



ALTERNATIVE SCHOOL OF
CHOICE
ANNUAL EVALUATION REPORT
FALL 2011

Evaluation Period: School year 2011-12

Hooker Oak School
Chico Unified School District
Chico, CA

ALTERNATIVE SCHOOL ANNUAL EVALUATION REPORT

**Hooker Oak School
Chico Unified School District
Chico, CA**

PART I: INTRODUCTORY INFORMATION

- A. Hooker Oak School: Open Structured Classroom School
- B. 1238 Arbutus Avenue
Chico, CA 95926
Office: 530-891-3119
FAX: 530-891-3120
- C. Chico Unified School District
- D. Date of Open Structured Classroom Inception: August 1973
- E. Evaluation Period: School Year 2011-2012
- F. Evaluators: Principal, Teachers, Parent Advisory Board committee members
 - Submitted for Chico Unified School Board packet Winter 2012-13
 - Presented to and input received from Chico Unified School Board Winter 2012-13
- G. Principal: School Year 2011-12: Sue Hegedus, Phone: 530-891-3119

PART II: EXECUTIVE SUMMARY: BACKGROUND HISTORY

Hooker Oak School housed 336 students in the spring of 2012. The entire physical location in the Hooker Oak complex operates within the parameters of the Open Structured Classroom concept except for one developmental kindergarten and one Special Day Classroom, (grades first through sixth). Open Structured Classrooms (OSC) has been a program of choice in Chico Unified School District (CUSD) for over thirty years since its first class in 1973 and became a California Alternative School of Choice in 2008. Hooker Oak K-8 School served students in grades Kindergarten through Sixth grade in the 2011-12 school year. There were thirteen open structured classrooms and two district special education classrooms at the site of the Hooker Oak School in the 2010-2011 school year.

In the spring of 2005, the CUSD School Board voted to have the Open Structured Classroom program at the single school site of Hooker Oak School located on Arbutus Avenue. At the same time, the neighborhood boundaries were disbanded and Hooker Oak School was no longer considered a neighborhood school but only as the Hooker Oak School housing the Open Structured Classrooms.

Parents enroll their children on a voluntary basis each spring, provide their own transportation, and are involved in assisting teachers with funding the school's classrooms and volunteering as parent aides in all classrooms. This investment is written into the family commitment agreement when students are enrolled in the Open Structured Classrooms program thus active parents are a common sight at the school. The Hooker Oak OSC Parent Advisory Board (PAB) is a parent-teacher organization, which supports the Open Structured Classrooms philosophy. Representatives of this organization wrote the parent section of this document. Parent involvement is facilitated/coordinated by the activities of members of the PAB called Parent Volunteer Coordinators (PVC) who help coordinate fundraising and school events.

PART III: ANNUAL EVALUATION DESIGN AND IMPLEMENTATION

Hooker Oak Elements that Facilitate Student Achievement

The Open Structured Classroom (OSC) program at Hooker Oak School is open to all students district-wide and accepts students from outside the district as well. The OSC program is offered as an educational alternative to all students on a space available basis but a part of the philosophy is to keep the school small as well as the classrooms when allowable by the CUSD. The classes in 2011-12 began our change to looping single grades in a two year loop with the same teacher. The OSC program philosophy includes the affective needs of the child, and strives to allow each individual to grow in cognitive skills at a pace and level commensurate with ability, readiness and need, while ensuring that educational goals are met. State standards form the foundation, but not the ceiling, for determining the academic program at Hooker Oak. The OSC program is made up of several elements/variables that facilitate and enrich student achievement and form the basis for the uniqueness of Hooker Oak as an alternative school in California. It is these OSC elements that strengthen the student outcomes at Hooker K-8 School. The OSC elements are:

1. Integrated Instruction Centered around a Thematic Foundation based in Science or Social Science
2. Emphasis on Individual and Social Responsibility
3. Looping Classes (providing a two year cycle with a teacher)
4. Creative Arts
5. Instruction in Basic Skills (based on California State Standards)
6. Communication Skills
7. Self-Concept Development
8. Problem Solving and Thinking Skills
9. A Rich and Stimulating Environment (Enriched Environment)
10. Open Opportunities and Service Learning = Element of Choice given to students in regards to their mode of learning and learning experiences
11. Development of Self Reliance and a Positive Learning Attitude
12. School and Home as Active Partners

Evaluation steps

1. Administration of California Standards Test to grades 2nd through 8th.
 - a. April 2012
 - b. Submitted to state by Sue Hegedus, Principal 2011-12
2. Writing of School Based document
 - a. Written by Sue Hegedus, Principal (2011-12), submitted to teachers for editing.
 - b. Submitted Autumn 2012 with inclusion of initial 2012 CST data analysis.
3. Part V: Parent Information
 - a. Written by Long Range Planning Committee of the Parent Advisory Board

IV: ANNUAL EVALUATION OUTCOMES

This annual evaluation, as required by the California Department of Education, is focused on student achievement data taken from the annual California State Testing and Reporting (STAR) program. Recommendations for the 2012-13 school year are included in this document. The correlation of all of the OSC elements in raising student achievement has not been quantified. Success with a couple of the elements such as "Instruction in Basic Skills" and some "Problem Solving" skills may be identified through the state testing. This document attempts to identify observational data that will relate to the success of certain OSC elements throughout the document.

This evaluation has the following ongoing/yearly goals as defined by the California Department of Education:

- a. **INSTRUCTIONAL FOCUS** of the program and its application fit as an alternative school of choice in the Chico Unified School District.
- b. **STUDENT ACADEMIC ACHIEVEMENT GROWTH**
 1. Comparison over recent years, and multiple years at the school, and in comparison with Chico Unified School District scores and State of California scores on the California Standards test specifically in English-Language Arts and Mathematics grades 2-6.
- c. **SURVEY DATA** Parent, staff and student survey results in regards to school culture and its implications for work in the new school year.

A. **INSTRUCTIONAL FOCUS**

In the 2011-12 school year, the Hooker Oak community committed to creating a renewed mission and vision for Hooker Oak. This work was finalized in the spring of 2012. The Hooker Oak School OSC renewed mission is succinctly put as

Hooker Oak School: *Growing a Community of Learners*

- Growth through the joy of creativity and discovery.
- Growth through educational excellence.
- Growth through positive life choices.

The renewed Hooker Oak vision is:

"The learning environment at Hooker Oak will promote student participation in a variety of authentic and engaging curricular activities which foster the development of the whole child. Students will demonstrate a proficiency in the curriculum standards while being supported in a nurturing educational program, balanced with high expectations for accountability, shared by students, teacher, and parents."

Under the mission of the state of California for schools of choice, the foundational methodologies of schools of choice should assist students to achieve academic success through an alternative focus. The elements in Hooker Oak's Open Structured Classroom program that facilitate a different instructional methodology incorporate the following:

- Looped classrooms (Kindergarten-First Looping Pod, 2nd – 3rd Looping Pod, 4th – 5th Looping Pod, 6th grade stand-alone as leaders of the school)
- Integrated curriculum and instruction through science and social science based themes
- Instruction of students in becoming self-reliant and well-rounded citizens
- Provisions for students to experience different learning styles while learning about their style of preference

- Instruction incorporating basic skills, communication skills, problem solving and thinking skills through state standards

Emphasis at Hooker Oak OSC is on experiential learning using problem solving skills and inquiry. Academic goals are achieved through an integrated instructional approach linked with the children's interests and needs. This integrated instructional approach provides a methodology of curriculum organization making connections for students between content areas to provide students better understanding of the gestalt of knowledge of a topic. These content areas are studied through conceptual learning with a starting point within the California State Standards.

The teacher supports the learning environment as well as the learning preference of each student. Individual student needs are addressed through the delivery of instruction utilizing learning styles, whether through modalities or Gardner's theory of multiple intelligences. Attention is paid to the variable ways in which students learn. The idea is not always what children should do at a given age or time, but what the child needs to help them develop to their full potential. This requires the OSC teacher to differentiate¹ the curriculum when needed while keeping the California State Standards in mind. This marks the first year for the looping change to one grade level classrooms and examination of our spring 2012 data displays that our scores are going up. It will be important to monitor the effects of the looping element over the next five years² (so that we have completed three looping cycles) to determine if the looping change has made a difference at Hooker Oak.

Yearly parents suggest an addition of grades 7 and 8 again at Hooker Oak, as some like the student support that is provided in a nine-year school continuum that allows students to get needed knowledge in a small learning community setting before heading off for the high school years. In the 2011-12 school year, we found that we did not have enough students to fill a junior high program. Our community has noticed the improvement of the junior highs in our district and many no longer feel the need for separation of their children from that junior high experience.

Finally, by having many parents and grandparents in the building to assist with student learning in the classroom, added to Hooker Oak's Primary Intervention Program (PIP), Second Step, and psychologist intern program, there are many opportunities for students to receive adult guidance every day while on campus in the OSC program.

In review, Hooker Oak OSC is a community of learners whose goal is building self-reliant learners who are able to master the curriculum concepts and where teachers, students, and parents are actively involved in the school. Hooker Oak OSC School draws families from the entire Chico Unified School District. The community extends beyond the classroom walls to other classes, to Chico's urban community³, and out into the world.

A constant discussion within the Hooker Oak community is whether Hooker Oak classrooms are living up to the philosophy of the school as an Open Structured Classroom school. In the 2011-12 school year, staff continued the process of having multiple discussions about the OSC elements and what they are through looking at what they would look like to a visitor entering a Hooker Oak OSC

¹ As differentiation is a challenge in any classroom for dedicated teachers, it was an *extreme* challenge in a multiage classroom where a normal one grade level span of abilities is doubled because of the two grades in one classroom. When Hooker Oak had multi-age classrooms, this was an ongoing challenge in raising student achievement on a consistent basis year to year (identified by teachers through longitudinal data in the 2010-11 school year and the reason for the change to looping in this 2011-12 school year).

² A consideration within these five years will be the change to a new testing format by the state based on the adopted National Common Core Standards.

³ Hooker Oak assists community groups like the Salvation Army, Windchime Eldercare facility, the Chico Humane Society, Relay for Life, and many others.

classroom, what this classroom would sound like, and what it would feel like. This discussion is always ongoing. The **OSC Element rubric** aides these discussions and the administrator walk-throughs to evaluate its implementation. The school staff also finds that the name “Open Structured Classroom” in the game is confusing to new families who come to Hooker Oak thinking the classrooms are to be very loose with no structure, whereas the opposite is true as there is a definite defined structure within the framework of the OSC elements.

In the summer of 2012, new Hooker Oak staff, plus the principal, attended the Highly Effective Teaching (HET) trainings for the third year in a row. The following foundation OSC elements are defined in HET along with accompanying brain research, strategies of implementation, and utilization of active work sessions with an HET mentor. Emphasis in these OSC elements is presented throughout the HET model:

- Integrated Instruction
- Individual and Social Responsibility
- Creative Arts
- Instruction in Basic Skills
- Communication Skills
- Self-Concept Development
- Problem Solving and Thinking Skills
- Enriched Environment
- Element of Choice
- Development of Self Reliance

New Action Proposal 1 for 2012-2013: *Continue working with new staff on shared understanding of the elements and philosophy of an OSC classroom and hold staff accountable for implementing those elements. Expand the conversation to discuss the name “Open Structure.”*

New Action Proposal 2 for 2012-2013: *Continue to attend Highly Effective Teaching trainings to obtain a current view and research of foundation elements of OSC. Include information about the elements and their implementation in the school’s newsletter, website, and blog.*

New Action Proposal 3 for 2012-2013: *Continue and complete the curriculum mapping process to display the integrated yearlong connections to the California state standards for the second looping year (2012-2013 and to begin the integration of the national Common Core Standards.*

B. STUDENT ACADEMIC ACHIEVEMENT GROWTH

California State Standards Based Test English Language Arts and Math Data: ⁴

⁴ It is important to note that the Hooker Oak community is split upon the importance of the CST assessment and its relevance to Hooker Oak students. For the most part, it does not recognize the CST test and its results as an end-all to whether Hooker Oak is a success or not at reaching its goals, but does recognize that this limited assessment in English-Language Arts and Mathematics does provide some indicators of student success that the school must pay attention to for our students to be able to compete in the world outside the Hooker Oak walls. The importance, relevance, and applications of the CST is an ongoing, lively discussion at Hooker Oak that will continue as long as it is the solitary emphasis put on the school’s student achievement success by the state and it is a mandated assessment tool of this document to the State Department of Education.

In the spring of 2012 the California Standards Test (CST) was administered to the second to sixth grades. Below is the school's *proficiency data* from the last four years compared to district and state proficiency scores. Comments are extrapolated from staff analysis of data August-September 2011.

CST 4 Year Data Hooker Oak School: 2009-2012 Spring Testing

Comments extrapolated from staff analysis of data August 2012

CST	2 nd Grade Hooker Oak School OSC											
	HO	CUSD	CA	HO	CUSD	CA	HO	CUSD	CA	HO	CUSD	CA
ELA	08-09			09-10			10-11			11-12		
% of Enrollment Tested	95%			98%			96%			95%		
% Proficient & Above	52%	45%	53%	40%	38%	54%	52%	45%	53%	42%	50%	58%
% Basic & Below	49%	55%	47%	61%	62%		49%	55%	47%	48%	49%	42%
Math	08-09			09-10			10-11			11-12		
% of Enrollment Tested	95%			98%	95%					95%		
% Proficient & Above	80%	59%	63%	80%	59%	63%	80%	59%	63%	67%	60%	64%
% Basic & Below	20%	41%	37%	20%	41%	37%	20%	41%	37%	34%	40%	36%

CST	3 rd Grade Hooker Oak School OSC											
	HO	CUSD	CA	HO	CUSD	CA	HO	CUSD	CA	HO	CUSD	CA
ELA	08-09			09-10			10-11			11-12		
% of Enrollment Tested	96%			45%			94%			93%		
% Proficient & Above	47%	49%	55%	47%	39%	44%	51%	38%	46%	48%	49%	48%
% Basic & Below	53%		57%	63%	60%		50%	63%	53%	52%	50%	52%
Math	08-09			09-10			10-11			11-12		
% of Enrollment Tested	96%			59%			96%			93%		
% Proficient & Above	59%	20%	41%	37%	54%	65%	66%	59%	68%	78%	63%	69%
% Basic & Below	40%	43%	35%	63%	46%		34%	41%	32%	22%	37%	31%

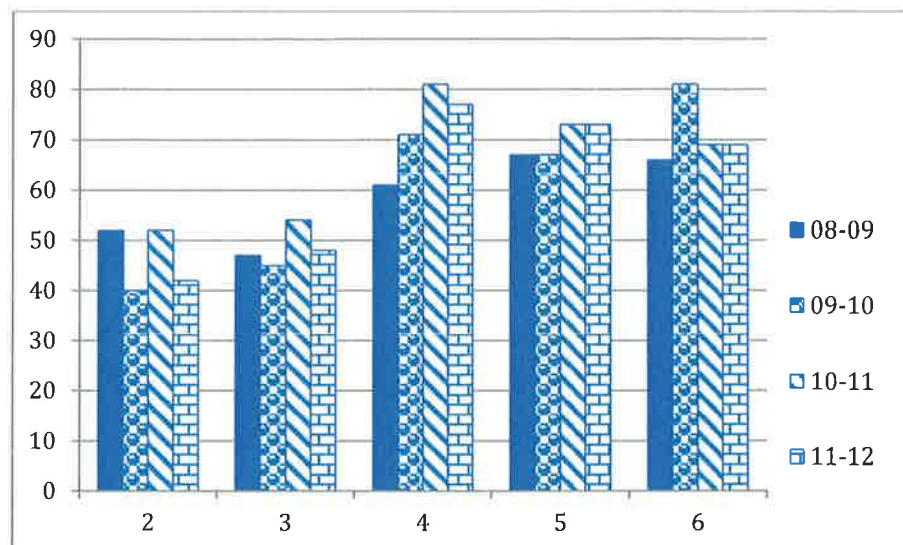
CST	4 th Grade Hooker Oak School OSC											
	HO	CUSD	CA	HO	CUSD	CA	HO	CUSD	CA	HO	CUSD	CA
ELA	08-09			09-10			10-11			11-12		
% of Enrollment	94%			92%			96%			92%		
% Proficient & Above	61%	53%	61%	71%	61	63	81%	83%	64%	77%	63%	67%
% Basic & Below	39%	38%	38%	29%	39%		20%	37%	35%	23%	37%	33%
Math	08-09			09-10			10-11			11-12		
% of Enrollment	94%			90%			94%			94%		
% Proficient & Above	70%	63%	66%	31%	52%	68%	62%	66%	71%	45%	60%	71%
% Basic & Below	30%	37%	34%	69%	48%		17%	34%	29%	55%	40%	30%

CST 4 Year Data Hooker Oak School: 2009-2012 Spring Testing:

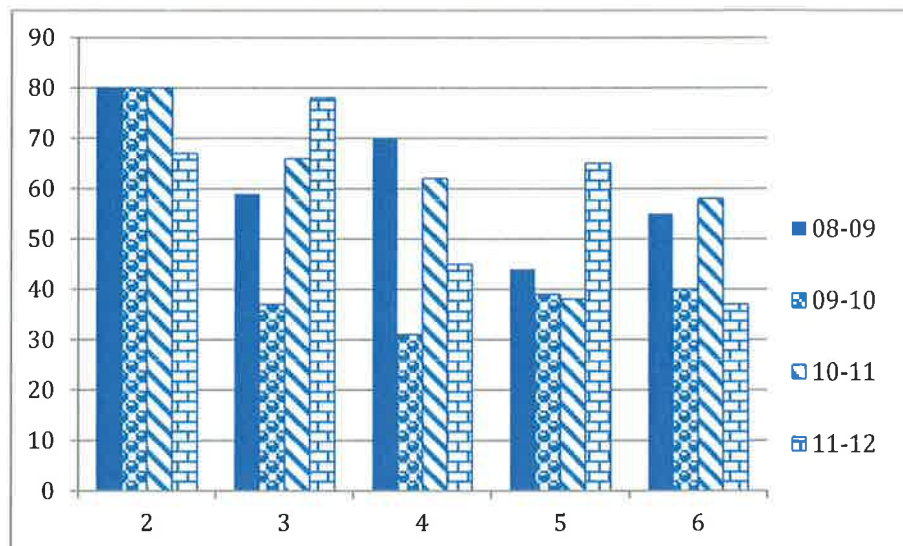
CST	5 th Grade Hooker Oak School OSC											
	HO	CUSD	CA	HO	CUSD	CA	HO	CUSD	CA	HO	CUSD	CA
ELA	08-09			09-10			10-11			11-12		
% of Enrollment	100%			81%			89%			98%		
% Proficient & Above	67%	58%	54%	67%	62%	58%	73%	60%	59%	73%	66%	63%
% Basic & Below	33%	42%	46%	33%	37%		28%	40%	41%	27%	33%	37%
Math	08-09			09-10			10-11			11-12		
% of Enrollment	100%			81%			89%			95%		
% Proficient & Above	44%	48%	57%	39%	55%	60%	38%	56%	63%	65%	61%	65%
% Basic & Below	56%	52%	43%	61%	46%		63%	45%	37%	36%	39%	35%

CST	6 th Grade Hooker Oak School OSC											
	HO	CUSD	HO	HO	CUSD	CA	HO	CUSD	CA	HO	CUSD	CA
ELA	08-09			09-10			10-11			11-12		
% of Enrollment	95%			91%			88%			84%		
% Proficient & Above	66%	61%	52%	81%	61%	56%	69%	61%	55%	69%	60%	59%
% Basic & Below	33%	39%	48%	26%	38%		30%	39%	44%	31%	41%	41%
Math	08-09			09-10			10-11			11-12		
% of Enrollment	93%			89%			88%			82%		
% Proficient & Above	55%	53%	49%	40%	49%	52%	58%	55%	63%	37%	54%	55%
% Basic & Below	47%	47%	51%	60%	52%		42%	45%	47%	63%	46%	45%

Looking at the proficiency percentages gives a look into the growth expected by No Child Left Behind. Even though that goal of 100% proficiency is unrealistic in the staff's viewpoint, Hooker Oak has now had a steady growth in API.



ELA 2008/09 to 2011/2012



Math 2008/09 to 2011/2012

Long range data observations from proficiency levels and API scores

- In early years of NCLB, Hooker Oak's growth was an up and down event (something that assisted the decision to change from Multi-age to Looping classrooms).
- Concerns still exist when we see our similar school's ranking is in the last 10 of the 100.
- Of the last 7 years, Hooker Oak has met the 800 API limit five times.

Table: API Base to Growth from One Year to the Next since becoming a single campus

2011 Base	2012 Growth	Growth
801	816	+15

2010 Base	2011 Growth	Growth
786	800	+14

2009 Base	2010 Growth	Growth
821	786	-35

2008 Base	2009 Growth	Growth
813	823	+10

2007 Base	2008 Growth	Growth
791	818	+27

2006 Base	2007 Growth	Growth
818	793	-25

In examining the school's progress and student achievement, teachers felt collaborative progress was not proceeding due to scheduling issues for adequate collaboration. PLC's were meeting *only two times per month* in the 2010-11 school year. Staff proposed to their union for the 2011-12 school year an early release day *once every week* for a 55-minute consistent time for teacher PLC collaboration to occur. The proposal was accepted in May of 2010 and enacted the 2011-12 school year. This provided weekly time for staff to address RtI needs and the ability for teaching teams to address the four Dufour questions.⁵

Other changes initiated for the 2011-12 year involved the 7-8 program. Teachers discussed how important to the program continuance it was that the 7th and 8th graders were students who had gone through the previous years at Hooker Oak. That at least this was not their first years at Hooker Oak. This was not the case with last year's 7th and 8th graders, as most were new to Hooker Oak coming to the school because of behavior issues in the bigger junior highs or parents wanting a smaller environment with more supervision than the bigger junior highs. Parents were polled for intent to continue the enrollment of their 6th graders at Hooker Oak for the 2011-12 school year as 7th graders. There were not enough who intended to enroll their students in the program for 7th grade to make a viable classroom. With district approval, the 7-8 program has been pulled for the 2011-12 school year. In future years, 7-8 planning will be considered as a 6-7-8 looping pod if parents enroll their 6th graders for middle school years.

These two initiatives are bold, courageous moves by a caring staff that has moved towards strength in collaboration and sharing. It is a direct result of what happens when staffs are becoming adept at the PLC process and see its advantages as well as its demands. With an interest for their students, this staff is to be commended for their brave moves while still continuing to believe in and implement the OSC elements for the growth of the whole student that they teach.

New Action Proposal 5 for 2012-2013: *Implement an early-release schedule once a week, monitoring it with PLC agendas and minutes from team members which are to be submitted in the school's portfolio to the superintendent in the spring of 2013.*

New Action Proposal 6 for 2012-2013: *Implement a 2 year loop cycle with students having one teacher for two grade levels grades K-5, monitoring it with teacher reflection at the end of the second grading period.*

-
- ⁵
1. What do we want students to learn?
 2. How will we know if they have learned it?
 3. What will we do if they have?
 4. What will we do if they haven't?

Through the 2011-2012 school year, staff was uncomfortable using the district benchmark assessments and using Edusoft to record their class scores. This created the inability of the school to use the Edusoft data to reflect on success of the school's goals and the benefit or not of these assessments in guiding Hooker Oak instruction.

As a step into the world of RtI, the school implemented a school-wide pilot use of DIBELs (Dynamic Indicators of Basic Early Literacy Skills) assessments and accompanying progress monitoring to look at fluency as an indicator of reading success. The scores from these assessments identified students who needed extra help in Tier I (in the classroom) and in Tier 2 (outside the classroom for extended assistance). Edusoft was used to record classroom scores, but the school's technology aide input them into Edusoft instead of the teachers. This aided the better success of using Edusoft to identify student needs and their progress.

New Action Proposal 7 for 2012-2013: *Create an Hooker Oak assessment plan and submit to the district for approval for the 2013-14 school year.*

Similar Schools Ranking⁶

Although the school's API score rose this last year, Hooker Oak had a low similar schools ranking of 1 out of 10. In the Chico Unified School District's schools with similar demographics, Sierra View was identified as one of the 100 similar schools to Hooker Oak demographics. Below are proficiency scores for this similar school (as identified by the state) that is in Chico Unified in comparison to Hooker Oak.

English Language Arts 11-12 and Similar CUSD District School

SIERRA V	HO
74.7%	63.3%

Math 11-12 and Similar CUSD District School

SIERRA V	HO
80.7	583%

English Language Arts 11-12 and Similar CUSD District School

ELA	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
HO	42	48	77	73	69
Sierra View	70	72	75	86	75

Math 11-12 and Similar CUSD District School

⁶ **Similar Schools Ranking:** For STAR school reports only, schools are ranked compared to 100 other schools with similar demographic characteristics. For the similar schools rank, schools are ranked into deciles according to school type: elementary, middle, and high. To determine the similar schools rank for a school, a comparison group of 100 similar schools of the same type is formed for that school, based on similar demographic characteristics. The APIs for this group of 100 schools are ranked into ten categories of equal size, called deciles, from one (lowest) to ten (highest). Each decile contains 10 percent of all of the 100 similar schools in the comparison group. The school's similar schools rank is the decile where that school's Base API falls compared with the Base APIs of the 100 other similar schools in the comparison group. Demographic characteristics included in similar schools rank calculations are pupil mobility, pupil ethnicity, pupil socioeconomic status, percentage of teachers who are fully credentialed or have emergency credentials, percentage of English learners, average class size per grade level, percentage of grade span enrollments, percentage of GATE students in the program and student with disabilities, percentage of reclassified fluent English proficient students, percentage of migrant education students.

MATH	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
HO	67	78	45	65	37
Sierra View	81	88	82	87	61

Based on all of the school's data and the lack of any other school data and consistent common assessments, the Hooker Oak grade levels yearly create and evaluate SMART goals in math and English Language Arts. Within the creation of these goals, the evaluation tool for the SMART goals are the STAR Progress Assessments distributed by the district along with CST data. In the fall of 2012, analysis of assessment scores from Spring 2012 occurred to evaluate success on these goals using the CST data. Throughout the school year of 2011-12, staff also used the district benchmark assessments, which were administered three times during the year, to assess the grade level's SMART goals.

Proposed Action for 2012-13 recommended based on CST Data:

New Action Proposal 8 for 2012-2013:

In fall 2012, analysis by staff of CST data for Spring 2012 should occur fitting it into the data presented within this document and as an added tool for assessing success on school SMART goals. This needs to continue as a yearly recursive process. Teachers need the opportunity to disaggregate the CST data to determine what knowledge it presents to the school to meet students' needs as identified by the CST. {completed by the beginning of the writing of this documents}

New Action Proposal 9 for 2012-2013:

The method of testing in the CST provides some opportunities to compare Hooker Oak's students across the district and state, but does not provide adequate assessment information of the effect of the variables specific to the Open Structured Classroom. It is recommended that the school continue to develop their own common assessments (with the understanding that they are also tied to state standards).

New Action Proposal 10 for 2012-2013:

Provide staff development on Illuminate , the new district data tool. Create an assessment calendar that includes when assessments should be given, when data is due on Illuminate, and when reflections on the data and follow-up will occur.

C. SURVEY DATA

Survey data occurred in the 2011-2012 school year surveying parents, students and staff.

As recommended in last year's evaluation document, a survey was taken to inquire into various aspects of Hooker Oak as a school. Results of the surveys are in the Appendix. Below are a few repeated statements in the surveys about strengths and weaknesses.

General Survey Parent Comments:

1. What are the strengths of this school?

- Caring community, learning, responsibility, friendship, thematic teaching, parental involvement
- The OSC elements, the learning family community.

- Focus on life skills.
- Community
- The merging of academics and art.
- Sense of community, creativity & arts, love the garden, love that teachers have collaboration time and are working together as a team.
- Families that work hard, volunteering their time and skills. Teachers passionate
- It's a solid school, a great place to spend your elementary years.
- I appreciate the continuous and on going communication between teachers/staff and parents and student.

2. What needs to be improved?

- More parent involvement
- More art and music
- Accountability and adequate reprimand of staff. Student safety and anti-bullying. Physical education implementation. Student respect. Academic intensity and ability to focus on growth of individuals rather than teaching to the middle which OSC should be doing
- Want to see Parent support teachers and principle with the positive changes they are making. Challenging the kids that are bored, but not with more challenging homework.
- Wish we could update the facilities
- Some parents thinking they can rule the school and what the teachers/professionals know is best. The paid yard duty situation is unacceptable. Many kids feel unsafe at recess and then the problems come back into the classrooms.
- If special needs kids are to mix with the general population, they should be non-violent.

General Survey Staff Comments:

1. What are the strengths of this school?

- A sense of community among the teachers. Supportive families, a fun staff.
- An importance on community
- Communication, Friendship, Care, Family Atmosphere
- Community environment
- Deciding how we want to teach curriculum
- Energetic staff, shared learning time, belief that all students can succeed
- Family feeling, dedicated families who care about their kids

2. What needs to be improved?

- A better idea of "open structure" for new teachers, More collaboration time for teachers that are not directly in our pod
- Academic rigor and consistency across and within all grades
- Continuity of intervention model, although we have successful interventions in place, I think there needs to be more continuity in curriculum and movement between groups etc.
- Continuity of teachers
- Developing a clearly defined vision
- Teachers need to come to an agreement on curriculum and continue to work together, rather than close the door and use different curriculum than their peers.

Implications for Actions in the 2012-13 School Year

1. Continue work on public image
2. Staff development on teaching to standards
3. Beliefs about teaching to standards and effects on student learning
4. Parent Organization: Assist them to set goals as a parent council to be more representative of all parents
5. Clarify vision/mission
6. Train recess duty: recess duty expectations clarified

Perceptual Data: More data needed about:

1. Public image
2. Why students don't feel challenged
3. K responds more favorable than upper grades

Part V: 2012 Parent Advisory Board Survey Analysis

This report is written by the Long Range Planning Committee in conjunction with the Parent Advisory Board and will review the three 2011 evaluation recommendations and include new action plans based on evaluation of current results of 2012 Parent Survey. See attached survey for exact questions, information regarding respondents, comparative analysis from previous year, and responses.

The first action item from 2011 Evaluation states, "The Parent Community will pursue activities that support collaborative goal-setting among Hooker Oak teachers, staff and parents. There have been numerous activities that promote this: the increased encouragement of teachers to attend and participate in the PAB by the PAB itself and from the principal, by creating a whole school activities calendar, and meeting monthly with the school's principal for planning sessions. Continued efforts will be made.

The second action item from 2011 Evaluation states, "The Parent Community will work collaboratively with teachers and staff to educate parents, the school community, and the community outside the school about OSC/Alternative School of Choice." Efforts in this area have included publishing an alumni newsletter which centered each issue on an OSC element, and setting up booths during in school and out of school events advertising the school and its philosophy. Continued efforts will be made.

The third was to have the Parent Community support school staff communications with parents as to how OSC elements are implemented in classrooms. The parent community has supported this by taking part in the all school survey, submitting notices to the weekly Sprouty newsletter, the school blog and maintaining parent group Facebook page and a parent group Forum. Continued efforts will be made.

2012-13 Parent Action Recommendation

- **Communicate more clearly about what the Parent Advisory Board is and what it does.** *This recommendation is being made in response to the only survey question that ranked closer to the neutral/don't know line than the satisfied line.*
- **Encourage more parent involvement.** *This in response to the low number of participants in the parent survey (58 out of 300+ families) and in view of the relatively high ranking "Parent Involvement" received as an important OSC element.*

Appendix A:

ALTERNATIVE SCHOOL ANNUAL EVALUATION REPORT **COMPLETION STATUS OF ACTION PROPOSALS** **From School Spring 2011 for School EVALUATION Year 2011-12** **Hooker Oak School, Chico Unified School District, Chico, CA**

Below each action is a brief summary of actions completion status as of May 2012

Completion Status of Action Proposal 1 for 2011-2012: It is the school's recommendation that the action is taken to have an outside source (preferably the district as it does for the charter schools) review the school instead of the principal and others.

- District personnel, Director of Alternative Education and Director of Education Services, have toured the Hooker Oak campus with the principal to learn about Open Structure and its elements.
- Above have met with principal and discussed the components that the district could assist with in the Alternative Evaluation Report for 2012. Each year following, their involvement as the overseeing entity of Alternative Schools will increase.

Completion Status of Action Proposal 2 for 2011-2012: Continue working as a staff on shared understanding of the elements and philosophy of an OSC classroom and hold staff accountable for implementing those elements.

- Elements were reviewed in a staff meeting at the beginning of the year (agendas available to D.O.). Choice and integration of content were two elements of emphasis for the year as a result of the parent and student surveys from spring 2011.
- Teachers wrote about how choice is happening in their classroom.
- Teachers emphasize choice with students so that students are aware of the many choices available to them as HO-OSC students.
- See action proposal 4.

Completion Status of Action Proposal 3 for 2011-2012: Continue to attend Highly Effective Teaching trainings to obtain a current view and research of foundation elements of OSC. Include information about the elements and their implementation in the school's newsletter, website, and blog.

- Summer 2011: 12 of the present 15 teaching staff attended the HET trainings.
- Summer 2012: Two teachers who didn't attend last year will attend and the teachers who have not attended for two years will attend. All new hires will be expected to attend this summer.

Completion Status of Action Proposal 4 for 2011-2012: Continue and complete the curriculum mapping process to display the integrated yearlong connections to the California state standards for the first looping year (2011-2012) and begin the process for the second looping year (2012-2013).

- All grade levels have now completed their Step 1 curriculum maps for this year, corrected their maps for their next time with their looping grade, and begun their maps for their second looping year.
- Kindergarten, 3rd, and 6th have completed Step 2 of the curriculum maps, which connects to state and local standards in an integrated sequential manner.

Completion Status of Action Proposal 5 for 2011-2012: Implement an early-release schedule once a week, monitoring it with PLC agendas and minutes from team members that are to be submitted in the school's portfolio to the superintendent in the spring of 2012. Also include one question relating to the first year of the early-release schedule on the parent, teacher and student surveys in the spring of 2012.

- Early release schedule is in place and teachers meet weekly for 50 minutes although it is noted that most of the PLCs spend upwards to two hours together.
- All PLC minutes are collected each week by the principal. These minutes include student intervention information and discussions on accomplishment of SMART goals.
- 100% of the staff voted to continue the initiative for the 2012-13 school year and the school's proposal to the Chico Unified Teachers Association was approved.

Completion Status of Action Proposal 6 for 2011-2012: Implement a 2 year loop cycle with students having one teacher for two grade levels grades K-5, monitoring it with quarterly teacher reflection at the end of each of the four grading periods and include one question relating to the first year of looping on the parent, teacher and student surveys in the spring of 2012.

- The first looping year is completed with teacher casual input describing the difference it makes having one class of the same grade while being able to still maintain multiple age connections through mixers, community service events, and big brothers and sisters.
- There is concern for the 2012-13 school year as various classes are smaller than the district preferred class size. Due to their budget requirements, which affect our class size, it may cause combo classes, which would deter our new beginnings with the looping. The principal is continuing discussions with the district regarding our need for support by the district of the looping in continuing years.

Completion Status of Action Proposal 7 for 2011-2012: Continue use of DIBELs. Using the DIBELs success as a model within the school as a school-wide assessment tool with progress monitoring supporting intervention, expand to a similar process in mathematics and comprehension skills so that more students with identifiable gaps may be given more support. Investigate a different tool for fluency and comprehension for grades 3 and above.

- DIBELs has occurred at three intervals throughout the school year with accompanying progress monitoring of intervention students in the newly formed "Acorn Academy."
- The district created the "Student Performance Assessment" (SPA) tool in math and English Language Arts was used in grades 2 through 6 and provided a protocol for looking at student achievement at three benchmark windows in the year.

Actions recommended based on CST Data:

Completion Status of Action Proposal 8 for 2011-2012:

In fall 2011, analysis by staff of CST data for Spring 2011 should occur fitting it into the data presented within this document and as an added tool for assessing success on school SMART goals. This needs to become a yearly recursive process. Teachers need the opportunity to disaggregate the CST data to determine what knowledge it presents to the school to meet students' needs as identified by the CST.

- Teachers disaggregated the CST data at the beginning of the year drawing conclusions about results.
- The SPA has provided a recursive cycle for teachers to analyze student data, create goals based on those conclusions and adjust instruction to reach the needs of the students. This cycle has been used independently with teacher written assessments.

Completion Status of Action Proposal 9 for 2011-2012: The method of testing in the CST provides some opportunities to compare Hooker Oak's students across the district and state, but does not provide adequate assessment information of the effect of the variables specific to the Open Structured Classroom. It is recommended that the school continue to develop their own common assessments (with the understanding that they are also tied to state standards).

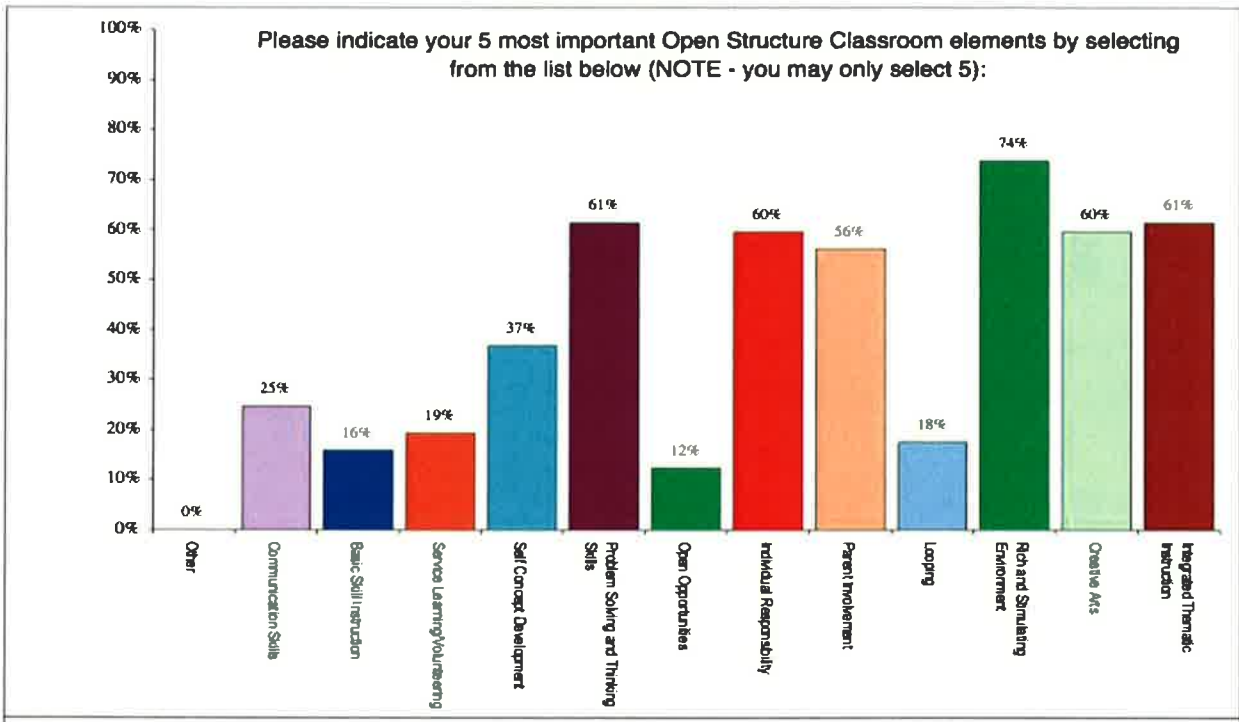
- Hooker Oak teachers routinely create their own assessments. Many of these are reflective of the integration of contents within the classroom.

Completion Status of Action Proposal 10 for 2011-2012: Provide staff development on Edusoft review. Create an assessment calendar that includes when assessments should be given, when data is due on Edusoft, and when reflections on the data and follow-up will occur.

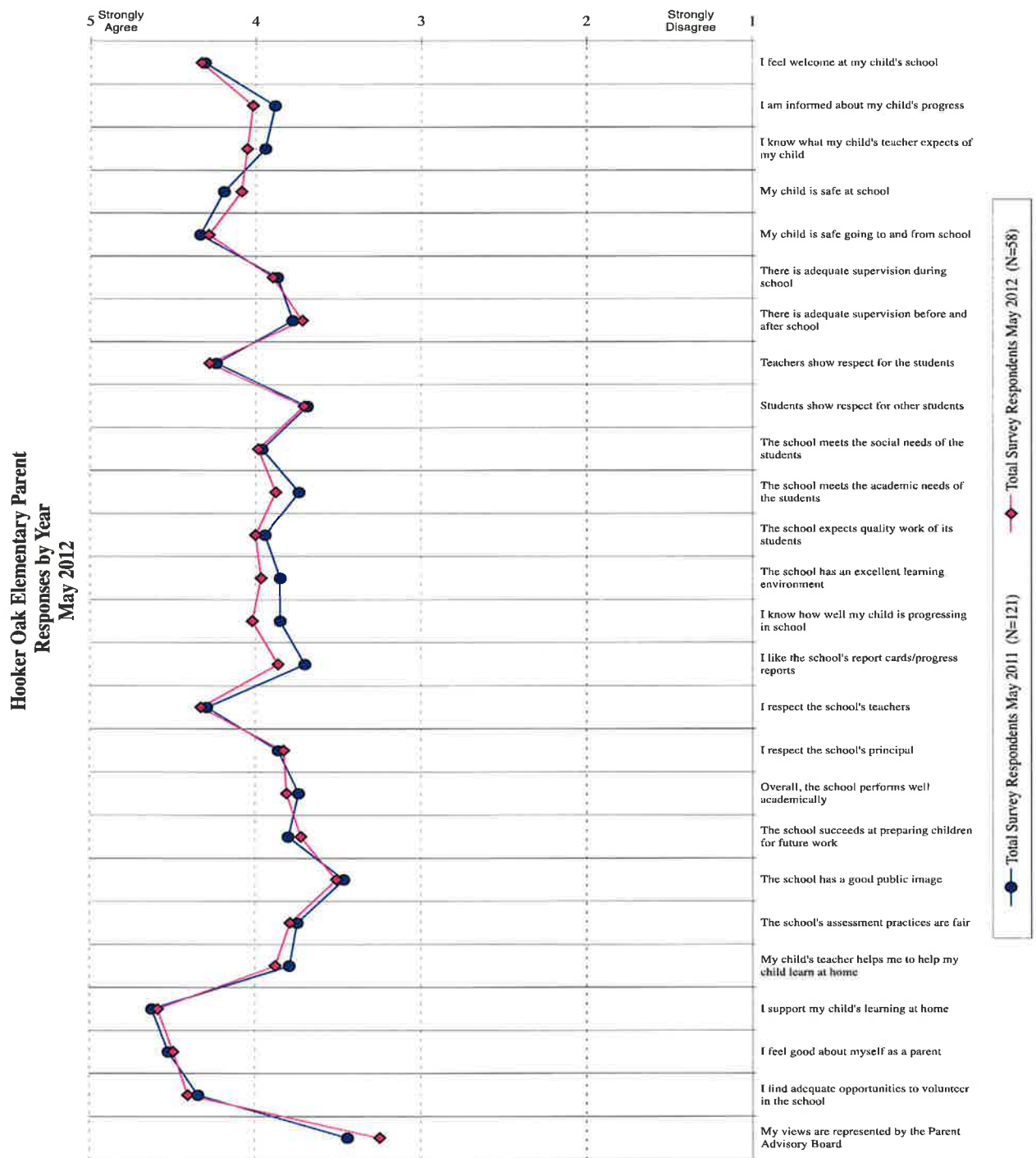
- Teachers worked with Edusoft to look at and analyze their SPA data.
- Edusoft was used as the data program to look at data in preparation of SMART goals.

Appendix B: Survey Data: Parent

Hooker Oak Elementary Parent Responses (May 2012 N=58)

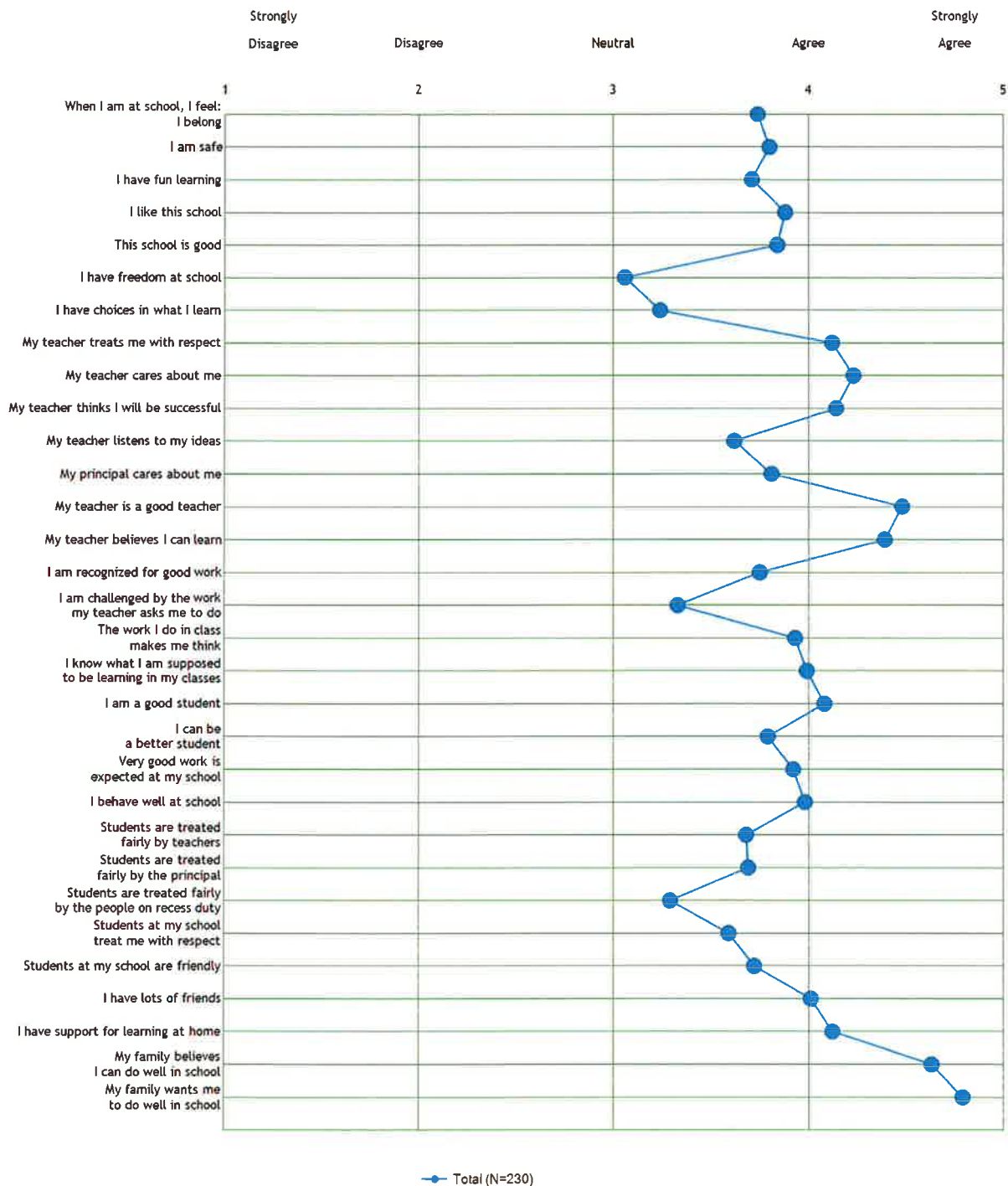


Appendix C: Survey Data: Parent



Appendix D: Survey Data: Student

Figure 1.1
Hooker Oak Elementary Student 1-6 Responses 2012-13



Appendix E: Survey Data: Staff

Figure 4.1
Hooker Oak Elementary Staff Responses 2011-12

