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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 9, 2023

**Subject** 2023-2024 School Plan for Student Achievement (SPSA) for Hoover Elementary School

**Ask of the Board** Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Hoover Elementary School.

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

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

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

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2023-2024 School Plan for Student Achievement (SPSA) for Hoover Elementary School



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

## **2023-2024 School Plan for Student Achievement (SPSA)**

**School:** Hoover Elementary School  
**CDS Code:** 1612596057046  
**Principal:** Lissette Averhoff  
**Date of this revision:**

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> 510-879-2170 <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: 5/17/2023*

*The District Governing Board approved this revision of the SPSA on: 8/9/2023*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Mike Hutchinson, Board President**

**2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT, RECOMMENDATIONS & ASSURANCES**

**School Site:** Hoover Elementary School

**Site Number:** 170

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input checked="" type="checkbox"/> LCFF Concentration Grant           |
| <input type="checkbox"/> Title I Targeted Assistance Program                  | <input checked="" type="checkbox"/> After School Education & Safety Program         | <input type="checkbox"/> 21st Century Community Learning Centers       |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input checked="" type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)                 | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         |  |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** May 17, 2023

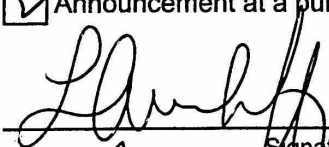
6. The public was alerted about the meeting(s) through one of the following:

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|--|--|

**Signatures:**

Lissette Averhoff


*Principal*

  
\_\_\_\_\_  
Signature

May 17, 2023  
\_\_\_\_\_  
Date

Guadalupe Canchola

*SSC Chairperson*

  
\_\_\_\_\_  
Signature

May 18, 2023  
\_\_\_\_\_  
Date

Monica Thomas

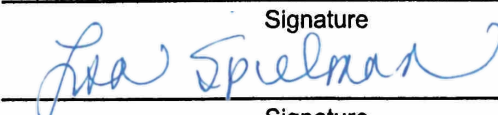
*Network Superintendent*

*Monica Thomas*  
\_\_\_\_\_  
Signature

5/18/23  
\_\_\_\_\_  
Date

Lisa Spielman

*Director, Strategic Resource Planning*

  
\_\_\_\_\_  
Signature

5/18/23  
\_\_\_\_\_  
Date

## 2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
12/14/2022	SSC	Reviewed site one pager. Discussed school priorities. Reviewed strengths and areas of concern for current school year. Reviewed list of key actions for 2023-24.
1/6/2022	ILT	Reviewed data and school priorities. Reviewed budget allocations.
1/11/2023	SSC	Reviewed data and school priorities. Reviewed budget allocations.
1/25/2023	SELLS	Reviewed strengths and areas of concern for ELs for current school year. Reviewed list of key actions for 2023-24.
2/2/2023	ILT	Reviewed key practices aligned to 2023- 24 goals. Prioritized key budget items.
2/8/2023	SSC	Reviewed key practices aligned to 2023- 24 goals, changed/ got feedback. Reviewed budget.
2/27/2023	Staff	Reviewed key practices aligned to 2023- 24 goals, added new information based on feedback. Prioritized key budget items.
3/8/2023	SSC	Reviewed key practices aligned to 2023- 24 goals and got feedback/added to SPSA. Prioritized key budget items.
3/17/2023	ILT	Reviewed key practices and MTSS page, got feedback.
3/27/2023	Staff	Got feedback on strategies and actions.
		Reviewed plan and discussed.

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

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2023-2024 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$102,500.00
Total Federal Funds Provided to the School from the LEA for CSI	\$148,631.73
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$764,200.74

### 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)	\$93,750	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$14,880	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,500	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$186,830	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$6,250	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$180,113	TBD
Comprehensive Support and Improvement (CSI #3182)	\$148,632	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$251,132</b>	<b>\$0</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$513,069</b>	<b>\$0</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$764,201</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2023-24 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 though personalized learning practices and integrated curriculum (Art and Science). Our teachers support students through PBIS and culturally relevant teaching practices. Students have structured time outside and in our beautiful garden.

**School Mission and Vision**

Hoover Vision: Hoover STEAM Academy is a 21st century K-5 school that develops independent thinkers and lifelong learners who have the skills and mindset to graduate from college and make a positive impact on their community.

Hoover Mission: We will...

1. Foster strong relationships between families and teachers to instill agency and the Hoover values in our students.
2. Prepare students and families for 21st century college and career readiness.
3. Promote healthy lifestyles through nutrition and garden education.

**School Demographics, 2021-22**

<b>% Male</b>	<b>% Female</b>	<b>% English Learners</b>	<b>% Newcomers</b>	<b>% Unhoused</b>	<b>% Foster Youth</b>	<b>% Socioeconomically Disadvantaged</b>	<b>% Students with Disabilities</b>
51.1%	48.9%	49.3%	12.3%	3.0%	0.0%	92.9%	12.3%
<b>% Black/ African-American</b>	<b>% White/Caucasian</b>	<b>% Hispanic/Latino</b>	<b>% Asian</b>	<b>% Filipino</b>	<b>% Pacific Islander</b>	<b>% American Indian/ Alaskan Native</b>	<b>% Multiracial</b>
27.2%	10.1%	50.4%	3.0%	0.4%	0.0%	0.0%	2.2%

**1B: STUDENT GOALS & TARGETS**

<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>						
<b>School Goal for College, Career &amp; Community Readiness: All students will continuously grow toward meeting or exceeding standards in math, science and reading as measured iReady, CAST and SBAC.</b>						
<b>Early Literacy Measures &amp; Annual Targets</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2019-20 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Outcome</b>	<b>2023-24 Target</b>
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	34.8%	15.0%	<i>not available until Fall 2023</i>	75.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	8.6%	28.1%	<i>not available until Fall 2023</i>	75.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	11.6%	11.8%	<i>not available until Fall 2023</i>	75.0%
<b>English Language Arts Measures &amp; Annual Targets</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2019-20 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Outcome</b>	<b>2023-24 Target</b>
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-85	n/a	-85.6	<i>not available until Fall 2023</i>	-60.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	11.3%	13.4%	<i>not available until Fall 2023</i>	35.0%
<b>Mathematics/Science Measures &amp; Annual Targets</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2019-20 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Outcome</b>	<b>2023-24 Target</b>
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-92.7	n/a	-109.8	<i>not available until Fall 2023</i>	-75.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	5.9%	<i>not available until Fall 2023</i>	30.0%
CAST (Science) at or above Standard	All Students	12.8%	n/a	9.3%	<i>not available until Fall 2023</i>	30.0%



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

**School Goal for Targeted Supports for Focal Student Groups:** Focal student groups will grow in reading and math through small group instruction as measured by SBAC, iReady and ELPAC reclassification.

**Academic Measures & Annual Targets for Focal Student Groups**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-159.1	n/a	-105.0	<i>not available until Fall 2023</i>	-120.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-119.7	n/a	-114.6	<i>not available until Fall 2023</i>	-100.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0.0%	5.6%	<i>not available until Fall 2023</i>	20.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-158.3	n/a	-116.6	<i>not available until Fall 2023</i>	-120.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-95.2	n/a	-112.0	<i>not available until Fall 2023</i>	-80.0

**Reclassification Measures & Annual Targets** *\*Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	4.8%	0.0%	2.8%	<i>not available until Fall 2023</i>	15.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	10.0%

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

**School Goal for Student & Family Engagement:** We will decrease chronic absenteeism and out of school suspensions, as well as increase student connectedness as measured by CHKS survey and aeries data.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	74.2%	71.6%	70.5%	<i>not available until Fall 2023</i>	75.0%
Out-of-School Suspensions	All Students	1.6%	n/a	0.3%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	3.5%	n/a	0.3%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	4.7%	n/a	0.3%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	15.5%	26.3%	50.2%	<i>not available until Fall 2023</i>	15.0%
Chronic Absenteeism	African American Students	24.0%	46.2%	56.2%	<i>not available until Fall 2023</i>	20.0%

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

**School Goal for High-Quality Staff:** Teachers will feel supported and motivated through coaching, leadership opportunities, professional development as measured by CHKS survey and retention rates.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	82.4%	78.3%	76.3%	<i>not available until Fall 2023</i>	80.0%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	Access to text and grade level standards. More students talking vs teacher talk in classrooms. Movement out of red in data.	Expectations for using curriculum, regular walkthroughs with feedback, coaching, PD. SIPPS systems and instruction.
<i>LCAP Goal 2: Focal Student Group Supports</i>	SIPPS small group instruction is steady and consistent. Students are making growth in phonics and sight word recognition as measured by iReady.	TSA supporting and communicating with teachers. Feedback and coaching for teachers and for TSA.
<i>LCAP Goal 3: Student &amp; Family Engagement</i>	SSC, SELLS, Family Council, monthly academic workshops have been consistently happening. Lots of engaging opportunities for students. More families are attending and feedback is positive about connectedness between home and school.	Outreach, supplies, food and childcare have helped families be able to attend and focus during the meetings. CSM and Family liaison have worked hard to create positive and helpful meetings. Family liaison supports with student engagement activities.
<i>LCAP Goal 4: Staff Supports</i>	Consistent PD, PLCs time. Coaching for most teachers. Leadership Opportunities.	2nd Prep teacher to allow Hero class time for coaching. TSA schedule to prioritize coaching.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	Majority of students below grade level in reading and math.	Consistently over the years compounding of gaps in skills.
<i>LCAP Goal 2: Focal Student Group Supports</i>	ELs far behind from EOs in reading and math.	Systems and practices not in place to support ELs in classrooms.
<i>LCAP Goal 3: Student &amp; Family Engagement</i>	Few Arabic speaking families at events. Els and students with IEPs not participating as much in class.	Hard to get translation and to call families to come to events. Few tier 2,3 supports in place.
<i>LCAP Goal 4: Staff Supports</i>	Teachers feeling overwhelmed with student tier 2, 3 behaviors.	Not enough systems, knowledge, staff to support tier 3 students. Not enough collaboration with RSP for accomodations.

**1D: IDENTIFIED NEED**

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

**1E: RESOURCE INEQUITIES**

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

**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino 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.

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Hoover Elementary School

**SPSA Year Reviewed:** 2022-23

**SPSA Link:** [2022-23 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

Staffing/ activities were stable this year as planned in SPSA. SIPPS small groups implementation, focus on tier 1 instruction and ELD PD have been on target.

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

SIPPS small groups implementation, focus on tier 1 instruction and ELD PD have helped move our data this year. Focus on mental health, PBIS, MTSS systems have minimized our tier 2 and 3 student needs.

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

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

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<b>Title I Expenditure</b>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities (e.g., what does this person or program do?)</b>	<b>What is working/not working? Why? (Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Books other than text	College/Career Readiness	Materials to support student reading and math skills and strategies.	100% of teachers have reported on our feedback form that the materials given have supported their instruction and created higher engagement in students.	We will discontinue this next year. We have enough materials that we can reuse next year.
Extended Contract for Workshops	i-Ready Reading at or above Mid-Grade	Extended contracts for teachers who are facilitating family workshops on reading.	95% of families who responded to the feedback survey said that having a teacher there to lead the workshops have helped them be more connected to the school.	We will continue this year as our home-school connection around academics is essential to student success.
Mental Health Contract	Student Connectedness to School	Contract to provide extra 1:1 therapy and skills groups so that students can connect to school more.	Out of class referrals have been reduced by 50%.	Will continue as it has helped minimize our tier 2/3 needs.

Refreshments	i-Ready Reading at or above Mid-Grade	Refreshments for family workshops so that families can attend meetings with less of a burden.	100% of families who responded to our feedback surveys have appreciated the food and have felt that the food provided makes it easier to attend meetings.	Will continue as it has helped families be able to attend workshops and focus.
Substitute Teacher Incentive Plan (STIP) Teacher	ELL Reclassification	Small groups for ELs geared towards supporting ELPAC skills.	N/A	N/A
Supplies	i-Ready Reading at or above Mid-Grade	Supplies to use at workshops that families attend.	90% of families reported on the feedback survey that they used the materials provided to be able to practice skills at home.	Will continue as workshops and supplies have helped families have what they need to engage with students at home.

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Hoover Elementary School

**School ID:** 170

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

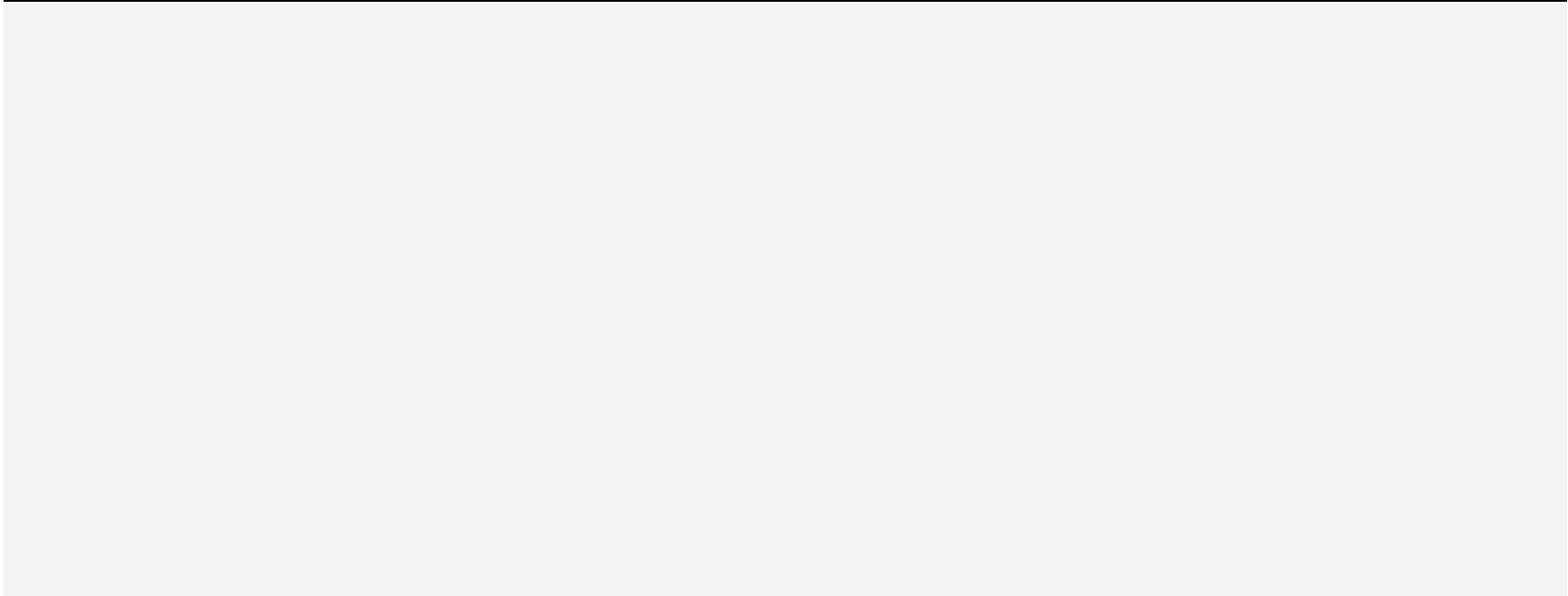
**School Priority:** Students are discussing, reading and writing based on grade level text.

**School Theory of Change:** If all staff work together on actions listed below, then students will meet our reading and math goals of

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Student leadership opportunities such as Safety Patrol, Green team, Young HERO, representation on SSC and Family Council.	Meet with staff to ensure adequate time and space for student leadership. Invite student leaders to sit in SSC, Personnel committee, Family Council and other spaces as opportunities allow.	Feedback from students. CHKS surveys.		tier 2
1-2	Enrichment opportunities during the day such as music classes, arts integration, garden time, NGSS class, library class.	Work with teachers and community partners to plan and schedule opportunities.	Events, art on walls. CHKS student and family surveys.		tier 2
1-3	Aligned early literacy practices as well as tier 1 reading instruction with no pull out during grade level time.	PD and coaching to align practices and help teachers make evidence/ data- based instructional decisions. Walkthroughs with feedback.	Reading scores improve on iReady, SIPPS, IABs, SBAC and curriculum-embedded assessments.		tier 1

1-4	Math tier 1 instruction using curriculum. No students pulled out during grade level math time.	PD and coaching to align practices and help teachers make evidence/ data- based instructional decisions. Walkthroughs with feedback.	Math scores improve on iReady, IABs, SBAC and curriculum- based assessments.		tier 1
1-5	Backwards mapping from assessments and data when planning; extra minimum days for teachers to plan and analyze data	PD and coaching to align practices and help teachers make evidence/ data- based instructional decisions when backwards mapping. Walkthroughs with feedback.	Reading and Math scores improve on iReady, IABs, SBAC and curriculum-embedded assessments.		tier1
1-6	Focus on student engagement and students doing, talking and/ or writing a majority of the class time, during both Designated ELD and through Integrated ELD strategies	PD and coaching on aligned ELD strategies. Walkthroughs with feedback.	Walkthrough data, engagement tracker, student surveys.		tier 1





<b>LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</b>					
<b>School Priority:</b>	ELs and Black Students meet accelerated growth goals and grow in reading and math.				
<b>School Theory of Change:</b>	If all staff work together on actions listed below, then our ELs and Black students will meet our goals of				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>
2-1	Disaggregating Data by subgroup when analyzing data and naming next steps. All teachers use one data sheet and align data practices.	Planning data meetings and coaching meetings aligned to school priorities. Create data sheets to support teachers.	Data slides/ excel sheets and meeting notes.		tier 1
2-2	Kinder-Readiness team to work with district and CDC to support access and early intervention for our students.	Partnering with CDC, attending events, inviting to events, meeting with CDC staff.	Meeting notes.		tier 2
2-3	Tier 2 SIPPS intervention and small groups throughout the day to support reading acceleration for our focal students.	Support training and coaching of tutors and teachers to align practices. Walkthroughs with feedback.	Meeting notes, Walkthrough improvement, SIPPS data.	Reading below grade level.	tier 2
2-4	Family workshops for targeted students/ families to support with reading and math, using Milestones documents.	Planning and paying teachers to facilitate workshops. Ensuring materials are ready.	Feedback forms, agendas, sign in sheets.	Family engagement; math and reading below grade level.	tier 2
2-5	Online program to support gaps for ELs.	PD and support with using program.	Online program data.	ELs below grade level, ELPAC reclassification	tier 2
2-6	Collaborate with afterschool program to align on practices and data and to support students with programming.	Regular meetings with ASP and QSC. Walkthroughs.	Meeting agendas and notes from walkthroughs.		tier 2

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

<b>School Priority:</b>	Students and families feel connected to Hoover and our school is a safe, joyful place where students focus on academics.				
<b>School Theory of Change:</b>	If all staff work together on actions listed below, then we will meet our goals of				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	School-wide assemblies: Culture and academic awards	Planning assemblies, running assemblies, certificates.	certificates, agendas for assemblies.		tier 1
3-2	School-wide Events: coffee with the principal, monthly read-ins, steam night, harvest festival, garden workdays, etc	Planning and calendaring events. Working with community partners to plan.	Agendas, feedback forms.		tier 1
3-3	Opportunities for students to attend field trips and for families to volunteer on field trips and in the classroom, library and garden.	Time for teachers to plan, support teachers with planning. Meeting with parents and ensuring alignment in mission, vision and values of the school.	Field trip forms, family and teacher feedback.		tier 1
3-4	Family liaisons and attendance clerk to support students attendance and families attendance at events, run workshops and bridge the home school connection; ensuring that translation is available at all workshops, events, conferences, meetings.	Meet with liaisons and with Attendance team, set up a PLC with norms and commit to goals. Coaching and feedback for family liaisons.	Agendas, feedback forms, attendance rates, sign in sheets		tier 2

3-5	Family Resources: Food bank, donation drives, support from community partners such as the churches and west oakland resident action committee	Calendar and meet about events with partners. Use community input and feedback to create services aligned to mission/ vision and needs.	feedback forms.		tier 2
3-6	Hoover Family Council monthly meetings as a continuation of deeper work and support from SSC and SELLS	Calendar and plan meetings. Use parent input and feedback to make meetings meaningful. Provide dinner and childcare.	agendas, feedback forms.		tier 2
3-7	Student tier 2 and tier 3 needs aligned to resources and teacher partnerships with counselors and tutors.	Collection of services team to meet weekly and provide consultancy as well as aligning resources for our tier 2 and 3 student needs.	COST tracker, agendas, student CHKS survey		tier 2/ 3
3-8	Teachers create culturally responsive and joyful classrooms by implementing PBIS and creating meaningful, culturally rich and celebratory experiences in classrooms.	Support teachers to think about how to create the spaces, training on culturally responsive practices. Have school-wide practice of sharing end of unit work and celebrations.	PD & PLC agendas, end of unit assignments		tier 1

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

<b>School Priority:</b>	All teachers feel prepared and supported to deliver standards- based instruction that is aligned K-5 and that supports students to be safe, build relationships and meet their academic and social-emotional goals.
<b>School Theory of Change:</b>	If all staff work together on actions listed below, then our staff will be prepared to serve our students and meet our school's academic, attendance and connected goals as well as close the equity gaps for our focal students.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Professional development sessions aligned to school-wide goals and based on student data and teacher feedback. 1:1 or 2:1 coaching to align on school-wide practices.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data that includes Cycles of Inquiry and collecting/analyzing student work.	PD cycle plan, agendas, notes.		tier 1
4-2	Instruction teacher support (incl GLAD and PBIS) from leadership team through professional learning communities.	Schedule PLC times and align key instructional support resources (e.g., interim assessments, lesson planning tools, observation tools, coaching tools, PLC agendas) to the new curriculum and guiding principles.	PLC agendas, planning documents, feedback forms		tier 1

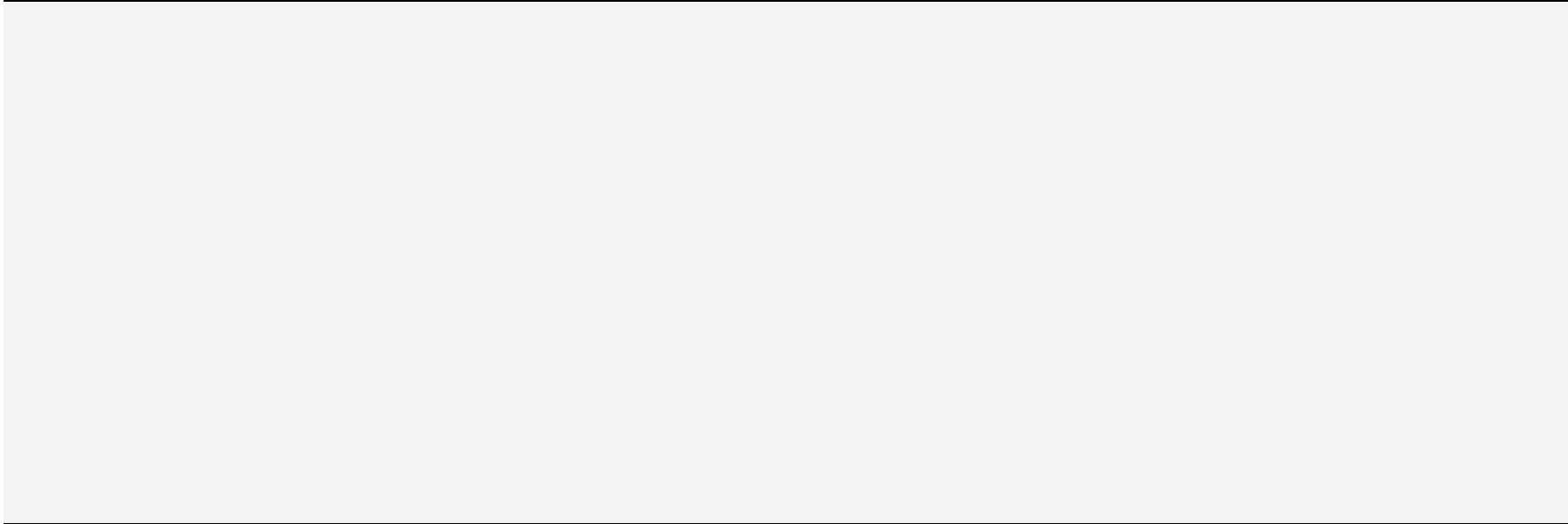
4-3	Opportunities for teachers to attend conferences and other professional learning outside of school, leadership development and learning. As well as peer observations and making adult learning visible.	Set teachers up with opportunities and provide funding for opportunities. Schedule time for teachers to observe each other, providing coverage. Ensure all classrooms are observed and teachers receive feedback on core instruction.	Observation notes, agendas, feedback forms		tier 2
4-4	Prioritize retention and hiring of Black teachers.	Aligning with personnel on priority and having Black teachers represented. Outreach/ recruitment of Black candidates. Take feedback from current Black teachers to make the school more welcoming.	Observation notes, agendas, feedback forms		tier 1
4-5	Coaching and feedback for teachers with TSA or TSA- led grade level PLC.	Schedule time for consistent coaching and set up norms and expectations for coaching.	Coaching agendas and notes.		tier 1

**CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))**

<b>School Priority:</b>	Black students and families feel welcome, connected to the school. Black students meet our academic goals in reading and math.
<b>School Theory of Change:</b>	If all staff work together on actions listed below, then our Black students will meet our goals of
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Anti Racist coaching and training for principal and teacher leaders through Leadership for Liberation or other org	Provide professional development for staff related to anti-racism, implicit bias and culturally relevant practices. Work with Leadership for Liberation to plan and get feedback.	Agendas, feedback forms		tier 2
5-2	Partner with Black families to ensure Black student and family voice is in all decision-making. Support families to be able to attend meetings.	Family liaisons and attendance clerk to work with families, calling and getting feedback in order to best meet parent needs and support family participation and voice.	Agendas, sign in sheets, feedback forms		tier 2

5-3	Teachers will evaluate their internal biases and any personal or school-wide contributions to disproportionality in for Black students in our classrooms. Teachers will consistently analyze disaggregated data by race and implement culturally relevant teaching practices.	Provide professional development for staff related to anti-racism and implicit bias. PLC time dedicated to data with a lens on Black student data. Work with Leadership for Liberation to plan and get feedback.	Agendas, sign in sheets, feedback forms		tier 2
5-4	Work to disrupt deficit thinking, stay in Discourse 2 about students and families, leverage Black students' linguistic and cultural assets, and build empowering narratives.	Provide professional development for staff related to anti-racism and implicit bias. Work with Leadership for Liberation to plan and get feedback. Give teachers opportunities to practice and hold each other accountable.	Agendas, sign in sheets, feedback forms		tier 2



## CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

<b>School Priority:</b>	All ELL students will receive quality Integrated ELD across all content areas throughout the school day, and 30 minutes of quality daily Designated ELD.				
<b>School Theory of Change:</b>	If teachers consistently implement quality daily designated ELD and incorporate integrated ELD strategies during ELA, math and content area instruction, then all students will advance in their language and literacy development as demonstrated by the ELPAC and accelerated growth on literacy assessments.				
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	30 min designated ELD (D-ELD) block in the schedule, using curriculum language dives .	Create schedules, provide PD on aligned practices, give teachers feedback. Set time for peer to peer observations and feedback in ELD.	Walkthrough agendas and notes, PD agendas, peer observation tools, PD feedback forms.		tier 2
6-2	GLAD strategies throughout curriculum to support language acquisition. Teachers write a thoughtful language objective for each content objective.	Create schedules, provide PD on aligned practices, give teachers feedback. Set time for peer to peer observations and feedback in ELD. Partner with ELLMA to plan and deliver PD.	Walkthrough agendas and notes, PD agendas, PD feedback forms, peer observation tools.		tier 2
6-3	Designated ELD for newcomers, pull out using Systematic ELD.	Create schedules, provide coaching and feedback on best practices. Partner with ELLMA to create systems.	Schedule, agenda and notes on coaching and teacher feedback.		tier 2



6-4	Site English Language Learner Subcommittee as separate entity to meet 7 times a year.	Schedule and plan meetings with SELLS chair.	Agendas, slides, sign in, feedback forms from families.		tier 2
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PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
ASES contract over \$25K	\$106,246.43	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Collaborate with afterschool program to align on practices and data and to support students with programming.	170-5
ASES contract first \$25K	\$25,000.00	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Collaborate with afterschool program to align on practices and data and to support students with programming.	170-6
extended contract cert	\$10,000	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Regular meetings with ASP and QSC. Walkthroughs.	170-7
Community Relations Assistant II, Bilingual	\$48,750.00	California Community Schools Partnership Program	2205	Classified Support Salaries	9443	Community Relations Assistant II, Bilingual	0.75	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Family liaisons and attendance clerk to support students attendance and families attendance at events, run workshops and bridge the home school connection; ensuring that translation is available at all workshops, events, conferences, meetings.	170-8
Community Relations Assistant II, Bilingual	\$83,367.39	California Community Schools Partnership Program	2205	Classified Support Salaries	4161	Community Relations Assistant II, Bilingual	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	School-wide Events: coffee with the principal, monthly read-ins, steam night, harvest festival, garden workdays, etc	170-9
11-Month Community School Manager	\$95,872.00	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8715	11-Month Community School Manager	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Family Resources: Food bank, donation drives, support from community partners such as the churches and west oakland resident action committee	170-10
Noon Supervisor	\$24,000.00	California Community Schools Partnership Program	2905	Other Classified Salaries	New	Noon Supervisor	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Student leadership opportunities such as Safety Patrol, Green team, Young HERO, representation on SSC and Family Council.	170-11
extended contract class	\$5,000.00	California Community Schools Partnership Program	2925	Other Classified Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Planning and calendaring events. Working with community partners to plan.	170-12

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
supplies/incentives	\$16,010.61	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Enrichment opportunities during the day such as music classes, arts integration, garden time, NGSS class, library class.	170-13
food for family meetings	\$5,000.00	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Hoover Family Council monthly meetings as a continuation of deeper work and support from SSC and SELLS	170-14
Mosaic bus	\$2,000.00	California Community Schools Partnership Program	5712	Bus Trips	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Opportunities for students to attend field trips and for families to volunteer on field trips and in the classroom, library and garden.	170-15
Mosaic ISP	\$10,000.00	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Opportunities for students to attend field trips and for families to volunteer on field trips and in the classroom, library and garden.	170-16
Flourish agenda	\$20,000.00	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Hoover Family Council monthly meetings as a continuation of deeper work and support from SSC and SELLS	170-17
Mosaic field trip	\$7,000.00	California Community Schools Partnership Program	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Opportunities for students to attend field trips and for families to volunteer on field trips and in the classroom, library and garden.	170-18
11-Month Classroom Teacher on Special Assignment	\$148,631.73	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	New	11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Aligned early literacy practices as well as tier 1 reading instruction with no pull out during grade level time.	170-19
11-Month Classroom Teacher on Special Assignment	\$147,803.17	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	7227	11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Professional development sessions aligned to school-wide goals and based on student data and teacher feedback. 1:1 or 2:1 coaching to align on school-wide practices.	170-20

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
extended contracts training and meetings	\$20,308.83	Early Literacy Support Block (ELSB) Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	Professional development sessions aligned to school-wide goals and based on student data and teacher feedback. 1:1 or 2:1 coaching to align on school-wide practices.	170-21
books other than text	\$2,500.00	Early Literacy Support Block (ELSB) Grant	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Aligned early literacy practices as well as tier 1 reading instruction with no pull out during grade level time.	170-22
supplies	\$9,500.58	Early Literacy Support Block (ELSB) Grant	4304	Classroom Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Enrichment opportunities during the day such as music classes, arts integration, garden time, NGSS class, library class.	170-23
extended contracts teacher pd	\$15,000.00	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Opportunities for teachers to attend conferences and other professional learning outside of school, leadership development and learning. As well as peer observations and making adult learning visible.	170-24
STIP Teacher	\$75,888	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	6884	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Coaching and feedback for teachers with TSA or TSA- led grade level PLC.	170-25
Early Literacy Tutor	\$26,305.93	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	9071	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Tier 2 SIPPS intervention and small groups throughout the day to support reading acceleration for our focal students.	170-26
Early Literacy Tutor	\$30,862.22	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7998	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Aligned early literacy practices as well as tier 1 reading instruction with no pull out during grade level time.	170-27

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
classified OT	\$5,000.00	LCFF Discretionary	2925	Other Classified Salaries: Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Family workshops for targeted students/ families to support with reading and math, using Milestones documents.	170-28
supplies	\$7,380.00	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Tier 2 SIPPS intervention and small groups throughout the day to support reading acceleration for our focal students.	170-29
copier maintenance	\$2,500.00	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers create culturally responsive and joyful classrooms by implementing PBIS and creating meaningful, culturally rich and celebratory experiences in classrooms.	170-30
subs	\$5,000.00	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Student tier 2 and tier 3 needs aligned to resources and teacher partnerships with counselors and tutors.	170-31
Attendance Specialist	\$46,162.14	LCFF Supplemental	2205	Classified Support Salaries	1358	Attendance Specialist	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Family liaisons and attendance clerk to support students attendance and families attendance at events, run workshops and bridge the home school connection; ensuring that translation is available at all workshops, events, conferences, meetings.	170-32
supplies	\$32,445.86	LCFF Supplemental	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Aligned early literacy practices as well as tier 1 reading instruction with no pull out during grade level time.	170-33

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
mental health contract	\$13,622.00	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Collection of services team to meet weekly and provide consultancy as well as aligning resources for our tier 2 and 3 student needs.	170-34
Leadership for liberation	\$25,000.00	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Out-of-School Suspensions	Anti Racist coaching and training for principal and teacher leaders through Leadership for Liberation or other org	170-35
HERO Program	\$53,600.00	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Student leadership opportunities such as Safety Patrol, Green team, Young HERO, representation on SSC and Family Council.	170-36
contracted services for tech	\$6,000.00	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Opportunities for teachers to attend conferences and other professional learning outside of school, leadership development and learning. As well as peer observations and making adult learning visible.	170-37
Classroom Furniture	\$5,000.00	LCFF Supplemental	6432	Furniture >= \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Tier 2 SIPPS intervention and small groups throughout the day to support reading acceleration for our focal students.	170-38
Library Technician	\$85,409.34	Measure G, Library Support	2205	Classified Support Salaries	8552	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Enrichment opportunities during the day such as music classes, arts integration, garden time, NGSS class, library class.	170-39
Early Literacy Tutor	\$3,757.99	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	9071	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Tier 2 SIPPS intervention and small groups throughout the day to support reading acceleration for our focal students.	170-40

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$4,408.89	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7998	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Tier 2 SIPPS intervention and small groups throughout the day to support reading acceleration for our focal students.	170-41
Teacher extended contract	\$1,750	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Family workshops for targeted students/ families to support with reading and math, using Milestones documents.	170-42
Supplies	\$250	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Family workshops for targeted students/ families to support with reading and math, using Milestones documents.	170-43
refreshments	\$500	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Family workshops for targeted students/ families to support with reading and math, using Milestones documents.	170-44
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$39,372	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3504	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.45	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Coaching and feedback for teachers with TSA	170-45
Academic Mentor	\$16,500	Title I, Part A Schoolwide Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Tier 2 SIPPS intervention and small groups throughout the day to support reading acceleration for our focal students.	170-46
Academic Mentor- Diana	\$16,500	Title I, Part A Schoolwide Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Tier 2 SIPPS intervention and small groups throughout the day to support reading acceleration for our focal students.	170-47

**PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
mental health contract	\$21,378	Title I, Part A Schoolwide Program	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Tier 2 SIPPS intervention and small groups throughout the day to support reading acceleration for our focal students.	170-48
buses for field trips	\$5,000	Title IV, Part A Student Support & Academic Enrichment	5712	Bus Trips	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Opportunities for students to attend field trips and for families to volunteer on field trips and in the classroom, library and garden.	170-49
entrance fees for field trips	\$1,250	Title IV, Part A Student Support & Academic Enrichment	5829	Admission Fees	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Opportunities for students to attend field trips and for families to volunteer on field trips and in the classroom, library and garden.	170-50





## **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 send 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:

- Assigning 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 me, 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 mely 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 meengs

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

→ Provides parents of Title 1 students with an explanation of the curriculum, assessments and proficiency levels

- ◆ At annual Title 1 meeting and back to school night
- ◆ At report card conferences twice a year
- ◆ At math and reading workshops twice a year
- ◆ At monthly School Site Council (SSC), Site English Language Learner Subcommittee (SELLS) and African American Parent Council (AAPC) meengs

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

- Distribung community handbook at the beginning of the year
- Posting information in multiple languages at the entrance of the school
- Distribung a translated newsletter monthly
- Robocalls and texts in English and Spanish sent out before the event
- Sckers 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 meengs, 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 ps (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:

- Geng 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 the most convenient to families and having multiple opportunities/ meetings

The school involves parents in an organized, ongoing, and many 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 me for family liaison and school counselor to meet with families and provide information and support

**Adopon**

This policy was adopted by the Hoover Elementary School School Site Council on August 25, 2022 and will be in effect for the period of August 8, 2022 through May 25, 2023. **The school will distribute this policy to all parents before October 9th, 2022.**

Lisette Averhoff\_\_\_\_\_

**Name of Principal Signature of Principal**

August 30, 2022

**Date**

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



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

## **School-Parent Compact Hoover Elementary School 2022-2023**

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

*This School-Parent Compact is in effect for the 2022-23 school year.*

### **School Responsibilities**

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

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

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

## **Teacher Responsibilities**

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

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

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

## Parent Responsibilities

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

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

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

## Student Responsibilities

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

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

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

This Compact was adopted by the Hoover Elementary School community on August 25th and will be in effect for the period of August 8, 2022 to May 25, 2023.

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 August 30th, 2022

Lissette Averhoff  
**Principal Name**

  
**Signature of Principal**

**Date:** August 30, 2022



Strategic Resource Planning (SRP)

**HOOVER ELEMENTARY SCHOOL**  
**School Site Council Membership Roster**  
**2022- 23**

**SSC - Officers**

<b>Chairperson:</b>	Guadalupe Canchola
<b>Vice Chairperson:</b>	Yumeus Taylor
<b>Secretary:</b>	Katy Cain

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

<b>Member's Name</b>	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Lissette Averhoff	<b>X</b>				
Katy Cain*		<b>X</b>			<b>2nd</b>
Kate Sbani			<b>X</b>		<b>2nd</b>
Guadalupe Canchola				<b>X</b>	<b>1st</b>
Sebastian Castrechini				<b>X</b>	<b>2nd</b>
Jessica Kessler				<b>X</b>	<b>1st</b>
Yumeus Taylor				<b>X</b>	<b>1st</b>
Susanne Lynch*		<b>X</b>			

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	Sept. 14, Oct. 12, Nov 9, Dec 14, Jan 11, Feb 8, Mar 8, April 12, and May 10. 8:40AM
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

