

2014 SARC Input Form

Reported Using Data from the 2013-14 School Year

Published During the 2014-15 School Year

The SARC is comprised of various reporting requirements. This template is provided as a tool to view and update your school's information includes only the information we cannot get from the Department of Education [This is not the full SARC template](#). DTS will import publically available data not listed in this template as it becomes available. A list of answers to frequently asked questions (FAQs) can be downloaded by [clicking here](#).

School Contact Information

Please review and update/enter the information below as needed. This section should include **current** information for your school.

School Information	
School Name	Hooker Oak Elementary School K-6
Street	1238 Arbutus Ave.
City, State, Zip	Chico, CA 95926
Phone Number	(530) 891-3119
Principal	Brian Holderman
E-mail Address	bholderm@chicousd.org
School Website	
Grades Served	K-8
CDS Code	04-61424-6003008

District Contact Information

Please review and update/enter the information below as needed. This section should include **current** information for your district.

District Information	
District Name	Chico Unified School District
Street	1163 East Seventh St.
City, State, Zip	Chico, CA 95928
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
Web Site	www.chicousd.org
E-mail Address	kstaley@chicousd.org

School Description and Mission Statement (Most Recent Year)

Please review and update/enter the information below as needed. This section should include information about your school, its programs and its goals.

In the Spring of 2004, the School Board voted to have Hooker Oak School pilot a K-8 program. Due to the lack of support to keep the 7th and 8th grade students, we currently are a K-6 with the ability to expand if the need arises. At the same time, the neighborhood boundaries were disbanded. Hooker Oak School is housed in a 68 year old building in a family neighborhood in Chico.

Hooker Oak School is a District and State of California Alternative School of Choice which serves pupils from all over Chico. The eighteen classes are self-contained and are looped where teachers follow the students in grades K-1, 2-3, 4-6 and 6 grade is self-contained and do not loop due to the individuality of the programs. Instruction is delivered in an integrated instructional strategy with the opportunity of several "Being There" experiences. Parent involvement is encouraged for at least two hour per week in the program.

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

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

Opportunities for Parental Involvement (Most Recent Year)

Please review and update/enter the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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

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

Parents are regularly seen at school involved in assemblies, PE activities in the Multi-Purpose Room and on the play field. They frequently assist the teachers in clerical roles and with small groups of students in the classroom.

Representative parents serve on the School Site Council which directs and monitors the school's categorical programs and budget. Contact the main office for more information.

School Safety Plan (Most Recent Year)

Please review and update/enter the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

There is a School Safety Plan in the principal's office, which is kept as a reference tool. It was updated in August 2014. It includes directives and procedures in the event of the following situations: traumatic incident, imminent danger (code red), evacuation/relocation, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress and fire/explosion.

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

Suspensions and Expulsions

CDE will be releasing this data in early January, 2015. The section is being made available to you in the event that you prefer to provide the data in advance of CDE's release. Please update as needed.

Suspension Rate (# of suspensions ÷ total enrollment) x 100			
	2011-12	2012-13	2013-14
School	6.4	5.6	6.1
District	6.1	6.4	5.4
State	5.7	5.1	4.4

Expulsion Rate (# of expulsions ÷ total enrollment) x 100			
	2011-12	2012-13	2013-14
School	0.0	0.0	0.0
District	0.5	0.3	0.3
State	0.1	0.1	0.1

School Facility Conditions and Planned Improvements (Most Recent Year)

Please review and update/enter the information below as needed. You can also [click here to submit the MS Excel FIT tool via email](#). This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Date of your most recent facilities inspection: October 2013

Hooker Oak School was constructed in 1948; the third wing was added in 1958. In 1989 the main building underwent extensive reconstruction. An automatic sprinkling system was installed in 1991. The school has five portable buildings on campus. The entire school is air-conditioned. Adult supervision of the facilities is provided in the morning in the multipurpose room for the breakfast program. During the recess times, the playground is supervised by staff members and parent aides. After school, students may be on the playground under the supervision of their parents or by the staff of the CARD After-school program, if they are enrolled in that program. The student delivery and pick-up area is supervised before and after school. There is a crossing guard before and after school. Gated fences that are maintained in a closed, latched, and locked condition enclose the school campus during school hours. Signage is posted at all gates notifying all visitors to check-in at the main office and be identified with a visitor's pass. This expectation is enforced campus-wide and adults without a visitor's pass are requested to get one from the office. The classrooms are all from 850 to 950 sq. feet in floor space and provided with sink, counter-top, and storage facilities. The resources of adequate electrical and communication systems as well as reasonable display areas support the educational focus and purpose of the school. Although the school is over fifty years of age, the building is kept clean and in good repair. Defects and problems are reported and responded to by staff in order to maintain a safe and clean environment. The field and hardtop area is well designed for maximum use for both free-play at recess and to support the school's Physical Education program. A separate kindergarten play area is provided and supervised to allow the smaller students a more protected and appropriately secure area. The continued development of the physical facilities has been the focus of the parent group. The staff has a room used as a staff work room and meeting room. This room is provided as a work-preparation room which is equipped with a multitude of teaching literacy resources. The support staff is focused to provide a clean and safe facility. A schedule for cleaning and safety inspection/correction is maintained and ongoing. Although an older facility, pride is taken to present the school as a quality institution. Classrooms and common areas are attended to regularly in order to maintain the elimination of trash and cleaning of the floor surfaces as well as sanitation of the restroom areas. Periodically the countertops, desktops and sink areas are cleaned. The outside areas are kept clean by efforts of staff and student leadership groups. Exceptional situations such as severe storms or damage from inclement situations are responded to in a timely manner by both school and district staff.

School Facility Good Repair Status (Most Recent Year)

Please review and update/enter the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

Please pay special attention to ensure that this section is aligned with the most recent inspection and FIT report.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[X]	Repair or replace damaged ceiling tiles in rooms 1, 14, 15 and in the hallway across from room 1. Replace two ceiling tiles in MPR. (WO Ticket #24405). Repair stained ceiling tiles in room 14 and 15. (WO Ticket #24409).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating	[]	[X]	[]	[]

Teacher Credentials

Please review and update/enter the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

CDE added an extra year of data to this table in this year's template.

Teachers at this School	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	18	21	21	590
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	0
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Please review and update/enter the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2013-14)

This data was copied from last year's SARC. Please update as needed. This section should include the number of staff employed at your schools that fall into the categories below.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	♦
Library Media Teacher (Librarian)	0	♦
Library Media Services Staff (paraprofessional)	.3125	♦
Psychologist	.4	♦
Social Worker	0	♦
Nurse	0.2	♦
Speech/Language/Hearing Specialist	.4	♦
Resource Specialist (non-teaching)	1.0	♦
Other	1.0	♦

♦ means data not required.

Textbooks and Instructional Materials (Most Recent Year)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Please pay special attention to ensure that this section is aligned with the most up-to-date adoption of textbooks.

Year and month in which data were collected: November 2014

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. McMillan-McGraw/Hill - California Treasures - 2010 is the state adopted textbook for the District in English Language Arts.	Yes	0
Mathematics	Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. McGraw Hill/Wright Group / Everyday Math - 2009 is the state adopted textbook for the District.	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	0
Foreign Language	Foreign Languages not taught at Hooker Oak.		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0
Science Laboratory Equipment (grades 9-12 schools only)			

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

The fields that are highlighted yellow are populated for you with data provided by CDE. Percent differences are calculated by this form. The remaining data was copied over from last year's SARC and should be reviewed/updated by the school/LEA.

The most recent data available from CDE is for fiscal year 2012-13. For comparison purposes, data for the same fiscal year is requested from the school.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$8,842.92	\$3,134.57	\$5,708.35	\$63,298.00
District	◆	◆	\$5,641.63	\$63,298
Percent Difference: School Site and District	◆	◆	1.2	0.0
State	◆	◆	\$4,690	\$69,360
Percent Difference: School Site and State	◆	◆	21.7	-8.7

◆ means data not required.

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2013-14)

Please review and update/enter the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Hooker Oak receives the following funding:

- **Economic Impact Aid/Limited English Proficient (EIA/LEP)** state funds to support programs and activities to assist English learners achieve proficiency in the English language as rapidly as practicable and to support programs and activities to improve the academic achievement of English learners.
- **Economic Impact Aid/State Compensatory Education (EIA/SCE)** state funds to support programs and activities designed to assist educationally disadvantaged students achieve state standard proficiency.
- **Safe Schools** funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- **Title II** federal funds to provide ongoing staff development for teachers and principals.

Professional Development

Please review and update/enter the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Curricular improvement is an integral and ongoing process at Hooker Oak, and is coordinated with District direction and effort. Hooker Oak staff members have participated in the following CUSD curriculum committees: District LCAP, District Leadership 2014 SARC Input Form (Hooker Oak Elementary School K-6)

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

School Completion and Postsecondary Preparation

Please note: this section applies to high schools only. If you are not a high school, please skip this section.

Career Technical Education Programs (School Year 2013-14)

Please review and update/enter the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Career Technical Education Participation (School Year 2013-14)

Please review and update/enter the information below as needed. This section should include information about level of participation in Career Technical Education (CTE) programs at your school.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	