

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Hoover Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)
- 21st Century Learning

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Hoover Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Hoover Elementary School
CDS Code: 1612596057046
Principal: Ashley Martin
Date of this revision: 6/6/2017

The Single 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: Ashley Martin
Address: 890 Brockhurst Street
Oakland, CA 94608

Position: Principal
Telephone: 510-879-1700
Email: ashley.martin@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Hoover Elementary School

Site Number: 170

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input checked="" type="checkbox"/> 21st Century |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | |

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

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

Date(s) plan was approved: 5/10/2017

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

- Flyers in students' home languages Announcement at a public meeting Other (notices, media announcements, etc.)

Signatures:

Ashley Martin



School Principal

Signature

5/10/17

Date

Cesar Escalante



Print name of SSC Chairperson

Signature

5/10/17

Date

Ron Smith



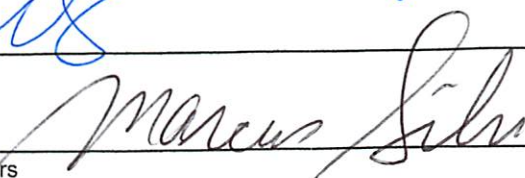
Network Superintendent

Signature

5-17-17

Date

Marcus Silvi



Coordinator, Office of Accountability Partners

Signature

5/25/17

Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/16/2017	Parent Leadership Group	Reviewed SPF and OUSD Grade Level Expansion Criteria
1/11/2017	SSC	Safety Plan reviewed and approved.
1/13/2017	Coffee and Bagels with the Principal	Provided Update on School Re-Design Process and engaged parents in the different instructional models we are looking into for the future.
2/22/2017	SSC	Shared parent and community version of the SPF with SSC. Parents requested the extended version with the complete data sets.
3/1/2017	SSC	SSC approved 2017-2018 school budget. Principal disseminated the expanded SPF report (internal, not parent and community). We discussed culture and climate data in more depth.
4/12/2017	SSC	Provided update on District budget situation and impacts on Hoover. Parents were informed of the \$160,000 that were reallocated to central office to accommodate for the budget crisis.
Second and Fourth Tuesday of the Month	Design Team	Our Design Team, which is made up of parents, teachers leaders and administration, meets twice a month. In these meetings, we conduct research on new programs and ways in which other schools organize their day. This work led up to the design of our new instructional program that is laid out in our SPSA. The new instructional program will launch during the 17-18 school year with our K-2 classes.
4/26/2017	Teacher PD	Worked with teachers to develop graduate profile for our new school launch.
5/3/2017	Teacher PD	Worked with teachers to develop conceptual map for new instructional framework.
5/10/2017	Teacher PD	Worked with teachers to develop conceptual map for new instructional framework. Teachers approved instructional minutes.

2017-2018 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$46,200.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$136,528.05	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$49,110.52	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$328,467.40	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$45,074.63	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,509.49	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$50,944.68	TBD
TOTAL:	\$97,528.80	\$0.00

PART A: ABOUT THE SCHOOL

School Description

Hoover Elementary is a full service community school and STEAM academy located in West Oakland. Our scholars receive rigorous academics though blended learning practices and science integrated curriculum. We also offer weekly gardening, engineering, and library classes. Join us at Hoover!

School Mission and Vision

Hoover Vision: Hoover STEAM Academy is a 21st century TK-8 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.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

By June 2020, 50% of students will be meet or exceed standards as measured by ELA SBAC.

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	Low-Income Students	8.00%	15.00%	25.00%

Other Leading Indicators for Literacy:

Through our Cycles of Inquiry, we will progress monitor student growth as measured by Lexia for all students, as well as, SRI for 3rd through 5th graders. Additionally, we will monitor student growth for our focal students through F & P assessments and guided reading.

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
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One strength of our SPF is that our student achievement results for SRI was green (4.61 rating) in growth. Additionally, we are prioritizing our resources this year to implement reading acceleration strategies for all students.

Another strength of our SPF is that we have a growth rating of 5 for our ELLs on the SRI.

Strength of Mid Year SRI Data: In the fall of 2016, 2.1% of 5th graders were reading above grade level, and 0% of 5th graders were reading at grade level. In winter of 2017, 4.2% of 5th grade students were reading above grade level and 12.5% of students were reading at grade level.

One challenge of our SPF is that only 9% of our students "met or exceeded" standards on the ELA SBAC and 17% of students were "At" or "Above" grade level on the end of year SRI. Not only is this a challenge because of the low performance of our students, but it also doesn't align with the strong correlation between the SRI assessment and the ELA SBAC that other schools in the district showed.

A second challenge in our SPF is that 0% of our ELs "met or exceeded" standards on the ELA SBAC.

A third challenge in our SPF is that our chronic absenteeism is still over 20%. We know that we need that number to drastically reduce, because if we are going to accelerate student literacy levels, our children need to come to school.

ROOT CAUSE ANALYSIS

Growth, according to 2015-2016 SPF:

A root cause of our low performance on the 2015-2016 SRI is that our teaching staff implemented readers workshop as a school for the first time, and our ELA CCTL did not have any experience in Lucy Calkin's Balanced Literacy Framework. The lack of content knowledge on staff and vision from leadership resulted in poor and irregular implementation.

Another root cause to our low EL performance is that our school has poor designated ELD implementation and teachers are not trained in an integrated ELD program. Additionally, our newcomer population continues to grow, and we did not allocate appropriate resources to support this growing population of students. According to district enrollment data, we have the largest newcomer population in West Oakland, and are among the top ten sites across the city with the highest population as a portion of our enrollment. This year our newcomer enrollment as of January 2017 has increased by 15 students from January last year.

Since December 2016:

A third root cause that results in slow growth in data is the fact that we had 5 new teachers this year and most of the coaching was spent on classroom management and ensuring student safety.

Strengths 2016-2017:

1. The Kinder team is working with our AP on bi-weekly cycle of inquiry based on the STAR Early Literacy Data and improving their implementation of blended learning rotations.
2. Kinder, 3rd, 4th and 5th are working in a Guided Reading PLC, where they are learning how to administer the F & P and use that data to drive instruction in guided reading. The goal is that at least 10-12 students in each class will have participated in a guided reading group by the end of the year.
3. Our BATTI STIP Sub and ELA CCTL are running LLI groups 4 times a week, which will impact a total of 25 students in the 1st grade.
4. We have partnered with Springboard to pilot an afterschool program for 2nd, 3rd, 4th and 5th graders reading 1 to 2 years below grade level, focused on guided reading and parent engagement with reading in January 2017. Over the summer of 2016, we ran this program at our site and made the most reading growth in Oakland, including Charter Schools.

MATHEMATICS PRIORITY: Mathematics

SCHOOL GOAL for Mathematics:

By June 2020, 50% of students will meet or exceed standards as measured by Math SBAC.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	Low-Income Students	6.00%	11.00%	18.00%

Other Leading Indicators for Mathematics:

Through our Cycles of Inquiry, we will progress monitor student growth as measured by ST Math Syllabus Progress and student performance on SMI. Additionally, teachers will use formative assessment to determine students' progress towards mastery of CCSS.

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
<p>As of now there are no strenghts in math for our SPF. As a result, I did a data dive on the dashboard to learn more on how our students performed on the different components of the Math SBAC.</p> <p>One strength of our student achievement data was that our students performed the highest on claim 3, communicating reasoning, on the SBAC, which is one of the hardest components of the test.</p>	<p>One challenge of our SPF is that only 6% of our students "met or exceeds standards" on the math SBAC.</p> <p>A second challenge in our SPF is that our chronic absenteeism is still over 20%. We know that we need that number to drastically reduce, because if we are going to accelerate student literacy levels, our children need to come to school.</p>

ROOT CAUSE ANALYSIS
<p>Growth, according to 2015-2016 SPF: A root cause for our low performance on the Math SBAC is that teachers we have not prioritized the shift towards common core math standards in our Professional Development. Teachers have foused on following Math Expressions and the OUSD Common Core Instructional Guide with fidelity, but they have not received PD around understand the shifts in the common core, mathematical rigor, and major work of the grade.</p> <p>Another root cause for our low performance on the Math SBAC is that ST Math implementation was not consistent across the school and students were not meeting their required usage each week.</p> <p>Strengths September 2016 - April 2016: 1. All teachers received one cycle (6 weeks) of PD on blended learning, rotational model, implementation, focusing on management, understanding online data, and growth mindset with students. 2. All teachers received one cycle (6 weeks) of common core math PD to better understand mathematical practices and key teacher moves to shift instruction. 3. Our BATTI STIP Sub has supported 4th and 5th grade math rotations to ensure that students in combo classes receive grade level standards based instruction. 4. STEM coach provided strategic coaching to teachers around blended learning rotational model and best practices around data.</p>

CULTURE & CLIMATE PRIORITY: Social-Emotional Learning

SCHOOL GOAL for Social-Emotional Learning:

By June 2020, 100% of 5th graders will score proficient on "Make healthy life choices" and "Have agency to make a positive impact on your community through an empathetic lens" as measured by the graduate profile rubric.

SCHOOL TARGETS for Social-Emotional Learning:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Student	All Students	0.00%	25.00%	50.00%

Other Leading Indicators for Social-Emotional Learning:

All students will engage in regular reflection of their practice around these topics, and will be measured through the graduate profile rubric at minimum three times per year during report card conferences.

NEEDS ASSESSMENT for Social-Emotional Learning:

STRENGTHS	CHALLENGES
<p>One strength of our SPF is that we scored green and blue for all areas under culture and climate for students, families, and staff.</p> <p>Additionally, we grew in culture and climate for students from 4.75 to a 6.0.</p>	<p>One challenge of our SPF is that our culture and climate for staff with regards to improvements was in the red.</p>

ROOT CAUSE ANALYSIS
<p>After analyzing the CHKS data on the dashboard for 2016, approximately 50% staff felt that the school did not effectively handle student discipline and behavioral problems.</p> <p>Additionally, 56% of staff feel that disruptive behavior is a severe problem at the school, with 35% of staff rating it a moderate problem.</p>

FAMILY & STUDENT ENGAGEMENT PRIORITY: Attendance

SCHOOL GOAL for Attendance:

By June 2020, our overall attendance rate will be above 98%.

SCHOOL TARGETS for Attendance:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Attendance Rate	African American Students	93.50%	95.00%	97.00%

Other Leading Indicators for Attendance:

We will continue to use the Data Dashboard and Weekly KPIs to target at risk and chronically absent students.

NEEDS ASSESSMENT for Attendance:

STRENGTHS	CHALLENGES
<p>One strength of our SPF is that we reduced chronic absenteeism for our English Language Learners by 0.9 percentage points.</p> <p>Additionally, we reduced chronic absenteeism rate for our students with special needs by 9.6 percentage points.</p>	<p>One challenge of our SPF is that our chronic absenteeism increased 2.2 percentage points. This was a challenge and a frustration because we were below 17% all year until the very last month.</p>

ROOT CAUSE ANALYSIS

After analyzing the Weekly Engagement Report provided by the Department of Continuous School Improvement one root cause of our chronic absenteeism is that we have a weak finish to the school year. In week 36, two weeks before the end of the school year, our chronic absenteeism rate was 16.9%. Within two weeks, week 38, our chronic absenteeism rate increased from 16.9% to 21.7%.

PART C: THEORY OF ACTION

<p>SCHOOL THEORY OF ACTION for Literacy:</p>	<p>If students receive targeted instruction based on their areas of growth and development for at least an hour and a half a day, students achievement dramatically increase and the achievement gap will close by the time they leave Hoover in 5th grade. If students are taught grade level reading and writing through science and engineering units, with appropriate scaffolds, they will be highly engaged and have a higher rate of mastery of grade level standards. If teachers specialize and focus in one instructional area of our framework, then they can strengthen their practice and deliver high quality instruction to all children throughout the day.</p>
<p>SCHOOL THEORY OF ACTION for Mathematics:</p>	<p>If students receive targeted instruction based on their areas of growth and development for at least an hour and a half a day, students achievement dramatically increase and the achievement gap will close by the time they leave Hoover in 5th grade. If students receive high quality common core math instruction at their grade level with appropriate scaffolds for at least an hour a day, they will be highly engaged and have a higher rate of mastery. If teachers specialize and focus in one instructional area of our framework, then they can strengthen their practice and deliver high quality instruction to all children throughout the day.</p>
<p>SCHOOL THEORY OF ACTION for Social-Emotional Learning:</p>	<p>If students start and end their day with a community meeting to set short term goals and reflect on their practice, they will strengthen their responsible decision making skills throughout the day and strengthen their self-awareness skills and meet their short term goals faster. If students start and end their day with a community meeting to build relationships with their classmates and teacher, they will strengthen their social awareness skills and be a better member of our community. If students have a mid-day SEL stretch time to meditate and practice breathing, they will have a more successful second half of the day and maximize their learning time.</p>
<p>SCHOOL THEORY OF ACTION for Attendance:</p>	<p>If tier one strategies are systemitized throughout the school, then our overall attendance rate will increase; therefore, student achievement will also increase. If tier two and tier three strategies are systemitized throughout the school, then our chronic absenteeism rate will be decreased; therefore our student achievement will also increase.</p>
<p>SCHOOL THEORY OF ACTION for :</p>	

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:

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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	TK-5 will implement ST Math Online Program daily during the personalized workshop meeting the minimum 60 minutes per week in grades k-1 and 90 minutes in grades 2-5. It will also be used as homework for students in the after school program. This work will focus on accelerating all students, even GATE.	Provide training to teachers on how to successfully set up a class, monitor student progress, provide effective feedback to students on a daily basis based on program performance, as well as, implement a blended learning workshop model. Monitor reports from the programs weekly and check in with teachers around their data as needed.	Funding Priority: Pay for subscription to Lexia for the whole school. Send weekly email to share class progress and percentage of students meeting usage. Celebrate classes with the highest percentage of Lexia performance indicators.
1-2	K-5 teachers will implement daily 60 minute Math common core lessons using Engage New York Curriculum to increase student achievement outcomes on SBAC and plan in grade level teams and develop daily formative assessments to monitor student learning on a daily basis.	Teachers will receive professional development opportunities focused on data driven instruction with an emphasis effective implementation of guided reading practices. They will also be given unit planning during Thursday minimum days every six to eight weeks.	Organzie data Conferences 3x/year with Principals and CCTLs (minimum days).
1-3	Community Relations Assistant will coordinate monthly workshops for parents to build understanding of Common Core State Math Standards and new programs.	Teachers will receive professional development opportunities to learn how to use data to build a comprehensive Individual Learning Plan.	Create a school wide aligned Individual Learning Plan for teachers to implement.
1-4	Teachers will participate in professional development and run workshops through West Ed APTT to strenghten systems for parent participation in academic programs.	Train teachers on how to share ILP with families and recieve input from them.	Organize 1:1s with families for the first week of school during minimum days, schedule APTT three times per year on master calendar, and schedule report card conferences two times per year.
1-5	Afterschool program will provide opportunities for students to meet personalized learning goals by giving time for students to complete their "Must do" activities on their Individual Learning Plan	ILT will develop focus for Inquiry Groups in order to provide differentiated professional development opportunities during Wednesday PD. Miminimum days will be strategically scheduled to offer planning time at the end of a unit.	Change minimum days to Friday to ensure maximum learning time for children Monday through Thursday, and to gain more minimum days for 6 week unit planning.
1-6		Teachers will recieve coaching from the ELA Coach and attend necessary PD offered by central office	Organize teacher training and coaching schedule for ELA.
1-7		ELA coach will support the interventionist to deliver high quality instruction and progress monitor student acheivment data through weekly coaching sessions.	Funding priority: Pay for 1.0 STIP Sub. STIP Sub will schedule 1:1s with parents every six weeks to review student progress in LLI groups.

1-8		ELA Coach will support with coaching and implementation of new program.	Organize teacher training with the central office to support quality implementation of systematic ELD.
1-9		Support from EEIP teacher and gardening teacher during appropriate units.	Create a schedule for support staff in alignment with units designed by teachers.
1-10		Coaching will be focused on K-2 teachers to support the launch of our new instructional program: STEAM Lab; Personalized Workshop; Math Studio	
1-11			Funding Priority: Fund basic supplies to ensure that the students and teachers have the resources they need to teach and learn.
1-12			Funding Priority: Pay for teachers to attend beginning of the year and end of year retreat to successfully launch new instructional program.

Improvement Strategy #2:	
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	TK-5 will implement ST Math Online Program daily during the personalized workshop meeting the minimum 60 minutes per week in grades k-1 and 90 minutes in grades 2-5. It will also be used as homework for students in the after school program. This work will focus on accelerating all students, even GATE.	Provide training to teachers on how to successfully set up a class, monitor student progress, provide effective feedback to students on a daily basis based on program performance, as well as, implement a blended learning workshop model. Monitor reports from the programs weekly and check in with teachers around their data as needed.	Funding Priority: Pay for ST Math Subscription.
2-2	K-5 teachers will implement daily 60 minute Math common core lessons using Engage New York Curriculum to increase student achievement outcomes on SBAC and plan in grade level teams and develop daily formative assessments to monitor student learning on a daily basis.	K-2 Math Studio teachers will receive targeted support from the Math ITL in order to learn multi-grade level curriculum and support effective planning.	Teachers will be given collaboration time to focus on data analysis and planning effective lessons and conferring notes for student conferencing. Teachers will participate in Inquiry Teams to promote personalized learning and increase student achievement to address the needs of ELs, struggling readers, Foster Youth, and GATE students.

2-3	Community Relations Assistant will coordinate monthly workshops for parents to build understanding of Common Core State Math Standards and new programs.	Community Relations Assistant will meet bi-monthly with principal and/ or coach team to discuss and plan parent workshops.	Community Relations Assistant will attend weekly staff PD, work with APPT and teachers to coordinate parent learning opportunities.
2-4	Teachers will participate in professional development and run workshops through West Ed APTT to strenghten systems for parent participation in academic programs.	Hoover Admin Team will schedule West Ed PD in the PD Calendar and schedule APTT Nights on the Master Calendar. CCTLs will support implementation of APTT.	Funding Priority: Provide light refreshments for APTT Nights and stipends for translation services.
2-5	Afterschool program will provide opportunities for students to meet personalized learning goals by giving time for students to complete their "Must do" activities on their Individual Learning Plan	Afterschool liaison will meet with ASP mentors to support using programs and to give information about students from classroom teachers.	Teacher teams will meet weekly to give information about students for reading.

Improvement Strategy #3:	
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	TIER 1: Recognize students weekly for showing the Hoover Hawk Values: Be healthy and safe; hold yourself and others accountable to high expectation; have a strong work ethic; be kind; be a scholar. In addition, have monthly skits at the assembly to demonstrate desired beahvior aligned to the values looks like.	School culture team will meet bi-monthly to plan skits and reflect on positive behavior reinforment ratio to disciplinary actions. Admin Team will conduct weekly walkthroughs (with SC Team each trimester) to gather evidence to monitor implementation of SC norms.	Funding priority: buy prizes i.e. pencils, erasers, stickers, for the winners of the weekly raffle. School culture team members maintain this system (keeping honor cards in stock, replenishing prizes etc.).
3-2	TIER 1: Recognize and reward students for progress in Lexia and ST Math monthly, as well as, award students for performance and growth on district benchmarks when applicable at the Friday School Culture Assembly.	Instructional Lead Team will regularly analyze data, including data from class walkthroughs, and determine which students met the achievement and growth goal of the month.	Funding priority: Purchase award templates and medals for student recognition. Coordinate with parent volunteers to maintain student achievment bulletin board. Community Relations Assistant will call/send home notice to parents that their child is being recognized.
3-3	TIER 1: Monthly class lessons on our value of the month that are designed and organized by our School Culture Team.	School culture team will meet bi-monthly to plan lessons and will communicate expectations for implementation with staff professional development. SC Team will conduct a walkthrough each trimester to gather evidence of implementation.	TIER 1: Designate professional development days to support implementation of monthly school culture lessons.

3-4	TIER 1: Teachers will use "A Circle A Day" resource, provided by the RJ department, during the SEL workouts to run weekly class meetings to strengthen classroom community and independent student skills.	TIER 1: School culture team will work with the district's restorative justice department to organize PD for teachers to support implementation of "A Circle A Day" resource during weekly class meetings. SC Team and Admin Coach Team will conduct walkthroughs after PD to monitor implementation.	TIER 1: Designate professional development days to support implementation of class meetings.
3-5	TIER 1: Student leadership opportunities: Green Team, Junior Coaches, Buddy Reading, Leadership Class.	TIER 1: Have classes in the after school program that support these leadership groups and monitor effectiveness of the programs with the students as the core leaders in the work.	TIER 1: Designate teacher leads to manage the student leadership groups.
3-6	TIER 1: Teachers will submit a classroom management plan at the beginning of the year.	TIER 1: Designate time at Back to School Retreat to provide teachers with time to solidify their plans and share with the rest of the school. Admin Coach team and SC team will conduct a walkthrough each trimester to gather evidence on implementation of classroom management plans.	TIER 1: Share plans with all substitutes and support staff to maintain systems and procedures in the teacher's absence.
3-7	TIER 1 Implement school-wide discipline system- Fun day Friday and extended recess.	TIER 1: School culture team will regularly review the yellow card google form data and walkthrough data share findings with the teachers through the feedback system at PD.	TIER 1: All teachers will be outside playing with students and running fun games for the full 30 minutes. Outreach Consultant will provide teachers with the list of students who will not attend extended recess the Wednesday before the activity. Teachers will consult with effected students.
3-8	TIER 1: All staff i.e. Noon Sups, Custodians, cafeteria manager, office staff, will attend monthly staff meeting on the second Monday of the month in order to create full alignment of mission, vision, best practices and clear expectations for adults.	TIER 1: Principal will communicate this expectation to current staff by the end of the year and during on boarding for new employees.	TIER 1: Funding priority: pay support staff extended contracts (if applicable) to attend monthly staff meetings.
3-9	TIER 2: Social Skills Group with Outreach Consultant.	TIER 2: Seek out PD from the district on Social Skills groups for the Outreach Consultant.	TIER 2: Students will be chosen for social skills group through C.O.S.T. process. Outreach Consultant will do a 1:1 or home visit with the parent before entering a child into the skills group.
3-10	TIER 2: Teachers will implement behavior charts and necessary accomodations in class as a result of COST/SSTs.	TIER 2: Outreach Consultant will monitor the implementation of the behavior charts and support teachers with this practice.	TIER 2: When applicable, Insights to Behavior consultant will observe student to create a behavior analysis and plan for improvement.

3-11	TIER 2: The following supports will be implemented for students with low attendance: Individual and Group counseling through EBAC, SART system for families, teachers will submit students with chronic absenteeism or tardiness to the C.O.S. Team.	TIER 2: Implement strong COST system to support teachers with high-need students. Develop strong relationships with families so that we can partner in supporting students. Provide PD for teachers on de-escalation strategies. Update COS form to include attendance.	TIER 2: Teacher PD on de-escalation & behavior systems. COST/SST team meeting 1x/month. Outreach coordinator, principal and teachers do home visits. Include liaison with the West Oakland Initiative to meetings with regards to chronically absent or at risk students.
3-12	TIER 3: School Culture Team members will attend Trauma informed practice PD at the district.	TIER 3: Provide PD for teachers on de-escalation strategies and effectively implementing trauma informed practices. Walk through school and classrooms to observe practices being implemented.	TIER 3: Designate professional development days to support effective trauma informed practices school wide.
3-13	TIER 3: Community Relations Assistant will coordinate community resources for high-need families (Oakland Housing Authority, family therapy, food banks, Enrollment in CalFresh programs etc).	TIER 3: Implement strong COST system to support teachers with high-need students. Admin Coach Team and/ or Outreach consultant will observe to provide feedback regarding what teachers implemented from COST. Develop strong relationships with families so that we can partner in supporting students. Work with Lincoln Child Center to connect families who need support.	TIER 3: Teacher PD on de-escalation & behavior systems. COST/SST team meeting 1x/month. Outreach coordinator, principal and teachers do home visits.
3-14	Based on need identified through coaching cycle action plan, teachers will attend district PDs (PBIS, No Nonsense Nurturing, Balanced Literacy or Math Expressions etc.) through On-track.	Each CCTL will be in a coaching cycles with at least 2 teachers at a time in alignment with our PD/Unit cycle timeline.	Provide release time for teachers (if applicable) to debrief observations with coaches or to attend district provided or free PDs as necessary based on coaching action plan.
3-15			TIER 2 & 3 Purchase a mental health intern from the district to provide more mental health services to our students, especially those that don't qualify for MediCal.
3-16			TIER 1: Noon Supervisors will create a safe space for students to play and get exercise during lunch and recess times by engaging students in games and consistently reinforcing the rules and expectations through the PBIS systems.

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). 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 CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$50,944.68	21st Century Learning	Consultants for quality after school program	Afterschool program will provide opportunities for students to meet personalized learning goals by giving time for students to complete their "Must do" activities on their Individual Learning Plan	A1.6: After School Programs	5825				170-1
\$96,628.84	After School Education & Safety (ASES)	Contract for afterschool program	Afterschool liaison will meet with ASP mentors to support using programs and to give information about students from classroom teachers.	A1.6: After School Programs	5825				170-2
\$4,500.00	Call for Quality Schools	Extended contracts for Leadership Teams	Each circuit K, 1-2, and 3-5 will have a lead teacher on instructional leadership team. The teacher is responsible for providing input and guidance on key initiatives and to help with communication from the team to the teachers and from the teachers to the team.	A2.10: Extended Time for Teachers	1120				170-3
\$79,059.59	Call for Quality Schools	Bilingual Community Relations Assistant	Community Relations Assistant will meet bi- monthly with principal and/ or coach team to discuss and plan parent workshops.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2205	CRAIIB	CRAIIB0006	1.00	170-4
\$2,719.75	Call for Quality Schools	Refreshments	Funding Priority: Provide light refreshments for APTT Nights and stipends for translation services.	A6.5: Academic Parent-Teacher Communication & Workshops	4311				170-5
\$10,000.00	Call for Quality Schools	Conferences: Beginning of year and end of year retreat.	TIER 1: Designate time at Back to School Retreat to provide teachers with time to solidify their plans and share with the rest of the school. Admin Coach team and SC team will conduct a walkthrough each trimester to gather evidence on implementation of classroom management plans.	A2.2: Social Emotional Learning	5825				170-6
\$3,000.00	Call for Quality Schools	External Work Orders: primarily buses	Coordinate fieldtrips to provide experiential learning for STEAM Lab Literacy Units	A2.1: Implementation of CCSS & NGSS	5826				170-7
\$15,000.00	Call for Quality Schools	Computer Licenses	Funding Priority: Pay for subscription to Lexia for the whole school. Send weekly email to share class progress and percentage of students meeting usage. Celebrate classes with the highest percentage of Lexia performance indicators.	A3.1: Blended Learning	5846				170-8
\$9,421.50	General Purpose Discretionary	Supplies	Funding Priority: Fund basic supplies to ensure that the students and teachers have the resources they need to teach and learn.	A2.3: Standards-Aligned Learning Materials	4310				170-9

\$2,000.00	General Purpose Discretionary	Refreshments	Coordinate ice-cream social on 1st day of school for families to get to know teachers and set up time for 1:1s. Schedule minimum days the first week of school.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	4311					170-10
\$28,778.50	General Purpose Discretionary	Surplus to be allocated in Fall 2017	Funding Priority: Fund basic supplies to ensure that the students and teachers have the resources they need to teach and learn.	A2.9: Targeted School Improvement Support	4399					170-11
\$6,000.00	General Purpose Discretionary	Machine maintenance to support overall school operation	Funding Priority: Fund basic supplies to ensure that the students and teachers have the resources they need to teach and learn.	A2.3: Standards-Aligned Learning Materials	5610					170-12
\$3,237.46	LCFF Concentration	Class size reduction in support of academic acceleration and ELLs	Coaching will be focused on K-2 teachers to support the launch of our new instructional program: STEAM Lab; Personalized Workshop; Math Studio	A2.7: Class Size Reduction	1105	K12TCH	K12TCH0551	0.05		170-13
\$7,154.97	LCFF Concentration	Prep teacher to support intervention and academic acceleration	Support from EEIP teacher and gardening teacher during appropriate units.	A2.1: Implementation of CCSS & NGSS	1105	TCEEIP	TCEEIP0028	0.10		170-14
\$23,136.73	LCFF Concentration	Stipends or substitutes to support professional learning in support of ELLs	Student Teacher (STIP Sub) will push into personalized workshop for K-2 to run at least four intervention groups of 5 students in each group using the LLI system.	A4.3: Newcomer Programs	1105	TCSTIP	TCSTIP9999	0.45		170-15
\$4,000.00	LCFF Concentration	Extended Contracts for Leadership Teams	Each circuit K, 1-2, and 3-5 will have a lead teacher on instructional leadership team. The teacher is responsible for providing input and guidance on key initiatives and to help with communication from the team to the teachers and from the teachers to the team.	A3.2: Reading Intervention	1120					170-16
\$1,581.36	LCFF Concentration	Supplies for blended learning to support academic acceleration	Funding priority: Purchase award templates and medals for student recognition. Coordinate with parent volunteers to maintain student achievement bulletin board. Community Relations Assistant will call/send home notice to parents that their child is being recognized.	A3.1: Blended Learning	4310					170-17
\$10,000.00	LCFF Concentration	Mental Health intern	TIER 2 & 3 Purchase a mental health intern from the district to provide more mental health services to our students, especially those that don't qualify for MediCal.	A2.10: Extended Time for Teachers	5825					170-18
\$48,561.89	LCFF Supplemental	Class size reduction in support of academic acceleration and ELLs	Coaching will be focused on K-2 teachers to support the launch of our new instructional program: STEAM Lab; Personalized Workshop; Math Studio	A2.7: Class Size Reduction	1105	K12TCH	K12TCH0551	0.75		170-19

\$1,966.16	LCFF Supplemental	Supplies for blended learning to support academic acceleration	Funding Priority: Pay for ST Math Subscription.	A3.1: Blended Learning	4310					170-20
\$86,000.00	LCFF Supplemental	Restorative Justice Facilitator	TIER 1: Teachers will use "A Circle A Day" resource, provided by the RJ department, during the SEL workouts to run weekly class meetings to strengthen classroom community and independent student skills.	A5.2: Health and Wellness (Mental & Physical Health)	5736					170-21
\$4,558.64	Measure G: TGDS	STIP sub to support TGDS	Student Teacher (STIP Sub) will push into personalized workshop for K-2 to run at least four intervention groups of 5 students in each group using the LLI system.	A2.6: Teacher Evaluation	1105	TCSTIP	TCSTIP0309	0.10		170-22
\$3,434.00	Measure G: TGDS	Extended contracts to support TGDS	Coaching will be focused on K-2 teachers to support the launch of our new instructional program: STEAM Lab; Personalized Workshop; Math Studio	A2.3: Standards-Aligned Learning Materials	1120					170-23
\$15,003.74	Measure G: TGDS	Surplus to be allocated in Fall 2017	n/a	n/a	4399					170-24
\$28,278.23	Supplemental Program Investment	STIP sub to support academic acceleration of ELLs	Student Teacher (STIP Sub) will push into personalized workshop for K-2 to run at least four intervention groups of 5 students in each group using the LLI system.	A4.3: Newcomer Programs	1105	TCSTIP	TCSTIP9999	0.55		170-25
\$3,800.00	Supplemental Program Investment	Extended contracts for Leadership Teams	Each circuit K, 1-2, and 3-5 will have a lead teacher on instructional leadership team. The teacher is responsible for providing input and guidance on key initiatives and to help with communication from the team to the teachers and from the teachers to the team.	A2.10: Extended Time for Teachers	1120					170-26
\$76.77	Supplemental Program Investment	Supplies	Funding Priority: Fund basic supplies to ensure that the students and teachers have the resources they need to teach and learn.	A2.3: Standards-Aligned Learning Materials	4310					170-27
\$21,464.90	Title I Basic	Prep teacher to support intervention and academic acceleration	STEAM LAB Teacher will implement science and literacy units using Lucy Caulkins and Foss Kits using integrated ELD strategies.	A2.1: Implementation of CCSS & NGSS	1105	TCEEIP	TCEEIP0028	0.30		170-28
\$22,793.19	Title I Basic	STIP sub to support academic acceleration	Student Teacher (STIP Sub) will push into personalized workshop for K-2 to run at least four intervention groups of 5 students in each group using the LLI system.	A2.9: Targeted School Improvement Support	1105	TCSTIP	TCSTIP0309	0.50		170-29
\$816.54	Title I Basic	Surplus to be allocated in Fall 2017	n/a	n/a	4399					170-30
\$1,509.49	Title I Parent Participation	Surplus to be allocated in Fall 2017	n/a	n/a	4399					170-31

Hoover Elementary School Compact Working Together to Achieve High Academic Standards

THE EDUCATOR PLEDGE:

- I understand the importance of the school experience for every student and our role as educators and models.
- Therefore, I agree to carry out the following responsibilities to the best of my ability:
- I will teach grade level standards, skills and concepts.
- I will teach interesting and challenging lessons that promote student achievement.
- I will strive to address the individual needs of my students.
- I will communicate with all my parents regarding their child's progress.
- I will provide a safe, positive, supportive and healthy learning environment for my students.
- I will correct and return appropriate work in a timely manner.
- I will communicate homework and class work expectations.
- I will develop my students' basic and critical thinking skills.
- I will exhibit sensitivity to multicultural issues.
- I will respect the school, students, fellow staff members and Hoover families.
- I will distribute all school notices in a timely manner.

Educator's Signature Date

THE STUDENT PLEDGE:

- I realize that my education is important. I know I am responsible for my own actions. I want to succeed.
- Therefore, I agree to carry out the following responsibilities to the best of my ability:
- I will get to the class on time every day.
- I will be ready to learn and will work hard.
- I will dress in the Hoover School Uniform.
- I will take my folder home weekly/daily and explain it to my parents.
- I will return completed work on time.
- I will be responsible for my own behavior and follow the classroom and school rules.
- I will be a cooperative learner.
- I will ask for help when needed.
- I will limit my TV watching, and will read or study every day after school.

)))
I will respect the school, my classmates, Hoover School Staff and families.
I will give my parents all school notices in a timely manner.

Student's Signature Date

THE PARENT/GUARDIAN PLEDGE:

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will carry out the following responsibilities to the best of my ability:

I will ensure that my child complete his/her homework.

I will provide a quiet time and place for homework and monitor my child TV viewing.

I will strive to participate in school activities at least 1 hour per month.

I will attend at least one Back-to-School-Night, Open House, SSC, PTC, PTA and other school events.

I will encourage my child to engage in reading activities for at least 20 minutes every day.

I will make sure my child gets adequate sleep and has a healthy diet.

I will ensure that my child arrives to school and departs on time everyday.

I will have a conversation with my child about his/her school day.

I will attend all parent-Teacher Conferences.

I will communicate to the teacher about my child's homework needs.

Parent's Signature Date

Compacto de la Escuela Hoover
Trabajando Juntos para Alcanzar Altos Niveles Academicos

Promesa de los Educadores:

Yo entiendo la importancia de experiencia en la escuela para cada estudiante y nuestro papel como educador y modelos. Por eso, yo estoy de acuerdo de llevar a cabo las siguientes responsabilidades en lo mejor de mi habilidad:

- Yo me comprometo a enseñar conforme al grado y al nivel de los estandares, habilidad y conceptos.
- Yo me comprometo a enseñar lecciones interesantes y estimulante para promover la realizacion de los estudiantes.
- Yo me comprometo a esforzarme para prepararme conforme a la necesidad individual de cada estudiante.
- Yo me comprometo a comunicarme con todos los padres para informarle acerca del progreso de su hijo/s.
- Yo me comprometo a proveer un medio ambiente seguro y saludable, positivo, de apoyo para los estudiantes.
- Yo me comprometo a corregir y regresar el trabajo en un tiempo apropiado.
- Yo me comprometo a comunicar la tarea y las expectativas de el trabajo de las clase a los estudiantes.
- Yo me comprometo desarrollar el pensamiento basico y critico de mis estudiantes.
- Yo me comprometo a exhibir sensibilidad a los problemas multiculturales.
- Yo me comprometo a respetar la escuela, los estudiantes, personal de la escuela y las familias de Hoover.
- Yo me comprometo a distribuir todas las notas de la escuela en el tiempo adecuado.

Firma del educador/a

Fecha

Promesa de los Estudiantes:

Yo realizo que mi educacion es importante. Yo se que soy responsable por mis acciones. Yo quiero progresar. Por eso, yo estoy de acuerdo de llevar a cabo las siguientes responsabilidades en lo mejor de mi habilidad:

- Yo me comprometo a llegar a tiempo a las clases todos los dias.
- Yo me comprometo a estar listo y voy a trabajar duro para aprender.
- Yo me comprometo a venir uniformado a la escuela.
- Yo me comprometo a llevar mi carpeta de trabajo a la casa diario/semanal y voy a explicarla a mis padres.
- Yo me comprometo a regresar mi trabajo completo a la clase a tiempo.
- Yo me comprometo a ser responsable de mi propia conducta y voy a seguir las reglas de la escuela.
- Yo me comprometo a ser un estudiante cooperativo.
- Yo me comprometo a pedir ayuda cuando la necesite.
- Yo me comprometo a limitar ver television, y voy a leer y estudiar todos los dias despues de la escuela.
- Yo me comprometo a respetar la escuela, mis compañeros, el personal de Hoover, y las familias.

Yo me comprometo a darle las notas de la escuela a mis padres cuando mi maestro me lo entregue.

Firma del estudiante

Fecha

Promesa de los Padres/Guardianes:

Yo entiendo que mi participacion en la educacion de mi hijo/a le ayudara en sus logros y actitudes. Por eso, yo estoy de acuerdo de llevar a cabo las siguientes responsabilidades en lo mejor de mi habilidad:

Yo me comprometo a asegurarme que mi hijo/a complete su tarea.

Yo me comprometo a proveerle a mi hijo/a un lugar callado para que pueda hacer su tarea y tambien voy a monitorear lo que ve en la television.

Yo me comprometo a esforzarme por participar en las actividades de la escuela por lo menos 1 horz al mes.

Yo me comprometo a atender por lo menos a un Noche-De-regreso-a-la-Escuela, Escuela-Abierta, SSC, PTC o otras actividades de la escuela.

Yo me comprometo a animar a mi hijo/a en ocuparse en leer por lo menos 20 minutos todos los dias.

Yo me comprometo a asegurarme que mi hijo/a tenga un tiempo adecuado para dormir y tambien que tenga una dieta balanceada.

Yo me comprometo a asegurarme que mi hijo venga a la escuela a tiempo y se vaya de la escuela a tiempo.

Yo me comprometo a tener una conversacion con mi hijo/a de como le fue en el dia en la escuela.

Yo me comprometo a atender a las conferencias con el maestro/a de mi hijo/a.

Yo me comprometo a comunicarle al maestro/a sobre las necesidades de mi hijo/a en su tarea.

Firma del padre/madre

Fecha

School Site Council Membership Roster – Elementary

School Name: Hoover Elementar School

School Year: 2016-7

Chairperson : <div style="text-align: center;">Cesar Escalante</div>	Vice Chairperson: <div style="text-align: center;">Rowena Ward</div>
Secretary: <div style="text-align: center;">Kathy Emam</div>	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

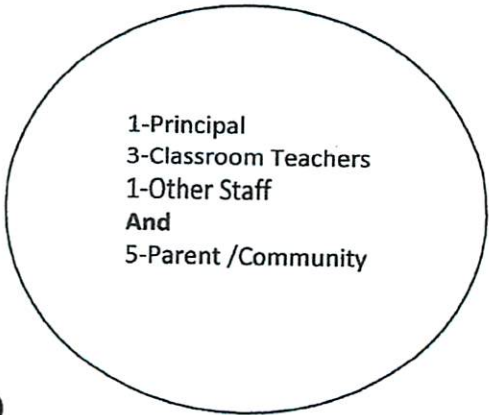
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Ashley Martin	X			
Lissette Averhoff		X		
Annika McPeek		X		
Wanda Stewart		X		
Cesar Escalante			X	
Rowena Ward				X
Juanita Drake				X
Aisha Higgins				X
Guadalupe Canchola				X
Samar Ali Alwgarey				X

Meeting Schedule (day/month/time)	1st Wednesday of the Month at 8:35: Oct 5, Nov. 2, Dec. 7, Jan. 4, Feb.1, March 1, Ap. 12, May 3
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SSC Legal Requirements: (Ed. Code 52852)

- 1 Members MUST be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 Majority of school staff members must be classroom teachers;
- 4 Parent/community members cannot be OUSD employees at the site.



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

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

Title I School Parental Involvement Policy 2016-7

Hoover Elementary School agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their school's participation in the Title I Program.
 2. Explain the requirements of the Title I Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I program.
 4. The parents' right to participate in the development of the District's Title I plan as outlined in our Annual Title I meeting on September 15, 2016.

- Offer a flexible number of meetings for parents. We hold "Coffee and Bagels with Parents" in the morning, SSC in the early *morning*, and a number of educational themed meetings at varying times. Our *restorative justice counselor* will provide individual support at varying times.

- Involve parents of Title I students in an organized, ongoing, and timely way of the planning, review, and improvement of its Title I programs and the Title I Parent Involvement Policy. We have informational evening meetings, open invitations to all SSC meetings, parent/teacher conferences, and school newsletters.

- Provides parents of Title I students with timely information about Title I programs through parent teacher conferences each marking period.

- Provides parents of Title I students with an explanation of the curriculum, assessments and proficiency levels students are expected to meet through Back to School and parent/teacher conferences.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children through report card conferences.

School-Parent Compact

Hoover has jointly developed and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Hoover engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and the Oakland Unified School District's academic assessments, including alternative assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress through "Coffee and Bagels with the Staff", Back to School Night, Parent-Teacher conferences, SSTs and School Site Council meetings.
- Provides materials and trainings to help Title I program Parents work with their children to improve their children's academic achievement. This happens at individual parent conferences , Parent workshops and monthly newsletters.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. This is a professional development topic for staff, and part of the outreach consultant's focus.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. (Family Literacy Night, Science Night, Student Exhibitions, and Parent Workshops)

- Distributes to Title I program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Monthly parent newsletter translated into Spanish, Back to School Night, Annual Title I meeting.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. (Individual Parent Conferences, Cost Team meetings for referred students, SST meetings for individual targeted students.)


Accessibility

Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports translated into Spanish.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed with, parents of children participating in Title I Programs, as evidenced by our Annual Title I meeting on September 15, 2016, and at our SSC on November 2, 2016 and November 16, 2016.

This policy was adopted by the Hoover School Site Council on November 16, 2016, and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A, children on or before December of each year. It will be made available to the local community on or before December of each year. Hoover's notification to parents of this policy will be in an understandable written format and to the extent practicable, provided in a language the parents can understand.


 (principal's signature)

11/16/16
 (date)