

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahyoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 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
- 21<sup>st</sup> Century After School Programs
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Hoover Elementary School.



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

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Hoover Elementary School  
**CDS Code:** 1612596057046  
**Principal:** Ashley Martin  
**Date of this revision:** 5/11/2016

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement 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  
ashley.martin@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

**2016-2017 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 type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        |
|                                                                                    | <input checked="" type="checkbox"/> 21st Century                                    |

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:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the 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).
5. 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:** May 18, 2016

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

- Fliers in students' home languages
  Announcement at a public meeting
  Other (Notices, Media Announcements, etc.)

**Signatures:**

Ashley Martin

Print name of School Principal

Ashley Martin

Signature

5/18/16

Date

Cesar Escalante

Print name of SSC Chairperson

Cesar Escalante

Signature

5/18/16

Date

Kyle R. Johnson-Trammell

Print name of Network Superintendent

Kyle R. Johnson-Trammell

Signature

5/26/16

Date

Ruth Alahydoian

Ruth Alahydoian, Chief Financial Officer

Ruth Alahydoian

Signature

5-26-16

Date

## SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

**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 others who were engaged in the planning process.

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
1/27/2016	SSC	Review and Feedback Session of Proposed Budget and Action Plan.
2/3/2016	SSC	Approve Proposed Budget and Action Plan
4/6/2016	SSC	Review and Feedback Session of SPSA Key Practices and Goals
5/18/2016	SSC	Approval of Final SPSA

## 2016-2017 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 ... <b>General Purpose Discretionary #0000</b>	\$30,836.74	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$161,089.24	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$100,000.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$96,879.17	TBD
<b>TOTAL:</b>	<b>\$388,805.15</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$59,437.92	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,523.63	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$34,172.94	TBD
<b>TOTAL:</b>	<b>\$95,134.49</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

Hoover is a full-service community, STEAM academy with a focus on the environmental sciences. It is our hope that through this work, we will help create a green space in a historically polluted area, increase student and community knowledge about asthma, pollution, sustainable living, and obesity, help build students who are active participants in protecting our natural resources, and leaders in their community. It is also our mission to provide high quality 21st century instruction through both project based, blended, and personalized learning. Additionally, through maximizing our existing resources, and community partnerships, we are able to serve students needs and ensure that they are college, career, and community ready.

### School Mission and Vision

TBD based on Design Activity since we are re-doing our vision/mission statements, which will be included in the final draft.

## MAJOR IMPROVEMENT PRIORITIES

<b>Major Improvement Priority #1:</b>	<b>Rigorous Academics</b>
<b>Major Improvement Priority #2:</b>	<b>School Culture - Rigorous Academic, Extended Learning Time, Parent Engagement</b>
<b>Major Improvement Priority #3:</b>	<b>School Culture- Academic Excellence and Positive Behavior Intervention Support Strategies</b>

## MAJOR IMPROVEMENT PRIORITY #1: Rigorous Academics

### PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
100% of teachers are implementing blended learning, lab model, independently, and 3/12 are starting the rotational model.	Students do not have opportunities to be independent learners and to take ownership of their learning.
2/12 teachers are conducting student led conferences to build student efficacy and growth mindset.	14.8% of students are on grade level in reading on Spring 2015 SRI and 1.3% are on grade level in math according to SMI 2016 midyear data.
Based on STAR reading report, as of February 2016, 53% of students in grades 3rd - 5th are on track to make 1 to 2 years growth in reading.	8.9% of students are being reclassified ELs.

## ROOT CAUSE ANALYSIS for Priority #1

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Based on observation and walkthroughs, classroom time is not being utilized effectively. Mostly, this is a result of classroom management or poor/lack of planning and instructional time is often lost. Additionally, a majority of students are disengaged due to lessons not being delivered within student ZPD, either too hard or too easy. Behavior arises as a result, and TIER 2/3 students often interrupt the learning of other students in the class. Students and adults also exhibit a fixed mindset, which inhibits their ability to be independent learners, who demonstrate grit and perseverance, and ultimately effects student achievement outcomes. Classroom observations and walkthroughs suggest high levels of student disengagement due to classroom management challenges and lessons not being planned and delivered at students' appropriate instructional level. In addition, staff and student tend to exhibit fixed mindset in terms of student learning, which inhibits students' ability to grow and develop as independent learners, who demonstrate grit and perseverance.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

Key root causes for the lack of academic rigor at Hoover have been identified as the following: a). a need for classroom management PD for some teachers, b). lack of familiarity with new programs and having a steep learning curve with the common core c). lack of differentiation d). lack of data driven instruction.

## STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal ( <i>required</i> )	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	By June 2017, 70% of students in grades 2-5 will make two years or more growth in reading as measured by SRI.	SBAC ELA	All Students	8.6%	14%	24%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals ( <i>optional</i> )	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	By June 2017, 90% of students in grades K-2 and 40% 3-5 will have mastered standards assessed by the district math end of unit exam.	Math C-EOU	All Students	N/A	80% K-1 20% 2-5	K-2 90% 40%3-5	2: Students are proficient in state academic standards.
Academic	By June 2017, 70% of students in grades 2-5 will make two years or more growth in reading as measured by SRI. In grades TK-1 95% of students will be reading at or above grade level as measured by F&P.	SRI	English Learners	1.4%	11.2	22%	3: Students are reading at or above grade level.

Academic	By June 2017, 100% of students in grades TK-5 will have a success rate of 85% or higher on their individual learning goals as measured by performance on ST Math, Imagine Learning, Lexia and/ or Khan Academy.	Culture/ Climate: Student	Low- Income Students	N/A	N/A	85%	5: Students are engaged in school everyday.
Academic	By June 2017, 100% of students in grades TK-5 will be proficient in using ST Math, Lexia, AR360 and Imagine Learning in a blended learning model as measured by data on reports from the programs.	Culture/ Climate: Staff	All Students	25%	50%	100%	1: Graduates are college and career ready.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

**Major Improvement Strategy for this priority:** *Students are working in rigorous common core aligned activities, using a blended learning model that support them in meeting their individual reading and math goals. Teachers use PD, 1/2 Day planning and collaboration to create data driven lesson plans to support academic rigor in class and differentiate student learning (personalized learning).*

### KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
TK-5 will implement ST Math Online Program daily during the blended learning workshop model 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.	As the Academic Liaison to the After School Program, the ELA CCTL will train homework mentors to use the program with students after school.
100% of K-5 teachers will implement daily 60 minute Math common core lessons using Expressions and the OUSD Core Curriculum in tandem 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 math programs and how to provide students with authentic opportunities to engage with the mathematical practices. They will also be given collaboration and 1/2 day planning release time.	ILT will develop focus for Inquiry Groups in order to provide differentiated professional development opportunities during Wednesday PD. Teachers will be given regular opportunities to collaborate and have 1/2 Day planning release time in grade level teams.



<p>2nd through 5th grade teachers will provide students with access to take Accelerated Reading Quizzes daily as they finish books. Teachers will monitor student progress and use this data to develop ILPs and confer with students.</p>	<p>Train new teachers and 2nd grade teachers on how to use the devices and online programs. TSAs will support new and 2nd grade teachers during the 1st month of school on how to use devices with the students. ILT will monitor school-wide implementation of monthly STAR Test, weekly AR quizzes and 60-90 minutes of Lexia and ST math implementation weekly.</p>	<p>Promote reading at weekly school culture assembly through the Reading Word Club Campaign. Our school-wide goal will be 30 million words. Funding priority- pay for AR subscription, books for classroom libraries and reading prizes.</p>
<p>Teachers will assess students on STAR Reading and Early Literacy Exams monthly and will use this data to progress monitor students ILPs.</p>	<p>Organize data Conferences 3x/year with Principals and CCTLs (minimum days).</p>	<p>Funding priority- pay for AR subscription, books for classroom libraries and reading prizes. Data will be shared with parents through APPT and with SSC monthly.</p>
<p>Teachers in grades K-5 will implement Lexia 60- 90 minutes a week in 20-30 minute blocks to promote personalized learning and increase student achievement to address the needs of ELs, struggling readers, Foster Youth, and GATE.</p>	<p>ILT will meet bi-monthly to engage in cycle of inquiry around literacy instruction, professional development practices and determine the impact of our practices on student achievement results.</p>	<p>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.</p>
<p>Teachers will implement and progress monitor students individualized learning plans in alignment with online learning platforms and confer with students monthly to provide specific feedback and revise goals.</p>	<p>NL Resident will meet with teachers monthly during collaboration to review and reflect on current student levels and create an action plan for next steps.</p>	<p>Parents will receive an updated ILP for their student at each Academic Parent Teacher Team Workshop.</p>
<p>Student Teacher (STIP Sub) will run at least four intervention groups of 5 students in each group using the LLI system.</p>	<p>ELA CCTL will support the interventionist to deliver high quality instruction and progress monitor student achievement data through weekly coaching sessions.</p>	<p>STIP Sub will schedule monthly 1:1s with parents to review student progress in LLI groups.</p>
<p>Teachers will train and support newcomers to work independently on Imagine Learning program during reading workshop throughout the school to promote personalized learning.</p>	<p>ELA CCTL will provide applicable teachers with professional development on Imagine Learning program and support the progress monitoring of this group and developing effective ILPs for the students.</p>	<p>As the Academic Liaison to the After School Program, the ELA CCTL will train homework mentors to use Imagine Learning program with newcomer students after school.</p>
<p>Grade level teams will collaborate to build at least one science and literacy unit a year.</p>	<p>Provide sub coverage every 6 weeks for teacher teams to meet Bi-Monthly and develop 6 week units using ILT created guidelines for collaboration deliverables and 6 week unit framework.</p>	<p>Funding priority: 2 STIP Subs to provide coverage for bi-monthly grade level collaboration and regular subs for 6 week planning.</p>

		Funding Priority: Furniture will be purchased for a classroom and library to transform the spaces for blended and personalized learning instructional program, as well as, maker spaces. Students need modular furniture and flexible seating environments to be able to participate in this educational opportunity and increase student achievement outcomes.
		Funding Priority: Purchase books to update school central library.
		Funding Priority: Fund basic supplies to ensure that the students and teachers have the resources they need to teach and learn.
		Funding Priority: Fund at least one fieldtrip per class so that students have the opportunity to learn outside of the classroom.

**MAJOR IMPROVEMENT PRIORITY #2: School Culture - Rigorous Academic, Extended Learning Time, Parent Engagement**

<b>PERFORMANCE STRENGTHS &amp; CHALLENGES for Priority #2</b>	
<b>Student Performance Strengths</b>	<b>Student Performance Challenges</b>
Based on STAR reading report, as of February 2016, 53% of students in grades 3rd - 5th are on track to make 1 to 2 years growth in reading.	Students struggle receiving support with their homework. 100% of students entering TK and 99% entering K are below grade level when entering school in the fall according to F&P foundations data.
Students are regularly awarded at the Friday Assembly and parent participation at the weekly assembly is growing (approximately 25 each week) and includes members of all demographics.	Hoover students are performing far below basic at less than 10% on the ELA & Math SBAC.
Parent culture and climate indicator rating on the SPF was a 4.75 in 2014-2015.	Chronic Absenteeism was at 19.5% at the end of 2015.

**ROOT CAUSE ANALYSIS for Priority #2**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Parents are beginning to become more involved. Parent leaders (approximately 5 that come consistently to every meeting) conducted 50 1:1s last spring to collect the communities Hopes and Dreams for their children's future. This work helped to launch our work with the Call for Quality Schools and site visits for the re-design. Taking families on site visits has ignited parent action to improve our school's culture and academic programs. Additionally, this year parent leaders officially started a PTA and more parents are becoming involved through the organization. The PTA has hosted several events at our school 1. Halloween Carnival 2. Holiday Raffles (before break), 3. Book Fair, 4. Parent workshop for Black History Month. An area of growth for next year is strengthening parent/teacher relationships and partnerships and conducting more workshops so that parents understand and are empowered to support their children academically. The transition to common core has not only been a huge lift for teachers, but also for parents.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

In the past, parents relationship and experience at Hoover was adversarial (see SQR Fall 2012). As a community, we have been intentional at changing the parent and community experience at our school. We are entering into year four of that work and making great progress. Nevertheless, through SSC meetings and other forums, parents report that our school still does not feel like a family and we need to do a better job of fostering relationships, especially with new employees and parents. Additionally, we need to strengthen our translation practices. We need to ensure that all of our documents are translated in English, Spanish and Arabic, as well as, our meetings.

**STUDENT PERFORMANCE GOAL(S) for Priority #2**

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	By June 2017, the overall score rating for academics will be at a 2.5 as measured by the SPF.	SBAC ELA	All Students	8.6%	14%	21%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	By June 2017, 70% of students in grades 2-5 will make two years or more growth in reading as measured by SRI.	SRI	All Students	14.8%	25%	40%	3: Students are reading at or above grade level.
Climate & Culture	By June 2017, chronic absenteeism rate for African American Students will be reduced to 12%.	Attendance Rate	African- American Students	23%	18%	12%	5: Students are engaged in school everyday.
Academic	By June 2017, reclassification rate for ELs will be increased to 17%.	CELDT	English Learners	8.9%	12%	17%	1: Graduates are college and career ready.
Climate & Culture	By June 2017, the culture/climate indicator rating for students on the SPF will be at 5.	Culture/ Climate: Student	All Students	3.5	4.25	5	5: Students are engaged in school everyday.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2**

**Major Improvement Strategy for this priority:**

***By strengthening parent engagement and partnerships with the school, students at Hoover will begin to excel academically and social emotionally. If we are relentless in ensuring that every family is engaged in the success of their student, we will ensure academic success regardless of student circumstances.***

**KEY PRACTICES FOR PRIORITY #2**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
All teachers will attend Back to School BBQ on the Friday before school to get to know families and strengthen relationships.	School Culture team will organize the event. Principal will communicate the participation expectation to staff before the end of the year and to new employees during on-boarding.	Receive food donations and raffle prizes, pay teachers for participation through extended contract, create flyer and send robo calls to families.
Community Relations Assistant will train teachers on 1:1s and create a framework for this system.	Hoover Team will communicate with families about the 1:1's at registration, through the back to school newsletter, school culture assemblies and robo calls.	Minimum Days for parent/teacher 1:1s to foster stronger relationships and partnerships.
Kinder teachers will plan a family workshop for day one of school.	Hoover Admin Team (Principal, AP, and CCTLS) and the Community Bilingual Assistant will host workshops for TK and kinder and new parents every day for the first week of school to build relationships, partnerships and help the understand the organizational structure of the school.	Hoover Team will communicate with families about the workshops at registration, through the back to school newsletter, robo calls, and directly in person.
Teachers will participate in professional development and run workshops through West Ed APTT to strengthen 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: Teachers will be paid extended contracts for participation in West Ed Data Nights.
Teachers will engage parents throughout the year (office hours, home visits, workshops and SSTs) to build stronger partnerships in order to support children.	Principal will collect parent communication log at the beginning of the monthly staff meetings.	Outreach Consultant and Community Relations Assistant should support teachers with home visits or outreach to families if necessary.
	Principal will work with Community Relations Assistant and Outreach Consultant to organize opportunities for parent leadership and engagement i.e. Design Team, SSC, Volunteering.	
Community Relations Assistant will coordinate monthly workshops for parents to build understanding of Common Core State 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.

Afterschool program will provide opportunities for students to meet personalized learning goals by giving time for students to read books, take AR quizzes and use STMath and Lexia and conferring as needed in alignment with teacher conferring notes.	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.
Teachers will have weekly game time with outside with students for at least 30 minutes in order to satisfy mandatory PE minutes and to build a strong classroom culture through team work.	Playworks coach will show teachers and noon supervisors new games to play with the kids during PE time and out on the yard to improve school culture and climate.	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.

**MAJOR IMPROVEMENT PRIORITY #3: School Culture- Academic Excellence and Positive Behavior Intervention Support Strategies**

<b>PERFORMANCE STRENGTHS &amp; CHALLENGES for Priority #3</b>	
<b>Student Performance Strengths</b>	<b>Student Performance Challenges</b>
Students are becoming clearer about the rules and expectations at our schools and adults are becoming more consistent and fairer with communication and accountability for children around those rules and expectations.	Only 14% of students at Hoover are reading at or above grade level; instructional time is often lost due to behavior issues or lack of management. .
A culture of high expectations is starting to be developed through reinforcement systems for behavior and academics at the school culture assembly.	Chronic Absenteeims was at 19.5% at the end of 2015.
Parents are becoming increasingly more involved in the school.	Hoover students are performing far below basic at less than 10% on the ELA & Math SBAC. Suspension rate is 3%.

<b>ROOT CAUSE ANALYSIS for Priority #3</b>
<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>
Our tier one systems are strengthening through staff alignment and consistent reinforcement with students of desired behavior through yellow cards and honor cards. Classrooms continue to be the area with the highest behavior incidents based on yellow card data analysis conducted by the school culture team. Several teacher on campus are still struggling with classroom management and decreasing/de-escalating behavior of our students with tier three needs.
<b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>

We need to strengthen our support systems for teachers with challenges around classroom management or teachers who are having difficulty supporting students with tier three needs. Additionally, we need to increase the ratio of adults praising students for desired behavior to adults redirected students for unwanted behaviors.

STUDENT PERFORMANCE GOAL(S) for Priority #3							
Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	By June 2017, the overall indicator rating for school culture and climate will increase to a 3.5 measured by the School Performance Framework.	Attendance Rate	African- American Students	2.71	3.0	3.5	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	By June 2017, the overall indicator rating for school culture and climate will increase to a 3.5 measured by the School Performance Framework.	Attendance Rate	African- American Students	2.71	3.0	3.5	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	By June 2017, our suspension rate will be reduced to 0%.	Suspensions	African- American Students	3.3%	3.1%	0%	5: Students are engaged in school everyday.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

**Major Improvement Strategy for this priority:** *Through Positive Behavior Intervention Support Systems and Trauma Informed Practices, we will strengthen the school climate and meet the needs of ALL our children. Our hope is to improve school culture and classroom management systems so that a culture of academic excellence is an expectation.*

### KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
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 behavior aligned to the values looks like.	School culture team will meet bi-monthly to plan skits and reflect on positive behavior reinforcement 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.).

TIER 1: Recognize and reward students for progress in reading 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 achievement bulletin board. Community Relations Assistant will call/send home notice to parents that their child is being recognized.
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.
TIER 1: Teachers will use "A Circle A Day" resource, provided by the RJ department, 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.
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.
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.
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 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.
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.

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.
TIER 2: Teachers will implement behavior charts and necessary accommodations 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.
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.
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.
TIER 3: Outreach consultant 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.
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.
		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.



Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$34,172.94	21st Century	After school program to accelerate student academic success and provide enrichment opportunities for students.	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.	A1.6: After School Programs	5825	n/a	n/a	n/a	170-1	170
\$96,879.17	After School Education & Safety (ASES)	After school program to accelerate student academic success and provide enrichment opportunities for students.	After school 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	n/a	n/a	n/a	170-2	170
\$7,042.21	General Purpose Discretionary	Purchase furniture to create 21st century learning environment for our students and flexible seating options for students to promote engagement.	Funding Priority: Furniture will be purchased for a classroom and library to transform the spaces for blended and personalized learning instructional program, as well as, maker spaces. Students need modular furniture and flexible seating environments to be able to participate in this educational opportunity and increase student achievement outcomes.	A3.1: Blended Learning	4432	n/a	n/a	n/a	170-3	170
\$14,794.53	General Purpose Discretionary	Purchase basic supplies to run the school i.e. paper, pencils, white board markers.	Funding Priority: Fund basic supplies to ensure that the students and teachers have the resources they need to teach and learn.		4310	n/a	n/a	n/a	170-4	170
\$3,000.00	General Purpose Discretionary	Pay for subs to cover classes to support unit planning and assessment.	Provide sub coverage every 6 weeks for teacher teams to meet Bi-Monthly and develop 6 week units using ILT created guidelines for collaboration deliverables and 6 week unit framework.	A2.10: Extended Time for Teachers	1150	n/a	n/a	n/a	170-5	170
\$6,000.00	General Purpose Discretionary	Purchase basic supplies to run the school i.e. paper, pencils, white board markers.	Funding Priority: Fund basic supplies to ensure that the students and teachers have the resources they need to teach and learn.		5610	n/a	n/a	n/a	170-6	170
\$30,232.85	LCFF Concentration	TSA to support implementation of blended learning and personalized learning instructional program.	Train new teachers and 2nd grade teachers on how to use the devices and online programs. TSAs will support new and 2nd grade teachers during the 1st month of school on how to use devices with the students. ILT will monitor school-wide implementation of monthly STAR Test, weekly AR quizzes and 60-90 minutes of Lexia and ST math implementation weekly.	A3.1: Blended Learning	n/a	11 MONTH CLASSROOM TSA	C11TSA0273	0.25	170-7	170
\$3,225.55	LCFF Concentration	Hire Community Relations Assistant II (Bilingual) to support parent engagement in school design work and increase parent participation in academic life of students.	Hoover Admin Team (Principal, AP, and CCTLS) and the Community Bilingual Assitant will host workshops for TK and kinder and new parents every day for the first week of school to build relationships, partnerships and help the understand the organizational structure of the school.	A1.4: Early Childhood Education	n/a	COMMUNITY RELATIONS AST II BIL	CRAIIB9999	0.04	170-8	170
\$48,848.30	LCFF Concentration	Hire STIP Sub as a student teacher to create a "Farm" system at Hoover through BATTI and to offer more reading intervention for students.	Student Teacher (STIP Sub) will run at least four intervention groups of 5 students in each group using the LLI system.	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP9999	1	170-9	170
\$17,693.30	LCFF Concentration	Purchase a mental health intern from the district to provide more mental health support for our students and families.	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.	A5.2: Health and Wellness (Mental & Physical Health)	5739	n/a	n/a	n/a	170-10	170
\$24,998.02	LCFF Supplemental	Hire Community Relations Assistant II (Bilingual) to support parent engagement in school design work and increase parent participation in academic life of students.	Community Relations Assistant will meet bi-monthly with principal and/ or coach team to discuss and plan parent workshops.	A3.3: Family Engagement focused on Literacy Development	n/a	COMMUNITY RELATIONS AST II BIL	CRAIIB9999	0.31	170-11	170
\$19,963.05	LCFF Supplemental	Hire extra noon sup. to support a safer and more positive school yard.	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.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV9999	0.4	170-12	170
\$9,965.94	LCFF Supplemental	Continue to fund extra noon sup. to support a safer and more positive school yard.	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.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV0122	0.4	170-13	170
\$41,687.32	LCFF Supplemental	Continue to fund Outreach Consultant to support TIER 2 and TIER 3 students, as well as, lower chronic absenteeism rate.	Outreach Consultant and Community Relations Assistant should support teachers with home visits or outreach to families if necessary.	A5.4: Root Causes of Chronic Absence	n/a	OUTREACH CONSULTANT	ORCNST0018	0.55	170-14	170

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$892.03	LCFF Supplemental	Continue to fund Gardening STIP sub to provide gardening education to students, offer teacher collaboration time, and support restorative justice practices and de-escalation support throughout the day.	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.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP0309	0.02	170-15	170
\$30,779.95	LCFF Supplemental	Purchase basic supplies to run the school i.e. paper, pencils, white board markers.	Funding Priority: Fund basic supplies to ensure that the students and teachers have the resources they need to teach and learn.		4310	n/a	n/a	n/a	170-16	170
\$5,496.23	LCFF Supplemental	Purchase furniture to create 21st century learning environment for our students and flexible seating options for students to promote engagement.	Funding Priority: Furniture will be purchased for a classroom and library to transform the spaces for blended and personalized learning instructional program, as well as, maker spaces. Students need modular furniture and flexible seating environments to be able to participate in this educational opportunity and increase student achievement outcomes.	A3.1: Blended Learning	4432	n/a	n/a	n/a	170-17	170
\$306.70	LCFF Supplemental	Purchase a mental health intern from the district to provide more mental health support for our students and families.	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.	A5.2: Health and Wellness (Mental & Physical Health)	5739	n/a	n/a	n/a	170-18	170
\$17,000.00	LCFF Supplemental	Playworks Contract to support safe and productive play	Playworks coach will show teachers and noon supervisors new games to play with the kids during PE time and out on the yard to improve school culture and climate.	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	170-19	170
\$10,000.00	LCFF Supplemental	Purchase Online programs for blended learning.	TK-5 will implement ST Math Online Program daily during the blended learning workshop model 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.	A3.1: Blended Learning	5846	n/a	n/a	n/a	170-20	170
\$32,693.72	Measure G (School Libraries)	Hire STIP Sub to run the library and provide reading intervention to 1-2 groups a week, and manager a "makers space"	Funding priority: 2 STIP Subs to provide coverage for bi-monthly grade level collaboration and regular subs for 6 week planning.	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCSTIP0501	0.9	170-21	170
\$6,000.00	Measure G (School Libraries)	Purchase new furniture for the library.	Funding Priority: Furniture will be purchased for a classroom and library to transform the spaces for blended and personalized learning instructional program, as well as, maker spaces. Students need modular furniture and flexible seating environments to be able to participate in this educational opportunity and increase student achievement outcomes.	A3.1: Blended Learning	4432	n/a	n/a	n/a	170-22	170
\$3,306.28	Measure G (School Libraries)	Purchase books for the library to replenish and update our collection.	Funding priority- pay for AR subscription, books for classroom libraries and reading prizes. Data will be shared with parents through APPT and with SSC monthly.	A2.1: Implementation of CCSS & NGSS	4200	n/a	n/a	n/a	170-23	170
\$25,868.98	Measure G (TGDS)	STIP sub to release teachers for evaluation pre and post observation conferences.	Each CCTL will be in a coaching cycles with at least 2 teachers at a time in alignment with our PD/Unit cycle timeline.	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP0309	0.58	170-24	170
\$411.02	Measure G (TGDS)	Pay for resources teachers need as a result of projects based on TGDS feedback.	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.	A2.6: Teacher Evaluation	4310	n/a	n/a	n/a	170-25	170
\$36,287.45	Program Investment	Hire Community Relations Assistant II (Bilingual) to support parent engagement in school design work and increase parent participation in academic life of students.	Community Relations Assistant will coordinate monthly workshops for parents to build understanding of Common Core State Standards and new programs.	A6.5: Academic Parent-Teacher Communication & Workshops	n/a	COMMUNITY RELATIONS AST II BIL	CRAIIB9999	0.45	170-26	170
\$212.56	Program Investment	Purchase basic supplies for the school.	Funding Priority: Fund basic supplies to ensure that the students and teachers have the resources they need to teach and learn.		4310	n/a	n/a	n/a	170-27	170
\$16,127.75	Title I Basic	Hire Community Relations Assistant II (Bilingual) to support parent engagement in school design work and increase parent participation in academic life of students.	Community Relations Assistant will attend weekly staff PD, work with APPT and teachers to coordinate parent learning opportunities.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	n/a	COMMUNITY RELATIONS AST II BIL	CRAIIB9999	0.2	170-28	170
\$23,846.66	Title I Basic	Pay to increase EEIP from 0.65 to 1.0	Grade level teams will collaborate to build at least one science and literacy unit a year.	A2.1: Implementation of CCSS & NGSS	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0028	0.35	170-29	170

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$13,380.51	Title I Basic	Continue to fund Gardening STIP sub to provide gardening education to students, offer teacher collaboration time, and support restorative justice practices and de-escalation support throughout the day.	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.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP0309	0.3	170-30	170
\$1,283.00	Title I Basic	Purchase supplies to enhance academic program for students.	Funding priority- pay for AR subscription, books for classroom libraries and reading prizes. Data will be shared with parents through APPT and with SSC monthly.	A3.3: Family Engagement focused on Literacy Development	4310	n/a	n/a	n/a	170-31	170
\$4,800.00	Title I Basic	Pay for buses for fieldtrips.	Funding Priority: Fund at least one fieldtrip per class so that students have the opportunity to learn outside of the classroom.	A2.10: Extended Time for Teachers	5826	n/a	n/a	n/a	170-32	170
\$1,523.63	Title I Parent Participation	Supplies for parent workshops on literacy and blended learning.	Community Relations Assistant will meet bi-monthly with principal and/ or coach team to discuss and plan parent workshops.	A3.3: Family Engagement focused on Literacy Development	4310	n/a	n/a	n/a	170-33	170

## 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.

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*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*

**Title I School Parental Involvement Policy 2015-6**

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 24, 2015.
- Offer a flexible number of meetings for parents. We hold "Coffee and Bagels with the Staff" in the morning, SSC in the morning, and a number of educational themed meetings at varying times. Our outreach consultant 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.

## **Hoover** has jointly developed and distributed to parents of Title I students a **School-Parent Compact**

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
    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. Monthly parent newsletter

- 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 24, 2015, and at our SSC on November 4, and December 2, 2015.

This policy was adopted by the Hoover School Site Council on December 2, 2015, 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)

12/2/2015  
(date)



## School Site Council Membership Roster – Elementary

**School Name:** Hoover Elementary School

**School Year:** 2015-6

<b>Chairperson :</b> Cesar Escalante	<b>Vice Chairperson:</b> Ali Goldstein
<b>Secretary:</b> Kathy Emam	<b>*LCAP Parent Advisory Nominee:</b> Misty Cross
<b>*LCAP EL Parent Advisory Nominee:</b> Cesar Escalante	<b>*LCAP Student Nominee:</b>

**Place "X" in Appropriate Members Column**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Ashley Martin	X			
Annika McPeek		X		
Tamara Dukes		X		
Ali Goldstein		X		
Lissette Averhoff			X	
Cesar Escalante				X
Misty Cross				X
Pamela Stantey				X
Rowena Ward				X
Juanita Drake				X

<b>Meeting Schedule</b> (day/month/time)	First Wednesday of the month, 8:35 AM in the Library
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**SSC Legal Requirements: (Ed. Code 52852)**

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

1-Principal  
3-Classroom Teachers  
1-Other Staff  
**And**  
5-Parent /Community

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

\*Please submit nominees' contact information to [raquel.jimenez@ousd.k12.ca.us](mailto:raquel.jimenez@ousd.k12.ca.us) for participation in district elections.