

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Hooker Oak Elementary School
Address	1238 Arbutus Ave. Chico, CA 95926
County-District-School (CDS) Code	04-61424-6003008
Principal	Emily Mullins
District Name	Chico Unified School District
SPSA Revision Date	April 14, 2021
Schoolsite Council (SSC) Approval Date	April 14, 2021
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Mision

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 Transitional Kindergarten through fifth-grade school which currently houses approximately 325 students. Hooker Oak School has been a program of choice in Chico Unified School District for over forty years. It is presently housed in a historic school in Chico which is 72 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 TK, 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 Special Education class and a Special Day 1st-5th Grade Class. In addition to the general education teaching staff, Hooker Oak School has one full-time Principal, one full-time Resource Specialist, one full-time Title 1 Teacher, one full-time Office Manager, one part-time Attendance Clerk, one part-time Health Aide, one part-time School Psychologist, one part-time School Counselor, one part-time Librarian, one part-time Targeted Case Manager, and one floating Registered Nurse.

The TK-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 School has grade level Professional Learning Community teams that examine the school's data and propose efforts to improve achievement to their teaching peers. Every Wednesday is an early release day, which affords our staff the opportunity to collaborate in their grade-level teams.

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 of our curriculum, 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.

Hooker Oak is a Title 1 school, with 47.8% of our students from socioeconomically disadvantaged families. 73.3% of our students are white. The next significant subgroup is Hispanic, at 13.9%. Students with Disabilities make up 13.3% of our student population. 17% of our population are English Learners.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The following stakeholder groups were involved in the Needs Assessment, planning, and monitoring of the SPSA:
School Site Council (SSC)
Parent-Teacher Organization (PTO)
Site PBIS Leadership Team
Site Universal Design for Learning (UDL) Team
Staff
Parents

Hooker Oak has an active School Site Council which consists of 10 members, Half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets six times each year to approve funding and monitor federally-funded programs. The SSC also analyzes data and approves the School Safety Plan. Extensive training has been conducted on the SPSA template and the use of the 5x5 matrixes aligned to Dashboard indicators. These matrixes were used to determine SMART goals and Annual Measurable Outcomes (AMOs).

On March 22, 2021 our staff spent time reviewing local performance data and drew conclusions based on the data. The final SPSA was shared with staff on April 6, 2021, and feedback was solicited ahead of the approval by the SSC.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.61%	0.54%	0.28%	2	2	1
African American	0.61%	1.9%	0.83%	2	7	3
Asian	2.12%	1.63%	1.94%	7	6	7
Filipino	%	0.27%	0%		1	0
Hispanic/Latino	14.55%	12.74%	13.89%	48	47	50
Pacific Islander	0.30%	0.27%	0.28%	1	1	1
White	71.21%	73.44%	73.33%	235	271	264
Multiple/No Response	1.82%	1.63%	7.5%	6	6	7
Total Enrollment				330	369	360

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	68	77	71
Grade 1	61	69	51
Grade 2	51	60	70
Grade3	56	58	56
Grade 4	45	57	59
Grade 5	49	48	53
Total Enrollment	330	369	360

Conclusions based on this data:

1. Enrollment has increased over the last three years. This is due to the addition of a Transitional Kindergarten class in 2018-2019 and a result of the enrollment of students displaced by the Camp Fire in 2018. We will continuously monitor our class sizes and make adjustments as necessary to ensure that classes are not overcrowded.
2. White students are our largest subgroup.
3. Hispanic students are 13.89% of our population and are our next largest subgroup. We need to be mindful of any achievement gaps that exist between our Hispanic and our White subgroups.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	2	2	6	0.6%	0.5%	1.7%
Fluent English Proficient (FEP)	4	3	4	1.2%	0.8%	1.1%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

Conclusions based on this data:

1. We will address our EL students as they enroll. Currently, our population of EL is very low; however, it has increased over the last year.
2. We have actions/services to address ELs in our SPSA (found in Goal 3)
3. We have recently hired a Bilingual Aide to support our ELs in the classroom.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48	53	60	43	52	55	43	52	55	89.6	98.1	91.7
Grade 4	48	45	55	44	42	54	44	42	54	91.7	93.3	98.2
Grade 5	39	50	49	37	46	47	37	46	47	94.9	92	95.9
All Grades	135	148	164	124	140	156	124	140	156	91.9	94.6	95.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2397.	2416.	2421.	13.95	13.46	21.82	18.60	32.69	29.09	32.56	25.00	25.45	34.88	28.85	23.64
Grade 4	2474.	2474.	2475.	27.27	35.71	27.78	29.55	21.43	29.63	20.45	21.43	16.67	22.73	21.43	25.93
Grade 5	2480.	2522.	2510.	21.62	39.13	27.66	27.03	28.26	36.17	16.22	10.87	8.51	35.14	21.74	27.66
All Grades	N/A	N/A	N/A	20.97	28.57	25.64	25.00	27.86	31.41	23.39	19.29	17.31	30.65	24.29	25.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.63	26.92	27.27	51.16	48.08	47.27	37.21	25.00	25.45
Grade 4	36.36	30.95	35.19	47.73	47.62	44.44	15.91	21.43	20.37
Grade 5	27.03	36.96	27.66	43.24	39.13	40.43	29.73	23.91	31.91
All Grades	25.00	31.43	30.13	47.58	45.00	44.23	27.42	23.57	25.64

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.30	9.62	7.27	55.81	53.85	67.27	34.88	36.54	25.45
Grade 4	27.27	26.19	14.81	50.00	45.24	50.00	22.73	28.57	35.19
Grade 5	16.22	52.17	31.91	45.95	23.91	42.55	37.84	23.91	25.53
All Grades	17.74	28.57	17.31	50.81	41.43	53.85	31.45	30.00	28.85

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.30	9.62	21.82	69.77	78.85	69.09	20.93	11.54	9.09
Grade 4	18.18	38.10	18.52	63.64	45.24	66.67	18.18	16.67	14.81
Grade 5	16.22	21.74	17.02	67.57	63.04	65.96	16.22	15.22	17.02
All Grades	14.52	22.14	19.23	66.94	63.57	67.31	18.55	14.29	13.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.63	19.23	16.36	60.47	55.77	52.73	27.91	25.00	30.91
Grade 4	20.45	23.81	27.78	61.36	59.52	42.59	18.18	16.67	29.63
Grade 5	18.92	39.13	31.91	43.24	39.13	40.43	37.84	21.74	27.66
All Grades	16.94	27.14	25.00	55.65	51.43	45.51	27.42	21.43	29.49

Conclusions based on this data:

1. ELA achievement scores were stagnant in 2018-2019, following a substantial increase the year before. This may be partly caused by the upheaval caused by the Camp Fire and the loss of three weeks of instruction. Needless to say, the staff has been diligently focused on identifying essential standards and vocabulary and providing students with opportunities to practice with the CAASPP system through the use of IABs. Each student taking the SBAC test will meet with the principal for "Data and Donuts" prior to the assessment window to review goals and the importance of doing their Personal Best.
2. Students do not have a lot of feedback about how they are doing on state and local assessments. We do not anticipate seeing significant growth without student buy-in. All 4th and 5th grade students have received data folders and will be tracking their progress on state and local assessments to ensure student buy-in to their success. The principal has gone into every 4th and 5th grade classroom to review prior year(s) SBAC data and help students to identify areas of strength and areas of growth. All students have set growth goals for this year's administration of the SBAC.
3. Research/Inquiry and Writing are our greatest areas of need, based on the claim level data. All students will receive the SBAC rubrics and teachers will be using these throughout the year to evaluate student writing. Students have been explicitly taught how to use this rubric to evaluate their own writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48	53	60	43	52	55	43	52	55	89.6	98.1	91.7
Grade 4	48	45	55	45	42	54	45	42	54	93.8	93.3	98.2
Grade 5	39	50	49	37	46	47	37	46	47	94.9	92	95.9
All Grades	135	148	164	125	140	156	125	140	156	92.6	94.6	95.1

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2403.	2398.	2424.	13.95	7.69	9.09	18.60	25.00	36.36	32.56	28.85	32.73	34.88	38.46	21.82
Grade 4	2463.	2460.	2458.	13.33	16.67	7.41	33.33	23.81	37.04	31.11	40.48	25.93	22.22	19.05	29.63
Grade 5	2467.	2499.	2478.	5.41	17.39	14.89	16.22	23.91	19.15	29.73	34.78	29.79	48.65	23.91	36.17
All Grades	N/A	N/A	N/A	11.20	13.57	10.26	23.20	24.29	31.41	31.20	34.29	29.49	34.40	27.86	28.85

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	18.60	15.38	20.00	30.23	32.69	45.45	51.16	51.92	34.55	
Grade 4	28.89	23.81	20.37	42.22	38.10	38.89	28.89	38.10	40.74	
Grade 5	11.11	23.91	23.40	33.33	39.13	31.91	55.56	36.96	44.68	
All Grades	20.16	20.71	21.15	35.48	36.43	39.10	44.35	42.86	39.74	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.28	19.23	25.45	62.79	36.54	52.73	20.93	44.23	21.82
Grade 4	28.89	19.05	20.37	42.22	47.62	50.00	28.89	33.33	29.63
Grade 5	10.81	23.91	8.51	37.84	54.35	51.06	51.35	21.74	40.43
All Grades	19.20	20.71	18.59	48.00	45.71	51.28	32.80	33.57	30.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.28	13.46	20.00	46.51	51.92	63.64	37.21	34.62	16.36
Grade 4	22.22	14.29	12.96	48.89	61.90	53.70	28.89	23.81	33.33
Grade 5	5.56	17.39	14.89	52.78	47.83	46.81	41.67	34.78	38.30
All Grades	15.32	15.00	16.03	49.19	53.57	55.13	35.48	31.43	28.85

Conclusions based on this data:

1. Math scores have remained stagnant, although the percentage of students below standard has decreased each year. Teachers have spent a great deal of time this school year on professional development in math. We have been identifying the essential standards and have found that our instruction is not fully aligned to these target standards or to the state assessments. We are continuing to modify curriculum and pacing guides to reflect the target standards and assessments.
2. Students do not have a lot of feedback about how they are doing on state and local assessments. We do not anticipate seeing significant growth without student buy-in. All 4th and 5th grade students have received data folders and will be tracking their progress on state and local assessments to ensure student buy-in to their success. The principal has gone into every 4th and 5th grade classroom to review prior year(s) SBAC data and help students to identify areas of strength and areas of growth. All students have set growth goals for this year's administration of the SBAC.
3. When looking at the data from the claim level, Concepts and Procedures has consistently been the area where we see the most students below standard. This is attributed to a lack of intervention in the primary grades, when students are developing their conceptual understanding of mathematics. We have increased intervention services in math this year and plan to increase it even more so in the 2020-2021 school year, including a focus on UDL strategies and leveled grouping in 4th and 5th grade.

School and Student Performance Data

ELPAC Results 2017-18 Summative Assessment Data

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 1		*		*		*		*
Grade 5		*		*		*		*
All Grades								*

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades		*		*		*		*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades		*		*		*		*	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Conclusions based on this data:

- As our EL population is not statistically significant, we do not have data for the ELPAC.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
369	45.8	0.5	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	0.5
Socioeconomically Disadvantaged	169	45.8
Students with Disabilities	53	14.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.9
American Indian	2	0.5
Asian	6	1.6
Filipino	1	0.3
Hispanic	47	12.7
Two or More Races	28	7.6
Pacific Islander	1	0.3
White	271	73.4




Conclusions based on this data:

1. Hooker Oak School continues to classify as a Title 1 school. We will continue with our Learning Center utilizing the Title 1 teacher and staff.
2. We will continue to support our at-risk families through our Targeted Case Manager. We will make sure that all of our families have equal access to the educational opportunities that we provide.
3. We will monitor and respond to any achievement gaps that exist between our socioeconomically disadvantaged students and all students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Orange		

Conclusions based on this data:

1. Our school moved from green to yellow in English Language Arts. We believe this is partly due to a disconnect between training and expertise of our teachers and the buy-in and understanding from students. This was discussed in the ELA and Math sections previously.
2. Our school moved from yellow to orange in Math. We believe this is partly due to a disconnect between training and expertise of our teachers and the buy-in and understanding from students. This was discussed in the ELA and Math sections previously. There is also a need for professional development for teachers on math standards and the alignment of instructional practices to target standards and assessments.
3. Our focus on LifeSkills and the Restorative Justice program has had a positive impact on school climate. We will continue to monitor chronic absenteeism and suspension rates.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 0.2 points above standard Declined -7.4 points 153	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p>  Yellow 26 points below standard Increased ++3.1 points 85	<p>Students with Disabilities</p>  No Performance Color 100.5 points below standard Increased Significantly ++17.4 points 25

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 35.3 points below standard Declined Significantly -39.5 points 16	 No Performance Color 12 points above standard 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 13 points above standard Maintained ++0.9 points 110

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 1	2.5 points above standard Declined -8.6 points 149

Conclusions based on this data:

- Our school Dashboard indicator for All Students in ELA is Yellow. We are 0.2 points above standard, but we declined by 7.4 points. This is not the direction in which we want to head. A more thorough analysis at the subgroup level suggests that we need to focus more attention on our Socioeconomically Disadvantaged student group. This subgroup was 26 points below standard, although they did increase by 3.1 points which kept them out of the Orange performance color. If this subgroup does not increase by at least 3 points, they will be in the Orange performance color next year. Our White subgroup was in Green, scoring 13 points above standard. However, this subgroup maintained achievement over the prior year, at 0.9 points and we expect all student groups to show growth. Although our Students with Disabilities did not have a performance color, we are proud of the 17.4 points that they increased. With that being said, they are 100.5 points below standard so it is imperative that we analyze the supports and services that are being provided to this subgroup.
- A more thorough analysis of the data at the claim level shows that Writing and Research/Inquiry are our greatest areas of need. 28.5% of students are Below Standard in Writing and 29.49% of students are Below Standard in Research/Inquiry.
- We will continue to support at-risk students through our Learning Center and to provide push-in support services in the classroom. Teachers will continue to teach reading in all grade levels using the Guided Reading and Daily Five models.

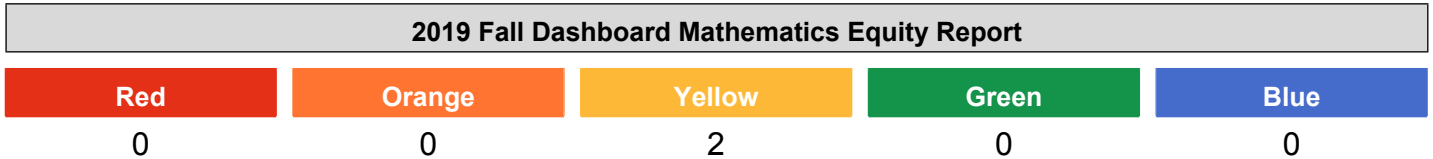
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 27.3 points below standard Maintained -1.2 points 153	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p>  Yellow 46.9 points below standard Increased ++13.9 points 85	<p>Students with Disabilities</p>  No Performance Color 129.5 points below standard Increased ++7.1 points 25

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 54.5 points below standard Maintained ++1 points 16	 No Performance Color 20.5 points below standard 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 17.8 points below standard Maintained 0 points 110

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 1	25.9 points below standard Maintained -2.9 points 149

Conclusions based on this data:

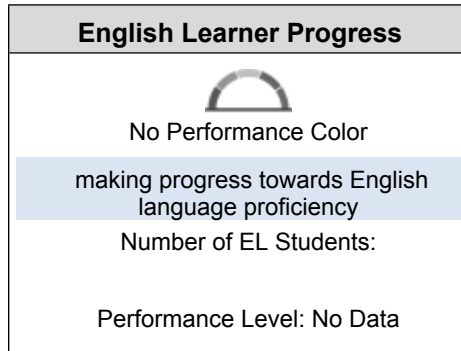
- Math is our greatest area of need for continued growth. Our Dashboard indicator for all students is Orange. We are 27.3 points below standard and although we are technically in the 'maintained' category, we did drop 1.2 points. Our Socioeconomically Disadvantaged subgroup increased by 13.9 points and our Students with Disabilities subgroup increased by 7.1 points. Although we are proud of this increase, both of these subgroups are far below the standard (46.9 and 129.5, respectively). In comparison, our White subgroup is 17.8 points below standard. There does exist an achievement gap that we need to minimize.
- We are aiming to grow by 5 points for All Students, which would move us from Orange to Green. A more thorough analysis of our data at the claim level reveals that Concepts and Procedures is our greatest area of need, with 40% of our students scoring Below Standard.
- Extensive professional development has been provided to teachers this year to support mathematical instruction. Attention is being placed on the identification and unpacking of target standards and the alignment of instruction with assessment. Support has also been given to students in understanding how to analyze their data and set growth goals.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. Hooker Oak does not currently have a statistically significant number of EL students. As EL students enroll, we will diligently monitor their progress.

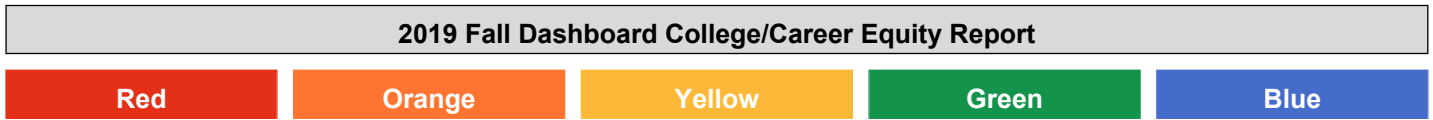
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	3	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>4.5</p> <p>Declined -1.7</p> <p>381</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>18.8</p> <p>16</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>6.2</p> <p>Declined Significantly -5.6</p> <p>193</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>11.3</p> <p>Declined -1.8</p> <p>62</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12 Maintained 0 50	 Green 2.9 Maintained 0 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 2.9 Declined -2.9 278

Conclusions based on this data:

1. Based on the data, our Hispanic and Students with Disabilities subgroups are struggling with chronic absenteeism. Our Targeted Case Manager will reach out to these families to find out how we can support them in getting their children to school. Attendance will be discussed during IEP meetings.
2. A School Attendance Review Team has been developed and will meet with families struggling with attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

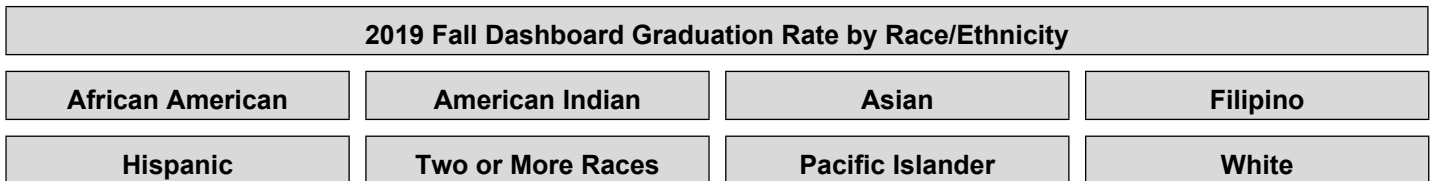
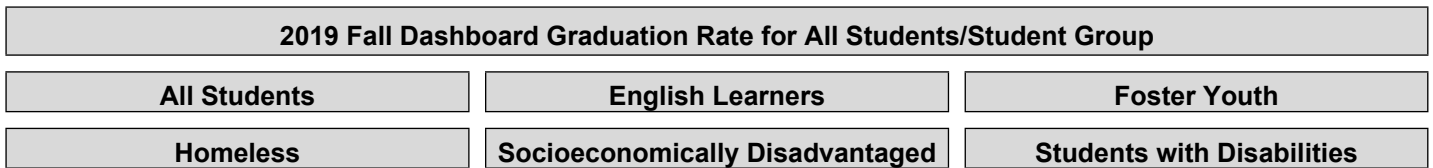
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

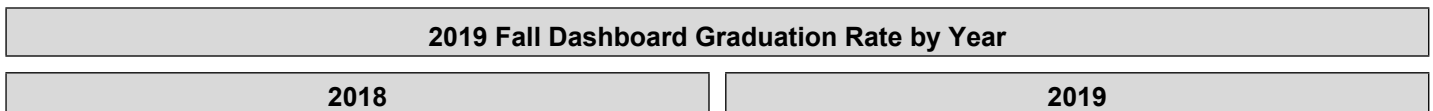
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

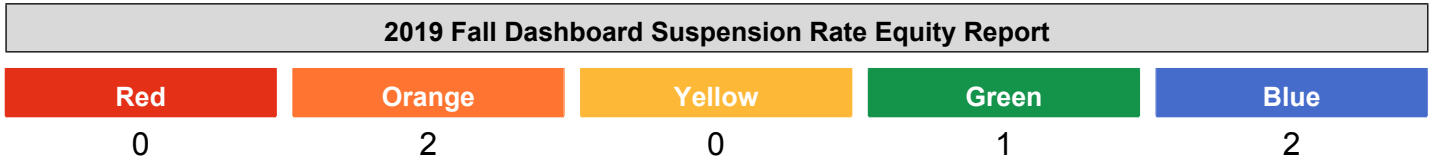
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.5</p> <p>Increased +0.5</p> <p>387</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0</p> <p>18</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>0.5</p> <p>Increased +0.5</p> <p>199</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>3.2</p> <p>Increased +3.2</p> <p>63</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">2</div> Increased +2 51	 Blue <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">0</div> Maintained 0 35	 No Performance Color Less than 11 Students - Data 1	 Blue <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">0</div> Maintained 0 282

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.5

Conclusions based on this data:

1. Two subgroups (Students with Disabilities and Hispanic Students) are being suspended at higher rates than All Students. We will be monitoring this and exploring alternatives to suspension.
2. Based on the data, our PBIS and Restorative Justice programs are effective.
3. Our school counselor and counseling assistant will continue to assist students when conflicts arise and provide preventative strategies.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Quality Teachers, Materials and Facilities

Goal Statement

All students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair

LCAP Goal

CUSD LCAP Goal 1: Quality Teacher, Materials, and Facilities

Basis for this Goal

Research indicates that teacher effectiveness has one of the greatest effects on student achievement. Students need and deserve access to highly-qualified teachers who are willing to engage in a continuous learning cycle. Hooker Oak, as a part of Chico Unified School District, is committed to attracting and retaining highly-qualified teachers. We are also committed to maintaining and beautifying our facilities in order for students and families to have a sense of pride in our school. Additionally, the safety of our facilities are consistently monitored. Hooker Oak students have access to appropriate instructional materials and the technology needed to ensure that they are ready for the next grade level and beyond.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 1: Basic Williams Compliance	All teachers are 100% appropriately assigned and credentialed.	Maintain compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher report and Williams Report).
State Priority 1: Basic Facilities	Facilities Inspection Tool (FIT) indicates "good."	Facilities Inspection Tool (FIT) indicates "good."
State Priority 1: Basic Instructional Materials	100% of Hooker Oak classrooms have sufficient instructional materials as verified by a CUSD School Board Resolution and the Williams Report.	Hooker Oak K-5 classrooms will continue to have sufficient instructional materials as verified by the Williams Report.
State Priority 1: Basic Instructional Materials	Hooker Oak has a 1:1 device to student ratio for chromebooks. Hooker Oak students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.	Hooker Oak will maintain a 1:1 device to student ratio for chromebooks. Hooker Oak students and teachers will continue to have regular access to the technology they need for curriculum, instruction, and assessment.

Planned Strategies/Activities

Strategy/Activity 1

Hooker Oak will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Hooker Oak will support BTSA professional development by providing a mentor teacher and providing release time for collaboration

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Prioritize and submit curriculum and instructional materials purchases, including technology, to support classroom learning

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

176,000

Source	LCFF - District Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Renaissance Place, iReady - Total District Cost
Amount	1,000,000
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials/Textbooks - Total District Cost
Amount	700.00
Source	Site LCAP
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Read Naturally
Amount	1,000
Source	Site LCAP
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Keyboarding Without Tears
Amount	13,000
Source	PTO - Parent-Teacher Organization
Budget Reference	4000-4999: Books And Supplies
Description	Classroom Disbursements
Amount	2,500
Source	PTO - Parent-Teacher Organization
Budget Reference	4000-4999: Books And Supplies
Description	Curriculum Programs
Amount	200,000
Source	LCFF - District Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Educational Software - Total District Cost
Amount	1,000,000
Source	LCFF - District Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description

Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure

Strategy/Activity 4

Provide Library/Media services

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

District; Principal; Library Media Assistant

Proposed Expenditures for this Strategy/Activity

Amount

1,100,000

Source

District Funded

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Cost of PT Library Media Assistant - Total District Cost

Amount

1,500

Source

Site LCAP

Budget Reference

4000-4999: Books And Supplies

Description

Library Books

Strategy/Activity 5

Utilize current work order system for completion of repair projects

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal; Custodial Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Organize campus beautification projects and maintain shared spaces, such as the school garden and Nature Center.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

PTO; Principal

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	PTO - Parent-Teacher Organization
Budget Reference	4000-4999: Books And Supplies
Description	School Improvement
Amount	2,000
Source	PTO - Parent-Teacher Organization
Budget Reference	4000-4999: Books And Supplies
Description	Green Committee
Amount	4,000
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	School Improvement

Strategy/Activity 7

Hooker Oak will facilitate the home and school usage of student Chromebooks, including device management, and will ensure student access to emerging technologies.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

District; IT Staff

Proposed Expenditures for this Strategy/Activity

Amount	385,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Description	IT Support Staff - total District Cost
Amount	4,000
Source	Site PTO
Budget Reference	4000-4999: Books And Supplies
Description	Technology purchases for student use
Amount	15,000
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Site Technology Purchases

Strategy/Activity 8

Utilize educational software to support student achievement

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Ensure new teachers and staff are trained in PBIS, implicit bias, and other site initiatives

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Fully Align Curriculum and Assessments with State Standards

Goal Statement

Hooker Oak will continue to support teachers in implementing the California State Content Standards, as measured by a baseline knowledge of grade-level and grade-band target standards and the accompanying curriculum frameworks.

Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP

LCAP Goal

CUSD LCAP Goal 2: Fully Align Curriculum and Assessment with State Standards

Basis for this Goal

Hooker Oak staff need to continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the California State Content Standards and Next Generation Science Standards (NGSS), and administer assessments that align with state standardized assessments (SBAC). Furthermore, as we view curriculum through an equity lens, we need to more fully align our K-5 curricular units to promote a more diverse and inclusive understanding of key themes.

Grades TK-5 have a comprehensive local assessment plan in place for both English Language Arts and Math. In order to improve teacher engagement in systematic formative assessment practices, ensure the most effective use of technology for assessment, and improve the effectiveness of the assessments, it is necessary to constantly revise this plan. Hooker Oak has a teacher representative on the District Leadership Committee who regularly attends meetings and reports back to staff.

Hooker Oak has a need to develop high-quality science instruction aligned to the NGSS. We had four teacher pilot science curriculum last year and we are looking forward to continued training and support as we receive the newly adopted curriculum based on this district pilot.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	TK - 5 have a fully developed assessment plan and have implemented common District-Wide assessments.	TK-5 will continue to administer and refine assessment plans.
State Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	95% of Hooker Oak teachers attended one or more trainings in Math and/or the Next Generation Science Standards.	100% of Hooker Oak teachers will attend one or more trainings in Math and/or the Next Generation Science Standards.

Planned Strategies/Activities

Strategy/Activity 1

District Leadership Committee (DLC) will ensure district initiatives are aligned to student academic and emotional needs

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

District
DLC Rep

Proposed Expenditures for this Strategy/Activity

Amount	375,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	District Leadership Council Instructional Teachers on Special Assignment (TOSA) - Total District Cost
Amount	116,000
Source	Title I - District
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Illuminate/Data Teacher on Special Assignment (TOSA)
Amount	101,000
Source	Title II - District
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	DLC Instructional TOSAs
Amount	140,000
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	English Language Development (ELD) TEachers on Special Assignment (TOSAs)

Strategy/Activity 2

Continue to provide professional development to implement a CCSS aligned curriculum in all classrooms

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6,399
Source	Title II - Site
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional development for teachers
Amount	430,000
Source	Title II - District
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development
Amount	99,000
Source	Title II - District
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology Professional Development

Strategy/Activity 3

Hooker Oak will administer common assessments for K-5 students in ELA, ELD, and Math, as recommended by DLC, and ensure that all students have equitable access to site, district, and state assessments.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Classroom Teachers
Support Staff
DLC

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Hooker Oak staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CCSS and NGSS and administer assessments that align with state standardized assessments (SBAC).

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

All staff will use Wednesday Collaboration Time (PLCs) to analyze data, plan for CCSS aligned-instruction, and respond to student needs for intervention and enrichment

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Identify essential standards and vocabulary in ELA and Math and develop common assessments and pacing guides through grade-level collaboration

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount

5000

Source	Site LCAP
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for teacher release days
Amount	1000
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Materials & supplies for teacher release days

Strategy/Activity 7

Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system (iReady and STAR)

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	176,000
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	iReady and Renaissance Place

Strategy/Activity 8

Develop and refine a consistent practice in teaching about social justice and equity in each grade level

Students to be Served by this Strategy/Activity

All Students

Timeline

2021-2022

Person(s) Responsible

Principal
Classroom Teachers
Equity Alliance

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Support High Levels of Student Achievement in a Broad Range of Courses

Goal Statement

Hooker Oak will increase overall student achievement in English Language Arts and Mathematics. Hooker Oak teachers will utilize newly adopted NGSS curriculum to support high levels of student achievement in science.

LCAP Goal

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

Basis for this Goal

Our school Dashboard indicator for All Students in ELA is Yellow. We are 0.2 points above standard, but we declined by 7.4 points. This is not the direction in which we want to head. A more thorough analysis at the subgroup level suggests that we need to focus more attention on our Socioeconomically Disadvantaged student group. This subgroup was 26 points below standard, although they did increase by 3.1 points which kept them out of the Orange performance color. If this subgroup does not increase by at least 3 points, they will be in the Orange performance color next year. Our White subgroup was in Green, scoring 13 points above standard. However, this subgroup maintained achievement over the prior year, at 0.9 points and we expect all student groups to show growth.

A more thorough analysis of the data at the claim level shows that Writing and Research/Inquiry are our greatest areas of need. 28.5% of students are Below Standard in Writing and 29.49% of students are Below Standard in Research/Inquiry.

Although our Students with Disabilities did not have a performance color, we are proud of the 17.4 points that they increased. With that being said, they are 100.5 points below standard so it is imperative that we analyze the supports and services that are being provided to this subgroup.

Math is our greatest area of need for continued growth. Our Dashboard indicator for all students is Orange. We are 27.3 points below standard and although we are technically in the 'maintained' category, we did drop 1.2 points. Our Socioeconomically Disadvantaged subgroup increased by 13.9 points and our Students with Disabilities subgroup increased by 7.1 points. Although we are proud of this increase, both of these subgroups are far below the standard (46.9 and 129.5, respectively). In comparison, our White subgroup is 17.8 points below standard. There does exist an achievement gap that we need to minimize.

We are aiming to grow by 5 points for All Students, which would move us from Orange to Green. A more thorough analysis of our data at the claim level reveals that Concepts and Procedures is our greatest area of need, with 40% of our students scoring Below Standard.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 4: Pupil Achievement (ELA) CAASPP	2019 Data: 57% of students met or exceeded standards; 43% of students did not meet standards. 3rd Grade: 51% met or exceeded standards 4th Grade: 58% met or exceeded standards	Increase the percentage of students who meet or exceed standards by 3%. All Students: 60% 3rd Grade: 54% 4th Grade: 61% 5th Grade: 67%

Metric/Indicator	Baseline	Expected Outcome
	5th Grade: 64% met or exceeded standards	
State Priority 4: Pupil Achievement (ELA) CAASPP	<p>2019 Dashboard Data: Dashboard Indicator for All Students is Yellow 0.2 Points above standard Declined 7.4 points</p> <p>Dashboard Indicator for Socioeconomically Disadvantaged Students is Orange 26 points below standard Increased 3.1 points</p> <p>Dashboard Indicator for White Students is Green 13 points above standard Maintained 0.9 points</p> <p>No Dashboard Indicator for Students with Disabilities 100.5 points below standard Increased 17.4 points</p>	<p>All Students will increase by 5 points, to 5.2 above standard</p> <p>Socioeconomically Disadvantaged will increase by 5 points, to 21 below standard</p> <p>White Students will increase by 3 points, to 16 above standard</p> <p>Students with Disabilities will increase by 10 points, to 91.5 below standard</p>
State Priority 4: Pupil Achievement CAASPP Interim Assessment Blocks (IABs)-ELA	<p>2019-2020 Baseline Data</p> <p>Language and Vocabulary Use 80% of 3rd-5th grade students scored At/Near or Above Standard 3rd Grade: 84% 4th Grade: 84% 5th Grade: 71%</p> <p>Read Informational Texts 82% of 3rd-5th grade students scored At/Near or Above Standard 3rd Grade: 65% 4th Grade: 92% 5th Grade: 88%</p>	85% of students in grades 3-5 will score At/Near or Above Standard on two ELA Interim Assessment Blocks administered at the end of the second trimester.
State Priority 4: Pupil Achievement Local Benchmarks (STAR Reading)	<p>2020-2021 Tri 2 Baseline Data</p> <p>52% of 3rd-5th grade students were reading at grade level at the end of the second trimester based on the STAR Reading Assessment 3rd Grade: 46% 4th Grade: 51% 5th Grade: 60%</p>	60% of 3rd-5th grade students will be reading at grade level at the end of the second trimester based on the STAR Reading Assessment.
State Priority 4: Pupil Achievement Local Benchmarks (BPST)	<p>2020-2021 Tri 2 Baseline Data</p> <p>60% of K-3rd grade students achieved the benchmark on the BPST at the end of the second trimester.</p>	65% of K-3rd grade students will achieve the benchmark on the BPST at the end of the second trimester.

Metric/Indicator	Baseline	Expected Outcome
	<p>58% of Kindergarten students achieved the benchmark on the BPST</p> <p>40% of 1st Grade students achieved the benchmark on the BPST</p> <p>83% of 2nd Grade students achieved the benchmark on the BPST</p>	
<p>State Priority 4: Pupil Achievement Local Benchmarks (3rd Grade CBM Fluency Assessment)</p>	<p>2019-2020 Baseline Data</p> <p>28% of 3rd-grade students were reading at least 100 WPM in August</p> <p>64% of 3rd-grade students were reading at least 100 WPM in February</p>	<p>80% of 3rd-grade students will be reading at least 100 WPM at the end of the school year.</p>
<p>State Priority 4: Pupil Achievement (Math) CAASPP</p>	<p>2019 Data: 42% of students met or exceeded standards; 58% of students did not meet standards.</p> <p>3rd Grade: 45% met or exceeded standards</p> <p>4th Grade: 44% met or exceeded standards</p> <p>5th Grade: 34% met or exceeded standards</p>	<p>Increase the percentage of students who meet or exceed standards by 3%.</p> <p>All Students: 45%</p> <p>3rd Grade: 48%</p> <p>4th Grade: 47%</p> <p>5th Grade: 37%</p>
<p>State Priority 4: Pupil Achievement (Math) CAASPP</p>	<p>2019 Dashboard Data: Dashboard Indicator for All Students is Orange 27.3 points below standard Maintained -1.2 points</p> <p>Dashboard Indicator for Socioeconomically Disadvantaged Students is Yellow 46.9 points below standard Increased 13.9 points</p> <p>Dashboard Indicator for White Students is Yellow 17.8 points above standard Maintained 0 points</p> <p>No Dashboard Indicator for Students with Disabilities 129.5 points below standard Increased 7.1 points</p>	<p>All Students will increase by 5 points, to 22.3 points below standard</p> <p>Socioeconomically Disadvantaged will increase by 5 points, to 41.9 below standard</p> <p>White Students will increase by 3 points, to 20.8 above standard</p> <p>Students with Disabilities will increase by 10 points, to 119.5 below standard</p>
<p>State Priority 4: Pupil Achievement CAASPP Interim Assessment Blocks (IABs)-Math</p>	<p>2019-2020 Baseline Data</p> <p>Numbers and Operations in Base Ten</p> <p>70% of 3rd-5th grade students scored At/Near or Above Standard</p> <p>3rd Grade: 83%</p> <p>4th Grade: 72%</p> <p>5th Grade: 56%</p> <p>Operations and Algebraic Thinking</p>	<p>75% of students in grades 3-5 will score At/Near or Above Standard on two Math Interim Assessment Blocks administered at the end of the second trimester.</p>

Metric/Indicator	Baseline	Expected Outcome
	73% of 3rd-5th grade students scored At/Near or Above Standard 3rd Grade: 84% 4th Grade: 66% 5th Grade: 69%	
State Priority 4: Pupil Achievement California Science Test (CAST)	2018-2019 Baseline Data: 36% of 5th graders met standard 64% of 5th graders did not meet standard	Increase the percentage of students who meet or exceed standards by 3%

Planned Strategies/Activities

Strategy/Activity 1

Provide intervention support, curriculum, and supplemental material to support instruction

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount	92,355
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Title 1 Teacher
Amount	103,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	TK and Kindergarten Aides

Strategy/Activity 2

Teachers will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data. A Multi-Tiered System of Supports (MTSS) model will be utilized to meet students' academic and social-emotional needs. At-risk students will be supported through the Learning Center and will be monitored through the SBIT process.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Hooker Oak staff will receive training on the Universal Design for Learning (UDL) framework and will incorporate aspects of this framework into every classroom

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Site LCAP
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for Professional Development/Extra Assignment

Strategy/Activity 4

Classroom teachers will provide small group, leveled instruction utilizing the Daily Five Model

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Provide book for every kindergartener at the start of the school year to promote a love of literacy from the start of their school experience at Hooker Oak

Students to be Served by this Strategy/Activity

Kindergarten Students

Timeline

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	400
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Books

Strategy/Activity 6

Use state and district adopted English Language Development materials and assessments to meet the needs of English Language Learners

Students to be Served by this Strategy/Activity

English Learners

Timeline

2021-2022

Person(s) Responsible

Principal
Teachers
Staff

Proposed Expenditures for this Strategy/Activity

Amount	140,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ELD Coaches provide student curriculum and teacher professional development

Strategy/Activity 7

Train staff on ELA/ELD framework to fully implement Designated and Integrated ELD instruction

Students to be Served by this Strategy/Activity

English Learners

Timeline

2021-2022

Person(s) Responsible

Principal
DLC Representative
Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Monitor progress of English Learners and Reclassified students biannually

Students to be Served by this Strategy/Activity

English Learners/Reclassified ELs

Timeline

2021-2022

Person(s) Responsible

IA-Bilingual
Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Hooker Oak will participate in the Reading Pals program by providing at-risk students with a community volunteer to support reading for one hour each week

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Reading Pals Coordinator
Principal

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Provide opportunities for meaningful parent involvement and input

Goal Statement

Hooker Oak will continuously seek ways to provide opportunities for meaningful parent involvement and input.

LCAP Goal

CUSD LCAP Goal 4: Provide opportunities for meaningful parent involvement and input

Basis for this Goal

According to the National Coalition for Parent Involvement in Education, parent involvement is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school (2006). According to the National PTA, the most accurate predictors of student achievement in school are not family or income status, but the extent to which the family creates a home environment that encourages learning, communicates high, yet reasonable, expectations for the child's achievement and becomes involved in the child's education at school (2000). Armed with this academic research, we understand how important it is to provide meaningful opportunities for parent involvement.

Through the COVID-19 pandemic, parent involvement was not only crucial but necessary, as our students navigated online learning. Communication between our schools and families continues to be imperative.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Parent Involvement/Local Evaluation Tool Targeted Case Manager	Hooker Oak has a Targeted Case Manager to support families to ensure student academic, social, and emotional success and maintain baseline parent contact as a minimum.	Continue Targeted Case Manager parent contact to support families to ensure student academic, social, and emotional success. Maintain or increase the number of parent contacts.
Priority 3: Parent Involvement Diversity of parent committees	Hooker Oak parent groups are made up primarily of our majority subgroup	Increase diversity of parent groups/committees
Priority 3: Parent Involvement/Local Evaluation Tool Parent Trainings	Sign-in sheets from parent involvement activities indicate that efforts are made to involve parents but turn-out is inconsistent.	Increase or maintain opportunities for parent involvement and stakeholder engagement
Priority 3: Parent Involvement/Local Evaluation Tool Aeries Parent Portal Accounts	99% of Hooker Oak parents have an active Parent Portal account	Maintain 95% or above active Parent Portal accounts

Planned Strategies/Activities

Strategy/Activity 1

Continue to employ Targeted Case Manager (TCM) at site to:

- *increase parent participation as demonstrated by logging instances of parent contact in Aeries
- *support parents during Parent-Teacher Conferences
- *conduct Home Visits as needed
- *be a liaison to their site and the District English Learner Advisory Committees

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
District
Targeted Case Manager

Proposed Expenditures for this Strategy/Activity

Amount	570,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Cost of 0.5 FTE Targeted Case Manager at Hooker Oak School and all other CUSD sites
Amount	175
Source	PTO - Parent-Teacher Organization
Budget Reference	4000-4999: Books And Supplies
Description	Targeted Case Management Needs

Strategy/Activity 2

Annual Back to School Night (Title I Parent Meeting and Classroom Presentations)

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Staff
PTO

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Site PTO
Budget Reference	4000-4999: Books And Supplies
Description	Refreshments & Supplies

Strategy/Activity 3

Back to School Parent & Student Outreach Activities:
New Parent Orientation/Kindergarten Orientation
First Day of School Parent Breakfast
Popsicles with the Principal

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
PTO

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Site PTO
Budget Reference	4000-4999: Books And Supplies
Description	Refreshments & Supplies

Strategy/Activity 4

Provide training on the tools available to parents to support our curriculum and classroom instruction

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Monthly Parent Coffee with the Principal, TCM, and Counselor

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Targeted Case Manager

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Refreshments

Strategy/Activity 6

Utilize social media and Aeries Communication to involve parents in the day-to-day happenings of the school

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Weekly Bulletin posted on website, Facebook, and sent via email

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Principal and TCM will contact all new families who enroll at Hooker Oak during the school year within the first week to welcome them to our school community and make them aware of resources available

Students to be Served by this Strategy/Activity

All Students

Timeline

2021-2022

Person(s) Responsible

Principal
TCM

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Hooker Oak will strive to include representation from all subgroups on our Parent Teacher Organization (PTO), School Site Council (SSC), and any other parent committees that are formed to ensure equitable student outcomes

Students to be Served by this Strategy/Activity

Homeless/Foster
Students with Disabilities
Hispanic
BIPOC

Timeline

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Improve School Climate

Goal Statement

All students will have a safe and supportive school culture, climate and learning environment that encourages physical, mental, and emotional health.

LCAP Goal

CUSD LCAP Goal 5: Improve School Climate

Basis for this Goal

All students are currently in the Green for Chronic Absenteeism. This reflects a decline of 1.7% over the prior year. 4.5% of all students were chronically absent in 2018-2019. We do have two subgroups that are not in green. 12% of our Hispanic subgroup was chronically absent, placing them in Orange. 11.3% of our Students With Disabilities were chronically absent, placing them in Yellow. These subgroups will need to be carefully monitored and supported.

All students are currently in Green for Suspension Rate. Our Students with Disabilities and Hispanic subgroups are in Orange. Both subgroups saw an increase in suspensions. It is important for us to maintain a low suspension rate and look for alternatives to suspension. We believe that students need to be in school. When they are suspended at home, they can't learn.

Hooker Oak's student population is predominately white. We are committed to increasing our diversity and ensuring inclusion and equitable outcomes for all subgroups. To that end, we will participate in the CUSD Equity Alliance and we will seek to diversify our parent groups. We will also be more diligent in responding to student needs for SEL support by utilizing Kelvin pulses and Securly web-filtering. We cannot depend on students to seek out the help that they may need themselves. We have to be actively watching for warning signs and responding immediately when we see them.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 5: Pupil Engagement Attendance Rate	Maintain student attendance rate of 95.6% or higher.	Maintain student attendance rate of 95.6% or higher.
Priority 5: Pupil Engagement Chronic Absenteeism Rate	The chronic absenteeism rate for 2018-2019 was 4.5% The Dashboard Indicator was Green for All Students.	Decrease chronic absenteeism rate for All Students by 0.5%
Priority 6: School Climate Suspension Rate	The suspension rate for 2018-2019 was 0.5%. The Dashboard Indicator was Green for All Students.	Maintain suspension rate less than 3% for All Students.
Priority 6: School Climate Parent Survey	2019-2020 parent survey will be used as a baseline.	Overall parent satisfaction will increase. The number of parents completing the survey will increase.
Priority 6: Local Indicator/Local tool for school climate	Hooker Oak will administer monthly SEL student check-ins using Kelvin	Counseling referrals will increase and SEL needs will be addressed through

Metric/Indicator	Baseline	Expected Outcome
Kelvin		identification of students seeking support based on responses to Kelvin pulses.
Priority 6: Local Indicator/Local Tool for School Climate PBIS	Hooker Oak is using the SWPBIS Tiered Fidelity Inventory to measure the extent to which we are applying the core features of PBIS. We are currently implementing Tier I principles.	Hooker Oak will have fully implemented Tier II Principles
Priority 6: Local Indicator/Local Tool for School Climate Equity Alliance	Hooker Oak staff meetings have not had a specific focus on equity for all students.	Hooker Oak staff will have a monthly focused conversation centered around equity as measured by staff meeting agendas and sign-in sheets

Planned Strategies/Activities

Strategy/Activity 1

Wellness Center developed to de-escalate or provide a quiet area for students

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Learning Center Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Explicitly teach LifeSkills and Lifelong Guidelines

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Teachers
Leadership Class

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Utilize Refocus forms aligned to LifeSkills and the Restorative Justice program to address student behavior infractions

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Explore alternatives to suspension whenever possible, including the use of the district reset and opportunity programs

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Employ campus supervisors to ensure adequate supervision during unstructured times of the day (i.e. recess)

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

2500

Source	Safe Schools
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Yard Duty Staff

Strategy/Activity 6

Maintain walkie-talkie radios and ensure that all staff carry them at all times

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Office Manager

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Safe Schools
Budget Reference	4000-4999: Books And Supplies
Description	Batteries, replacement radios

Strategy/Activity 7

Support Fine Arts, music, assemblies, field trips

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
PTO

Proposed Expenditures for this Strategy/Activity

Amount	6,250
Source	Site PTO
Budget Reference	4000-4999: Books And Supplies
Description	The Arts, Band Concert, Assemblies

Amount	3,000
Source	Site PTO
Budget Reference	4000-4999: Books And Supplies
Description	Field Trips

Strategy/Activity 8

Implement Attendance Improvement Plans (AIP) for eligible students

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

School Attendance Review Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Continue to implement PBIS, including the beginning of the year rotations and ongoing support throughout the year

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
PBIS Committee
Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies
Amount	200
Source	PTO - Parent-Teacher Organization
Budget Reference	4000-4999: Books And Supplies

Description

Ant-bullying/kindness week activities

Strategy/Activity 10

Monthly student recognition assemblies

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 11

Positive Office Referrals made by staff-students get to go to the Principal's Office for a positive phone call home, bracelet, and selfie with the principal.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount

122

Source

Site LCAP

Budget Reference

4000-4999: Books And Supplies

Description

Photo Paper and bracelets

Strategy/Activity 12

Support classroom PE programs and extracurricular play

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

1,000

Source

PTO - Parent-Teacher Organization

Budget Reference

4000-4999: Books And Supplies

Description

PE & sports equipment

Strategy/Activity 13

The Hooker Oak Wellness Team will meet regularly to address students' academic, behavioral, and social-emotional needs. The Wellness Team will utilize Securly web-filtering to identify students who may be at-risk and to keep students safe while using school devices. The Wellness Team will administer monthly student pulses using Kelvin and respond to student needs accordingly.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Wellness Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 14

Hooker Oak will be an active participant in the CUSD Equity Alliance. Our Equity Alliance leads will facilitate conversation around equity during monthly staff meetings. All instructional practices and curricular decisions will be viewed through an equity lens and modified as necessary to foster diversity, inclusion, and equity for all students.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Equity Alliance

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

All students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 1: Basic Williams Compliance	Maintain compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher report and Williams Report).	100% of Hooker Oak teachers and staff are appropriately assigned and credentialed.
State Priority 1: Basic Facilities	Facilities Inspection Tool (FIT) indicates "good."	Overall rating was "good," based on November 2020 FIT report.
State Priority 1: Basic Instructional Materials	Hooker Oak K-5 classrooms will continue to have sufficient instructional materials as verified by the Williams Report.	All K-5 classrooms at Hooker Oak have sufficient instructional materials as verified by the Williams Report.
State Priority 1: Basic Instructional Materials	Hooker Oak will maintain a 1:1 device to student ratio for chromebooks. Hooker Oak students and teachers will continue to have regular access to the technology they need for curriculum, instruction, and assessment.	Hooker Oak has maintained a 1:1 device to student ratio for chromebooks. All classrooms now have a Viewsonic installed.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Hooker Oak will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.	Hooker Oak has worked with HR in all aspects of teacher hiring and credentialing.		
Hooker Oak will support BTSA professional development by providing a mentor teacher and providing release time for collaboration	Hooker Oak has four teachers in the BTSA induction program. All four teachers have a high-quality mentor and have been engaged in virtual		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	professional development. Release time has been provided for collaboration, as needed.		
Prioritize and submit curriculum and instructional materials purchases, including technology, to support classroom learning	<p>Hooker Oak has maintained an adequate supply of curriculum and instructional materials, including technology.</p> <p>Hooker Oak teachers have utilized the following programs to support classroom learning: Raz Kids, Keyboarding without Tears, Mystery Science, Seesaw, iReady, Wonders ELA, Ready Math. and Renaissance Place (STAR Reading and Accelerated Reader).</p>	<p>Renaissance Place, iReady - Total District Cost 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 176,000</p> <p>Textbooks (Total District Cost) 4000-4999: Books And Supplies LCFF - District Supplemental 750,000</p> <p>Educational Software (Illuminate, Follett, Mitinet Library Solutions, Aeries, Edgenuity) (Total District Cost) 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 875,000</p> <p>Curriculum Purchases 5000-5999: Services And Other Operating Expenditures Site LCAP 2,699</p> <p>Technology Upgrades 5000-5999: Services And Other Operating Expenditures Site LCAP 12,354</p>	<p>Renaissance Place, iReady - Total District Cost 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 131,000</p> <p>Textbooks (Total District Cost) 4000-4999: Books And Supplies LCFF - District Supplemental 750,000</p> <p>Educational Software (Illuminate, Follett, Mitinet Library Solutions, Aeries, Edgenuity)(Total District Cost) 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 875,000</p> <p>Curriculum Purchases 5000-5999: Services And Other Operating Expenditures Site LCAP 4,000</p> <p>Technology Upgrades 5000-5999: Services And Other Operating Expenditures Site LCAP 20,000</p>
Provide Library/Media services	The Hooker Oak library has been open during the pandemic, with drive-through book check-outs scheduled and an online reservation system in place.	<p>Cost of PT Library Media Assistant - Total District Cost 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,100,000</p> <p>Library Books 4000-4999: Books And Supplies Site LCAP 500</p>	<p>Cost of PT Library Media Assistant - Total District Cost 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,061,000</p> <p>Library Books 4000-4999: Books And Supplies Site LCAP 3,000</p>
Utilize current work order system for completion of repair projects	Hooker Oak has worked in collaboration with the district Maintenance and	Maintenance and Operations (Total District Cost) 2000-2999:	Maintenance and Operations (Total District Cost) 2000-2999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Operations staff to ensure that site needs are met. Staff has received training on the work order system.	Classified Personnel Salaries LCFF - District Supplemental 4,000,000	Classified Personnel Salaries LCFF - District Supplemental 4,500,000
Organize campus beautification projects and maintain shared spaces, such as the school garden and Nature Center.	Hooker Oak has continued to beautify the campus. A new mural was painted on the kickball wall. The garden has received an overhaul and we held a few Nature Center work days.	School Improvement 4000-4999: Books And Supplies PTO - Parent-Teacher Organization 2,000	School Improvement 4000-4999: Books And Supplies Site PTO 2,000
Hooker Oak will facilitate the home and school usage of student Chromebooks, including device management, and will ensure student access to emerging technologies.	Hooker Oak has been diligent in ensuring the successful home and school usage of chromebooks and effectively managing devices at our site.	Technology Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 356,000 Technology (Total District Cost) 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000	Technology Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 356,000 Technology (Total District Cost) 4000-4999: Books And Supplies LCFF - District Supplemental 850,000

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

With the COVID-19 pandemic forcing a swift shift to online learning, our staff and students have been forced to learn to adapt to a variety of new digital learning platforms. We shifted our math and ELA curriculum to an online platform and continued to utilize online programs such as Keyboarding Without Tears, Seesaw, Mystery Science, Raz Kids, iReady, and Accelerated Reader. Teachers are currently piloting an online learning platform called Lexia Core, which may replace iReady reading in the next school year.

All students in grades TK-5 have a Chromebook checked out to them to use at school and at home. Our TK and K classes have ipads to use in small groups in the classroom. At the beginning of the school year, all classrooms at Hooker Oak had a Viewsonic installed, as well as technology to support the instructional use (wireless mice and keyboards). Teachers all received new laptops and cameras, to facilitate the successful implementation of their distance learning.

Hooker Oak has continued to maintain 100% compliance with Williams Act requirements. All teachers are appropriately assigned and credentialed. We are very proud of our high-quality teaching staff at Hooker Oak.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Research consistently demonstrates that highly qualified teachers and staff have a direct correlation to student achievement. Our teachers continue to be highly qualified and to receive relevant training. An immediate need for high-quality professional development on distance learning strategies proved to be successful, as all teachers felt far more competent in their abilities to teach online compared to when they first began to do so. We have a dynamic teaching staff here at Hooker Oak who have been incredibly adaptive and flexible during a year with so many changes and challenges.

Our students have been increasingly more technologically proficient. We have found that they have been teachers right alongside us, as they have helped teachers to utilize new technology in the classrooms, such as Viewsonics. Because we have invested in technology purchases over the past few years, our students were fully prepared to pivot to online

learning. While we recognize that this is not an ideal platform for most students, we are happy that our students had the tools available to maximize their success.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We had anticipated spending more money on professional development this year, but due to the pandemic we were unable to release teachers from classrooms and secure subs. We shifted PD funding from Goals 2 and 3 to increase our spending in Goal 1 on technology purchases and books.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In anticipation of new staff, we have added a strategy to ensure new teachers and staff are trained in PBIS, implicit bias, and other site initiatives (Goal 1, Strategy 9).

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

Hooker Oak will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan.

Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	TK-5 will continue to administer and refine assessment plans.	100% of district-wide assessments have been administered. Hooker Oak continues to use the CBM Fluency assessment for third grade students as an additional assessment.
State Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	100% of Hooker Oak teachers will attend one or more trainings in Math and/or the Next Generation Science Standards.	NGSS training did not occur. Math training has been voluntary, as they had to be held after school hours. We have not been able to use subs for staff training this year. 90% of teachers attended a voluntary math training in the spring.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
District Leadership Council (DLC) will analyze overall district CCSS survey responses and recommend district-wide staff development	DLC has been meeting weekly on Friday this year. The committee has recommended, planned, and supported the district staff development days and supported site level professional learning. We will need to modify the language in this action to reflect the discontinued use of CCSS surveys.	District Leadership Council Instructional Teachers on Special Assignment (TOSA) - Total District Cost 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 375,000	District Leadership Council Instructional Teachers on Special Assignment (TOSA) - Total District Cost 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 349,000
Continue to provide professional development to implement a CCSS aligned curriculum in all classrooms	Professional development in the current school year has focused on the quick pivot to distance learning. Many of the initiatives that were started in the prior year have been put on pause. We are looking	Professional development for teachers 5000-5999: Services And Other Operating Expenditures Title II - Site 6,521	Professional Development for teachers 5000-5999: Services And Other Operating Expenditures Title II - Site 3,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	forward to revisiting and continuing these initiatives in the next few months as we prepare for a return to in-person instruction in the fall.		
Hooker Oak will administer common assessments for K-5 students in ELA, ELD, and Math, as recommended by DLC, and ensure that all students have equitable access to site, district, and state assessments.	Assessments were modified this year due to the pandemic. Hooker Oak administered all of the required common assessments.		
Hooker Oak staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CCSS and NGSS and administer assessments that align with state standardized assessments (SBAC).	Unfortunately, NGSS instruction has been on the back burner. Teachers are limited with only two hours of in-person instruction a day. Science is a difficult course to assign asynchronous and can result in an equity gap. New curriculum was purchased this year and teachers are looking forward to receiving training over the summer and next school year so that it can be utilized to the fullest next year. We are also committed to increasing focus on instruction in social studies, specifically as it relates to social justice.		
All staff will use Wednesday Collaboration Time (PLCs) to analyze data, plan for CCSS aligned-instruction, and respond to student needs for intervention and enrichment	Due to the modified COVID schedule, we were unable to have PLC time built into our weekly schedule. Teachers were able to collaborate during prep time and scheduled grade-level meetings, but it was not consistent.		
Identify essential standards and vocabulary in ELA and Math and	Work continued in this area during the January DWSD day as teachers	Subs for teacher release days 1000-1999:	Subs for release days. 1000-1999: Certificated

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
develop common assessments and pacing guides through grade-level collaboration	worked on writing prompts and rubrics aligned to SBAC. Hooker Oak staff will participate in voluntary paid PD in the next months to continue work related to math standards, vocabulary, pacing, and assessment.	Certificated Personnel Salaries Site LCAP 5000	Personnel Salaries Site LCAP 0
Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system (iReady and STAR)	Hooker Oak continued to utilize iReady and STAR as both an assessment and instructional tool.	iReady and Renaissance Place 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 176,000	iReady and Renaissance Place 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 131,000

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We had planned on spending a lot of time implementing professional development and learning around the standards for mathematical practice and the implementation of the math framework. The professional development plan quickly pivoted in response to the pandemic to an emphasis on distance learning and training on the new curriculum (Wonders ELA and Ready math). In the second half of the school year, as things began to normalize somewhat, we were able to return to our original areas of focus. Teachers spent time during our January DWSD analyzing the SBAC writing rubrics and received training on administering writing assessments utilizing these common rubrics. All teachers used the SBAC aligned rubrics and a Performance Task to administer a writing assessment in trimester two and will do so again at the end of the year.

As a site, we renewed our focus on professional development around math. With new revisions to the mathematics framework currently being proposed, we seized the opportunity to explore the shifts and continue to refine our instructional practices and pacing to reflect these shifts and their connection to the core standards. K-2 teachers were able to participate in professional development that teachers in grades 3-5 did in the prior year. Teachers identified the major learning targets in their grade level, as well as the supporting and additional clusters. They modified their pacing to ensure that major targets were hit, particularly in a year where our instructional time has been extremely limited. Teachers also mapped out the learning targets in each domain across the K-5 grade span in order to vertically articulate and discuss the learning progression across our K-5 grade span. Our next step is to develop a list of common vocabulary and strategies taught at each grade level and to develop an intervention program that is directly in line with the major learning targets at each grade level. We are specifically targeting the building blocks of Number Sense, so that we are able to intervene at the level where students are at in order to help them achieve mastery at their grade level.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We have seen a huge increase in the comfort level of teachers with the standards for mathematical practice and the mathematical claims and targets. When given the opportunity to utilize a new curriculum this year, teachers were able to effectively identify strengths and holes in the curriculum as they relate to key learning at their grade level and make adjustments as needed. Students have become more comfortable with online instructional practices and online assessments.

Due to the pandemic, we are seeing learning loss across the board, but particularly in math. At the end of the second trimester in 2019-20, 38% of 2nd-5th grade students were at grade level according to the iReady math assessment, compared to just 31% in the current school year. Last year, we went from 13% of 2nd-5th grade students at grade level in math at the baseline to 38% by trimester two. The 25% increase was directly a result of the increased focus on math targets, increased targeted intervention, and time effectively spent in the classroom on mathematics instruction. Sadly,

we have not had the time or resources to continue this in the current school year. We are very eager to continue the strong work we had started last year in the upcoming school year, as we anticipate a full return to in-person learning and increased intervention support.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We had anticipated spending more money on professional development this year, but due to the pandemic we were unable to release teachers from classrooms and secure subs. We shifted PD funding from Goals 2 and 3 to increase our spending in Goal 1 on technology purchases and books.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of our district-wide focus on equity and the formation of a CUSD Equity Alliance, we have added a strategy to develop and refine a consistent practice in teaching about social justice and equity in each grade level (Goal 2, Strategy 8).

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

Hooker Oak will increase overall student achievement in English Language Arts and Mathematics. Hooker Oak teachers will utilize newly adopted NGSS curriculum to support high levels of student achievement in science.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 4: Pupil Achievement (ELA) CAASPP	Increase the percentage of students who meet or exceed standards by 3%. All Students: 60% 3rd Grade: 54% 4th Grade: 61% 5th Grade: 67%	The SBAC was not administered in the 2019-2020 school year. We will use the 2018-2019 data as our baseline for next year and keep this metric in place.
State Priority 4: Pupil Achievement (ELA) CAASPP	All Students will increase by 5 points, to 5.2 above standard Socioeconomically Disadvantaged will increase by 5 points, to 21 below standard White Students will increase by 3 points, to 16 above standard Students with Disabilities will increase by 10 points, to 91.5 below standard	The SBAC was not administered in the 2019-2020 school year. We will use the 2018-2019 data as our baseline for next year and keep this metric in place.
State Priority 4: Pupil Achievement CAASPP Interim Assessment Blocks (IABs)-ELA	85% of students in grades 3-5 will score At/Near or Above Standard on two ELA Interim Assessment Blocks administered at the end of the second trimester.	The IABs were not a required assessment in the 2020-2021 school year. We will use the 2018-2019 data as our baseline for next year and keep this metric in place.
State Priority 4: Pupil Achievement Local Benchmarks (BAS Reading Assessment)	70% of 1st and 2nd grade students will be reading at grade level at the end of the year based on the BAS Reading Assessment.	The BAS was not a required assessment in the 2020-2021 school year.
State Priority 4: Pupil Achievement Local Benchmarks (STAR Reading)	65% of 3rd-5th grade students will be reading at grade level at the end of the year based on the STAR Reading Assessment.	This assessment was not administered at the end of the 2019-20 school year due to the pandemic. 52% of 3rd-5th grade students were reading at grade level at the end of the second trimester of the 2020-21 school year, compared to 54% in the second trimester of the 2019-20 school year.
State Priority 4: Pupil Achievement Local Benchmarks (Blending/Segmenting)	90% of Kindergarten students will achieve the benchmark in Blending at the end of the school year.	This assessment was not administered at the end of the 2019-20 school year due to the pandemic. 58% of kindergarten students were at

Metric/Indicator	Expected Outcomes	Actual Outcomes
	80% of Kindergarten students will achieve the benchmark in Segmenting at the end of the school year.	grade level on the BPST at the end of the second trimester of 2020-21, compared to 54% at the end of the second trimester of the 2019-20 school year.
State Priority 4: Pupil Achievement Local Benchmarks (Letter ID)	95% of Kindergarten students will be able to identify both uppercase and lowercase letters by the end of the school year.	This assessment was not administered at the end of the 2019-20 school year due to the pandemic. 58% of kindergarten students were at grade level on the BPST at the end of the second trimester of 2020-21, compared to 54% at the end of the second trimester of the 2019-20 school year.
State Priority 4: Pupil Achievement Local Benchmarks (3rd Grade CBM Fluency Assessment)	80% of 3rd-grade students will be reading at least 100 WPM at the end of the school year.	This assessment was not administered at the end of the 2019-20 school year due to the pandemic. At the end of the second trimester of the 2020-21 school year, 67% of students in grades 3-5 were reading at least 100 WPM.
State Priority 4: Pupil Achievement (Math) CAASPP	Increase the percentage of students who meet or exceed standards by 3%. All Students: 45% 3rd Grade: 48% 4th Grade: 47% 5th Grade: 37%	The SBAC was not administered in the 2019-2020 school year. We will use the 2018-2019 data as our baseline for next year and keep this metric in place.
State Priority 4: Pupil Achievement (Math) CAASPP	All Students will increase by 5 points, to 22.3 points below standard Socioeconomically Disadvantaged will increase by 5 points, to 41.9 below standard White Students will increase by 3 points, to 20.8 above standard Students with Disabilities will increase by 10 points, to 119.5 below standard	The SBAC was not administered in the 2019-2020 school year. We will use the 2018-2019 data as our baseline for next year and keep this metric in place.
State Priority 4: Pupil Achievement CAASPP Interim Assessment Blocks (IABs)-Math	75% of students in grades 3-5 will score At/Near or Above Standard on two Math Interim Assessment Blocks administered at the end of the second trimester.	The IABs were not a required assessment in the 2020-2021 school year. We will use the 2018-2019 data as our baseline for next year and keep this metric in place.
State Priority 4: Pupil Achievement California Science Test (CAST)	Increase the percentage of students who meet or exceed standards by 3%	The California Science Test was not administered in the 2019-2020 school year. We will use the 2018-2019 data as our baseline for next year and keep this metric in place.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide intervention support, curriculum and supplemental material to support instruction	Hooker Oak has continued to provide intervention support, curriculum and supplemental material to support instruction. We recently expanded our Learning Center to include before and after school tutoring opportunities for students in an effort to mitigate learning loss due to the pandemic.	Title 1 Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 89,262	Title 1 Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 89,262
Teachers will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data. At-risk students will be supported through the Learning Center and will be monitored through the SBIT process	Although the state assessments were not administered in the last school year, Hooker Oak continued to administer local assessments. At-risk students have continued to be addressed through our Wellness Team and SBIT process.	Intervention/Instruction - Site Allocated Funds (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,372,000	Intervention/Instruction - Site Allocated Funds (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,372,000
Hooker Oak staff will receive training on the Universal Design for Learning (UDL) framework and will incorporate aspects of this framework into every classroom	This has been put on hold due to the pandemic. We look forward to continuing this important work next school year.	Subs for Professional Development 1000-1999: Certificated Personnel Salaries Site LCAP 3000	0
Classroom teachers will provide small group, levelized instruction utilizing the Daily Five Model	Teachers have been unable to meet with small groups and/or utilize stations/rotations due to the classroom limitations in the COVID-19 environment.		
Provide book for every kindergartener at the start of the school year to promote a love of literacy from the start of their school experience at Hooker Oak	Books were purchased this year for next year's first graders as they did not receive one at the start of their kindergarten year.	Books 4000-4999: Books And Supplies Site LCAP 400	Books 4000-4999: Books And Supplies Site LCAP 500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Use state and district adopted English Language Development materials and assessments to meet the needs of English Language Learners	Hooker Oak now has a bilingual aide who is supporting our English Learners.	<p>ELD Coaches provide student curriculum and teacher professional development 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 140,000</p> <p>Bilingual Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 517,000</p>	<p>ELD Coaches provide student curriculum and teacher professional development 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 131,000</p> <p>Bilingual Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 517,000</p>
Train staff on ELA/ELD framework to fully implement Designated and Integrated ELD instruction	Staff have been trained on new ELD materials that are aligned to our current ELA curriculum.		
Monitor progress of English Learners and Reclassified students biannually	Hooker Oak now has a bilingual aide who is supporting our English Learners.		
Utilize All-Day Kindergarten Aides	Hooker Oak has utilized all-day kindergarten aides.	All-Day Kindergarten Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 330,000	All-Day Kindergarten Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 330,000
Utilize Medically Necessary Instruction if Needed	Hooker Oak has not had to utilize Medically Necessary Instruction during the current school year.	MNI 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 200,000	MNI 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 37,300

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Hooker Oak continues to qualify as a Title One school and employ a .8 FTE Title One teacher, as well as instructional paraprofessionals. Hooker Oak's Learning Center continues to support at-risk students. Due to the CDC guidelines, we were unable to serve as many students at one time in intervention groups. We did open up our Learning Center for in-person intervention in early October and were able to have small groups before and after the regular two-hour instructional block that was our school day. We had to scale back on our math intervention since we were limited in the number of students that we could serve. As the year progressed and we were able to expand to include tutoring support before and after school, we added a few sections of math intervention.

We continue to support literacy at Hooker Oak by providing all students with a book when they start school with us. Because our kindergarteners did not have a "regular" start to the school year, they will receive a book as a first grader. We continued to have Facebook Live Bedtime Stories with the principal and the principal read in all kindergarten classrooms every week.

Our teachers were unable to meet with small groups for reading rotations this year, due to the limited amount of time that students were in class (2 hours) and the need to socially distance students in the classroom. During online learning, a few teachers experimented with breakout room reading groups with some success.

We had to pause our training and implementation of the Universal Design for Learning (UDL) framework. We anticipate being able to dive back into this important work next year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our tutoring program has been very successful. We are seeing students make growth based on pre and post assessments. Each session runs for 4 weeks and data is collected at the beginning and end of each session. We have been able to exit students based on their growth and serve additional students.

Our local data this year shows that students have experienced learning loss across the board in both ELA and math. We are eager to collect baseline assessment data when we return in August and provide a robust intervention program and full-time instructional model to mitigate this learning loss.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We had anticipated spending approximately \$13,000 on a parent restricted aide, but we were unable to fill this position due to the pandemic. The funding was shifted to increase our spending on technology and books in Goal 1.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have modified the language in Goal 3, Strategy 2 to align with our focus on MTSS. The strategy now reads as follows: teachers will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data. A Multi-Tiered System of Supports (MTSS) model will be utilized to meet students' academic and social-emotional needs. At-risk students will be supported through the Learning Center and will be monitored through the SBIT process.

We added a strategy to support at-risk readers: Hooker Oak will participate in the Reading Pals program by providing at-risk students with a community volunteer to support reading for one hour each week (Goal 3, Strategy 9).

We revised our annual outcomes to provide us with data in the second trimester (when we are beginning our annual review of the SPSA) rather than all AMO's including end-of-the-year benchmarks.

Priority 4: 60% of 3rd-5th grade students will be reading at grade level at the end of the second trimester based on the STAR Reading Assessment.

Priority 4: 65% of K-3rd grade students will achieve the benchmark on the BPST at the end of the second trimester.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

Hooker Oak will continuously seek ways to provide opportunities for meaningful parent involvement and input.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Targeted Case Manager	Continue Targeted Case Manager parent contact to support families to ensure student academic, social, and emotional success. Maintain or increase the number of parent contacts	Parent contacts were far above average this school year due to the COVID-19 pandemic and our need to reach out to families consistently.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Parent Engagement with Hooker Oak Social Media	Parent engagement with Hooker Oak via social media will increase from the baseline level	Parent engagement with Hooker Oak via social media increased this year due to the COVID-19 pandemic. Many families utilized social media to stay connected while we were in distance learning. Families who stayed on distance learning when we returned continued to connect through our social media accounts.
Priority 3: Parent Involvement	Increase or maintain opportunities for parent involvement and stakeholder engagement	Although we were unable to have parent volunteers on campus this year, our PTO and School Site Council membership remained strong. Meetings were held regularly. Opportunities have been provided for parent engagement but we are seeing a decline in attendance due to the virtual nature of these opportunities. We have continued to explore ways to keep parent involvement high during these challenging times.
Priority 6: Local Indicator/Local Tool for School Climate MTSS-FIA Evaluation Tool	Continued analysis of yearly MTSS-FIA results	Hooker Oak did not utilize the MTSS-FIA as an evaluation tool due to the COVID-19 pandemic.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to employ Targeted Case Manager (TCM) at site to: *increase parent participation as	Hooker Oak has recently hired a new TCM. In conjunction with the principal, we have developed a plan to	Cost of 0.5 FTE Targeted Case Manager at Hooker Oak School and all other CUSD sites 2000-2999: Classified	TCM's (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 528,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>demonstrated by logging instances of parent contact in Aeries</p> <p>*support parents during Parent-Teacher Conferences</p> <p>*conduct home visits as needed</p> <p>*be a liaison to their site and the District English Learner Advisory Committees</p>	<p>support current at-risk families and to welcome new families to our school community. We have increased our parent outreach this school year in response to the pandemic. This includes phone calls, virtual and in-person meetings, and conducting home visits.</p>	<p>Personnel Salaries LCFF - District Supplemental 570,000</p>	
<p>Annual Back to School Night (Title I Parent Meeting and Classroom Presentations)</p>	<p>Back to School Night was held virtually this year due to the pandemic.</p>	<p>Refreshments & Supplies 4000-4999: Books And Supplies Site PTO 500</p>	<p>0</p>
<p>Back to School Parent & Student Outreach Activities: New Parent Orientation/Kindergarten Orientation First Day of School Parent Breakfast Popsicles with the Principal</p>	<p>We were unable to have live events due to COVID.</p>	<p>Refreshments & Supplies 4000-4999: Books And Supplies Site PTO 1,000</p>	<p>0</p>
<p>Provide training on the tools available to parents to support our curriculum and classroom instruction</p>	<p>Teachers have been utilizing technology such as Screencastify to model platforms and share classroom expectations. We look forward to holding in-person training in the next school year.</p>		
<p>Monthly Parent Coffee with the Principal and TCM</p>	<p>We have been unable to have parents on campus due to COVID.</p>	<p>Refreshments 4000-4999: Books And Supplies Site LCAP 800</p>	<p>0</p>
<p>Utilize social media to involve parents in the day-to-day happenings of the school</p>	<p>Hooker Oak continues to have a strong social media presence.</p>		
<p>Weekly Bulletin posted on website, Facebook, and sent via email</p>	<p>Hooker Oak continues to utilize Aeries Communication and social media to share the weekly bulletin.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Our Targeted Case Manager was instrumental in reaching out to families at the beginning of this school year to ensure that they had all of the tools necessary to be successful in online learning (devices, hotspots, tech support, etc.). Our IA Tech was also instrumental in supporting parents with technological needs. The district had a daily tech support hotline for parents to call if they were experiencing issues with technology.

Although we were unable to hold in-person back to school events and orientations, we did hold them virtually. Teachers provided virtual back-to-school night presentations and training on the learning platforms being used in their classrooms. We continued to maintain strong parent communication via our Weekly Sprouty Newsletter and the use of social media.

One of our biggest struggles this year was with connecting with our families in a virtual environment and providing ways for them to be involved in our school. As a school that has parent volunteerism at the heart of our philosophy, it was very disheartening to not be able to welcome parents on to our campus. We noticed that many parents were experiencing "zoom fatigue," so even when events were held virtually we were seeing a decline in attendance. Our PTO membership and attendance has declined quite a bit this year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our TCM retired mid-year and we hired a new TCM who has already established very positive relationships with our families. Many families in need have been supported by our TCM. We were able to provide Christmas gifts and Easter baskets to children and to support the needs of at-risk families throughout the year.

Feedback from parents has indicated a strong desire to return to "normal." Parents miss the in-person interactions with the school community, volunteering in the classroom, and participating in school events. We are all very hopeful that we will be able to resume these activities in the upcoming school year. This data indicates the effectiveness of our pre-COVID strong connection between home and school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have added two additional strategies to this goal:

Principal and TCM will contact all new families who enroll at Hooker Oak during the school year within the first week to welcome them to our school community and make them aware of resources available (Goal 4, Strategy 8)

Hooker Oak will strive to include representation from all subgroups on our Parent Teacher Organization (PTO), School Site Council (SSC), and any other parent committees that are formed to ensure equitable student outcomes (Goal 4, Strategy 9)

These were added to increase our ability to welcome families to our Hooker Oak community and make sure that family needs are met right away and to increase the diversity of our family representation on school committees.

We added two additional Annual Measurable Outcomes that are reflective of these additional strategies:

Priority 3: 95% of parents will have an active Aeries Parent Portal

Priority 3: Increase diversity of parent groups/committees

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 5: Pupil Engagement Attendance Rate	Maintain student attendance rate of 95.6% or higher.	Hooker Oak has maintained an attendance rate over 96%.
Priority 5: Pupil Engagement Chronic Absenteeism Rate	Decrease chronic absenteeism rate for All Students by 0.5%	Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard).
Priority 6: School Climate Suspension Rate	Maintain suspension rate less than 3% for All Students.	Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard).
Priority 8: Other Pupil Outcomes Physical Fitness Test	50% of 5th grade students will meet 4 of 6 standards on the Physical Fitness Test	The Physical Fitness Test was suspended in Spring 2020 due to school closure.
Priority 6: School Climate Parent Survey	Overall parent satisfaction will increase. The number of parents completing the survey will increase.	Parent surveys will be administered in late spring 2021.
Priority 6: Local Indicator/Local tool for school climate	Hooker Oak will have fully implemented Tier II Principles	We have been unable to accelerate our PBIS work due to the pandemic. We are still operating under Tier I principles.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Wellness Center developed to de-escalate or provide a quiet area for students	We did not need to use our Wellness Center as much this year as students were only on campus for two hours a day. We did not have many discipline issues We are looking forward to expanding our Wellness Center next year.		
Explicitly teach LifeSkills and Lifelong Guidelines	Hooker Oak teachers continued to explicitly teach Lifeskills and the Lifelong Guidelines. Our		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Leadership students produced weekly videos to reinforce the weekly LifeSkill.		
Utilize Refocus forms aligned to LifeSkills and the Restorative Justice program to address student behavior infractions	With only two hours of in person instruction, we have not seen behaviors rise to the level of needing to utilize Refocuses or Restorative Justice.	Triplicate forms for Refocuses 4000-4999: Books And Supplies Site LCAP 500	Triplicate forms for Refocuses 4000-4999: Books And Supplies Site LCAP 100
Explore alternatives to suspension whenever possible, including the use of the district reset and opportunity programs	We have not had to utilize alternatives to suspension as behaviors have not risen to that level.	Reset/Opportunity Classes 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 341,000	Reset/Opportunity Classes 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 341,000
Employ campus supervisors to ensure adequate supervision during unstructured times of the day (i.e. recess)	Hooker Oak has adequate supervision during unstructured times of the day.	Yard Duty Staff 2000-2999: Classified Personnel Salaries Safe Schools 2500	Yard Duty Staff 2000-2999: Classified Personnel Salaries Safe Schools 2500
		Campus Supervisors (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,152,000	Campus Supervisors (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,152,000
Maintain walkie-talkie radios and ensure that all staff carry them at all times	Walkie-talkies radios were purchased this year.	Batteries, replacement radios 4000-4999: Books And Supplies Safe Schools 500	Batteries, replacement radios 4000-4999: Books And Supplies Safe Schools 500
Support Fine Arts, music, assemblies, field trips	Fine Arts and music have been held during asynchronous learning time. We have been unable to have live performances or field trips due to the pandemic.	The Arts, Band Concert, Assemblies 4000-4999: Books And Supplies Site PTO 6,250	The Arts 4000-4999: Books And Supplies Site PTO 500
		Elementary Art, Music, PE (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,760,000	Elementary Art, Music, PE (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,176,000
Implement Attendance Improvement Plans (AIP) for eligible students	Although we have been very flexible with attendance due to the pandemic, we have had to implement a few Attendance Improvement Plans this year. Our Wellness Team regularly		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	reviews student attendance data.		
Continue to implement PBIS, including the beginning of the year rotations and ongoing support throughout the year	We did not do in-person PBIS rotations due to the pandemic, but we did have our Leadership students film a PBIS video to remind students of our rules and reinforce some important procedures. We completed our PBIS manual and will implement all components of our program next year.	Materials and supplies 4000-4999: Books And Supplies Site LCAP 1,000	Materials & Supplies 4000-4999: Books And Supplies Site LCAP 1,500
Monthly student recognition assemblies	We have been holding virtual student recognition assemblies this year.	Lunch with the Principal 4000-4999: Books And Supplies Site LCAP 500	0
Positive Office Referrals made by staff-students get to go to the Principal's Office for a positive phone call home, bracelet, and selfie with the principal.	Positive Office Referrals have been virtual this year. Students are recognized on the weekly announcements.	Photo Paper and bracelets 4000-4999: Books And Supplies Site LCAP 500	Photo Paper and bracelets 4000-4999: Books And Supplies Site LCAP 500
Support classroom PE programs and extracurricular play	Classrooms have not had synchronous PE due to the limited time students are here in-person. We have purchased PE equipment for student use.	PE & sports equipment 4000-4999: Books And Supplies PTO - Parent-Teacher Organization 1,000	PE Equipment 4000-4999: Books And Supplies Site PTO 1,000
Support Elementary Counselors .5 at each site	Hooker Oak has a half-time counselor, who is a member of our Wellness Team.	Elementary Counselors .5 at each site (Total District Cost) 580,000	Elementary Counselors .5 at each site (Total District Cost) 580,000

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have continued to use the Lifeskills and Lifelong guidelines, through direct instruction in the classroom and weekly videos produced by our student leadership group. Our PBIS team has continued to meet regularly. We completed our PBIS manual and are preparing to refine our Tier II practices. Our focus shifted this year to preparing PBIS guidelines for online learning and then for the safe return to in-person instruction in October. We are ready to welcome our students back to a full day with a robust PBIS plan in place to support the transition to a full day.

Our counselor has been instrumental in support the SEL needs of students. She has been pushing out lessons in our 4th and 5th-grade classes to support social and emotional learning. Our Counseling Assistant was able to develop a Wellness page on our school website prior to resigning at the beginning of the school year. Unfortunately, we have not been able to fill this vacancy yet. Our younger students are missing out on the SEL supports of the Kimochi and Toolbox programs.

We have continued to implement our Positive Office Referral program. Students are featured in our weekly announcement video. We have continued to hold monthly student recognition ceremonies that are pushed out virtually.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Although the overall school climate has been positive, we know that our students, staff, and families greatly miss being at school all day. Our counselor has struggled with student engagement through the virtual lessons and is having a hard time establishing a connection with kids who are not physically on campus. The toll of the pandemic and online learning has really hit some of our students hard and we know that the transition to "normal" will be difficult.

Maintaining as many of our positive school structures in a virtual manner has been important, as students can still feel connected to school and their positive contributions are recognized.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have added two additional strategies to this goal:

The Hooker Oak Wellness Team will meet regularly to address students' academic, behavioral, and social-emotional needs. The Wellness Team will utilize Securly web-filtering to identify students who may be at-risk and to keep students safe while using school devices. The Wellness Team will administer monthly student pulses using Kelvin and respond to student needs accordingly. (Goal 5, Strategy 13)

Hooker Oak will be an active participant in the CUSD Equity Alliance. Our Equity Alliance leads will facilitate conversation around equity during monthly staff meetings. All instructional practices and curricular decisions will be viewed through an equity lens and modified as necessary to foster diversity, inclusion, and equity for all students. (Goal 5, Strategy 14)

These have been added to reflect our increased focus on student mental health and social-emotional needs, particularly when we return to a full day of in-person learning following a global pandemic, and our focus on equitable student outcomes.

Two additional Annual Outcomes were added to reflect these additional strategies:

Priority 6: Counseling referrals will increase and SEL needs will be addressed through identification of students seeking support based on responses to Kelvin pulses.

Priority 6: Hooker Oak staff will have a monthly focused conversation centered around equity as measured by staff meeting agendas and sign-in sheets

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	92,355
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	103,202,840

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	,103,202,840
LCAP - District	13,582,453
LCAP - Site	32,222
Title I - District	913,590
Title I - Site	92,355
Title II - District	229,494
Title II - Site	6,399
Title III - District	79,735

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Emily Mullins	Principal
Melinda Hildebrandt	Classroom Teacher
Laura Holman	Classroom Teacher
Bree Akins	Classroom Teacher
Pauline Daugherty	Other School Staff
Alison Rice	Parent or Community Member
Jennifer Brown	Parent or Community Member
Erin Morrissey	Parent or Community Member
Jessica Mew	Parent or Community Member
Scott Peterson	Parent or Community Member

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 expenditures 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 School 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:

Signature

Committee or Advisory Group Name

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 April 14, 2021.

Attested:



Principal, Emily Mullins on 4-14-2021

SSC Chairperson, Scott Peterson on 4-14-2021

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program