

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	26-1421
Introduction Date	6/24/26
Enactment Number	
Enactment Date	



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Hoover Elementary School

**Ask of the Board** Approval by the Board of Education of the 2026-2027 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)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Hoover Elementary School



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **2026-27 School Plan for Student Achievement (SPSA)**

**School:** Hoover Elementary School  
**CDS Code:** 1612596057046  
**Principal:** Lissette Averhoff  
**Date of this revision:** 4/15/26

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

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

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

*The School Site Council recommended this revision of the SPSA for Board approval on:* 4/15/2026

*The District Governing Board approved this revision of the SPSA on:* 6/24/2026

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

**2026-27 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:** 4/15/2026

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:**

Lissette Averhoff

*Principal*

Sara Knight  
*SSC Chairperson*

*SELLS Representative (optional)*

Monica Thomas

*Network Superintendent*

Lisa Spielman

*Director, Strategic Resource Planning*

Lissette Averhoff  
Signature

Sara Knight  
Signature

\_\_\_\_\_  
Signature

Monica Thomas  
Signature

Lisa Spielman  
Signature

4/15/2026  
Date

4/15/2026  
Date

\_\_\_\_\_  
Date

4/15/26  
Date

4/17/26  
Date

## 2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
12/10/2025	SSC & SELLS	Reflected on progress and challenges, Reviewed data and identified school needs, Discussed proposed expenditures and priorities
1/14/2026	SSC & SELLS	Reflected on progress and challenges, Reviewed data and identified school needs, Discussed proposed exp
1/13/2026	ILT	Discussed proposed expenditures and priorities, Reviewed SPSA goals and strategies
1/28/2026	SSC, ILT	Reviewed SPSA goals and strategies, Facilitated group feedback on SPSA sections
2/3/2026	ILT	Discussed proposed expenditures and priorities
2/9/2026	SSC	Facilitated group feedback on SPSA sections
2/11/2026	Faculty	Facilitated group feedback on SPSA sections, Collected input for next year's SPSA draft
2/18/2026	Other	Facilitated group feedback on SPSA sections
2/25/2026	SELLS	Reflected on instructional practices and supports, Facilitated group feedback on SPSA sections
3/11/2026	SSC	Reflected on instructional practices and supports, Facilitated group feedback on SPSA sections

## 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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### **Credit Recovery Program**

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### **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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

## 2026-27 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$173,040
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,066,277

### 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 Resource 3010	\$169,950
Title I Parent & Family Engagement Resource 3010	\$3,090
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$173,040</b>

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
<b>\$1,066,277</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$32,100
LCFF Equity Multiplier Resource 7399	\$335,991
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CSPP) Resource 6332	\$183,750
Proposition 28 (Arts & Music in Schools) Resource 6770	\$57,178
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$893,237</b>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Hoover Elementary School</b>		<b>School ID: 170</b>
<b>CDS Code: 1612596057046</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date: 6/24/2026</b>

**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.

**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, 2024-25**

<b>% Male</b>	<b>% Black/African American</b>	<b>% Latino</b>	<b>% Pacific Islander</b>	<b>% White</b>	<b>% Students with Disabilities</b>	<b>% Unduplicated Pupil Percentage</b>	<b>% English Learners</b>	<b>% LTEL</b>
49.8%	23.1%	54.1%	1.1%	8.5%	11.7%	96.8%	44.1%	0.4%
<b>% Female</b>	<b>% Multiracial</b>	<b>% Asian</b>	<b>% Filipino</b>	<b>% American Indian/ Alaskan Native</b>	<b>% Foster Youth</b>	<b>% Socioeconomically Disadvantaged</b>	<b>% Newcomers</b>	<b>School Stability Rate</b>
50.2%	4.6%	2.5%	0.0%	0.4%	0.7%	96.8%	19.2%	73.6%

**1B: GOALS & IDENTIFIED NEEDS**

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

**School Goal:** By May 2027, 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

<b>Identified School Need:</b>	Our investment in Academic Mentors, TSAs, teacher release time is a direct response to the need for targeted, high-dosage tutoring as a lever for equity. To ensure all 5th graders graduate as proficient readers, we are aligning our instructional practices with the Science of Reading and building teacher capacity to perform deep, equity-centered data analysis. This work is critical for facilitating the hard conversations about teacher efficacy and mindset that are necessary to dismantle systemic barriers and close achievement gaps for our Black and Brown student populations.
--------------------------------	--

**Early Literacy Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	24.3%	47.2%	8.0%	75%	75%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	49.0%	62.5%	47.5%	75%	75%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	57.6%	43.5%	50.0%	75%	75%

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-94.4	-105.6	-85.8	-70.00	-60.0
SBAC ELA Participation	All Students	100.0%	98.5%	95.6%	95.0%	98.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	58.8%	54.6%	53.3%	52.8%	65.0%

**Mathematics/Science Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC Math Distance from Standard Met	All Students	-108.0	-119.5	-93.9	-80.0	-80.0
SBAC Math Participation	All Students	93.0%	93.0%	92.3%	95.0%	98.0%

California Science Test (CAST) Standard Met or Exceeded	All Students	6.7%	5.7%	4.8%	40.0%	40.0%
California Science Test (CAST) Participation	All Students	100.0%	98.1%	97.7%	95.0%	98.0%

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

<b>School Goal:</b>	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
<b>Identified School Need:</b>	We are committed to closing the achievement gap for our Black/AA students, English Learners, and students with IEPs by transitioning to an 'ownership' model of instruction. A strong TSA leading and additional release time for teacher learning and PLCs grounded in data-driven Science of Reading strategies and unconditional support, we aim to eliminate systemic inequities. Additionally, we need to facilitate the 'hard conversations' regarding teacher efficacy, mindset, and the implementation of anti-racist, culturally responsive literacy strategies. Critical to this mission is the additional integration of a Community Schools Manager and mental health resources to address the holistic needs of our students. By co-creating these support systems with our families, we ensure that every child is emotionally regulated, physically safe, and academically empowered to reach their highest potential.

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

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-155.5	-164.1	-83.0	-70.0	-70.0
SBAC ELA Distance from Standard Met	English Learners	-111.3	-122.7	-109.4	-90.0	-90.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	81.0%	72.7%	87.0%	70.4%	60.0%
SBAC Math Distance from Standard Met	Special Education Students	-139.3	-151.0	-113.2	-80.0	-80.0
SBAC Math Distance from Standard Met	African American Students	-131.3	-122.6	-96.8	-90.0	-90.0

Reclassification Measures & Targets <i>*Reference <a href="#">ELL Progress Data</a></i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	9.7%	5.3%	4.9%	20.0%	20.0%
LTEL Reclassification	Long-Term English Learners	50.0%	0.0%	0.0%	50.0%	50.0%

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

<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
<b>Identified School Need:</b>	Building a campus where every child is embraced and pushed to be their best self requires co-creating systems with families, not for them. We will strengthen our MTSS framework to ensure it provides a safe, caring sanctuary that honors student identity and instills agency through highly effective COST, Culture and Attendance teams that meet regularly and are data drive and highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports. To ensure every student feels 'embraced at the gate,' we must invest in structured SEL during unstructured yard time. A CSM, community relations assistant, translation services to support students and families as well as programs like MOSAIC and HERO provide the 'unconditional support' needed to reduce behavioral incidents and foster a welcoming, integrated and positive school culture where all students can thrive.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	44.9%	62.7%	65.8%	80.0%	80.0%
Out-of-School Suspensions	All Students	0.3%	0.3%	0.6%	0.0%	0.0%
Out-of-School Suspensions	African American Students	1.1%	1.3%	2.4%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	0.0%	2.2%	0.0%	0.0%
Chronic Absenteeism	All Students	68.1%	34.8%	29.1%	25.0%	26.0%
Chronic Absenteeism	African American Students	75.0%	42.4%	37.3%	30.0%	30.0%

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

**School Goal:** By May 2027, 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	73.8%	73.0%	73.7%	90.0%	90.0%

**1C: STRENGTHS & CHALLENGES**

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	By May 2027, 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	-Last year we met our goal of SBAC decreasing distance from standard in both ELA and Math. -Tier 1, 2 and 3 systems are in place and teachers are bought in around a vision for achieving our goals -Professional learning is happening for teachers- coaching for all teachers, PLCs, peer observations -Kinder letters & SIPPS at grade level are higher than last year and SIPPS growth is above district average this year (last year it was lower) These gains—specifically the 46% proficiency in 1st grade DIBELS and 75% of Kindergarteners in grade-level SIPPS—demonstrate the early impact of our transition to Science of Reading-aligned instruction and serve as the proof-point for our long-term vision of equity at the gate.

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>Black students have made some growth this year from beginning of year to end of year and are higher than they were last school year. Students with IEPs met goal in math for 2% higher than last school year at this time.</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<ol style="list-style-type: none"> <li>1. Met our goals of increase in positive attendance and decrease of absenteeism. Chronic absenteeism percentages have been declining, especially for our Black students.</li> <li>2. Suspension rate goal was met. Student connectedness to school has been increasing.</li> </ol>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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.</p>	<p>Professional learning systems are strong: PLCs, PD, coaching and peer observations are happening regularly. Feedback forms and teacher level of satisfaction and support feel high. Retention rates are increasing for our teaching staff.</p>

Goal Area:	School Goal:	Priority Challenges
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<ul style="list-style-type: none"> <li>-Have not met goals for iReady comparison from last year to this year: have had many new students with high needs.</li> <li>-Few students on grade level, many students multiple years below grade level on iReady.</li> <li>-Did not meet the goal of 80% at grade level for Kinder letters or for SIPPS growth for mid year this year.</li> <li>-1st, 3rd-5th grades did not meet the goals for iReady percentages this year</li> <li>-Needs assessment shows that teachers need more time to plan, to go deeper with data and instructional practices and observe peers more in order to continue to understand the curriculum and grade level standards. To close persistent achievement gaps for our Black and Brown students, we require a full-time Teacher on Special Assignment (TSA) to lead job-embedded professional development. This position is critical for facilitating the 'hard conversations' regarding teacher efficacy, mindset, and the implementation of anti-racist, culturally responsive literacy strategies.</li> <li>-Needs assessment shows that students have little knowledge of real world experiences that help them have background knowledge, vocabulary and understanding of general topics to be able to talk and write and understand when reading grade level text.</li> </ul>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>ELs and Students with IEPs are performing low in reading and have not met their growth goals (as compared to last year or to Black students). Reclassification rates have been declining.</p>

<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%  2. An annual suspension rate below 2%</p>	<p>1. Attendance rates this year are not as strong as last year. Still have many students with attendance challenges. Families have many needs and challenges that are making it difficult to get to school, be on time or to be able to communicate with the school. Field trips would increase student joy and wanting to come to school.  2. Many students still getting into conflicts and struggling with SEL skills- office referrals and COST referrals for SEL are high. There are more requests for counseling this year.  These challenges necessitate a CSM, Community Relations Assistant, SEL supports and a dedicated full time Attendance Clerk to lead proactive outreach, remove barriers to on-time arrival, and co-create attendance success plans with families, as part of our Community School model.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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.</p>	<p>Teachers feel overwhelmed by the workload and feel like they struggle with analyzing data in a timely manner and knowing what and when and how to implement supports in the classroom; differentiation systems are lacking during walkthroughs.</p>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Hoover Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

No changes to SPSA from last year.

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

Our strategies seem to be effective- we have made progress towards all of our goals.

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.

We would like to continue to implement our strategies and actions next year but go deeper in our work of tiered instruction and interventions.

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

<p align="center"><b>Title I Expenditure</b> <i>(describe expenditure in column a)</i></p>	<p align="center"><b>Target Addressed by Expenditure</b></p>	<p align="center"><b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i></p>	<p align="center"><b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b></p>	<p align="center"><b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b></p>
<p>Extra time for teachers for professional learning and for leading PD</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Staff lead family workshops on math (and reading) for families to support at home.</p>	<p>We have had an increase of 40% more families attending workshops. Family surveys show that the workshops are giving them the information they need to understand what kids are learning at school and help their child at home.</p>	<p>Will continue but from a different fund. Want to support translation at meetings next year.</p>

Overtime for meetings, childcare and translation support	i-Ready Math at or above Mid-Grade	Childcare and translation so families can attend workshops on how to support with academics at home.	We have had an increase of 35% more families attending workshops. Family surveys show that the workshops are giving them the information they need to understand what kids are learning at school and help their child at home.	Will continue but from a different fund. Want to support translation at meetings next year.
Supplies for workshops	i-Ready Math at or above Mid-Grade	Supplies for meetings for families to be able to participate and learn the strategies and skills to help with academics at home.	We have had an increase of 35% more families attending workshops. Family surveys show that the workshops are giving them the information they need to understand what kids are learning at school and help their child at home.	Will continue but from a different fund. Want to support translation at meetings next year.
Refreshments for family workshops	i-Ready Math at or above Mid-Grade	Refreshments to support family engagement at the academic workshops.	We have had an increase of 35% more families attending workshops. Family surveys show that the workshops are giving them the information they need to understand what kids are learning at school and help their child at home.	Will continue but from a different fund. Want to support translation at meetings next year.
Extra pay for EEIP teacher to support students with literacy and for teachers to meet with parents	i-Ready Reading at or above Mid-Grade	Science prep teacher is available to support classes in the morning with extra literacy. This also frees up the teacher to be able to meet with families to attend IEP meetings and SSTs	18% of students have moved out of the red (multiple years below) and into yellow (one year below) from beginning of the year to midyear. IEP meetings are being well attended.	Will continue.

TSA to support with literacy PD and coaching	i-Ready Reading at or above Mid-Grade	Instructional coach salary to coach teachers and lead PD for teachers on literacy.	18% of students have moved out of the red (multiple years below) and into yellow (one year below) from beginning of the year to midyear. Teacher feedback forms have shown that teachers are feeling well supported. Walkthroughs have shown an increase in number of teachers meeting the expectations in literacy instruction.	Will continue but from a different fund.
Field trip transportation	Student Connectedness to School	Buses to and from destinations- field trips aligned to content for the grade level.	Every class has gone on one or more field trips this year. Sown to grow data has more students showing they are satisfied with school in the week they attend field trips. Attendance is higher on the days students go on fieldtrips.	Will continue but from a different fund. Want to support translation at meetings next year.

**2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b> Hoover Elementary School	<b>SCHOOL ID:</b> 170
---	-----------------------

**3: SCHOOL STRATEGIES & ACTIVITIES** [Click here for guidance on SPSA practices](#)

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

<b>School Goal:</b>	By May 2027, 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
<b>Identified Need:</b>	Our investment in Academic Mentors, TSAs, teacher release time is a direct response to the need for targeted, high-dosage tutoring as a lever for equity. To ensure all 5th graders graduate as proficient readers, we are aligning our instructional practices with the Science of Reading and building teacher capacity to perform deep, equity-centered data analysis. This work is critical for facilitating the hard conversations about teacher efficacy and mindset that are necessary to dismantle systemic barriers and close achievement gaps for our Black and Brown student populations.

#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Science of reading 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. TSA provides 1:1 coaching and lead PLCs aligned to Science of Reading.	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; extended contracts, sub days and extra minimum days for teachers to plan and analyze data (data conferences) and PLCs.	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	Principal and TSAs conduct regular walkthroughs (with ILT or district partners 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) with the support of tutors, TSA and Academic Mentor	All Students	Academic	Tier 2 - Supplemental

1-8	1:1 Fluency and phonics practice through Open Literacy 3x/week with an academic mentor to support as well as extra 1:1 support with an TSA as assigned through COST.	~40	Academic	Tier 3 - Supplemental
1-9	Separate Science class and field trips to provide real world topics, vocabulary and background knowledge related to grade level topics and NGSS standards.	All Students	Academic	Tier 1 - Universal

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

<b>School Goal:</b>	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
<b>Identified Need:</b>	We are committed to closing the achievement gap for our Black/AA students, English Learners, and students with IEPs by transitioning to an 'ownership' model of instruction. A strong TSA leading and additional release time for teacher learning and PLCs grounded in data-driven Science of Reading strategies and unconditional support, we aim to eliminate systemic inequities. Additionally, we need to facilitate the 'hard conversations' regarding teacher efficacy, mindset, and the implementation of anti-racist, culturally responsive literacy strategies. Critical to this mission is the additional integration of a Community Schools Manager and mental health resources to address the holistic needs of our students. By co-creating these support systems with our families, we ensure that every child is emotionally regulated, physically safe, and academically empowered to reach their highest potential.

#	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	Ensure RSP teachers and General Education teachers have dedicated time to review "IEP at a Glance" documents and collaborate on testing accommodations and core content access.	IEP Students	Academic	Tier 2 - Supplemental
2-2	Testing coordinator and RSP teacher work together to support testing accommodations	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 accommodations. All testing at the same time and support staff push in or pull students out to give accommodations.	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	IEP Students	Academic	Tier 1- Universal
2-7	Implement Designated ELD for 30 minutes daily using EL Education curriculum and conversation cues, supported by professional development on Content Language Objectives.	EL Students	Academic	Tier 2 - Supplemental

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

<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
<b>Identified Need:</b>	Building a campus where every child is embraced and pushed to be their best self requires co-creating systems with families, not for them. We will strengthen our MTSS framework to ensure it provides a safe, caring sanctuary that honors student identity and instills agency through highly effective COST, Culture and Attendance teams that meet regularly and are data drive and highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports. To ensure every student feels 'embraced at the gate,' we must invest in structured SEL during unstructured yard time. A CSM, community relations assistant, translation services to support students and families as well as programs like MOSAIC and HERO provide the 'unconditional support' needed to reduce behavioral incidents and foster a welcoming, integrated and positive school culture where all students can thrive.

#	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	CSM to support 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	Community Engagement Specialist, Attendance clerk and CSM to support 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) supported by CSM and extra counseling.	All Students	Academic	Tier 1 - Universal
3-4	Family leadership and workshops to support academics and joy at the school as supported by CSM, community engagement specialist and TSA. 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). Structured SEL during yard and physical activity classes with HERO and MOSAIC.	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. After School 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 (EBAC & Axis)	Between 15-30	Behavioral	Tier 3 - Supplemental
3-8	Separate Science class and field trips to support students joy and motivation for attendance.	All Students	Academic	Tier 1 - Universal
3-9	Dance, Music classes, Hero Activity classes, and Art programing to support joy, physical activity, wellness, SEL skills and during the school day for all students.	All Students	Behavioral	Tier 1 - Universal

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

<b>School Goal:</b>	By May 2027, 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.
<b>Identified Need:</b>	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 expereinces 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

<b>CONDITIONS FOR BLACK STUDENTS</b>				
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>		<i>ELL Progress Data</i>		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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	Teachers ensure designated ELD 30 minutes daily for all supported by NTEL	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 through community engagement person and contract with Maryam	English Learner Students	Behavioral	Tier 2 - Supplemental

**Proposition 28 (Arts & Music in Schools)**

**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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Funds will pay for BACR to provide a comprehensive after-school program and enrichment clubs. This will improve student outcomes by providing targeted academic support, STEAM enrichment, and a safe, supervised environment beyond school hours, benefiting all students, particularly those needing academic acceleration and support for working families.	\$134,218	After School Education & Safety (ASES)	5825	Consultants			0.00			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.	170-1
Funds will pay for enrichment specialist-music. This will improve school climate and student joy by providing diverse enrichment opportunities, benefiting all students.	\$42,379	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10692	Teacher Education Enhancement	0.35			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.	170-2
Funds will pay for enrichment (Music) supplies. This will improve school climate and student joy by providing diverse enrichment opportunities, benefiting all students.	\$2,799	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Dance, Music classes, Hero Activity classes, and Art programing to support joy, physical activity, wellness, SEL skills and during the school day for all students.	170-3
Funds will pay for enrichment (Art) integrated instruction. This will improve academic skills and school climate and student joy by providing diverse enrichment opportunities integrated with science, reading and writing, benefiting all TK-2students.	\$12,000	Arts & Music in Schools (Proposition 28)	5825	Consultants			0.00			Dance, Music classes, Hero Activity classes, and Art programing to support joy, physical activity, wellness, SEL skills and during the school day for all students.	170-4
Funds will pay for an Attendance Specialist and wellness checks. This will improve student outcomes by reducing chronic absenteeism and providing wrap-around services, benefiting struggling students.	\$49,857	California Community Schools Partnership Program	2205	Classified Support Salaries	1358	Attendance Specialist	0.50			Community Engagement Specialist, Attendance clerk and CSM to support 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

**Proposition 28 (Arts & Music in Schools)**

**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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Funds will pay for a Family Liaison. This will improve student success by strengthening home-school communication and targeting outreach to Black and English Learner families, benefiting all families	\$115,972	California Community Schools Partnership Program	2205	Classified Support Salaries	4161	Community Relations Ast II Bil	1.00			Family Liaison targets Black families for outreach to parent events, such as conferences, workshops, and volunteer opportunities	170-6
Funds will pay for office and instructional supplies to support schoolwide operations and the implementation of SPSA strategies. This will improve student outcomes by ensuring staff have the necessary materials to deliver high-quality instruction, facilitate family communication, and manage school climate initiatives, benefiting all students and staff.	\$2,921	California Community Schools Partnership Program	4310	School Office Supplies			0.00			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) supported by CSM and extra counseling.	170-7
Funds will pay a Noon Supervisor to provide active supervision and facilitate inclusive, prosocial play during unstructured times. This will improve school climate and student safety by reducing playground conflicts and supporting social-emotional regulation, benefiting all students by ensuring they return to the classroom focused and ready for instruction.	\$13,546	California Community Schools Partnership Program Carryover	2905	Other Classified Salaries	9538	Noon Supervisor	0.30			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) supported by CSM and extra counseling.	170-8
Funds will pay for office and instructional supplies to support schoolwide operations and the implementation of SPSA strategies. This will improve student outcomes by ensuring staff have the necessary materials to deliver high-quality instruction, facilitate family communication, and manage school climate initiatives, benefiting all students and staff.	\$1,454	California Community Schools Partnership Program Carryover	4310	School Office Supplies			0.00			Science of reading 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. TSA provides 1:1 coaching and lead PLCs aligned to Science of Reading.	170-9
Funds will pay for BACR to provide a comprehensive after-school program and enrichment clubs. This will improve student outcomes by providing targeted academic support, STEAM enrichment, and a safe, supervised environment beyond school hours, benefiting all students, particularly those needing academic acceleration and support for working families.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			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.	170-10

**Proposition 28 (Arts & Music in Schools)**

**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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Funds will pay for teacher on special assignment to implement Science of Reading-aligned practices and EL Education curriculum. This will improve student literacy by ensuring evidence-based instruction and coaching for all teachers, benefiting all students.	\$135,893	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries		TSA 10Pay	1.00			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	170-11
Funds will pay for certificated teacher stipends (extended duty) for teacher leadership and collaborative planning. This will improve student outcomes by allowing teacher leaders to backwards-map curriculum, analyze student data, and lead professional development on Science of Reading and EL Education practices, benefiting all students through more rigorous and aligned classroom instruction.	\$15,000	LCFF Equity Multiplier	1120	Certificated Teachers' Salaries: Stipends			0.00			Teachers backwards map from assessments and data when planning; extended contracts, sub days and extra minimum days for teachers to plan and analyze data (data conferences) and PLCs.	170-12
Funds will pay for certificated teacher stipends (extended duty) for teacher leadership and collaborative planning. This will improve student outcomes by allowing teacher leaders to backwards-map curriculum, analyze student data, and lead professional development on Science of Reading and EL Education practices, benefiting all students through more rigorous and aligned classroom instruction.	\$59,542	LCFF Equity Multiplier	1120	Certificated Teachers' Salaries: Stipends			0.00			Teachers backwards map from assessments and data when planning; extended contracts, sub days and extra minimum days for teachers to plan and analyze data (data conferences) and PLCs.	170-13
Funds will pay for substitute teachers (release time) to allow classroom teachers to engage in peer observations, co-planning, and lesson study. This will improve student outcomes by ensuring consistent, high-quality implementation of the EL Education curriculum and allowing teachers to analyze student work together, benefiting all students through more rigorous and data-informed instruction.	\$10,000	LCFF Equity Multiplier	1150	Certificated Teachers: Substitutes			0.00			Teachers backwards map from assessments and data when planning; extended contracts, sub days and extra minimum days for teachers to plan and analyze data (data conferences) and PLCs.	170-14

**Proposition 28 (Arts & Music in Schools)**

**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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Funds will pay for a Community Schools Manager to oversee the implementation of integrated student supports and community partnerships. This will improve student outcomes by addressing non-academic barriers to learning (such as health, housing, and food insecurity) and streamlining service delivery, benefiting all students and their families, particularly those in need of wrap-around services."	\$49,806	LCFF Equity Multiplier	2305	Classified Supervisors' and Administrators' Salaries	8715	Prog Mgr Community Schools11	0.30			CSM to support strong classroom PBIS systems. All staff aligned on PBIS expectations for students. Staff only Back to School Night where we learn about offerings.	170-15
Funds will pay for an Academic Mentor to provide targeted, high-dosage tutoring and small-group reading intervention. This will improve student literacy proficiency by providing supplemental instruction aligned with the Science of Reading to close achievement gaps, benefiting focal student groups (Black/AA, English Learners) and students performing below grade level	\$16,000	LCFF Equity Multiplier	2928	Other Classified Salaries: Hourly			0.00			1:1 Fluency and phonics practice through Open Literacy 3x/week with an academic mentor to support as well as extra 1:1 support with an TSA as assigned through COST.	170-16
Funds will pay for mental health providers/counseling. This will improve student social-emotional health and classroom readiness through direct counseling services, benefiting referred students.	\$32,950	LCFF Equity Multiplier	5825	Consultants			0.00			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) supported by CSM and extra counseling.	170-17
Funds will pay for central support.	\$16,800	LCFF Equity Multiplier	7310	Interprogram Support/costs			0.00			Science of reading 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. TSA provides 1:1 coaching and lead PLCs aligned to Science of Reading.	170-18

**Proposition 28 (Arts & Music in Schools)**

**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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Funds will pay for certificated teacher stipends (extended duty) for teacher leadership and collaborative planning. This will improve student outcomes by allowing teacher leaders to backwards-map curriculum, analyze student data, and lead professional development on Science of Reading and EL Education practices, benefiting all students through more rigorous and aligned classroom instruction.	\$25,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			Teachers backwards map from assessments and data when planning; extended contracts, sub days and extra minimum days for teachers to plan and analyze data (data conferences) and PLCs.	170-19
Funds will pay for Classified Staff Overtime to provide translation and childcare during family meetings and to participate in extra professional learning. This will improve student outcomes by increasing family engagement and ensuring all staff are trained in schoolwide strategies (like SEL and literacy), benefiting all students and families, particularly those needing linguistic support to access school resources.	\$5,190	LCFF Supplemental	2925	Other Classified Salaries: Overtime			0.00			Provide translation at family meetings and events through community engagement person and contract with Maryam	170-20
Funds will pay for a Consultant for Translation and Interpretation Services to provide oral interpretation and written translation for schoolwide meetings and parent communications. This will improve student outcomes by ensuring all families can meaningfully engage in their child's education and school decision-making processes, benefiting students and families with limited English proficiency, particularly those speaking Arabic or other languages not fully supported by site staff	\$1,910	LCFF Supplemental	5825	Consultants			0.00			Provide translation at family meetings and events through community engagement person and contract with Maryam	170-21
Funds will pay for teacher on Special on Assignment to implement Science of Reading-aligned practices and EL Education curriculum. This will improve student literacy by ensuring evidence-based instruction and coaching for all teachers, benefiting all students.	\$116,478	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10711	TSA 11Mon 12Pay	0.80			Science of reading 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. TSA provides 1:1 coaching and lead PLCs aligned to Science of Reading.	170-22

**Proposition 28 (Arts & Music in Schools)**

**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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Funds will pay for a Community Schools Manager to oversee the implementation of integrated student supports and community partnerships. This will improve student outcomes by addressing non-academic barriers to learning (such as health, housing, and food insecurity) and streamlining service delivery, benefiting all students and their families, particularly those in need of wrap-around services."	\$83,010	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	8715	Prog Mgr Community Schools11	0.50			CSM to support strong classroom PBIS systems. All staff aligned on PBIS expectations for students. Staff only Back to School Night where we learn about offerings.	170-23
Funds will pay for teacher to implement Science of Reading-aligned practices and EL Education curriculum. This will improve student literacy by ensuring evidence-based instruction and coaching for all teachers, benefiting all students.	\$65,777	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10690	TSA 11Mon 12Pay	0.50			Science of reading 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. TSA provides 1:1 coaching and lead PLCs aligned to Science of Reading.	170-24
Funds will pay for teacher to implement Science of Reading-aligned practices and EL Education curriculum. This will improve student literacy by ensuring evidence-based instruction and coaching for all teachers, benefiting all students.	\$29,119	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10711	TSA 11Mon 12Pay	0.20			Science of reading 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. TSA provides 1:1 coaching and lead PLCs aligned to Science of Reading.	170-25
Funds will pay for an Academic Mentor to provide targeted, high-dosage tutoring and small-group reading intervention. This will improve student literacy proficiency by providing supplemental instruction aligned with the Science of Reading to close achievement gaps, benefiting focal student groups (Black/AA, English Learners) and students performing below grade level	\$9,535	Literacy Coaches & Reading Specialists Grant	2928	Other Classified Salaries: Hourly			0.00			1:1 Fluency and phonics practice through Open Literacy 3x/week with an academic mentor to support as well as extra 1:1 support with an TSA as assigned through COST.	170-26

**Proposition 28 (Arts & Music in Schools)**

**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 SP5A ACTIVITY	BUDGET ACTION NUMBER
Funds will pay for office and instructional supplies to support schoolwide reading instruction and strategies. This will improve student outcomes by ensuring staff have the necessary materials to deliver high-quality instruction, facilitate family communication, and manage school reading initiatives, benefiting all students and staff.	\$1,173	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies			0.00			Science of reading 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. TSA provides 1:1 coaching and lead PLCs aligned to Science of Reading.	170-27
Funds will go to central office support.	\$6,896	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			Science of reading 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. TSA provides 1:1 coaching and lead PLCs aligned to Science of Reading.	170-28
Funds will pay for a Garden/Science teacher. This will improve student engagement and mastery of NGSS standards by providing hands-on science prep classes, benefiting all students.	\$65,465	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	3504	Teacher Education Enhancement	0.60			Separate Science class and field trips to provide real world topics, vocabulary and background knowledge related to grade level topics and NGSS standards.	170-29
Funds will pay for a Library Tech. This will improve literacy outcomes by providing students access to diverse, curriculum-aligned reading materials, benefiting all students.	\$95,520	Measure G, Library Support	2205	Classified Support Salaries	8552	Library Technician	1.00			Library class for all students and library books aligned to student interest and curriculum topics.	170-30
Funds will pay for enrichment specialist-dance. This will improve school climate and student joy by providing diverse enrichment opportunities, benefiting all students.	\$92,547	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10104	Teacher Education Enhancement	0.60			Dance, Music classes, Hero Activity classes, and Art programming to support joy, physical activity, wellness, SEL skills and during the school day for all students.	170-31





**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 monthly
  - ◆ At monthlyCoffee in the Courtyard, 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 HFC
- 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 monthly
- 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 7, 2025 through May 25, 2026.

**The school will distribute this policy to all parents before September 1, 2026**

Lissette Averhoff

**Name of Principal**



**Signature of Principal**

**Date:** August 7, 2025

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



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

## **School-Parent Compact Hoover Elementary School 2025-26**

*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 2025-26 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 Oakland Ed Fund
  
- 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 Hoover Family Council each month
  - At family math and reading workshops monthly
  
- 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.

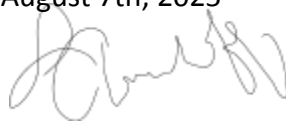
Therefore, I agree to carry out the following responsibilities to the best of my ability:

- 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 7, 2025 and will be in effect for the period of August 7, 2025 to May 30, 2026.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on August 7th, 2025

Lissette Averhoff  
**Principal Name**



**Signature of Principal**

**Date: August 7, 2025**



Strategic Resource Planning (SRP)

# Hoover ELEMENTARY SCHOOL

## School Site Council Membership Roster

**2025-2026**

### SSC - Officers

Chairperson:	Sara Knight
Vice Chairperson:	Kelly Ernst Friedman
Secretary:	Kate Sbani

### 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"/>	<b>2nd</b>
Brandon Briggs*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Katelyn Sbani	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Marlen Ruiz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Kelly Ernst Friedman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Wazira Alawdi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Brooke Lawson (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Breanna Tassin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Jessica Harrinzon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	<b>2nd Wednesday @ 8:40 A.M.</b>
---	----------------------------------

**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  
3 Classroom Teachers  
1 Other Staff  
**AND**  
5 Parents/Community Members