward meeting or exceeding standards in math and reading.
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Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	38.3%	n/a	60.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	23.9%	n/a	50.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-85.0	n/a	-65.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	45.2%	n/a	55.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	-92.7	n/a	-60.0
CAST (Science)	All Students	+15 points DF3	12.8%	n/a	TBD

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:	All students, especially students with disabilities, ELs and African American students, demonstrate accelerated growth.
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Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-159.1	n/a	-112.9
SBAC ELA	African-American Students	+20 points DF3	-88.2	n/a	-48.2
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	60.0%	n/a	40.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-158.3	n/a	-127.7
SBAC Math	African-American Students	+20 points DF3	-95.2	n/a	-41.1

Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	9.1%	n/a	25%%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	16.7%	n/a	35.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023:	All students and families, especially students with disabilities and African American students, feel welcomed, safe, healthy and engaged at Hoover.
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Instructional Focus Goal: <i>All students build relationships to feel connected and engaged in learning.</i>					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	88.2%	n/a	95.0%
Suspensions	All Students	-2pp	2.4%	n/a	1.0%
Suspensions	African-American Students	-2pp	6.8%	n/a	1.0%
Suspensions	Students with Disabilities	-2pp	14.8%	n/a	1.0%
Chronic Absence	All Students	-2pp	35.5%	n/a	11.0%
Chronic Absence	African-American Students	-2pp	46.2%	n/a	12%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023:	All staff are providing high quality, optimal service to our students, families and each other.
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1D: IDENTIFIED NEED

Instructions: 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: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: 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 LCAP goals and to the specific purposes of each funding program.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Hoover Elementary School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority:	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.)
Theory of Change:	<p>If:</p> <ul style="list-style-type: none"> -K-3 teachers specialize and focus in one instructional component of our framework, -K-5 students receive standards- based ELA instruction and work towards meeting their accelerated growth goals in reading, -students in grades K-5 are taught grade level reading and writing standards through NGSS units, with appropriate scaffolds and supports <p>All teachers consistently implement integrated ELD strategies during ELA, Math and Science instruction,</p> <p>Then:</p> <ul style="list-style-type: none"> -student achievement will dramatically increase and scores on F&P, SRI and SBAC will show significant improvement -students will be highly engaged and have a higher rate of mastery of grade level literacy standards. -our ELs will be re-designated by the end of 5th grade and newcomers will dramatically increase language skills according to ELPAC.
Related School Goal:	By June 2021, 50% of 3rd- 5th grade students will meet or exceed standards on the ELA SBAC.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Our instructional priorities have remained the same throughout the year. We did change how we would get there: different curriculum as we decided to pilot the EL Ed curriculum after the SPSA was due and we were not able to hire academic mentors to support small group instruction.	
What evidence do you see that your practices are effective?	
Our data has shown improvement, especially in reading. We have the most kids ever who are proficient at this time in the year based on F & P and SRI.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Our goals and outcomes will stay the same. But under LCAP goal 1, we will add PLC support with EL Ed curriculum, we will change our structures of 3 class rotations to 2 and we will not have as many small group supports.	
19-20 Standards-Based Instruction Priority:	Mathematics (GOAL: 75% of students will be proficient or advanced on EngageNY End of Module Assessments.)

Theory of Change:	<p>If:</p> <ul style="list-style-type: none"> -teachers have adequate time and support to plan towards common core math standards mastery as measured by formative and summative assessment data, -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, -teachers get 1 trimester of weekly coaching and weekly observations and feedback aligned to instructional and assessment goal -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>Then:</p> <ul style="list-style-type: none"> -instruction will be rigorous and meet students' needs -students' unfinished learning will be addressed -students will be highly engaged in class -students will make significant growth on grade level standards and will be prepared to master grade level math standards.
Related School Goal:	75% of students will be proficient or advanced on EngageNY End of Module Assessments.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
In 19-20 our goals and instructional priorities remained the same.	
What evidence do you see that your practices are effective?	
This year our math instruction and student metrics have moved a little. Teachers have gotten through more modules and more students are meeting and exceeding End of Module assessments, but there is still a lot of work to do in math.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
No changes to the goals or metrics. Our strategies will shift to add more supports for unit planning, stronger PLCs in order to get through the curriculum, make strategic and effective changes to curriculum and have a positive impact on student achievement.	
19-20 Conditions for Student & Adult Learning Priority:	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.)

Theory of Change:	<p>If:</p> <ul style="list-style-type: none"> -parents are communicated with regularly and practices are put in place to support them with attendance -school climate promotes strong relationships, safety, joy and an equitable learning environment -staff and teachers are made aware of attendance goals and issues -good and perfect attendance is celebrated and rewarded <p>Then:</p> <ul style="list-style-type: none"> -Students will come to school every day on time -Students will be safe and joyful at school -good attendance rates will be high -absence rates will be low -students will be engaged in school activities in class -academics will improve.
Related School Goal:	All students build relationships with adults and each other at Hoover so that they can feel connected and engaged.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Our plan did not change this year.	
What evidence do you see that your practices are effective?	
Our data is showing improvement in terms of chronic absence rates being lower, less students being sent out of class and academics improving.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We will add strategies and metrics specifically geared for adult learning and call out supports for tier 2 and tier 3 students.	
19-20 Conditions for English Language Learners Priority:	EL Reclassification (GOAL: 15% of EL students will be reclassified.)
Theory of Change:	<p>If:</p> <ul style="list-style-type: none"> -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 <p>Then:</p> <ul style="list-style-type: none"> -achievement levels of EL students will increase across all assessment measures i.e. SRI, ELPAC, reclassification, SBAC in ELA and Math.
Related School Goal:	15% of EL students will be reclassified.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Our plan did not change this year.	
What evidence do you see that your practices are effective?	
Students have been receiving their designated ELD time and we have a functioning SELLS committee. No data yet for our ELs.	

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

Next year we are planning to add designated ELD time for all our ELs.

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?

We were unable to hire academic mentors or a noon supervisor which meant we had to use our title 1 and discretionary money differently. We used the extra discretionary funds for supplies and extended time for teachers. We have not spent our title 1 money yet, but we did use some for teachers to tutor after school and to purchase books.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES	
School: Hoover Elementary School	School ID: 170

3: SCHOOL STRATEGIES & ACTIONS		Click here for guidance on SPSA practices		
District Strategy: Building CONDITIONS FOR STUDENT LEARNING				
School Priority ("Big Rock"):	Connectedness & Attendance (GOAL: All students build relationships with adults and each other at Hoover so that they can feel connected and engaged as shown by higher connectedness rate on the CHKs survey and a decrease in chronic absences.)			
School Theory of Change:	If: -parents are communicated with regularly about academics, attendance and school goals -practices are put in place to support families with attendance -school climate promotes strong relationships, safety, joy and an equitable learning environment -staff and teachers monitor school goals and look at data regularly in alignment with the goals -good and perfect attendance is celebrated and rewarded -PBIS practices and COST systems are strong -the school leverages community partnerships to support meeting school goals Then: -Students will come to school every day on time -Students will be safe and joyful at school -good attendance rates will be high -absence rates will be low -students will be engaged in school & activities in class -URFs will decrease -academics will improve.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students, African Americans (URFs, Chronic Absences)			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

1-1	Teachers will implement Positive Behavior Interventions and Supports, using Caring Schools Community, RJ and Toolbox as a resource.	PD to understand PBIS and to support planning and implementation of systems. Observation and feedback focused on the classroom environment and systems.	PD agendas, Classroom walkthroughs	
1-2	Have a robust COST team and process for supporting students	Schedule COST with key stakeholders for weekly meetings, connected to SSTs. Ensure a COST member observes classroom before and during intervention to support teacher.	COST agendas, calendar of COST meetings.	
1-3	Celebrate Attendance and inform families of the importance of attendance for student success	Meet twice a month with attendance team, implement tier 1 and tier 2 supports as well as home visits for students with high absences.	Attendance Team agendas, attendance boards, assembly/awards.	
1-4	School- wide celebrations such as fun day Friday, awards assemblies, core value raffles, student of the month, popcorn attendance parties, extended recess.	School Culture team meetings to look at data and implement tier 1 and tier 2 supports for school- wide PBIS and support. Include family liaison on SCT and add communication onto agenda.	SCT agendas.	
1-5	Support Kinder readiness by partnering with Harriet Tubman.	Meet with Kinder readiness lead monthly to plan events and outreach for preschool students.	Agendas, calendar of events.	
1-6	Integrate arts & making into core curriculum.	Partner with AHC to plan units and integrate arts into lessons.	unit and lesson plans	
1-7	Collaborate with After School program partners to ensure students have support outside of class to meet grade level standards.	Family Liaison, teacher asp liaison and principal will collaborate with program leads.	meeting agendas, family feedback on programs	

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

School Priority ("Big Rock"):		Math & Science (Goal: 75% of students will show mastery of Math standards on end of module assessments and FOSS MAP.)		
School Theory of Change:		<p>If:</p> <ul style="list-style-type: none"> -K-5 teachers specialize and focus in less instructional components of our framework, -K-5 students receive standards- based Math & Science instruction and work towards meeting their goals, -Math& Science teachers work together in PLCs and receive coaching on data driven instruction with strategic observation and feedback, -K-5 teachers use online programs to differentiate instruction, -students in grades K-5 are expected to use grade level reading and writing skills throughout Math & NGSS units, with appropriate scaffolds and supports, <p>Then:</p> <ul style="list-style-type: none"> -student achievement will dramatically increase and scores on end of module assessments and SBAC will show significant improvement -students will be highly engaged and have a higher rate of mastery of grade level math standards. 		
Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	1 teacher at each grade level will implement common core math curriculum (Eureka) using content language objectives	Buy materials. Coaching, observation and feedback.	math materials and anchor charts in every classroom, observation tracker.	
2-2	1 teacher at each grade level will implement common core Science (FOSS) curriculum using content language objectives	Coaching, observation and feedback.	Science lessons. anchor charts in every classroom, observation tracker.	
2-3	Math PLCs, analyzing data and student work, planning grade level work	Support PLCs by scheduling, planning and observing and giving feedback.	PLC agendas.	

2-4	Use online programs to support differentiation for students.	Make sure tech is available in all classrooms, support with ST Math, observation and feedback, PD and PLCs to support differentiation.	Online data trackers, observation tracker.	Many students multiple years below grade level. Not enough scaffolds or intervention for students in every class or ELD for all levels.
2-5	Teachers facilitate workshops for parents on math standards and strategies to use to support students at home/ partner with the school.	Support with planning, space, translation, outreach and materials for workshops.	Agenda, sign in sheet, presentation	A majority of students are multiple years below grade level in every subject.

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Literacy (GOAL: By June 2021, 30% of 3rd through 5th grade students will meet or exceed standards on the ELA SBAC & 90% of students will meet or exceed accelerated growth goals on F&P and SRI.)			
School Theory of Change:	If ELA teachers: -Set accelerated growth goals for all students -Implement standards- based curriculum (EL) with ALL/ Skills block and labs (differentiation) -Work together in PLCs and receive coaching on data driven instruction with strategic observation and feedback -Plan using a clear content language objective and an exemplar -Monitor student progress and adjust instruction to meet student needs (DDI) -Have STIP providing small group instruction/ push in support Then: -student achievement will dramatically increase and scores on F&P, SRI and SBAC will show significant improvement -students will be highly engaged and have a higher rate of mastery of grade level literacy standards daily and throughout the school year.			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

3-1	Implementing EL Ed, standards based curriculum and ALL/ Skills Block and labs	Support materials, observation and feedback, PD on curriculum, ILT to plan for and monitor PLCs	lesson plans, observation tracker	
3-2	Plan using a CLO and an exemplar	Set criteria for planning, meet with teachers (coaching & PD) ILT to plan and monitor PLCs.	lesson plans	
3-3	Monitor progress and adjust instruction based on formative assessment	Meet with teachers through PLCs and coaching, give feedback. Data conferences with teachers.	data trackers	
3-4	ELA PLCs, analyzing data and student work, planning	Support PLCs in ILT by scheduling, planning and observing and giving feedback.	PLC agendas.	
3-5	STIP Sub, Prep Teacher and Book Nook mentor pulling groups for intervention using LLI and SIPPS	Train teachers on curriculum. Support with grouping students for intervention. Observation and feedback.	Groups, data trackers.	Many students multiple years below grade level. Not enough scaffolds/ instruction for students in every class or ELD for all levels.
3-6	Use online programs to support differentiation for students.	Make sure tech is available in all classrooms, support with Lexia and online programs, observation and feedback, PD and PLCs to support differentiation.	Online data trackers, observation tracker.	

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

School Priority ("Big Rock"):	All teachers feel prepared and supported to deliver standards- based instruction that is aligned K-5 and that supports students to be safe, build relationships and meet their academic and social-emotional goals.
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School Theory of Change:	<p>If:</p> <ul style="list-style-type: none"> -Teachers leverage PLC time to monitor towards school goals (DDI) -Teachers use standards- aligned curriculum as a resource -Teachers implement trauma- informed teaching practices and PBIS -Leadership provides support and space for lesson planning, PLC and teacher leadership opportunities -Leadership provides support with agendas, professional development, 1:1 coaching and feedback -Leadership provides tier 1 coaching support and tier 2 & 3 systems -Leadership communicates regularly and responds to feedback in a timely manner <p>Then:</p> <ul style="list-style-type: none"> -Teachers will feel supported and will meet their individual and school goals -Students will feel safe, motivated and supported -Students will come to school each day, will be motivated to learn and will meet individual, class and school goals -Parents will feel satisfied with their children's experience at school and feel connected to the school 			
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Standards- aligned instruction that is K-5 aligned and uses curriculum as a resource	PD supporting planning, standards unpacking, curriculum practice and alignment of strategies and practices K-5. ILT peer observations, weekly walkthroughs with coach, regular feedback and observation.	lesson plans, observations, walkthrough data, PD feedback forms	

4-2	Teachers leverage PLC time to monitor towards school goals	Create time and space for PLCs to meet, give feedback and guidance on agendas and meetings. Observe meetings.	Agendas, Observation of meetings, PD feedback form	
4-3	Implement trauma- informed practices and PBIS- aligned systems throughout the school	PD supporting planning, standards unpacking, curriculum practice (Caring Schools Community) and alignment of strategies and practices. ILT peer observations, weekly walkthroughs with coach, regular feedback and observation.	Parent & Student connectedness (CHKS), low chronic absenteeism, high attendance rates, walkthrough data, PBIS tracker	
4-4	Teacher leadership opportunities (ILT, SCT, COST lead, FC lead, hiring committee) and have regular opportunities to give suggestions and feedback	ILT and SCT lead meetings, retreats and training for teacher leaders, support with creating agendas, observation and feedback in meetings, 1:1 coaching ; weekly newsletters; weekly feedback forms with response at the next PD	PLC meeting observational data, teacher feedback forms, FC meeting notes	
4-5	COST/ SST systems are in place to support with meeting student needs	COST team to meet weekly or twice a month in order to review, monitor and support student progress	COST agenda SST paperwork PBIS and COST Tracker Classroom observation	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	EL Students (Goal: All EL Students will receive 30 minutes daily of designated and integrated ELD.)
School Theory of Change:	<p>If teachers:</p> <ul style="list-style-type: none"> -consistently implement designated ELD -implement daily integrated ELD strategies during ELA, Math and Science instruction -Plan using a Language Objective and a clear exemplar -Monitor towards the CLO/ Exemplar, <p>Then a higher percentage of ELs will reclassify and our EPI score will go from 63% to 68%.</p>

Related Goal(s):		English Learner students continuously develop their language, reaching English fluency in six years or less.		
Students to be served by these actions:		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Designated ELD during ELA block through language dives a few times a week.	Support teachers through PD and PLCs to use GLAD strategies, write CLOs for lessons and implement scaffolds for ELs. ILT to review data and support with PD, PLCs. Observation and feedback. Strategic coaching for teachers.	ILT agendas, PLC and PD agendas. Observation tracker and data trackers.	
5-2	Integrated ELD in ELA, Math, Science (GLAD & Language objectives & Exemplars with formative assessment practices)	Support teachers through PD and PLCs to use GLAD strategies, write CLOs for lessons and implement scaffolds for ELs. ILT to review data and support with PD, PLCs. Observation and feedback. Strategic coaching for teachers.	ILT agendas, PLC and PD agendas. Observation tracker and data trackers.	
5-3	Designated ELD for newcomers, pull out using Systematic ELD.	Support prep teacher to have curriculum, group students and plan for ELD. Observation and feedback.	lesson plans, EL student data tracker	Many students multiple years below grade level. Not enough scaffolds or intervention for students in every class or ELD for all levels.
5-4	Write a Language Objectives and monitor towards it. Use ELD language dives regularly in class.	Support teachers through PD, coaching and observation feedback.	lesson plans, student data trackers	

PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 170
School: Hoover Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
BACR instructors & Supplies. Between 1/3 and 1/2 of our students will be able to access programming after school. The program supports with homework, enrichment and academic intervention.	\$40,687	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Collaborate with After School program partners to ensure students have support outside of class to meet grade level standards.	170-1
BACR instructors & Supplies. Between 1/3 and 1/2 of our students will be able to access programming after school. The program supports with homework, enrichment and academic intervention.	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Collaborate with After School program partners to ensure students have support outside of class to meet grade level standards.	170-2
Classroom and office supplies such as paper, markers, crayons, sissors and other materials students and teachers will use in instruction. To be used by all staff, teachers and students.	\$13,924	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Standards- aligned instruction that is K-5 aligned and uses curriculum as a resource	170-3
Photocopy maintenance to be used by all staff and teachers for instruction and community building.	\$1,500	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	ELA PLCs, analyzing data and student work, planning	170-4
Cume folders to be sent to middle school and other schools when students transfer.	\$200	General Purpose Discretionary	5716	Duplication Service	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Support materials, observation and feedback, PD on curriculum, ILT to plan for and monitor PLCs	170-5
Bus for field trips. Classes that do not get transportation can use this money,	\$1,400	General Purpose Discretionary	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Integrate arts & making into core curriculum.	170-6
Release time for teachers to plan, meet or attend trainings as needed.	\$3,148	LCFF Concentration	1154	Certificated Teachers: Substitutes for Release Time	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will implement Positive Behavior Interventions and Supports, using Caring Schools Community, RJ and Toolbox as a resource.	170-7
Commom Core Aligned Math materials for the whole school.	\$15,000	LCFF Concentration	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Standards- aligned instruction that is K-5 aligned and uses curriculum as a resource	170-8

Furniture for classrooms to be able to have flexible seating and small group instruction, including SDC class.	\$5,140	LCFF Concentration	4432	Furniture < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Use online programs to support differentiation for students.	170-9
Extended contracts for teacher leadership teams that will support school goals.	\$15,353	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	ILT and SCT lead meetings, retreats and training for teacher leaders, support with creating agendas, observation and feedback in meetings, 1:1 coaching ; weekly newsletters; weekly feedback forms with response at the next PD	170-10
Attendance specialist to work full time to provide front office with medical support, family support, safety patrol lead, extra attendance support.	\$36,995	LCFF Supplemental	2205	Classified Support Salaries	1358	Attendance Specialist	0.50	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Celebrate Attendance and inform families of the importance of attendance for student success	170-11
Full time TSA to support with school goals for all teachers and students. PD, Coaching, COST systems and assessments.	\$0	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7227	10-Month Classroom TSA	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Family Liaison, teacher asp liaison and principal will collaborate with program leads.	170-12
Community relations assistant at 0.8 to support with translation and family engagement.	\$45,237	LCFF Supplemental	2205	Classified Support Salaries	7778	Community Relations Assistant I	0.80	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	School- wide celebrations such as fun day Friday, awards assemblies, core value raffles, student of the month, popcorn attendance parties, extended recess.	170-13
Classroom and office supplies such as paper, markers, crayons, sissors and other materials students and teachers will use in instruction. To be used by all staff to support with ELD.	\$3,453	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Integrated ELD in ELA, Math, Science (GLAD & Language objectives & Exemplars with formative assessment practices)	170-14
Library books for students to check out for independent reading time.	\$11,800	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implementing EL Ed, standards based curriculum and ALL/ Skills Block and labs	170-15
Computers for library check out for classes to differentiate instruction and give assessments.	\$18,630	Measure G: Library	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Use online programs to support differentiation for students.	170-16
Library furniture for school use for differentiation for small group pull out from classrooms.	\$4,000	Measure G: Library	4432	Furniture < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	STIP Sub, Prep Teacher and Book Nook mentor pulling groups for intervention using LLI and SIPPS	170-17

Teacher at 0.35 to pull out focal groups for instruction.	\$34,542	Title I: Basic	1105	Certificated Teachers' Salaries	3504	Teacher Education Enhancement	0.35	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	STIP Sub, Prep Teacher and Book Nook mentor pulling groups for intervention using LLI and SIPPS	170-18
STIP teacher to pull out small groups for differentiated instruction and ELD.	\$58,971	Title I: Basic	1105	Certificated Teachers' Salaries	6884	STIP Teacher	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	STIP Sub, Prep Teacher and Book Nook mentor pulling groups for intervention using LLI and SIPPS	170-19
To be used towards salaries/ benefits for for STIP and 0.35 teacher.	\$5,936	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	STIP Sub, Prep Teacher and Book Nook mentor pulling groups for intervention using LLI and SIPPS	170-20
Computer supplies for differentiation support.	\$3,163	Title I: Basic	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Use online programs to support differentiation for students.	170-21
License agreements for ST Math and Lexia to support with differentiation.	\$8,000	Title I: Basic	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Use online programs to support differentiation for students.	170-22
Stipends for teachers to be able to facilitate workshops for parents.	\$1,322	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers facilitate workshops for parents on math standards and strategies to use to support students at home/ partner with the school.	170-23
Supplies for parent workshops to support families with understanding common core standards and strategies to support students.	\$231	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Support with planning, space, translation, outreach and materials for workshops.	170-24
To buy dinner for families to attend evening workshops and meetings.	\$503	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Support with planning, space, translation, outreach and materials for workshops.	170-25
To be used to towards workshops for parents to learn more about CCS and strategies to support students with reading.	\$569	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers facilitate workshops for parents on math standards and strategies to use to support students at home/ partner with the school.	170-26

To be used to update/ replace computer and tech Supplies for classroom instruction and assessments.	\$207	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Make sure tech is available in all classrooms, support with ST Math, observation and feedback, PD and PLCs to support differentiation.	170-27
Replace computers for classroom instruction and assessments.	\$6,425	Title IV: Student Support & Academic Enrichment	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Make sure tech is available in all classrooms, support with Lexia and online programs, observation and feedback, PD and PLCs to support differentiation.	170-28

2020-2021 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: 3/25/20 & 4/29/20

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

<input checked="" type="checkbox"/> Flyers in students' home languages	<input checked="" type="checkbox"/> Announcement at a public meeting	<input checked="" type="checkbox"/> Other (notices, media announcements, etc.)
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Signatures:

Lisette Averhoff

LAverhoff

5/15/2020

Principal

Signature

Date

Cesar Escalante

CEscalante

5/15/2020

SSC Chairperson

Signature

Date

Monica Thomas

Monica Thomas

5/26/2020

Network Superintendent

Signature

Date

Lisa Spielman

Lisa Spielman

5/27/2020

Director, Strategic Resource Planning

Signature

Date



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Hoover Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

Adoption

This policy was adopted by the Hoover Elementary School School Site Council on January 8, 2020 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Lissette Averhoff
Name of Principal

1/8/2020
Date

[Signature]
Signature of Principal

Please attach the School-Parent Compact to this document.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School-Parent Compact Hoover Elementary School 2019-2020

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

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Using district- adopted curriculum in all core subjects
 - Supplementing with online programs and small group instruction
 - Weekly walkthroughs to observe instruction
 - During professional development and professional learning communities throughout the school year
 - 1:1 coaching for individual teachers
 - Through Instructional Leadership Team meetings
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - During report card conferences in November
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - During data nights and report card conferences twice a year
 - At School Site Council, Site English Language Learner Subcommittee and African American Parent Council each month
 - At family math and reading workshops twice a year
- 4) Provide parents reasonable access to staff.**
 - Fifteen minutes before and after school each day

- By appointment & at conferences and family workshops
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
- For the first 30 minutes of the day
 - Drop in for 30 minutes at time
 - Through official volunteering opportunities with family liaison
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- During data nights and report card conferences twice a year
 - At School Site Council, Site English Language Learner Subcommittee and African American Parent Council each month
 - At family math and reading workshops twice a year
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
- During professional development times at the beginning of the year and at least twice throughout the school year
 - Through School Culture Team/ members and Professional learning communities
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- Provide all documents in major languages of the families: Spanish, Arabic, English
 - Provide translation at all meetings when available

Teacher Responsibilities

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

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

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

Parent Responsibilities

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

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

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

Student Responsibilities

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

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

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

This Compact was adopted by the Hoover Elementary School on January 8th and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before October 2, 2019.

Signature of Principal

Date 1/8/2020

School Site Council Membership Roster – Elementary

School Name: Hoover Elementary School

School Year: 2019-20

Chairperson : Cesar Escalante	Vice Chairperson: Jennifer Hansen
Secretary: Kate Sbani	*LCAP Parent Advisory Nominee: Lupe Canchola
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Lisette Averhoff Lisette.averhoff@ousd.org	X			
Karen Rowe karen.rowe@ousd.org		X		
Kate Sbani katelyn.sbani@ousd.org		X		
Susanne Lynch Susanne.lynch@ousd.org		X		
Cesar Escalante cesar.escalante@ousd.org			X	
Jennifer Hansen makes.cakes@gmail.com				X
Lupe Canchola gcanchola92@gmail.com				X
La'Angelique Parris laangelp@gmail.com				X
Shamika Thomas <i>thmsshmk@yahoo.com</i>				X
Chaketha Waters (510)658-0127				

Meeting Schedule (day/month/time)	Meetings at 8:35 in Room 17: Sept. 4, Oct. 2, Nov. 6, Dec. 4, Jan. 8, Feb. 5, March 4 <i>April 8, May 6</i>
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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

(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.