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

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Hoover Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Hoover Elementary School

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Hoover Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: Hoover Elementary School
CDS Code: 1612596057046
Principal: Lissette Averhoff
Date of this revision: 4/23/2025

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

Position: Principal

Address: 890 Brockhurst Street
Oakland, CA 94608

Telephone: 510-879-1700

Email: lissette.averhoff@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/23/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Hoover Elementary School Site Number: 170

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

- ☒ Title I Schoolwide Program
- ☐ Comprehensive Support & Improvement (CSI) Grant
- ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program
- ☒ Local Control Funding Formula Equity Multiplier
- ☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: _____

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

- ☐ Flyers in students' home languages
- ☐ Announcement at a public meeting
- ☐ Other (notices, ParentSquare blasts, etc.)

Signatures:

Lisette Averhoff
Principal


Signature

4/23/2025
Date

Sara Knight
SSC Chairperson


Signature

4/23/2025
Date

SELLS Representative (optional)

Signature


Date

Monica Thomas
Network Superintendent


Signature

4/23/2025
Date

Lisa Spielman
Director, Strategic Resource Planning


Signature

4/24/25
Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/11/2024	SSC/ SELLS	Discussed current data, school plan and got ideas for what our needs are to use in Part 1, Needs Assessment
1/13/2025	SSC	Reviewed expenses and goals from last year and decided what to keep, change or update for next year's SPSA
1/13/2025	ILT	Discussed SSC input, reviewed data and drafted Part 1: Needs Assessment
1/29/2025	SELLS	Discussed current data, current school plan and reviewed, updated Needs Assessment, ELs overview
2/10/2025	ILT	Discussed ideas and drafted Part 3, Goal 3 & Black student and ELs conditions
2/11/2025	SSC	Discussed ideas and drafted Part 3, Goal 3 & Black student and ELs conditions
2/26/2025	SELLS	Presented draft of Part 3, Goal 3 and Conditions for ELs, got feedback
2/10/2025	Staff	Break up into groups and give feedback on all strategies and actions at Staff Meeting
2/25/2025	ILT	Continued to work on ideas for next year based on current school data. Reviewed Part 3: all goals and conditions
3/10/2025	Staff	Feedback from staff on each of the strategies and actions, world cafe style at Staff meeting

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$254,640.08
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$909,262.30

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$97,560
Title I, Part A Parent & Family Engagement (#3010)	\$2,710
21st Century Community Learning Centers (Title IV, Part B #4124)	\$154,370
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$254,640

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$909,262.30

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$27,100
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$297,000
Proposition 28 (Arts & Music in Schools #6770)	\$47,489
SUBTOTAL OF STATE & LOCAL FUNDING:	\$654,622

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Hoover Elementary School		School ID: 170
CDS Code: 1612596057046	SSC Approval Date:	Board Approval Date:

School Mission and Vision

Hoover Vision: Hoover STEAM Academy is a 21st century TK-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.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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 PTA support or extra funding power or academic support at home unlike 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 and supplemental 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.

School Demographics, 2023-24

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
46.2%	30.5%	48.5%	0.0%	4.2%	12.2%	96.6%	48.5%	0.8%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
53.8%	2.7%	2.7%	1.2%	0.0%	0.4%	96.2%	11.8%	79.8%

1B: GOALS & IDENTIFIED NEEDS**LCAP Goal 1: All students graduate college, career, and community ready.**

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	24.3%	47.2%	not available until fall 2025	75.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	49.0%	62.5%	not available until fall 2025	75.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	57.6%	43.5%	not available until fall 2025	75.0%

English Language Arts Measures & Targets

Measure <small>*SBAC & CAST exclude 10% penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-94.4	-105.6	not available until fall 2025	-70.0
SBAC ELA Participation	All Students	100.0%	98.5%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	58.8%	54.6%	not available until fall 2025	75.0%

Mathematics/Science Measures & Targets

Measure <small>*SBAC & CAST exclude 10% penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
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SBAC Math Distance from Standard Met	All Students	-108.0	-119.5	not available until fall 2025	-80.0
SBAC Math Participation	All Students	93.0%	93.0%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	7.0%	7.9%	not available until fall 2025	50.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	6.7%	5.7%	not available until fall 2025	40.0%
California Science Test (CAST) Participation	All Students	100.0%	98.1%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY -100% of students with IEPs will have accomodations met 90% of the time
Identified School Need:	1. Teachers get IEP at a glance and have time to review with RSP teacher 2. Testing coordinator and RSP teacher work together to support testing accomodations 3. Teachers attend IEP meetings and have opportunities to get support from RSP teacher 4. Teachers are aware of and support with testing accomodations.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-155.5	-164.1	not available until fall 2025	-70.0
SBAC ELA Distance from Standard Met	English Learners	-111.3	-122.7	not available until fall 2025	-90.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	81.0%	72.7%	not available until fall 2025	50.0%
SBAC Math Distance from Standard Met	Special Education Students	-139.3	-151	not available until fall 2025	-80.0
SBAC Math Distance from Standard Met	African American Students	-131.3	-122.6	not available until fall 2025	-90.0

Reclassification Measures & Targets <i>*Reference Stages of ELD Data slides</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	9.7%	5.3%	not available until fall 2025	20.0%
LTEL Reclassification	Long-Term English Learners	50.0%	0.0%	not available until fall 2025	50.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	1. Develop a highly effective COST, Culture and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	44.9%	62.7%	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	0.3%	0.3%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	1.1%	1.3%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	0.0%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	68.1%	34.8%	not available until fall 2025	25.0%
Chronic Absenteeism	African American Students	75.0%	42.4%	not available until fall 2025	30.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.						
School Goal:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure		Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate		All Teachers	73.8%	73.0%	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	<i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i>	<i>Making growth out of red on iready reading from 62% at beginning of the year to 48% midyear and in math from 64% to 48%. There was a little into green on iready reading from 6% at the beginning of the year to 14% midyear and in math from 1% to 4%. A majority of our students are on track to meet their growth goal in reading (62%) and about 55% are on track to meet their growth goal in math by the end of the year on iready. Families on SSC/ SELLS feel like they are seeing progress with their students. We have intervention systems in place as well as students not getting pulled out of class during grade level instruction time.</i>
<i>LCAP Goal 2:</i>	<i>By May of 2026 - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY -100% of students with IEPs will have accomodations met 90% of the time</i>	<i>Structures in place for daily ELD and for small group instruction supporting our target students. Strong partnership with SPED team. In Reading, SPED students grew 9% from red to yellow from BOY to MOY. In Math, SPED students grew 3% from yellow to green from BOY to MOY. In Math, ELL students grew 14% from red to yellow from BOY to MOY. In Reading, ELL students grew 4% from yellow to green, and 5% from red to yellow from BOY to MOY on iReady.</i>
<i>LCAP Goal 3:</i>	<i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</i>	<i>Attendance goals are being met. We have tier 1 incentives in place. Attendance team meets regularly and track data. Home visits, SARTs in place for students who need the extra support. Suspension and Office Referrals have decreased.</i>

<i>LCAP Goal 4:</i>	<i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i>	<i>Teachers have weekly coaching time that is covered. We have extended contracts for leadership and professional learning opportunities for teachers. Teachers have weekly PD and PLC time and prep with their grade level partners.</i>
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Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i> <i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i> <i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> 	<p><i>Too few students on grade level, a majority are 2 or more grade levels below, have made very little growth in math and reading. Students are so far behind it is difficult to catch up especially in math, there needs to continue to be a focus on students being in class for grade level instruction, we need to continue to support in small groups and 1:1, we need continued family information and engagement, reading gets in the way of math so continue to support with reading comprehension.</i></p>
LCAP Goal 2:	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>-100% of students with IEPs will have accomodations met 90% of the time</i> 	<p><i>Too few students are on grade level. Students seem to be on track to meet their growth goals but not to be on grade level. Students with IEPs are doing worse this year than last.</i></p>
LCAP Goal 3:	<ol style="list-style-type: none"> <i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i> 	<p><i>We are on track to meet attendance goals but many students are still chronically absent and/ or late.</i></p>

<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>Retention rates are not high. Cost of living and family situations create conditions that teachers need to move.</i></p>
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2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Hoover Elementary School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

We have been able to see through on almost all of our plan. 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. One change is that we had set money aside for 2 academic mentors but were only able to hire one mid-year.

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

We have seen a lot of evidence so far of success based on our strategies and actions. Our students are making progress in reading and in math. Walkthroughs show strong alignment across classrooms and a high level of student participation in classrooms. Our ELs are making more progress than the rest of our school. Students are moving out of the red in reading. 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- we have reduced office referrals in half.

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

Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
0.4 TSA	i-Ready Math at or above Mid-Grade	PD, coaching, COST, ILT, PLCs, Testing	Students are meeting growth goals on iReady with 50% meeting their one year's growth for the year by the midyear	Continue

Materials for instruction	i-Ready Reading at or above Mid-Grade	Purchased materials to support with reading instruction	Materials are essential in helping students access curriculum. 100% of students move between groups for reading instruction and need a way to organize materials and access them during reading time.	Continue: Move to supplemental
Academic Mentors to support reading	i-Ready Reading at or above Mid-Grade	Tutoring for students behind in reading and math	90% of students in tutoring are making at least 10% growth on Dibels and iReady in phonics, high frequency words	Continue: Move to lit grant
Money was moved to correct budget	n/a	n/a	n/a	n/a
Supplies for family workshops	i-Ready Math at or above Mid-Grade	Supplies for family workshops	Workshops are essential in family engagement and advocacy. Attendance is good and has increased 15% from previous years and representative of all our demographics.	Continue
Refreshments for families at workshops	i-Ready Math at or above Mid-Grade	Provides refreshments for families when they attend workshops	Workshops are essential in family engagement and advocacy. 100% of family groups are represented and has attendance has increased by 15% from previous years and representative of all our demographics.	continue
Stipends for teachers to lead workshops	i-Ready Math at or above Mid-Grade	Teachers lead workshops for families on academic topics and how to engage at home and at school	Workshops are essential in family engagement and advocacy. 100% of family groups are represented and has attendance has increased by 15% from previous years and representative of all our demographics.	Continue

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES
School: Hoover Elementary School

SCHOOL ID: 170

3: SCHOOL STRATEGIES & ACTIVITIES
[Click here for guidance on SPSA practices](#)
LCAP Goal 1: All students graduate college, career, and community ready.
School Goal:

By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:
 -Minimum of 5% increase in students on grade level in iReady ELA and Math from EOY to EOY
 -Minimum of 5% increase in students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY
 -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp

Identified Need:

Teachers engage in core professional activities in PLCs including backwards planning, student work analysis, and cycles of inquiry.
 Teachers receive regular feedback in all core areas- PBIS, Math, ELA, ELD.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Aligned systems and practices for reading instruction supported by materials, supplies and copier using iReady, EL Education curriculum, SIPPS, Heggerty, conversation cues and no students pulled out from reading class.	All Students	Academic	Tier 1 - Universal
1-2	Aligned systems and practices for math instruction using iReady, Eureka Math Curriculum and making sure no students get pulled from math class.	All Students	Academic	Tier 1 - Universal
1-3	Teachers backwards map from assessments and data when planning; extra minimum days for teachers to plan and analyze data (data conferences)	All Students	Academic	Tier 1 - Universal
1-4	PBIS systems to encourage student engagement. Science and gardening as a prep class, supporting students with NGSS.	All Students	Academic	Tier 1 - Universal
1-5	Regular walkthroughs (with ILT when available) to get data and give feedback to teachers and inform professional learning activities including PLCs, PD and coaching.	All Students	Academic	Tier 1 - Universal
1-6	Library class for all students and library books aligned to student interest and curriculum topics.	All Students	Academic	Tier 1 - Universal
1-7	Whole school tiered phonics program with differentiated small groups (SIPPS)	All Students	Academic	Tier 2 - Supplemental
1-8	1:1 Fluency and phonics practice through Hoot, 3x/week	~40	Academic	Tier 3 - Supplemental

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		By May of 2026 - data for students with IEPs will increase (the % of students on grade level) in i-Ready ELA and Math by 10% from BOY to EOY -100% of students with IEPs will have accomodations met 90% of the time		
Identified Need:		1. Teachers get IEP at a glance and have time to review with RSP teacher 2. Testing coordinator and RSP teacher work together to support testing accomodations 3. Teachers attend IEP meetings and have opportunities to get support from RSP teacher 4. Teachers are aware of and support with testing accomodations.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers get IEP at a glance and have time to review with RSP teacher, prior to the school year beginning or prior to student starting in the class to the best of our knowledge	IEP Students	Academic	Tier 2 - Supplemental
2-2	Testing coordinator and RSP teacher work together to support testing accomodations	IEP Students	SEL / Mental Health	Tier 2 - Supplemental
2-3	Teachers attend IEP meetings and have opportunities to get support from RSP teacher	IEP Students	Academic	Tier 2 - Supplemental
2-4	Teachers are aware of and support with testing accomodations. All testing at the same time and support staff push in or pull students out to give accomodations.	IEP Students	Academic	Tier 2 - Supplemental
2-5	RSP joins school-wide walkthroughs to monitor student progress in core content areas	IEP Students	Academic	Tier 2 - Supplemental
2-6	ILT looking at data regularly and disaggregating by subgroups to monitor progress and take action			

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.				
School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Strong classroom PBIS systems. All staff aligned on PBIS expectations for students. Staff only Back to School Night where we learn about offerings.	All Students	Behavioral	Tier 1 - Universal
3-2	Supports for student joy and good health (such as attendance awards, positive behavior systems, Sown to grow, Caring schools community lessons, assemblies, student of the month, clubs, extended recesses, MOSAIC, read-ins, special events, field trips, special event nights, Harvest of the Month). Providing Enrichment during the day for all students: Garden, Music, Dance, HERO, Library classes throughout the week.	African American Students	Behavioral	Tier 2 - Supplemental
3-3	Wrap around services for students who are struggling with attendance, behavior (incentives, wellness checks/ home visits, Check in Check out, mental health providers, tutoring, SST, SARTs)	All Students	Academic	Tier 1 - Universal
3-4	Family leadership and workshops (through base level work done with Flourish Agenda and Families in Action, now staff-led) to support academics and joy at the school. Teachers invite families to engage in activities during the year.	All Students	Behavioral	Tier 1 - Universal
3-5	Leadership opportunities (such as fund raisers, HERO, Safety Patrol, Student Council, Big Buddies)	All Students	Behavioral	Tier 1 - Universal
3-6	Partner with after school program and CDC to build connections and alignment. Teachers meet with ASP instructors to create systems and supports for students with academics and behaviors. Day staff attend ASP events. Afterschool coordinator is a member of committees and teams.	All Students	Behavioral	Tier 2 - Supplemental
3-7	1:1 Counseling offered to students through direct referrals or through COST	Between 15-30	Behavioral	Tier 3 - Supplemental

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

School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.			
Identified Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	All teachers get a 1:1 coaching time with TSA each week to move practice and have regular chances to observe their peers in growth areas	All Students	Academic	Tier 1 - Universal
4-2	Extended contracts for professional development and leadership opportunities during the school year.	Low Income Students	Behavioral	Tier 2 - Supplemental
4-3	Teachers are given the chance to give feedback on all experiences and ILT will consider feedback when planning.	All Students	Behavioral	Tier 1 - Universal
4-4	All PD including August retreat, in-service days and Wednesday minimum days are planned based on teacher feedback and ILT input and leadership.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS

Instructions & resources

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Teachers hold an anti-racist lens and use restorative justice approach while considering how white supremacy culture tenants impact our systems and students, including being mindful of how adults respond to students.	African American	Behavioral	Tier 1 - Universal
5-2	Teachers use culturally responsive strategies in all lessons, including using call and response, turn and talk, hand gestures.	African American	Academic	Tier 1 - Universal
5-3	Disaggregate data by race- reading, math, sown to grow, chks at benchmark dates- and name supports and next steps for students.	African American	academic	Tier 2 - Supplemental
5-4	Family Liaison targets Black families for outreach to parent events, such as conferences, workshops, and volunteer opportunities	African American	Behavioral	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS			<i>Stages and Actions for ELD Implementation</i>	
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Teachers use GLAD strategies or other supports such as sentence starters, conversation cues, visuals, talk protocols, allow to speak in home language, partnering language abilities for ELs in all content areas.	English Learner Students	Academic	Tier 1 - Universal
6-2	Designated ELD 30 minutes daily for all	English Learner Students	Academic	Tier 2 - Supplemental
6-3	Teachers plan Content Language Objectives for all curricular areas, using data to drive lesson planning decisions	English Learner Students	Academic	Tier 1 - Universal
6-4	NTEL provides small group supports to Newcomer students	English Learner Students	Academic	Tier 2 - Supplemental
6-5	Separate SELLS committee, meeting regularly and school-wide events to celebrate culture and diversity & supporting EL families to give input and have shared decision making	English Learner Students	Behavioral	Tier 2 - Supplemental
6-6	Provide translation at family meetings and events	English Learner Students	Behavioral	Tier 2 - Supplemental

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
After School program through BACR to provide students with academic intervention and enrichment opportunities.	\$21,793	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Partner with after school program and CDC to build connections and alignment. Teachers meet with ASP instructors to create systems and supports for students with academics and behaviors. Day staff attend ASP events. Afterschool coordinator is a member of committees and teams.	170-1
After School program through BACR to provide students with academic intervention and enrichment opportunities.	\$132,577	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Partner with after school program and CDC to build connections and alignment. Teachers meet with ASP instructors to create systems and supports for students with academics and behaviors. Day staff attend ASP events. Afterschool coordinator is a member of committees and teams.	170-2
After School program through BACR to provide students with academic intervention and enrichment opportunities.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Partner with after school program and CDC to build connections and alignment. Teachers meet with ASP instructors to create systems and supports for students with academics and behaviors. Day staff attend ASP events. Afterschool coordinator is a member of committees and teams.	170-3
After School program through BACR to provide students with academic intervention and enrichment opportunities.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Partner with after school program and CDC to build connections and alignment. Teachers meet with ASP instructors to create systems and supports for students with academics and behaviors. Day staff attend ASP events. Afterschool coordinator is a member of committees and teams.	170-4

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Dance Teacher salary to provide a dance class for each classroom and promote joy at school and opportunities to be healthy	\$42,820	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	New Position 04	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.35			Supports for student joy and good health (such as attendance awards, positive behavior systems, Sown to grow, Caring schools community lessons, assemblies, student of the month, clubs, extended recesses, MOSAIC, read-ins, special events, field trips, special event nights, Harvest of the Month). Providing Enrichment during the day for all students: Garden, Music, Dance, HERO, Library classes throughout the week.	170-5
Dance supplies for dance class salary to promote joy at school and opportunities to be healthy	\$4,669	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Supports for student joy and good health (such as attendance awards, positive behavior systems, Sown to grow, Caring schools community lessons, assemblies, student of the month, clubs, extended recesses, MOSAIC, read-ins, special events, field trips, special event nights, Harvest of the Month). Providing Enrichment during the day for all students: Garden, Music, Dance, HERO, Library classes throughout the week.	170-6
Noon supervisor (and family liaison) to support with recess and family engagement.	\$13,445	California Community Schools Partnership Program	2905	Other Classified Salaries	9538	Noon Supervisor	0.3			Family Liaison targets Black families for outreach to parent events, such as conferences, workshops, and volunteer opportunities	170-7
Attendance clerk to support with attendance and school safety (injured students in the office, Safety Patrol)	\$49,008	California Community Schools Partnership Program	2205	Classified Support Salaries	1358	Attendance Specialist	0.5			Wrap around services for students who are struggling with attendance, behavior (incentives, wellness checks/ home visits, Check in Check out, mental health providers, tutoring, SST, SARTs)	170-8

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Family Liaison to support families to be more engaged in school events (communication, translation, event planning)	\$110,871	California Community Schools Partnership Program	2205	Classified Support Salaries	4161	Community Relations Assistant II, Bilingual	1.0			Supports for student joy and good health (such as attendance awards, positive behavior systems, Sown to grow, Caring schools community lessons, assemblies, student of the month, clubs, extended recesses, MOSAIC, read-ins, special events, field trips, special event nights, Harvest of the Month). Providing Enrichment during the day for all students: Garden, Music, Dance, HERO, Library classes throughout the week.	170-9
CSM provides support for joyful schools, manages family engagement and staff that impact joy (attendance clerk, noon supervisors, HERO staff, family liaison)	\$15,347	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8715	11-Month Community School Manager	0.1			Supports for student joy and good health (such as attendance awards, positive behavior systems, Sown to grow, Caring schools community lessons, assemblies, student of the month, clubs, extended recesses, MOSAIC, read-ins, special events, field trips, special event nights, Harvest of the Month). Providing Enrichment during the day for all students: Garden, Music, Dance, HERO, Library classes throughout the week.	170-10
Extended contracts for classified staff - Extended contracts for tutoring: The funding we have set aside for classified and certificated staff to provide extra support for students means that when we have students with academic needs, or when a family requests extra support, we are able to contract with our staff to work with those students. These supports go through our COST system, so we are progress monitoring and looking to see what supports are working and which aren't.	\$750	California Community Schools Partnership Program	2925	Other Classified Salaries: Overtime	n/a	n/a	n/a			Family leadership and workshops (through base level work done with Flourish Agenda and Families in Action, now staff-led) to support academics and joy at the school. Teachers invite families to engage in activities during the year.	170-11
Incentives for attendance/behavior goals - The supplies and incentives for improved behavior, academics and attendance are extremely motivating for our students. When we have small prizes and reward students, it contributes to a sense of a joy in the school.	\$6,268	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			Wrap around services for students who are struggling with attendance, behavior (incentives, wellness checks/ home visits, Check in Check out, mental health providers, tutoring, SST, SARTs)	170-12

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Snacks for family meetings - We offer snacks for family meetings because we know that meeting during dinner time is a barrier to many families.	\$3,586	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a			Family leadership and workshops (through base level work done with Flourish Agenda and Families in Action, now staff-led) to support academics and joy at the school. Teachers invite families to engage in activities during the year.	170-13
Mental health contract for Axis Mundi - this contract ensures that we are able to provide counseling to students who do not have MediCal, or who don't have access to insurance for some reason. It significantly increases the number of students we are able to provide services to	\$23,725	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Wrap around services for students who are struggling with attendance, behavior (incentives, wellness checks/ home visits, Check in Check out, mental health providers, tutoring, SST, SARTs)	170-14
Buses for field trips so students can attend and learn outside of school.	\$2,000	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a			Supports for student joy and good health (such as attendance awards, positive behavior systems, Sown to grow, Caring schools community lessons, assemblies, student of the month, clubs, extended recesses, MOSAIC, read-ins, special events, field trips, special event nights, Harvest of the Month). Providing Enrichment during the day for all students: Garden, Music, Dance, HERO, Library classes throughout the week.	170-15
MOSAIC field trip, MOSAIC bus - the Mosaic Field trip is a huge privilege for our 5th grade students, it is a weeklong outdoor education experience for our fifth grade students who learn how to build connections and solve conflict across differences.	\$72,000	California Community Schools Partnership Program Carryover	5825	Consultants	n/a	n/a	n/a			Supports for student joy and good health (such as attendance awards, positive behavior systems, Sown to grow, Caring schools community lessons, assemblies, student of the month, clubs, extended recesses, MOSAIC, read-ins, special events, field trips, special event nights, Harvest of the Month). Providing Enrichment during the day for all students: Garden, Music, Dance, HERO, Library classes throughout the week.	170-16

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
This funding is for the Afterschool program to support all students in having extracurricular activities. Contractors will be paid to teach the students life skills, athletics, and healthy living. All students will benefit from these contractors supporting student academic success.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Partner with after school program and CDC to build connections and alignment. Teachers meet with ASP instructors to create systems and supports for students with academics and behaviors. Day staff attend ASP events. After School coordinator is a member of committees and teams.	170-17
This funding is for the Afterschool program to support all students in having extracurricular activities. Contractors will be paid to teach the students life skills, athletics, and healthy living. All students will benefit from these contractors supporting student academic success.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Partner with after school program and CDC to build connections and alignment. Teachers meet with ASP instructors to create systems and supports for students with academics and behaviors. Day staff attend ASP events. Afterschool coordinator is a member of committees and teams.	170-18
Stipends for teachers to have professional development and leadership opportunities.	\$20,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Extended contracts for professional development and leadership opportunities during the school year.	170-19
Supplies to support with student learning and engagement. This funding source will pay for materials and supplies that will benefit student improvement and achievement.	\$7,100	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Aligned systems and practices for reading instruction supported by materials, supplies and copier using iReady, EL Education curriculum, SIPPS, Heggerty, conversation cues and no students pulled out from reading class.	170-20
Teacher on special assignment to coach teachers and promote aligned systems at the school	\$77,763	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	11-Month Teacher on Special Assignment (TSA)	0.5			All teachers get a 1:1 coaching time with TSA each week to move practice and have regular chances to observe their peers in growth areas	170-21
Substitutes to support with long-term planning and peer observation learning.	\$10,000	Literacy Coaches & Reading Specialists Grant	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a			All teachers get a 1:1 coaching time with TSA each week to move practice and have regular chances to observe their peers in growth areas	170-22
Academic Mentors to support with small group instruction around reading, Whole school tiered phonics program with differentiated small groups (SIPPS)	\$14,708	Literacy Coaches & Reading Specialists Grant	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a			Whole school tiered phonics program with differentiated small groups (SIPPS)	170-23

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Books to support students to read based on interest and background knowledge. Library class for all students and library books aligned to student interest and curriculum topics.	\$3,560	Literacy Coaches & Reading Specialists Grant	4200	Books other than Textbooks	n/a	n/a	n/a			Library class for all students and library books aligned to student interest and curriculum topics.	170-24
Supplies to support with differentiation and reading intervention. Whole school tiered phonics program with differentiated small groups (SIPPS)	\$2,707	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies	n/a	n/a	n/a			Whole school tiered phonics program with differentiated small groups (SIPPS)	170-25
Stipends for teachers to run workshops for families. Family leadership and workshops (through base level work done with Flourish Agenda and Families in Action, now staff-led) to support academics and joy at the school. Teachers invite families to engage in activities during the year.	\$1,200	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a		i-Ready Reading at or above Mid-Grade	Family leadership and workshops (through base level work done with Flourish Agenda and Families in Action, now staff-led) to support academics and joy at the school. Teachers invite families to engage in activities during the year.	170-27
Stipends for staff to translate and support family workshops. Family leadership and workshops (through base level work done with Flourish Agenda and Families in Action, now staff-led) to support academics and joy at the school. Teachers invite families to engage in activities during the year.	\$550	Title I, Part A Parent & Family Engagement	2925	Other Classified Salaries: Overtime	n/a	n/a	n/a		i-Ready Reading at or above Mid-Grade	Family leadership and workshops (through base level work done with Flourish Agenda and Families in Action, now staff-led) to support academics and joy at the school. Teachers invite families to engage in activities during the year.	170-28
Supplies for family workshops. This funding pays for parent engagement activities that focus on supporting parents with learning the curriculum and standards. Parents benefit from learning how to support their children in school.	\$410	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a		i-Ready Reading at or above Mid-Grade	Family leadership and workshops (through base level work done with Flourish Agenda and Families in Action, now staff-led) to support academics and joy at the school. Teachers invite families to engage in activities during the year.	170-29
Refreshments for family workshops. This funding source pays for the parent engagement.	\$550	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a		i-Ready Reading at or above Mid-Grade	Family leadership and workshops (through base level work done with Flourish Agenda and Families in Action, now staff-led) to support academics and joy at the school. Teachers invite families to engage in activities during the year.	170-30
Prep teacher 2 days a week extra to provide extra gardening classes for students and for teachers to get PLC time. All students will have access to garden classes and all teachers will have PLC time to review data.	\$31,635	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3504	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4		CAST (Science) at or above Standard	PBIS systems to encourage student engagement. Science and gardening as a prep class, supporting students with NGSS.	170-31

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 170

School: Hoover Elementary School

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**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 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 Hoover Family Council 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
- 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 community on August 8, 2024 and will be in effect for the period of August 8, 2024 through May 24, 2025.

The school will distribute this policy to all parents before September 1, 2024.

Lissette Averhoff

Name of Principal



Signature of Principal

Date: August 12, 2024

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



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

School-Parent Compact Hoover Elementary School 2024-25

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 2024-25 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
- I will partner with the school and work together for what is best for my child

Student Responsibilities

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

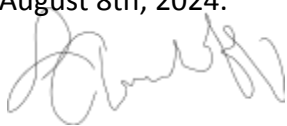
Therefore, I agree to carry out the following responsibilities to the best of my ability:

- 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 8, 2024 and will be in effect for the period of August 8, 2024 to May 30, 2025.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on August 8th, 2024.

Lissette Averhoff
Principal Name



Signature of Principal

Date: August 12, 2024

Strategic Resource Planning (SRP)



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

Hoover ELEMENTARY SCHOOL**School Site Council Membership Roster****2024-2025****SSC - Officers**

Chairperson:	Sara Knight
Vice Chairperson:	Kelly Ernst Friedman
Secretary:	Brooke Lawson

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Lisette Averhoff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sara Knight	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Brandon Briggs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Katelyn Sbani	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Marlen Ruiz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Kelly Ernst Friedman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Wazira Alawdi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Brooke Lawson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule:
(Day/Month/Time)

2nd Wednesday @ 8:40 A.M.

SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
2 Classroom Teachers
1 Other Staff
AND
4 Parents/Community Members