

# The Single Plan for Student Achievement

**School:** Hooker Oak Elementary School K-6  
**CDS Code:** 04-61424-6003008  
**District:** Chico Unified School District  
**Principal:** Brian Holderman  
**Revision Date:** January 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 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:

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**The District Governing Board approved this revision of the SPSA on April 20, 2016.**

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## School Vision and Mission

### Hooker Oak Elementary School K-6's Vision and Mission Statements

The "Hooker Oak School Mission and Vision" represents the goals and philosophy of the school and is summed up simply by its mission statement: "Hooker Oak: A community of learners. Growth through the joy of creativity and discovery. Growth through educational excellence. Growth through positive life choices."

#### Vision

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.

## School Profile

Hooker Oak is a Kindergarten through Sixth grade school which currently houses approximately 370 students. Hooker Oak School has been a program of choice in Chico Unified School District for thirty-seven years. It is presently housed in a historic school in Chico which is 65 years old. In October 2008, it was officially registered with the California State Department of Education as an "Alternative School of Choice" in the California School Directory. First and Second grade as well as Fourth and Fifth grade classrooms loop with their teacher for two consecutive years in single grade classrooms. The Kindergarten, Third grade and Sixth grade do not loop because of the individual rigor necessary in each grade. Also housed on the Hooker Oak grounds is a district Developmental Kindergarten class and a Special Day 1st-6th Grade Class. In addition to the teaching staff, Hooker Oak School has one full time Principal, one full time Resource Specialist, one full time Office Manager, one part time Attendance Clerk, one part time Health Aide, one part time School Psychologist, one full time School Counselor, one part time Librarian, a part time Targeted Case Manager, and two floating Registered Nurses.

#### K- Pod:

3-Kindergarten

1-Developmental Special Education Kindergarten

#### 1st-2nd Grade Pod

3- 1st grade

2- 2nd grade

1- Special Day classroom

#### 3rd Grade Pod

2- 3rd grade

#### 4th-5th-6th Grade Pod

2- 4th grade

1 - 5th grade

2- 6th grade

The K-6 structure allows the school to nurture and support its students in a personal, in-depth way for seven continuous years of their education. The continuity in curriculum, facilities, staff members and programs provides a seamless transition from elementary school to middle school at an important point in the students' academic career.

Hooker Oak K-6 School has grade level Professional Learning Community teams which examine the school's data and propose efforts to improve achievement to their teaching peers.

The children come from across the district and surrounding school districts of Chico, California. Parents are asked to sign an agreement for commitment to work at least two hours a week per family in the classrooms or on related activities. Integrated, thematic instruction enriched with "Being There" experiences and learning is a key component providing in-depth studies of topics with their foundation in the common core state standards.

Parents, grandparents, caregivers, and community members volunteer countless hours every year; doing everything from tutoring to working in the classroom, to creating fundraisers for enrichment programs. Parents also participate as members of the Parent Teacher Organization (PTO) and School Site Council. Students benefit greatly from this close connection between home and school.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

General information regarding the student learning environment, school safety, parent involvement, student needs, and responses about the school was obtained from the staff, students and parents. The overall results show that the respondents agree that Hooker Oak is providing a positive learning environment for children.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

All grade levels have access to the District approved curriculum for all their students in all core subjects. As an Alternative School of Choice, Hooker Oak teachers also supplement the District curriculum with enriched resources. The district-provides Fine Arts and PE specialists in 1st-6th grade classes on a regular basis. Hooker Oak opted to have a music specialist instead of PE specialist in grades 1-3. The district provides music for 4-6 grades. All classrooms are connected to the internet and computers are available for all staff. All classrooms 2-6 grade have chrome books for student use. Grades K-1 have access to the school's one chrome book lab.

All classrooms are equipped with LCD projectors and document viewer technology. There is a need for more technology support at Hooker Oak, but access to electricity sources that can house such technology is limited in Hooker Oak's aging facility.

Hooker Oak has parent restrictive aides who work with small groups or individually with students in the 1-3 grade classrooms. Teachers, as well, work with small groups or individually with students. California State University students volunteer in some of the classrooms through the CAVE program. As well, Hooker Oak frequently supports a number of student teachers from Chico State University.

Classrooms are supplied with textbooks and materials utilizing district funds. Specialized materials for all curricular areas are available through the use of School Site Council (SSC) and Parent Teacher Organization (PTO) funding when available.

Throughout the year, the site administrator frequently visits classrooms for both formal and informal observations. Results of observations are shared with teachers regarding best practice implementation. Temporary and probationary teachers are evaluated annually. Teachers who have tenure for ten years are evaluated every five years and may opt into an alternative evaluation process which involves action-based research strategies.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are implementing benchmark tests based on Chico Unified School District Essential Standards in Mathematics and English Language Arts. Tests are given during a testing window four times per year. The first to measure baseline date, then three additional times (end of each trimester). Grade Level Teams in their PLCs meet at regularly scheduled intervals and work with the most recent data to regroup students and to select appropriate interventions for all students.

#### 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Benchmark tests are given to students during a testing window four times per year. The first benchmark is for baseline data. Three additional benchmark tests are given at the end of each trimester to measure student growth. Teachers meet in grade-level Professional Learning Communities to discuss and reflect upon results and identify instructional modifications for students not meeting grade level benchmark proficiency levels. The school TOSA (teacher on special assignment) assists teachers with the most recent data from Illuminate, BAS, CBM, STAR Reading and other assessments to realign student groups or to place students new to Hooker Oak in intervention groups as needed. These students are enrolled in the Learning Center to extra support.

## Staffing and Professional Development

### 3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers are credentialed for their teaching assignment and therefore meet the requirements for being highly qualified .

### 4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers have the availability for training through district supported professional development meetings. Teachers have the opportunity to attend professional development in areas that their grade level team identifies and selects.

### 5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development is aligned with school and district goals to develop Professional Learning Communities and establish continuous improvement of student academic achievement. With the help of CUSD curriculum directors, CUSD has offered staff development linked to Common Core State Standards and student performance. All teachers have the ability to have on-going training in Illuminate, our data collecting program.

### 6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support is limited to the support of Resource teachers and any task force representation within the district. The school does not have positions dedicated to instructional coaching. PLC teams work together to suggest and work on instructional strategies with their peers. Math and EL coaches are available through the district.

### 7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet once a week in their regularly scheduled Professional Learning Communities by grade level Pods for collaboration where they reflect on student achievement and access to the content. Additionally, the Hooker Oak's fine Arts program allows common time for teachers to work together if they choose.

## Teaching and Learning

### 8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers align instruction with district adopted curriculum and teacher created integrated thematic units. Essential standards are identified and used as targets for instructional units. CUSD Task Forces meet intermittently and send updated information for staff on site. Hooker Oak has one representative on each CUSD task force.

### 9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Each grade level establishes a schedule that permits them to comply with recommended instructional minutes, but gives them the opportunity to work with support staff during these times. Recommended instructional minutes are used to guide classroom scheduling throughout Hooker Oak School.

### 10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

We currently have an intervention schedule that is flexible to allow modification when necessary. Teachers have aligned their instructional schedules to fit intervention groups. Grade Levels use the recommendations from the CUSD task forces integrated into the elements required for Hooker Oak School.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Hooker Oak School has a currently adopted standards-based textbook for every child. Under the Williams Act, these materials are available to all students and staff as well as materials specific to OSC classrooms identified by classroom teachers. As an OSC teacher in a state recognized Alternative School of Choice, teachers and the school may apply for waivers to district adopted materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers utilize standards aligned and district adopted instructional materials as well as standards aligned supplementary materials to enrich and expand their program. Intervention materials are provided to teachers from the resource specialist. These materials are as well aligned to state standards and district essential standards.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students are served through intervention groups that use research-based materials to accelerate improvement. The school also supports high concern students within the classroom through a variety of instructional methods/strategies. Grade level PLCs work together to address the needs of ALL students with the support of the Resource Specialist at Hooker Oak School.

14. Research-based educational practices to raise student achievement

Teachers maintain knowledge of current research strategies for improving student achievement. All curriculum and supplemental materials used on a regular basis meet the requirements of research-based educational practices.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school's Learning Center assists teachers in accessing intervention materials to support our high concern students. The school counselor meets with students with emotional needs, as well as addressing 4-6 grade classroom with anti-bullying classes. The TCM (Targeted Case Manager) works closely with families and students in need. Hooker Oak has an abundance of resources available to them through their parent volunteers. The Hooker Oak Parent Teacher Organization is a vibrant, strong organization which provides the families, students, and staff with additional funds for instructional materials, parent enrichment, technology, facilities improvement, etc. Hooker Oak teachers provide parents with information to assist their student at home. Hooker Oak's program continues to work on a variety of ways to increase parent involvement in the education of their children.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Hooker Oak parents assist the Hooker Oak's hands-on, thematic learning community program's success. They work in classrooms, assist teachers with preparation and small group instruction. Parents also serve on several school committees including the School Site Council, Parent, Teacher Organization and district committees. Due to the large numbers of involved parents at Hooker Oak, classrooms are able to go on many learning field trips that otherwise would not occur.

## Funding

### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds provide a variety of services to help the Hooker Oak high concern students to meet standards. Hooker Oak hires additional staff (parent aides and intervention instructional aides) to provide small group help or one on one help to students. Hooker Oak has implemented a Learning Center which focuses on early intervention.

### 18. Fiscal support (EPC)

Hooker Oak meets performance goals in this area. In addition, the Hooker Oak Parent Teacher Organization supports the school in many ways including instructional materials and many volunteers. These services enable high concern students to meet standards. As far as traditional state funding, funding fluctuates according to the State's and thus the district's solvency.

## **Description of Barriers and Related School Goals**

### 2015 Accountability Progress Reporting (APR) and 2015 AYP School Reports

AYP is a series of annual academic performance goals established for each school, LEA, and the state as a whole. Schools, LEAs, and the state are determined to have met AYP if they meet or exceed each year's goals (AYP targets and criteria).

State wide indicators:

Participation rate 95%. Hooker Oak 100%

Attendance rate 90%. Hooker Oak 95%

Hooker Oak met all AYP Criteria

PI Status: Not Title 1

Content Area:

English Language Arts/Literacy (ELA) target 95%. Hooker Oak met this goal

Mathematics target 95%. Hooker Oak met this goal

Percent Proficient - Annual Measurable Objectives (AMOs) Percent Proficient Statement: Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education (ED) approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. However, the ED is requiring the percent proficient results be displayed on the AYP reports. For a more thorough view of a school's or district's progress, please view: Local Control Funding Formula State Priorities Snapshot





## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	51	49	96.1	49	2391.4	14	20	27	39
Grade 4	37	37	100.0	37	2436.0	16	16	27	41
Grade 5	55	54	98.2	54	2495.0	9	41	28	22
Grade 6	47	47	100.0	47	2526.2	17	32	30	21
All Grades	190	187	98.4	187		14	28	28	30

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	16	41	43	8	43	49	8	69	22	10	53	37
Grade 4	16	49	35	19	46	35	8	68	24	8	49	27
Grade 5	19	46	35	24	48	28	11	78	11	24	67	9
Grade 6	23	38	38	17	53	30	11	72	17	38	49	13
All Grades	19	43	38	17	48	35	10	72	18	21	55	21

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	51	50	98.0	50	2384.7	8	20	16	56
Grade 4	37	36	97.3	36	2437.5	6	28	25	42
Grade 5	55	54	98.2	54	2502.6	17	30	31	22
Grade 6	47	47	100.0	47	2533.4	26	15	32	28
All Grades	190	187	98.4	187		14	23	26	36

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	20	24	56	10	32	58	16	32	52
Grade 4	17	33	50	17	31	53	11	47	42
Grade 5	22	48	30	17	59	24	13	52	35
Grade 6	28	34	38	30	38	32	26	49	26
All Grades	22	35	43	18	41	41	17	45	39

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
1	***** *	***	***** *	***								*****
4					***** *	***						*****
5	***** *	***										*****
<b>Total</b>	2	50	1	25	1	25						4

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					***** *	***	***** *	***			*****
1	***** *	***	***** *	***							*****
4					***** *	***					*****
5	***** *	***									*****
<b>Total</b>	2	33	1	17	2	33	1	17			6

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1	3	4
Percent with Prior Year Data	100.0%	100.0%	100%
Number in Cohort	1	3	4
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	57.5	59.0	60.5
Met Target	*	--	--

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1	1	5	1	5	1
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	--	--	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	--		--
Met Percent Proficient or Above	--		--
<b>Mathematics</b>			
Met Participation Rate	--		--
Met Percent Proficient or Above	--		--

### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,059	968	941
Percent with Prior Year Data	99.8	99.2	99.9
Number in Cohort	1,057	960	940
Number Met	633	545	590
Percent Met	59.9	56.8	62.8
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	720	532	713	449	671	443
Number Met	137	267	153	228	162	248
Percent Met	19.0	50.2	21.5	50.8	24.1	56.0
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	No	Yes	No	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### Conclusions based on this data:

1.

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brian Holderman	X				
Laura Holman		X			
Denise Findlay		X			
Jacy Meritt-Cudney		X			
Samantha Stone			X		
Pauline Daugherty			X		
Danielle Anderson				X	
Peggy Dev				X	
Devanie Angel				X	
Melissa Rose				X	
Amie Riesen				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
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 (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 2-03-2016.

Attested:

Brian Holderman

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Laura Holman

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

# Hooker Oak Elementary LCAP/SPSA Goals

Year: 2015-16

<p><b>LCAP Goal 1: Quality Teachers, Materials, and Facilities</b>          All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials, current technology, and facilities in good repair.</p> <ul style="list-style-type: none"> <li>1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair.</li> <li>1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.</li> </ul>						
<p><b>Site Goals:</b></p> <ul style="list-style-type: none"> <li>Hooker Oak will adhere to Williams Act requirements.</li> <li>Hooker Oak will maintain the 1:1 student to device ratio in grades 2nd-6th.</li> <li>Hooker Oak will create a Chromebook lab for TK-1st grade.</li> </ul>						
<p><b>CUSD Actions</b></p>	<p><b>Site Actions and Timeline</b></p>	<p><b>Metrics</b></p>	<p><b>Applicable Subgroups</b></p>	<p><b>Proposed Expenditures</b></p>		
				<p><b>Description</b></p>	<p><b>Funding Source</b></p>	<p><b>Amount</b></p>
<p>Review credentials and assignments.</p>	<ul style="list-style-type: none"> <li>Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments</li> </ul>	<p>- HR Data- Number of teachers with appropriate credential and teaching in correct subject area</p> <p>- Williams Act Report</p>	<p>All</p>	<p>HR</p>	<p>LCFF-Base</p>	
<p>Purchase the following to ensure students,</p>	<ul style="list-style-type: none"> <li>Ensure site has proper</li> </ul>	<p>Williams Act Report</p>	<p>All</p>	<p>Instructional</p>	<p>LCFF Base</p>	

## Hooker Oak Elementary LCAP/SPSA Goals

Year: 2015-16

<p>including students in the identified subgroups, have instructional materials:</p> <ul style="list-style-type: none"> <li>Textbooks and supplemental materials</li> <li>Educational software: Illuminate and Renaissance</li> </ul>	<p>instructional materials and facilities are in good condition, as per the Williams Act requirements</p>			<p>Materials Renaissance Place (Total District Cost)  Illuminate (Total District Cost)</p>	<p>LCFF-District Supplemental  LCFF-Base</p>	<p>\$84,000  \$64,000</p>
<p>Regularly inspect and maintain facilities.</p>	<ul style="list-style-type: none"> <li>Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements</li> </ul>	<p>Williams Act Report</p>	<p>All</p>	<p>M&amp;O</p>	<p>LCFF-Base</p>	
<p>Purchase devices for students and teachers per district technology needs (e.g. Chromebooks)</p>	<ul style="list-style-type: none"> <li>Site will ensure that Chromebook carts and iPad minis are maintained in good working order.</li> <li>Site purchased three additional Chromebook carts</li> <li>TK-1st grade chromebook lab</li> <li>20 iPad minis will be purchased for K</li> </ul>	<p>Ratio of students to devices in grades 2-6  26 devices K-1 access to devices, i.e. iPad minis, classroom computers, and computer lab</p>	<p>All</p>	<p>IT Dept   iPad Minis-MS Voucher Program</p>	<p>LCFF-Base  PTO Funds Donations  FACES-Foundation Grant Funded (20)</p>	<p>\$4,000 \$38,000  \$1,800 \$6,455</p>
<p>To ensure access to on-line resources, employ:</p> <ul style="list-style-type: none"> <li>Librarians and Library Media Assistants</li> <li>Instructional Technology Aides</li> </ul>	<ul style="list-style-type: none"> <li>Libraries will be maintained and available for student use.</li> </ul>	<p>Hooker Oak Library staffed with Library Media Assistant __ hours per week</p>	<p>All</p>	<p>Librarians &amp; Library Media Assistants (Total District Cost)</p>	<p>LCFF- District Supplemental</p>	<p>\$794,091</p>
<p>Continue providing information to families on resources supporting technology:</p> <ul style="list-style-type: none"> <li>Computers for Classrooms</li> <li>Comcast Internet Access</li> </ul>	<p>- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.</p>	<p>Share in newsletter 2 times per year</p>	<p>All</p>	<p>No Funding Needed</p>		

<p><b>Goal 2: Fully Align Curriculum and Assessments with California State Content Standards</b></p> <ul style="list-style-type: none"> <li>2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CSCS Stages of Implementation Plan.</li> <li>2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP.</li> </ul>						
<p><b>Site Goals:</b></p> <ul style="list-style-type: none"> <li>-All certificated personnel will move to stage 2 or higher on the CSCS implementation plan.</li> <li>-All certificated personnel will participate in a minimum of 15 hours of PD related to CSCS.</li> <li>-All certificated personnel will meet a minimum of 10 times to analyze student achievement data.</li> <li>-All certificated personnel will consistently use new writing program "Write Steps"</li> </ul>						
<p><b>CUSD Actions</b></p>	<p><b>Site Actions and Timeline</b></p>	<p><b>Metrics</b></p>	<p><b>Applicable Subgroups</b></p>	<p><b>Proposed Expenditures</b></p>		
				<p><b>Description</b></p>	<p><b>Funding Source</b></p>	<p><b>Amount</b></p>
<p>Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.</p>	<ul style="list-style-type: none"> <li>The staff will take a baseline and end of year survey to assess CSCS implementation. The</li> </ul>	<p>CSCS Survey</p>	<p>All</p>	<p>No Funding Needed</p>		

## Hooker Oak Elementary LCAP/SPSA Goals

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	<p>administrator will gather and analyze staff feedback with ILT/Leadership team and modify site PD opportunities. Timeline: Fall and Spring surveys</p> <ul style="list-style-type: none"> <li>District Leadership Committee (DLC) will analyze overall district CSCS survey responses and recommend district-wide staff development</li> </ul>			DLC Funding	Title II District	
<p>Provide professional development in:</p> <ul style="list-style-type: none"> <li>California State Content Standards</li> <li>Before school and school-year PD in English Language Development</li> <li>Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education).</li> </ul>	<ul style="list-style-type: none"> <li>Our staff will attend district-wide professional development.</li> <li>Teachers will meet to analyze data and design rigorous CSCS instruction.</li> <li>PLC's analyzing benchmark results together</li> <li>GLT/SBIT progress monitoring high concern students</li> <li>Planning CSCS lessons together</li> <li>District-wide Skype/Video meetings supporting data discussion</li> <li>Provide after school professional development sessions focusing on technology integration in classrooms</li> <li>Provide opportunities for professional development based on site needs as determined by ILT, DLC TOSA, and/or staff</li> </ul>	<p>District-wide Grade Level Meetings- 10/6, 11/17, 2/9, 4/5</p> <p>Planned Common Staff Meetings via Skype/Videos- 9/8, 9/29, 10/13, 11/3, 11/17, 2/23, 5/24 *Additional TBD</p> <p>PD Sign In Sheets</p>	All	<p>Presenter Costs</p> <p>Presenter Costs</p> <p>PLC Release Time</p> <p>After School PD Opportunities</p> <p>Site PD Opportunities</p>	<p>Title II District</p> <p>Title II District</p> <p>Hooker Oak Waiver</p> <p>Title II District</p> <p>Title II Site</p>	<p>No Cost</p> <p>\$6,818</p>
<p>Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).</p>	<ul style="list-style-type: none"> <li>CUSD will use common assessments for K-6 students in ELA, ELD, and Math as recommended by DLC</li> <li>Ensure all students are given site, district and state assessments.</li> </ul>	<p>- Report Card Feedback Sessions- 9/10, 11/19, 3/24, 6/9</p> <p>- DLC Meetings- 8/7, 9/4, 9/18, 10/2, 12/4, 1/8, 2/5, 3/4, 4/1, 5/6</p>	All	TOSAs (Total District Cost) See Goal 3	LCFF Supplemental District	\$357,353
<p>Release time for peer rounds observations and debrief.</p>	<ul style="list-style-type: none"> <li>Interested teachers will participate in long-term professional development opportunities</li> </ul>	<p>ABEO Participation Rate</p> <p>Math Time</p>	All	<p>ABEO</p> <p>3 year Grant</p>	<p>District Title II</p> <p>Grant Funded</p>	



<p><b>Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses</b></p> <ul style="list-style-type: none"> <li>3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers.</li> <li>3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments.</li> <li>3.3: Increase the number of students entering high school at grade level in ELA and mathematics.</li> <li>3.4: Increase student achievement for English learners.</li> <li>3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.</li> </ul>						
<p><b>Site Goal:</b></p> <ul style="list-style-type: none"> <li>Hooker Oak will lower the number of students on the High Concern list by 20% by May 2016.</li> <li>Hooker Oak will increase the number of students by 10% percent in grades K-6 reaching end of year benchmarks in ELA, Math, and ELD as reported on the Data Dashboard.</li> <li>Hooker Oak will increase by 5% the number of all students who score a 3 or 4 on the SBAC end of year assessment in ELA and Math.</li> </ul>						
<b>CUSD Actions</b>	<b>Site Actions and Timeline</b>	<b>Metrics</b>	<b>Applicable Subgroups</b>	<b>Proposed Expenditures</b>		
				<b>Description</b>	<b>Funding Source</b>	<b>Amount</b>
Secondary Counselors will implement and monitor college/career plans for all students, especially	<ul style="list-style-type: none"> <li>Not Applicable</li> </ul>					

# Hooker Oak Elementary LCAP/SPSA Goals

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those in the identified subgroups.	<ul style="list-style-type: none"> <li>● Staff will ensure all students are on track for achieving proficiency on CUSD and state assessments.</li> <li>● Students will take baseline assessments as well as Tri 1, 2, and 3 assessments.</li> <li>● Site will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data.</li> <li>● High Concern lists of students will be looked at frequently and discussed among teachers</li> <li>● Employ 2 additional supplementary instructional aides</li> <li>● Hooker Oak will employ 3 Parent Restricted Aides to support 1st, 2nd, and 3rd grade</li> <li>● Site will use SBIT process to monitor placement of students in interventions</li> <li>● Hooker Oak will employ a .4 TOSA to support 5th grade ELA and Math</li> <li>● All English Learners will be given ELD using Language Star curriculum and assessment</li> <li>● ELD teachers will participate in on-going after school training</li> <li>● All English Learners will take CUSD interim ELD Assessments and CELDT</li> </ul>	<p>K-6 Assessment Data (i.e. BPST, BAS, STAR)</p> <p>2nd-6th Grade CASC Assessment Data</p> <p>3-6 SBAC Data</p> <p>CELDT Data EL Reclassification Rate</p>	All	<p>Learning Center Staff- 2 Instructional Aides</p> <p>3 Parent Restrictive Aides</p>	<p>LCFF Supplemental Site</p> <p>LCFF Supplemental Site</p>	<p>\$18,000</p> <p>\$1,422</p> <p>\$22,000</p>



## Hooker Oak Elementary LCAP/SPSA Goals

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<p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> <li>• Targeted Case Managers (TCMs)</li> <li>• Elementary Instructional Specialists (2.6 FTE)</li> <li>• Guidance Aides</li> </ul>	<ul style="list-style-type: none"> <li>• See Goal 4</li> <li>• Hooker Oak will employ a .2 TOSA</li> <li>• Hooker Oak will employ a 25 hr/week Guidance Aide (currently vacant)</li> <li>• Employ school Counselor</li> </ul>		All	<p>TCMs (Total District Cost)</p> <p>Elem TOSAs</p> <p>Guidance Aide</p> <p>Counselor</p>	<p>LCFF-District Supplemental</p> <p>LCFF-District Supplemental</p> <p>Grant Funded</p> <p>Grant Funded</p>	<p>\$357,353</p> <p>\$45,000</p>
<p>Research options for providing an all-day or extended day Kindergarten at all elementary sites.</p>	<ul style="list-style-type: none"> <li>• Site Kindergarten teachers will attend planning meetings at the district office.</li> </ul>	<p>Attendance at district planning meetings- 9/23, 10/22, 11/2, 11/30</p>	All	No Funding Needed		
<p>Provide after school homework support at Elementary and Secondary as per site's needs.</p>	<ul style="list-style-type: none"> <li>• Site will provide tutoring groups after school on Monday and Thursdays in ELA and Math to students identified as needing more support.</li> </ul>	<p>Tutoring Data</p> <p>High Concern Lists</p>	All	<p>Certificated Staff Costs</p>	<p>Supplemental Site</p>	<p>\$3720</p>

<p><b>Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input</b></p> <ul style="list-style-type: none"> <li>4.1: For students at all schools, provide training and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information.</li> <li>4.2: At all levels, increase parent input and involvement in school activities.</li> <li>4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student</li> </ul>						
<p><b>Site Goal: Hooker Oak will move from 25% to 50% of parents registered on Jupiter Grades in grades 4th-6th. Hooker Oak will establish baseline of parent volunteer through the electronic program set up by PTO</b></p>						
<p><b>CUSD Actions</b></p>	<p><b>Site Actions and Timeline</b></p>	<p><b>Metrics</b></p>	<p><b>Applicable Subgroups</b></p>	<p><b>Proposed Expenditures</b></p>		
				<p><b>Description</b></p>	<p><b>Funding Source</b></p>	<p><b>Amount</b></p>
<p>Provide teacher and staff training/information in:</p> <ul style="list-style-type: none"> <li>using Parent Portal in Illuminate for 4<sup>th</sup>-6<sup>th</sup> grade teachers</li> <li>expectations for timely response (3 day maximum) to parent inquiries</li> </ul>	<ul style="list-style-type: none"> <li>Teachers in grades 4-6 will utilize and update grades in Jupiter Grades and give parents access to view their student's grades</li> <li>Hooker Oak will give the</li> </ul>	<p>Parent feedback regarding timely responses</p> <p>Spring Parent Survey</p>	<p>All</p>	<p>Education for the</p>	<p>LCFF Supplemental Site</p>	<p>\$250</p> <p>\$10,000</p>

## Hooker Oak Elementary LCAP/SPSA Goals

Year: 2015-16

	Education for the Future Survey to all parents in the spring	Responses		Future Survey (Total District Cost)	LCFF Base	
<p>Provide parent training in English and other languages addressing parent access to:</p> <ul style="list-style-type: none"> <li>● Parent Portal feature in Aeries and Illuminate</li> <li>● Academic programs to support student learning, such as: Google Apps for Education, software to support California State Content Standards learning at home, Rosetta Stone, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Hooker Oak will offer a minimum of 2 parent/family informational opportunities including:                             <ul style="list-style-type: none"> <li>○ All School Parent Meeting</li> <li>○ After School Theatre</li> <li>○ Soup and Serenade</li> <li>○ Spring Carnival</li> <li>○ Movie Night</li> <li>○ Math Night</li> <li>○ Science Night</li> </ul> </li> </ul>	Event Sign-in Sheets	All	<p>Theatre Script Rights</p> <p>Math Night Science Night</p>	<p>PTO Funded</p> <p>CSU CSU</p>	No Funding Needed
<p>Provide TCM and/or other staff support for:</p> <ul style="list-style-type: none"> <li>● increasing parent participation</li> <li>● District English Learner Advisory Committee (DELAC)</li> </ul>	<ul style="list-style-type: none"> <li>● District will provide a .5 TCM</li> </ul>	Sign in Sheets at site ELAC meetings	All	TCM Costs	See Goal 3	
<p>Establish baseline for parent involvement in:</p> <ul style="list-style-type: none"> <li>● Parent Information/BTSN</li> <li>● SSC</li> <li>● Site ELAC/DELAC</li> </ul>	<ul style="list-style-type: none"> <li>● Invite families to participate in Hooker Oak events:                             <ul style="list-style-type: none"> <li>○ BTSN, SSC, PTO</li> <li>○ Offer classes for 4th-6th Grade Electives on Wednesday</li> <li>○ Garden Committee</li> <li>○ Take Pride Weekend</li> <li>○ Green Community Nature Center</li> <li>○ research program for electronic sign-in program</li> </ul> </li> </ul>	Percent of parent attending BTSN, Parent-Teacher Conferences, SSC, and ELAC meetings	All	<p>No Funding Needed</p> <p>Garden Com Nature Center</p>	<p>Grant Funded PTO Funded</p>	\$6800

<p><b>Goal 5: Improve School Climate</b></p> <ul style="list-style-type: none"> <li>● 5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.</li> </ul>						
<p><b>Site Goal: Hooker Oak will reduce the number of chronically truant students from 3.9% to 3.0 or lower annually.</b></p>						
<b>CUSD Actions</b>	<b>Site Actions and Timeline</b>	<b>Metrics</b>	<b>Applicable</b>	<b>Proposed</b>		

# Hooker Oak Elementary LCAP/SPSA Goals

Year: 2015-16

			Subgroups	Expenditures		
				Description	Funding Source	Amount
<p>Provide professional development for all staff in:</p> <ul style="list-style-type: none"> <li>● becoming a trauma-informed district</li> <li>● behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach</li> </ul>	<ul style="list-style-type: none"> <li>● Make teachers aware of PD opportunities through weekly bulletins and staff meetings</li> <li>● Yard Duty Supervisors to attend Healthy Play</li> <li>● Hooker Oak will participate in CUSD PBIS Grant</li> </ul>	<p>Session Sign-in Sheets</p> <p>Number of Office Referrals, Referrals to Opportunity Class, Reset, ISS, and OSS</p>	All	<p>Subs Healthy Play PD</p> <p>PBIS Training</p>	<p>Safe School</p> <p>Grant Funded</p>	\$300
<p>Provide parent, education/training classes to improve student attendance.</p>	<ul style="list-style-type: none"> <li>● Provide a minimum of 4 family events</li> <li>● Early identification of students with attendance issues</li> <li>● Communicate chronically absent/tardy names to teachers</li> <li>● Parent/Principal meetings to see if student absences and tardies improve</li> <li>● Use attendance rewards at school assemblies</li> </ul>	<p>Event Sign-in Sheets</p> <p>Aeries Reports</p>	All		PTO	
<p>Continue support for Alternative Education Programs:</p> <ul style="list-style-type: none"> <li>● Opportunity Programs (CAL and Chapman)</li> <li>● Out of School suspension alternatives (e.g. Reset/ISS)</li> <li>● Alternative Ed. Supplemental staffing</li> </ul>	<ul style="list-style-type: none"> <li>● Maintain Opportunity Class</li> <li>● Institute the Reset Classroom as an alternative to suspensions</li> <li>● Hooker Oak will use Refocus and Restorative Justice on campus</li> </ul>	<p>Number of Referrals to Opportunity Class</p> <p>Number of Referrals to Reset</p> <p>ISS, OSS Rates</p>	All	<p>Opportunity Class</p> <p>Reset</p>	<p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p>	<p>\$160,000</p> <p>\$107,000</p>
<p>Provide health, social-emotional counseling support services:</p> <ul style="list-style-type: none"> <li>● EMHI/PIP</li> <li>● Guidance Aides</li> <li>● Nurses</li> <li>● Health Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Employ EMHI, PIP, Guidance Aides- See Goal 3</li> <li>● Employ Nurses</li> <li>● Employ Health Assistants (currently</li> </ul>	<p>Site Attendance Rate</p>	All	<p>Nurses (Total District Cost)</p> <p>Health Assistants (Total District Cost)</p>	<p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p>	<p>\$107,044</p> <p>\$496,363</p>

## Hooker Oak Elementary LCAP/SPSA Goals

Year: 2015-16

<ul style="list-style-type: none"> <li>Medically Necessary/Off Campus Instruction.</li> </ul>	<p>vacant)</p> <ul style="list-style-type: none"> <li>Provide MNI Services as needed</li> </ul>			MNI (Total District Cost)	LCFF District Supplemental	\$336,250
Increase campus supervision as per site needs.	<ul style="list-style-type: none"> <li>Employ School Aides (noon supervisor, yard duty) as needed</li> </ul>	Number of Office Referrals	All	Campus Supervision (Total District Cost)	LCFF Supplemental District	\$616,831
Support student engagement in Art, Music, and PE activities at the elementary schools.	<ul style="list-style-type: none"> <li>Specialists will provide:                             <ul style="list-style-type: none"> <li>Fine Arts: 1st - 6th - 11 sessions - ½ day each</li> <li>Music:                                     <ul style="list-style-type: none"> <li>6th grade band - 2xs per week</li> <li>1st-6th classroom music weekly</li> </ul> </li> <li>After School Theatre</li> <li>Girls on the Run</li> </ul> </li> </ul>	Site Attendance Rate- currently 98.9%	All	Certificated teacher providing prep time release  Theater	LCFF Supplemental District  PTO	\$3000
Research availability of federal and state funds/grants for school resource officers.			All			
Support student engagement at the high schools by encouraging participation in sports teams.	<ul style="list-style-type: none"> <li>Not Applicable</li> </ul>					

Summary of Expenditures in this plan approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I -\$ 0 Title 1 Carryover-\$ 0		
Title II-\$6,818 Title II Carryover-\$0 Total = \$6,818	Site Professional Opportunities	\$6,818  \$6,818  Total=
Safe Schools- \$3,000 Safe Schools Carryover- \$5,330 Total = \$8,330	Healthy Play Training School Aides	\$300 \$4100  \$4,400  Total=

LCAP Budget		
Funding Source	Funding Allocation	Cost
15-16 Total- \$39,173 LCAP Carryover- \$1,472	Learning Center Aides Parent Restricted Aides	\$18,000 \$22,000

**Hooker Oak Elementary LCAP/SPSA Goals**

**Year: 2015-16**

<b>Total= \$40,645</b>		<b>Total= \$40,000</b>