

Hooker Oak Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Hooker Oak Elementary School
Street	1238 Arbutus Ave.
City, State, Zip	Chico, CA 95926
Phone Number	(530) 891-3119
Principal	Emily Mullins
Email Address	emullins@chicousd.org
Website	http://hookeroak.chicousd.org/
County-District-School (CDS) Code	04-61424-6003008

Entity	Contact Information
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
Email Address	kstaley@chicousd.org
Website	www.chicousd.org

School Description and Mission Statement (School Year 2019-20)

In the Spring of 2004, the School Board voted to have Hooker Oak School pilot a K-8 program. Due to the lack of support to keep the 7th and 8th grade students, and the movement of all sixth graders to the Jr. High campuses, we currently are a TK-5 with the ability to expand if the need arises. At the same time, the neighborhood boundaries were disbanded. Hooker Oak School is housed in a 70 year old building in a family neighborhood in Chico.

Hooker Oak School is a District and State of California Alternative School of Choice which serves pupils from all over Chico. The eighteen classes are self-contained and many are looped where teachers follow the students. Grades 1 and 2, 4 and 5 are looped. Grades TK, K, and 3 are self-contained and do not loop due to the individuality of the programs. Instruction is delivered in a thematic, integrated instructional strategy with the opportunity of several "Being There" (field trip) experiences. Parental involvement is encouraged for at least two hours per week (on average) in the program.

The "Hooker Oak School Mission and Vision" was re-vitalized in the spring of 2012. It represents the goals and philosophy of the school. The Vision simply stated is "Growing a Community of Learners. Growth through the joy of creativity and discovery. Growth through educational excellence. Growth through positive life choices." The vision is expanded through the school's mission statement: "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, teachers, and parents."

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	77
Grade 1	69
Grade 2	60
Grade 3	58
Grade 4	57
Grade 5	48
Total Enrollment	369

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.5
Asian	1.6
Filipino	0.3
Hispanic or Latino	12.7
Native Hawaiian or Pacific Islander	0.3
White	73.4
Two or More Races	7.6
Socioeconomically Disadvantaged	45.8
English Learners	0.5
Students with Disabilities	14.4
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	20	21	602
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2019

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education. The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan-McGraw/Hill - California Treasures - 2010	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009 (Revised: K-2 in 2013, 3 - 6 in 2014)	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	0
Foreign Language	Foreign Languages not taught at Hooker Oak.		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Hooker Oak School was constructed in 1948; the third wing was added in 1958. In 1989 the main building underwent extensive reconstruction. An automatic sprinkling system was installed in 1991. The school has seven portable buildings on campus. The entire school is air-conditioned. Adult supervision of the facilities is provided in the morning in the multipurpose room for the breakfast program. During the recess times, the playground is supervised by staff members and parent aides. After school, students may be on the playground under the supervision of their parents or by the staff of the CARD After-school program, if they are enrolled in that program. The student delivery and pick-up area is supervised before and after school. There is a crossing guard before and after school. Gated fences that are maintained in a closed, latched, and locked condition enclose the school campus during school hours. Signage is posted at all gates notifying all visitors to check-in at the main office and be identified with a visitor's pass. This expectation is enforced campus-wide and adults without a visitor's pass are requested to get one from the office.

The classrooms are all from 850 to 950 sq. feet in floor space and provided with sink, counter-top, and storage facilities. The resources of adequate electrical and communication systems as well as reasonable display areas support the educational focus and purpose of the school. Although the school is seventy years of age, the building is kept clean and in good repair. Defects and problems are reported and responded to by staff in order to maintain a safe and clean environment. The field and hardtop area is well designed for maximum use for both free-play at recess and to support the school's Physical Education program. A separate fenced kindergarten play area is provided and supervised to allow the smaller students a more protected and appropriately secure area. The continued development of the physical facilities has been the focus of the parent group. The staff has a room used as a staff work room and meeting room. This room is provided as a work-preparation room which is equipped with a multitude of teaching literacy resources. The support staff is focused to provide a clean and safe facility. A schedule for cleaning and safety inspection/correction is maintained and ongoing. Although an older facility, pride is taken to present the school as a quality institution. Classrooms and common areas are attended to regularly in order to maintain the elimination of trash and cleaning of the floor surfaces as well as sanitation of the restroom areas. The outside areas are kept clean by efforts of staff and student leadership groups. Exceptional situations such as severe storms or damage from inclement situations are responded to in a timely manner by both school and district staff.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	4 (D) Flooring has damage from cracks, tears, holes, or water damage (summer replacement). 4(D) Walls have damage from cracks, tears, holes, or water damage. To be repaired during modernization.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	10 (D) Plug-in air fresheners are found in classroom (removed at inspection).
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	15 (D) Doors are broken, damaged, or missing. Door leading to outside off of stage is hard to open - repair during modernization.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	56	57	54	56	50	50
Mathematics (grades 3-8 and 11)	38	42	44	43	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	164	156	95.12	4.88	57.05
Male	89	84	94.38	5.62	47.62
Female	75	72	96.00	4.00	68.06
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	17	16	94.12	5.88	43.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	119	112	94.12	5.88	62.50
Two or More Races	15	15	100.00	0.00	53.33
Socioeconomically Disadvantaged	93	88	94.62	5.38	44.32
English Learners	--	--	--	--	--
Students with Disabilities	29	26	89.66	10.34	19.23
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	164	156	95.12	4.88	41.67
Male	89	84	94.38	5.62	40.48
Female	75	72	96.00	4.00	43.06
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	16	94.12	5.88	43.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	119	112	94.12	5.88	45.54
Two or More Races	15	15	100.00	0.00	33.33
Socioeconomically Disadvantaged	93	88	94.62	5.38	32.95

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	--	--	--	--	--
Students with Disabilities	29	26	89.66	10.34	11.54
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.0	16.0	14.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to invest time in their child's classroom. This investment is written into the commitment agreement when students are enrolled in Hooker Oak School. Active classroom parents are a common sight at the school.

The Parent Teacher Organization (PTO) is a parent support group with the specific function of assisting the entire school. Parent involvement is facilitated by the activities of Parent Volunteer Coordinators (PVCs).

Parents are regularly seen at school involved in assemblies, PE activities in the Multi-Purpose Room and on the play field. They frequently assist the teachers in clerical roles and with small groups of students in the classroom. In addition, parents volunteer time after school and on weekends through a variety of campus beautification projects.

Representative parents serve on the School Site Council which directs and monitors the school's categorical programs and budget.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.3	0.0	0.5	3.6	3.2	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

There is a School Safety Plan in the principal's office, which is kept as a reference tool. It was updated in August 2019 and approved by the School Site Council in September 2019. It includes directives and procedures in the event of the following situations: traumatic incident, imminent danger (code red), evacuation/relocation, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress and fire/explosion.

Fire drills and/or Code Red drills are conducted monthly. All staff are refreshed annually as to their responsibilities in the event of an emergency.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	17	4			17	2	2		25		3	
1	25		2		20	1	2		22		3	
2	22		3		26		2		23		2	
3	23		2		28		2		24	1	2	
4	30		1		23		2		29		2	
5	20	1	2		25	1	1		18	1	2	
Other**									6	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	738.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,923.99	\$3,907.17	\$8,016.82	\$68,670.00
District	N/A	N/A	\$7,753.31	\$68,670.00
Percent Difference - School Site and District	N/A	N/A	3.3	0.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	7.6	-16.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Hooker Oak receives the following funding:

- Economic Impact Aid/Limited English Proficient (EIA/LEP) state funds to support programs and activities to assist English learners achieve proficiency in the English language as rapidly as practicable and to support programs and activities to improve the academic achievement of English learners.
 - Economic Impact Aid/State Compensatory Education (EIA/SCE) state funds to support programs and activities designed to assist educationally disadvantaged students achieve state standard proficiency.
- . Local Control Accountability Plan (LCAP) funds to support Student Engagement, Parent Involvement, School Climate, Student Outcomes, Student Achievement, Course Access, Implementation of State Standards, and Basic Services.
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
 - Title II federal funds to provide ongoing staff development for teachers and principals.

Title 1 federal funds school wide this year

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,116	\$51,374
Mid-Range Teacher Salary	\$60,128	\$80,151
Highest Teacher Salary	\$94,637	\$100,143
Average Principal Salary (Elementary)	\$104,769	\$126,896
Average Principal Salary (Middle)	\$108,465	\$133,668
Average Principal Salary (High)	\$113,511	\$143,746
Superintendent Salary	\$214,172	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curricular improvement is an integral and ongoing process at Hooker Oak, and is coordinated with District direction and effort. Hooker Oak staff members have participated in the following CUSD curriculum committees: District LCAP, District Leadership Council, District Advisory Council, District Curriculum Council, English Learner Task Force, and Students with Disabilities Task Force. These committees and task forces develop district curricular frameworks and teaching guides which are based upon State content standards. At the site level, Professional Learning Communities carry the main responsibility for curricular development, which is driven by the school plan and District direction. Teachers who have been designated as subject area resource persons play a leadership role on the component committees. During the current school year the staff will continue to focus on mathematics instruction and on writing, and plan for how to use these in the classroom; implement the current adoptions, Treasures Language Arts and the math series of Everyday Mathematics, and focus on integration with the existing curriculum; and explore and implement intervention strategies in language arts with an emphasis on writing, and math for students needing support in these areas. Staff is also engaged with the task of defining a consistent, cohesive, program for present and future teachers to implement in all classrooms. At Hooker Oak, a match between the written curriculum, daily classroom instruction and assessment of student learning is emphasized. With other schools in Chico Unified School District, Hooker Oak utilizes a "multiple measures" approach to assessment. Student achievement is evaluated based on the classroom curriculum as well as on the Common Core State Standards. Results of all assessments are transferred to the District office, where the collected data is aggregated, disaggregated, and analyzed. The data provides important information about student progress, curriculum implementation and school accountability.

Beginning in the 2019-2020 school year, teachers in grades 3-5 are administering the Interim Assessment Blocks, a component of the CAASPP system. Teachers have received multiple sessions of professional development on the administration of these assessments as well as on the interpretation of the data. In addition, professional development on the alignment between the targets and standards in math has been ongoing this year as a result of stagnant test scores in mathematics.