

The Single Plan for Student Achievement

School: Hooker Oak Elementary School K-5
CDS Code: 04-61424-6003008
District: Chico Unified School District
Principal: Brian Holderman
Revision Date: November 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal 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 .

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School Vision and Mission

Hooker Oak Elementary School K-5'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 fifth grade school which currently houses approximately 320 students. Hooker Oak School has been a program of choice in Chico Unified School District for thirty-nine years. It is presently housed in a historic school in Chico which is 69 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 and Third grades 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-5th 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 (1-5th grade)

3rd Grade Pod

2- 3rd grade

4th-5th-6th Grade Pod

2- 4th grade

2 - 5th grade

The K-5 structure allows the school to nurture and support its students in a personal, in-depth way for six 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-5 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 a Fine Arts and Music Teacher 1st-5th 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 & 5 grades. All classrooms are connected to the internet and computers are available for all staff. All classrooms 1-5 grade have chrome books for student use on a 1:1 ratio. Kindergarten have access to the school's one chrome book lab and classroom 1-Pads.

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 one parent restrictive aide who work with small groups or individually with students in the second grade classrooms. Though our Learning Center, small groups work to support students. As soon as students master concepts students will graduate and the Learning Center will enroll new students. Hooker Oak works with a Push-In model for IEP students giving them the least restrictive environment for learning. Our Title I teacher pushes in at the 4th and 5th grade level giving students extra supports based on the SBIT process. Teachers, as well, work with small groups or individually with students giving extra support to those in need. California State University students volunteer in some of the classrooms through the CAVE program. Hooker Oak frequently supports a number of student teachers from Chico State University. In addition two grandparents through the Passages program help in both Kindergarten and first grade. Many classroom have parent volunteers working in centers as part of the suggested two hours per week volunteer program.

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, 13 grade level meetings are scheduled in lieu of staff meetings for staff collaboration.

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. A Learning Center has been established to support students in grades 1-3.

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 3- 5 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

Discipline/ Suspensions are a barrier as the district Reset program being cut due to budgetary reasons.

Learning Center growth due to a stable staff. RSP teacher resigned, one open aide position, two aides going into the teaching program in January. Currently running on substitutes. Interviews being conducted 11/17/17

Hooker Oak met annual yearly progress expectations (AYP) as set forth by the state in 2017. One of the expectations relates to 95% average SBAC participation rates.

Implementing Keyboarding Without Tears for K-3 (proficient by the end of Third Grade)

Implementing Daily 5 for 3-5 (over-all reading grades to improve)

Refining Thematic Teaching- Core Curriculum Maps

Consistent Thematic Instruction based on Core Standards (project base/ art based)

Intervention- pushed in. Co-teaching model

Differentiated Instruction (challenging students beyond their comfort level)

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	51	56	48	49	49	43	49	49	43	96.1	87.5	89.6
Grade 4	37	44	48	37	44	44	37	43	44	100.0	100	91.7
Grade 5	55	33	39	54	33	37	54	33	37	98.2	100	94.9
Grade 6	47	57		47	55		47	55		100.0	96.5	
All Grades	190	190	135	187	181	124	187	180	124	98.4	95.3	91.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2391.4	2418.3	2397.7	14	29	13.95	20	14	18.60	27	29	32.56	39	29	34.88
Grade 4	2436.0	2444.3	2474.7	16	21	27.27	16	28	29.55	27	19	20.45	41	33	22.73
Grade 5	2495.0	2476.9	2480.4	9	18	21.62	41	24	27.03	28	12	16.22	22	45	35.14
Grade 6	2526.2	2526.4		17	9		32	44		30	27		21	20	
All Grades	N/A	N/A	N/A	14	19	20.97	28	28	25.00	28	23	23.39	30	30	30.65

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	27	11.63	41	43	51.16	43	31	37.21
Grade 4	16	16	36.36	49	51	47.73	35	33	15.91
Grade 5	19	18	27.03	46	39	43.24	35	42	29.73
Grade 6	23	16		38	58		38	25	
All Grades	19	19	25.00	43	49	47.58	38	32	27.42

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	20	9.30	43	45	55.81	49	35	34.88
Grade 4	19	21	27.27	46	47	50.00	35	33	22.73
Grade 5	24	21	16.22	48	39	45.95	28	39	37.84
Grade 6	17	22		53	47		30	31	
All Grades	17	21	17.74	48	45	50.81	35	34	31.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	24	9.30	69	61	69.77	22	14	20.93
Grade 4	8	19	18.18	68	67	63.64	24	14	18.18
Grade 5	11	18	16.22	78	48	67.57	11	33	16.22
Grade 6	11	24		72	67		17	9	
All Grades	10	22	14.52	72	62	66.94	18	16	18.55

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	18	11.63	53	51	60.47	37	31	27.91
Grade 4	8	16	20.45	49	44	61.36	27	40	18.18
Grade 5	24	27	18.92	67	42	43.24	9	30	37.84
Grade 6	38	13		49	73		13	15	
All Grades	21	18	16.94	55	54	55.65	21	28	27.42

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	51	56	48	50	49	43	50	49	43	98.0	87.5	89.6
Grade 4	37	44	48	36	44	45	36	44	45	97.3	100	93.8
Grade 5	55	33	39	54	33	37	54	33	37	98.2	100	94.9
Grade 6	47	57		47	55		47	55		100.0	96.5	
All Grades	190	190	135	187	181	125	187	181	125	98.4	95.3	92.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2384.7	2424.8	2403.9	8	20	13.95	20	31	18.60	16	24	32.56	56	24	34.88
Grade 4	2437.5	2445.8	2463.9	6	9	13.33	28	27	33.33	25	41	31.11	42	23	22.22
Grade 5	2502.6	2479.1	2467.2	17	24	5.41	30	6	16.22	31	27	29.73	22	42	48.65
Grade 6	2533.4	2524.1		26	16		15	33		32	27		28	24	
All Grades	N/A	N/A	N/A	14	17	11.20	23	26	23.20	26	30	31.20	36	27	34.40

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	29	18.60	24	33	30.23	56	39	51.16
Grade 4	17	16	28.89	33	39	42.22	50	45	28.89
Grade 5	22	27	11.11	48	21	33.33	30	52	55.56
Grade 6	28	27		34	45		38	27	
All Grades	22	25	20.16	35	36	35.48	43	39	44.35

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	24	16.28	32	51	62.79	58	24	20.93
Grade 4	17	16	28.89	31	41	42.22	53	43	28.89
Grade 5	17	24	10.81	59	24	37.84	24	52	51.35
Grade 6	30	24		38	53		32	24	
All Grades	18	22	19.20	41	44	48.00	41	34	32.80

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	29	16.28	32	47	46.51	52	24	37.21
Grade 4	11	16	22.22	47	45	48.89	42	39	28.89
Grade 5	13	12	5.56	52	52	52.78	35	36	41.67
Grade 6	26	16		49	55		26	29	
All Grades	17	19	15.32	45	50	49.19	39	31	35.48

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
1	***	***		***											
3											***				
4							***		***						
5	***	***							***						
Total	50	67		25			25		100		33				

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			***				***			***					
1	***	***		***											
3											***				
4							***		***						
5	***	***							***						
Total	33	75	60	17			33		40	17	25				

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			
Kellie Steinbach				X	
Jacy Meritt-Cudney		X			
Samantha Stone			X		
Pauline Daugherty			X		
Scott Petterson				X	
Peggy Dev				X	
Amie Riesen				X	
Numbers of members of each category:	1	3	2	5	

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.

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Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2017 Single Plan For Student Achievement	2017-11-08		View	View	25

Previous Section: [School Site Council Membership](#)
 Current Section: **Recommendations and Assurances**
 Next Section: [Next Section](#)

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:

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 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.
- 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): BSC A. Ruiz
Signature

- 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.
- 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.
- This SPSA was adopted by the SSC at a public meeting on 11-16-2017

Attested:

<u>Brian Holdeman</u> <small>Typed Name of School Principal</small>	<u></u> <small>Signature of School Principal</small>	<u>11-16-17</u> <small>Date</small>
<u>Laura Holman</u> <small>Typed Name of SSC Chairperson</small>	<u></u> <small>Signature of SSC Chairperson</small>	<u>11-16-17</u> <small>Date</small>

Previous Section: [School Site Council Membership](#)
 Current Section: **Recommendations and Assurances**
 Next Section: [Next Section](#)

LCAP Goal 1: Quality Teachers, Materials, and Facilities
 All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials, current technology, and facilities in good repair.

- 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair.
- 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.

Site Goals:

- Hooker Oak will adhere to Williams Act requirements to ensure that all students have access to curriculum, instructional materials, and technology to support student achievement of the CSCS..
- Hooker Oak will maintain the ratio of students to device ratio of 1:1.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Review credentials and assignments.	<ul style="list-style-type: none"> • Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments • Support Induction Professional Development 	- HR Data- Number of teachers with appropriate credential and teaching in correct subject area (See Induction-Goal 2)	All	HR	LCFF-Base	
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"> • Textbooks and supplemental materials • Educational software: Illuminate Renaissance i-Ready 	<ul style="list-style-type: none"> • Ensure site has proper instructional materials , as per the Williams Act requirements 	Williams Act Report	All	Instructional Materials Renaissance Place iReady Illuminate	LCAP- District Supplemental Lottery Funds LCAP-District Supplemental (Total District cost) LCAP-District Supplemental (Total District cost) LCAP-District Supplemental (Total District cost)	\$400,000 \$350,000 \$84,000 \$60,500 \$64,000
Regularly inspect and maintain facilities.	<ul style="list-style-type: none"> • Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements 	Williams Act Report	All	M&O	LCFF-Base	\$4,000,000
Purchase technology for students and teachers per district technology needs	<ul style="list-style-type: none"> • Site will ensure that Chromebook carts and iPad minis are maintained in good working order 	1:1 Ratio of students to devices in grades 1-5. Kindergarten	All	IT Dept	LCAP-District Supplemental	\$250,000
						\$6,687

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<p>Site will purchase keyboarding program for primary level students</p>	<ul style="list-style-type: none"> Site has proper technology (keyboarding without tears) programing 	<p>chromebook lab and ipad minis Keyboarding program for 1-3</p>			<p>PTO Technology Funds</p>	<p>\$974</p>
<p>To ensure access to online resources, employ:</p> <ul style="list-style-type: none"> Librarians and Library Media Assistants Instructional Technology Aides 	<ul style="list-style-type: none"> Libraries will be maintained and available for student use. Hooker Oak will employ an IA Tech Library media additional app purchases and coding programs 	<p>Hooker Oak Library staffed with Library Media Assistant 20 hours per week Tech IA-20 hours per week</p>	<p>All</p>	<p>Librarians & Library Media Assistants Tech Aides</p>	<p>LCAP- District Supplemental Total District cost) LCAP Supplemental District (Total District cost) PTO</p>	<p>\$1,056,738 \$390,468 \$1000</p>
<p>Continue providing information to families on resources supporting technology:</p> <ul style="list-style-type: none"> Computers for Classrooms Comcast Internet Access IReady 	<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. Flyers via TCM</p>	<p>All</p>	<p>No Funding Needed</p>		

EVALUATION OF GOAL

Goal 2: Fully Align Curriculum and Assessments with California State Content Standards

- 2.1: CUSD will continue to support teachers in implementing the California State Content Standards via professional development and professional learning communities.
- 2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP.
- 2.3 Formal state and federal assessments alongside district and classroom assessments are used to gauge and adjust instruction.

Site Goals:

- All certificated personnel will continue to implement CCSS.
- All certificated personnel will participate in a minimum of 15 hours of PD related to CCSS.
- All certificated personnel will meet a minimum of 10 times to analyze student achievement data.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	<ul style="list-style-type: none"> • Staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to CSCS and NGSS and develop and administer assessments that align with new state standardized assessments (SBAC) • District Leadership Committee (DLC) will analyze overall district CSCS survey responses and recommend district-wide staff development 	Local assessments administered Administration and use of data		DLC Teachers on Special Assignment (TOSA)	LCAP- District Supplemental (Total District cost)	\$291,830
					Title II	\$148,000
					Title I	\$199,284
					Title III	\$37,698
Provide professional development in: <ul style="list-style-type: none"> • California State Content Standards • Before school and school-year PD in English Language Development • Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education). iReady 	<ul style="list-style-type: none"> • Our staff will attend district-wide professional development. • Teachers will meet to analyze data and design rigorous CSCS instruction. • PLC's analyzing benchmark results together • GLT/SBIT progress monitoring high concern students • Planning CSCS lessons together • District-wide meetings supporting data discussion • Provide after school professional development sessions focusing on technology integration in classrooms 	District-wide Grade Level Meetings- 10/3, 11/28, 1/30, 4/10 Planned Common Staff Meetings focused on iReady and assessment data PD Sign In Sheets	All	Presenter Cost	Educator Effectiveness Fund	\$12,000
				PLC Release Time	Hooker Oak Waiver	No Cost

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	<ul style="list-style-type: none"> • Provide opportunities for professional development based on site needs as determined by SSC, DLC, TOSA, and/or staff 	Teachers in grades 1-5		After School PD Opportunities Site PD Opportunities	Title II Site	\$14,324
Develop and refine a K-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	<ul style="list-style-type: none"> • CUSD will use common assessments for K-6 students in ELA, ELD, and Math as recommended by DLC • Ensure all students are given site, district and state assessments. 	Testing Window dates: iReady 3 times/year -K-5 Local Assessments 4/year -Gr. 2-5 Local CCSS Assessments 2/years	All	TOSAs (Total District Cost) See Goal 3	LCFF Supplemental District	See Goal 3
Release time for peer rounds observations and debrief.	<ul style="list-style-type: none"> • Interested teachers will participate in long-term professional development opportunities 		All	District PE Opportunities Site PD PLCs Peer Instructional Rounds	Title II-District Title III-District Educator Effectiveness Funds	\$200,000 \$39,000 \$179,000

EVALUATION OF GOAL

Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses

- 3.1: Implement and refine a plan to ensure that all subgroups are on track for successful
- 3.2: Increase the number of students entering third grade, sixth grade and high school scoring at grade level in ELA and mathematics assessments.
- 3.3: Increase student achievement for English learners.
- 3.4: Increase the percentage of students graduating from high school fully prepared for college and careers.

Site Goal:

- Hooker Oak will increase by 10% the number of students in grades K-5 reaching end of year benchmarks in ELA, Math, and ELD as reported on the school’s Data Dashboard.
- 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.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	<ul style="list-style-type: none"> • Not Applicable 					
Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.	<ul style="list-style-type: none"> • Staff will ensure all students are on track for achieving proficiency on CUSD and state assessments. • Students will take baseline assessments as well as Tri 1, 2, and 3 assessments. • Site will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data. • High Concern lists of students will be looked at frequently and discussed among teachers • Employ 2 additional supplementary instructional aides • Hooker Oak will employ 3 Parent Restricted Aides to support 1st, 2nd, and 3rd grade • Site will use SBIT process to monitor placement of students in interventions • iReady Math and ELA • All English Learners will be given ELD using Language Star curriculum and assessment • ELD teachers will participate in on-going after school training • All English Learners will take CUSD interim ELD Assessments and CELDT 	iReady assessments K-5 Common assessments 2nd-5th Grade CASC aligned assessments CAASP Data iReady diagnostic CELDT Data EL Reclassification Rate	All	Title I Teacher (.6) Learning Center 1 Staff-Instructional Aide Rti via SpED Staff 1 Parent Restricted Aide ELD Language Star Coaches	Title I LCAP Site Supplemental LCAP- District Supplemental (Total District cost) LCAP Site Supplemental Title I-District Title III-District (Total District Cost)	\$69,739 \$11,262 \$579,355 \$9,190 \$118,451 \$26,614
Provide the following services to improve instruction:			All			

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<ul style="list-style-type: none"> • Targeted Case Managers (TCMs) • Elementary Instructional Specialists (2.4 FTE) • Guidance Specialist • Full-Time School Counselor 	<ul style="list-style-type: none"> • See Goal 4 • Hooker Oak will employ a .2 TOSA • Hooker Oak will employ a 25 hr/week Guidance Aide • Employ Full-Time School Counselor (.5 district and .5 Site) 			<p>TCMs (Total District Cost)</p> <p>Elem TOSAs</p> <p>Guidance Specialist</p> <p>Counselor</p>	<p>LCAP- District Supplemental (Total District cost)</p> <p>LCAP- District Supplemental (Total District cost)</p> <p>LCAP- District Supplemental (Total District cost)</p> <p>.5 FTE LCAP Site Supplemental</p> <p>Title I Donations Safe Safety</p>	<p>See goal 4</p> <p>See goal</p> <p>\$343,908</p> <p>\$538,161</p> <p>\$13,498</p> <p>\$4,499</p> <p>\$16,870</p> <p>\$1,504</p>
<p>Implement various models of all-day or extended day Kindergarten at all elementary sites.</p>	<ul style="list-style-type: none"> • Site Kindergarten teachers will attend planning meetings at the district office. • Hooker Oak will continue with extended Kindergarten day 		All	No Funding Needed		
<p>Provide after school homework support at Elementary.</p>	<ul style="list-style-type: none"> • Will offer afterschool tutoring groups in ELA and Math using iReady. Site continues with no homework policy. Required 20 minutes of reading nightly and completion of incomplete class work. No additional homework assigned. 	Tutoring Data High Concern Lists	All	Certificated Staff Costs 2 hours per week at each site	Title 1 Alternative Supports District Funds-iReady	\$28,512

EVALUATION OF GOAL

Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input

- 4.1: For students at all schools, provide opportunities and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information.
- 4.2: At all levels, increase parent input and involvement in school activities via various social media platforms.
- 4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student

Site Goal: - Hooker Oak will maintain and communicate regularly with at least one social media platform account (Home Page, PTO Facebook Page, or Twitter).

- Hooker Oak will utilize a parent survey to establish a baseline % of the parents who respond receiving a response from teachers/school staff regarding inquires about their student within a minimum of three school days.
- TCM will make regular phone calls to families to make connections, invite to school activities, and to offer assistance when necessary.
- Grade 4 &5 teachers utilize grade book through Illuminate so parents can keep informed how their student is progressing.
- All Hooker Oak teachers electronically connect with parents through weekly parent letters, Dojo and or See Saw.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: <ul style="list-style-type: none"> ● using Parent Portal in Illuminate for 4th-5th grade teachers ● expectations for timely response (3 day maximum) to parent inquiries ● Survey Parents 	<ul style="list-style-type: none"> ● Teachers in grades 4 &5 will utilize and update grades in Illuminate and give parents access to view their student’s grades ● In the Spring Classes are held for 5th grade parents to understand the Jr. High Portal ● Hooker Oak will give the Education for the Future Survey to all parents in the spring 	Parent feedback regarding timely responses Spring Parent Survey Responses	All	Education for the Future Survey (Total District Cost)	LCAP- District Supplemental (Total District cost)	\$10,000
Provide parent training in English and other languages addressing parent access to: <ul style="list-style-type: none"> ● Parent Portal feature in Aeries and Illuminate ● 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. 	<ul style="list-style-type: none"> ● Hooker Oak will offer a minimum of 2 parent/family informational opportunities including: <ul style="list-style-type: none"> ○ All School Parent Meeting ○ After School Theatre ○ Soup and Serenade ○ Spring Carnival ○ Movie Night ○ Craft Night ○ Jog-a-thon ○ PTO meetings ○ Parade of Lights ○ Parent Faire ○ Winter/Spring Concerts ○ Spring Fling ○ Spaghetti Feed and Art Show 	Event Sign-in Sheets	All	Theatre Program	PTO Funded	\$4000
				Family Nights	PTO Funded	varies

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<p>Provide TCM and/or other staff support for:</p> <ul style="list-style-type: none"> ● increasing parent participation ● District English Learner Advisory Committee (DELAC) 	<ul style="list-style-type: none"> ● District will provide a .5 TCM 	<p>Sign in Sheets at site ELAC meetings</p>	<p>All</p>	<p>TCM Costs</p>	<p>LCAP- District Supplemental (Total District cost)</p>	<p>\$428,496</p>
<p>Verify 70% of parents attend and participate in parent/ teacher conferences.</p>	<ul style="list-style-type: none"> ● Invite families to participate in Hooker Oak events: <ul style="list-style-type: none"> ○ BTSN, SSC, PTO ○ Offer classes for 4th-5th Grade Electives on Wednesday ○ Garden Committee ○ Take Pride Weekend ○ Green Community Nature Center ○ Two hour family commitment weekly 	<p>Sign In Sheets</p>	<p>All</p>	<p>Activity Costs</p>	<p>PTO Funded</p>	<p>\$7000</p>

EVALUATION OF GOAL

Goal 5: Improve School Climate

- 5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.

Site Goal: Hooker Oak will reduce the number of chronically truant students annually.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide professional development for all staff in: <ul style="list-style-type: none"> Trauma-informed strategies behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach Restorative Justice 	<ul style="list-style-type: none"> Make teachers aware of PD opportunities through weekly bulletins and staff meeting Hooker Oak will participate in CUSD PBIS Hooker Oak will utilize our Counselor and PIP Guidance Specialist for 12 hours/week to support positive noontime supervision 	Session Sign-in Sheets Number of Office Referrals, Referrals to Opportunity Class, Reset, ISS, and OSS Refocus sheets/restorative justice assignments	All	District Wide PBIS Training	District Title II Support	\$40,000
Provide parent, education/training classes to improve student attendance.	<ul style="list-style-type: none"> Provide a minimum of 6 family events Early identification of students with attendance issues Communicate chronically absent/tardy names to teachers Parent/Principal meetings to see if student absences and tardies improve Use attendance rewards at school assemblies 	Event Sign-in Sheets Aeries Reports	All		PTO	varies
Continue support for Alternative Education Programs: <ul style="list-style-type: none"> Opportunity Programs (CAL and Chapman) Alternative Ed. Supplemental staffing 	<ul style="list-style-type: none"> Maintain Opportunity Class Hooker Oak will use Refocus and Restorative Justice on campus 	Number of Referrals to Opportunity Class ISS, OSS Rates	All	Opportunity Class	LCAP District Supplemental	\$160,000
Provide health, social-emotional counseling support services:	<ul style="list-style-type: none"> Employ EMHI, PIP, Guidance Aides 	Site Attendance Rate	All			See Goal 3

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<ul style="list-style-type: none"> • EMHI/PIP • Guidance Aides • Nurses/Health Assistants • Medically Necessary/Off Campus Instruction. 	<ul style="list-style-type: none"> • Employ Nurses/Health Assistants • Provide MNI Services as needed 			<p>Nurses/ Health Assistants (Total District Cost)</p> <p>MNI (Total District Cost)</p>	<p>LCAP District Supplemental (Total District Cost)</p> <p>LCAP District Supplemental (Total District Cost)</p>	<p>See Goal 3</p> <p>\$658,168</p> <p>\$326,370</p>
<p>Increase campus supervision as per site needs.</p>	<ul style="list-style-type: none"> • Employ School Aides (noon supervisor, yard duty) as needed 	<p>Number of Office Referrals</p>	<p>All</p>	<p>Campus Supervision (Total District Cost)</p>	<p>LCAP Supplemental District</p>	<p>\$616,831</p>
<p>Support student engagement in Art, Music, and PE activities at the elementary schools.</p>	<ul style="list-style-type: none"> • Specialists will provide: <ul style="list-style-type: none"> • Fine Arts: 1st - 5th - 11 sessions - ½ day each • Music: <ul style="list-style-type: none"> ○ 5th grade band - 2/ week ○ 1st-6th classroom music weekly ○ Chior 4th&5th grade-2/ week • After School Theatre • Girls on the Run • Leadership League 	<p>Site Attendance Rate- currently 98.9%</p>	<p>All</p>	<p>Certificated teacher providing prep time release</p> <p>Theater</p>	<p>LCAP Supplemental District</p> <p>PTO</p>	<p>\$1,336,922</p> <p>\$4000</p>
<p>Research availability of federal and state funds/grants for school resource officers.</p>	<ul style="list-style-type: none"> • Sage Grant-granted • Lowe's Grant-granted 		<p>All</p>			<p>\$7000</p> <p>\$2000</p>
<p>Support student engagement at the high schools by encouraging participation in sports teams.</p>	<ul style="list-style-type: none"> • Not Applicable 					
<p>Safety Plan Expenditures</p>						

EVALUATION OF GOAL

Summary of Expenditures in this plan approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I -\$ 73,912 Title 1 Carryover-\$ 0 Total= \$73,912	Title 1 Teacher	\$73,912 Total=\$73,912
Title II-\$7,520 Title II Carryover- Total = \$6,804	Site Professional Opportunities	\$14,324 Total= \$14,324
Safe Schools- \$3,000 Safe Schools Carryover- \$0 Total = \$3000		\$3,000 Total= \$3,000
Total = \$83,716		Total= \$83,716 =

LCAP Budget		
Funding Source	Funding Allocation	Cost
17-18 Total- \$34,920 LCAP Carryover- \$0	2 Learning Center Aides 1 Parent Restricted Aide	\$11,262 \$9,190

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	1 School Counselor	\$13,498
Total= \$34,920		Total=\$