



SCHOOL PLAN  
FOR  
STUDENT ACHIEVEMENT

YEAR 3 REVISION  
(SY 2019-2020)

HAZELTON ELEMENTARY

## Contents

School Plan for Student Achievement (SPSA) Template .....	2
Purpose and Description .....	2
Stakeholder Involvement .....	2
Resource Inequities .....	3
Goals, Strategies, Expenditures, & Annual Review .....	4
Goal 1 – Student Achievement .....	4
Identified Need .....	5
Annual Measurable Outcomes .....	6
Strategy/Activity 1 .....	7
Strategy/Activity 2 .....	9
Strategy/Activity 3 .....	11
Strategy/Activity 4 .....	13
Strategy/Activity 5 .....	14
Annual Review – Goal 1 .....	15
Analysis .....	15
Goal 2 – School Climate .....	18
Identified Need .....	18
Annual Measurable Outcomes .....	19
Strategy/Activity 1 .....	20
Annual Review – Goal 2 .....	23
Analysis .....	23
Goal 3 – Meaningful Partnerships .....	25
Identified Need .....	25
Annual Measurable Outcomes .....	25
Strategy/Activity 1 .....	26
Strategy/Activity 2 .....	28
Annual Review – Goal 3 .....	29
Analysis .....	29
Budget Summary .....	31
Budget Summary .....	31
Other Federal, State, and Local Funds .....	31

School Year: 2019-2020 - Revision

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hazelton Elementary	39686766042626	Original – 01/08/2018 Revision – 05/23/2019	Original – 04/10/2018 Revision – 06/25/2019

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

In January 2019, Hazelton Elementary was identified as a Comprehensive Support and Improvement (CSI) school.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Hazelton Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

## 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

Hazelton Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on January 8, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Hazelton Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2.

In school year 2018-2019, also Year 2, Hazelton Elementary initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. These meetings were held on March 25, 2019, March 26, 2019, April 1, 2019 and April 8, 2019.

For the first two CSI meetings the CSI team spend time analyzing the school data for the last three school years both ELA and Math. According to the SBAC test scores from the last three school years, ELAC test scores increased by 3 percentage of the students meeting and exceeding the ELA standards from 14% in 2016 to 19% in 2018. We currently have a total of 60 % of our students that have not met the ELA standards and 21% that nearly met the ELA standards. SMART Goal: Increased our percentage of students meeting/exceeding the standards from 19% to 25 % by July 2020. The SBAC math test scores from the last three school years, we had decreased in the percentage of students meeting and exceeding the standards from 12% in 2016 to 7% in 2018. We currently have a total of 71 % of our students who have not meet the Math standards and 22% that nearly met the Math standards. SMART Goal: Increased our percentage of our students meeting/exceeding the standards from 7% to 14 % by July 2020. According to the SBAC ELA, the Asian sub-group test scores have increased in the percentage of students meeting the ELA standards from 41% in 2016 to 54% in 2018. Also, our Hispanic sub-group increased the percentage of students meeting the ELA standards from 12% to 15%. According to the SBAC Math, the Asian sub-group test scores have decreased in the percentage of students meeting the Math standards from 34% in 2016 to 29% in 2018. Also, our Hispanic group have decreased in the percentage of students meeting the Math standards from 10% to 5%. The socio-economic sub-group have decreased in the percentage of students meeting the Math standards from 11% in 2016 to 6% in 2018. For the last CSI meeting the team concluded that a major challenged at Hazelton school is the chronic absenteeism. According to the CA Dashboard, our chronic absenteeism is 23 %. Our homeless subgroup is at 42%, African American is at 34% and students with disabilities is at 27%, EL Students- 17 %, Socioeconomic – 23%, White- 35%, and Filipino- 16 %. Hazelton parents struggle the following challenges: lack of transportation, lack of home routines/practices that lead to strong attendance especially with foster/homeless families, health concerns- students stay home sick frequently or parents pick up their kids early, concerns over safety treats made or bullying on social media Grades- 6-8.

As a result of the stakeholder involvement and data reviews, Hazelton Elementary has been able to complete the Decision Making Model (a component of the CNA) in March 26 and April 1 and 8 2019. The team concluded that Hazelton parents/families need different resources and tools to help them with the following challenges: home routines/practices that lead to strong attendance especially homeless and foster youth families, health concerns - many students stay at home sick for days and parents pick up their kids early for family emergencies, and concerns over safety treats made or bullying on social media. Determined in the planning meeting Hazelton School focus areas are Chronic Absenteeism, social and emotional extra support, day with before and after school tutoring, and High Quality Rigorous First Instruction in all grades in ELA and Math.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

As a CSI school we are in the process of planning extra services to our homeless subgroup and African America that have a 34 % of chronic absenteeism. We are planning to provide zero period for students that need extra help with their homework or need one on one help with any social or emotional issues. Also we are in the process of hiring a second intervention teacher to assist students that are two or three grade levels behind in reading.

# Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

## Goal 1 – Student Achievement

ELA/ELD SMART Goal:

Target Goal: By June 30, 2020 Increase our ELA percentage of students meeting or exceeding the ELA standards.

- EL – from 1 % to 10 %
- Hispanic- from 15% to 20 %
- Increase the number of class visit to the library
- Increase the number of school wide literacy events.
- Assist with the distribution of new curriculum

Math SMART Goal: By June 30, 2020 Increased the percentage of students meeting/exceeding the standards from 7% to 14%.

## Identified Need

California Dashboard:

ELA/ELD:

ELA SBAC data % of the student meeting the standards/Exceeded from the last 3 school years:

- 2016- 14 %
- 2017- 16%
- 2018- 19%
- 2018 data by grades:
- 3rd – 1%
- 5th – 14 %
- 7th – 17 %
- Subgroups:
- EL- 1%
- Hispanics- 15%
- SWD- 11%
- Socioeconomic
- Disadvantage – 18%

California Dashboard

Math: According to the SBAC math test scores from the last three school, we had decreased in the percentage of students meeting and exceeding the standards from 12% in 2016 to 7% in 2018. We currently have a total of 71 % of our students who have not met the Math standards and 22% that nearly met the Math standards.

SMART Goal: Increased our percentage of our students meeting/exceeding the standards from 7% to 14 % by July 2020.

## Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	79.1 points below	76.1 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	121.1 points below	118.1 points below

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students- Subgroups: SDW, EL

### Strategy/Activity

Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, AVID conferences, data analysis, ELD, intervention teacher for k-3 grades, Intervention teacher for 4-8 grades, etc. Utilize substitutes to pull out teachers/ grade levels on a monthly basis.

Consultants: A2Z, Solution Tree, Angela Beyer

Program specialist will provide ongoing support with the PLC process, demo lessons, coteach, and data analysis.

Intervention teacher for reading- Grades k-3- small group instruction for students that are working below grade level.

Intervention teacher for reading-Graders 4-8- small group instruction for students that are working below grade level.

# of co teaching events

# of demo lessons

# of observations

# of observation with feedback pre/post assessment

# of students at grade level

# of students below grade level

# of students making progress

# of conferences attended

# of PLC meetings with the following grade levels: third, fourth, and fifth. The administration team, program specialist, and instructional coach will work with the following grade levels: third-fifth, create CFAs, SMART Goals, commitments, identify the essential skills for their specific grade level.

# of lesson studies with the following grade levels: third, fourth, and fifth, sixth, seventh, and eighth grade.



**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$10,000 - 11500 (Teacher Additional Comp)	Title I - 50643
\$50,000 - 11700 (K-3 Intervention Substitute)	Title I - 50643
\$500 - 19500 (Additional Hourly Inst Coach)	Title I - 50643
\$29,036 - 19101 (.20 FTE Instructional Coach)	Title I - 50643
\$117,066 - (4th-8th Intervention Teacher)	LCFF - 23030
\$23,922 - 58100 (Consultant)	LCFF - 23030

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and subgroups: EL students, RFEP

### Strategy/Activity

Teacher will be provided support with the implementation of the AVID strategies school wide, such as WICOR, Cornell notes, organization, questioning strategies, student portfolios.

Hazelton School implements AVID school-wide strategies to all students. In grades 7<sup>th</sup>-8<sup>th</sup> have the opportunity to select AVID as an elective course. Students in grades K-6 are learning AVID strategies as they are integrated into the subject matter and instructional delivery.

Hazelton has an AVID Leadership team working on school-wide strategies, such as focused note-taking, marking the text, and levels of inquiry. Grade levels commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. The team is working on refining these areas and will be providing staff development for the new school year. In addition, grade levels utilize the AVID articulation matrix as a tool for implementing WICOR strategies, for note-taking, use of agendas/planners, and levels of thinking and questioning at different grade levels. Hazelton also focuses on the organizational piece of WICOR, teaching students study skills and how to be organized with organizational tools such as binders, folders, planners, and materials. Hazelton AVID funds assist with providing the resources and materials required for students to be successful in the organizational component of the program.

Hazelton has a team of 7 teachers attending the AVID Summer Institute in Anaheim this summer. Next year Hazelton may be funding the AVID Summer Institute in San Francisco California due to the Sacramento location not being an option. The goal is for all Hazelton teachers to attend an AVID Summer Institute training for full implementation of the program/strategies.

Duplicating instructional materials, student resources, planners (57150) --\$1250--LCFF

Equipment usage – copier, poster maker, laminator, etc. Maintenance agreements (56590)—\$ 3,500--Title I--

Instructional materials include: AVID specific project materials - planners, binders

# of observations

# of observation with feedback pre/post assessment

# of students at grade level

# of students below grade level

# of students making progress

# of EL students # of RFEP students

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$18,000 - 52150 (Conferences)	Title I - 50643
\$3,500 - 56590 (Maintenance Agreement)	Title I - 50643
\$4,247 - 43110 (Instructional Materials)	Title I - 50643

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students: English learners, RFEP, student with disabilities

#### Strategy/Activity

Provide students with opportunities to increase reading proficiency through small group and individualized instruction including supporting EL practices that promote both literacy skills, foundational mathematics skills, and math fluency.

Both Bilingual Assistants will pull out EL students for 20 minutes daily reinforcing on ELA and math basic concepts taught.

Extended day tutoring focusing on math providing students support for at least 1 hour a day for 3 days a week.

#### Teacher (Staff) Pay Calculation

4 of teachers X 3 hours X 14 weeks X \$60 rate of pay = \$10,080 (allocating \$10,000 initially)

Coordinate using substitutes for teachers to conduct PLC meetings to create Common Formative Assessments, SMART Goal at least three times

Substitute/Teacher (Staff) Pay Calculation: 40 of days/hours X \$200 rate of pay = \$8,000

Applicable supplemental instructional materials include AVID specific organization and writing project material, poster/chart paper, markers, colored paper.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.

# of EL students being monitored

# of EL students ELPAC 1

# of EL student ELPAC 2

# of student RFEP

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$132,412 - 19101 (1 FTE Program Specialist)	LCFF - 23030
\$16,911 - 21101 (.4375 FTE CAI Assistant)	Title I - 50650
\$21,516 - 21101 (.4375 FTE Bilingual Assist)	Title I - 50650
\$400 - 57150 (Duplicating)	Title I - 50643
\$2,000 - 42000 (Books)	Title I - 50643

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students- K-8  
 AVID students elective classes seventh and eighth grade.

### Strategy/Activity

Provide students with hands on experiential learning opportunities to supplement core instruction and AVID requirements through field trips, guest speakers, traveling exhibits, etc.

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating and Science Technology Engineering Mathematics (STEM) projects to include STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including project materials, science specific project materials.

Teachers will use various equipment such as the laminator, copier, Duplo. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

pre/post assessments

culminating project

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$20,000 - 57250 (Field Trips District Trans)

LCFF - 23030

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup: Preschool, Transitional Kindergarten

### Strategy/Activity

Provide students opportunities to:

- \*interact with their peers who will attend their kindergarten class promoting social skills,
- \*establish a connection between the kindergarten teacher and preschooler,
- \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- \*attend the district’s one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Service.

Title I

# Annual Review – Goal 1

## SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

- 1.1 A) Coaching: Both Instructional coach and program specialist provided ongoing coaching support on a weekly basis to all grade levels. It focused on providing new teachers with classroom management strategies with follow up observations and feedback. In addition, most other teachers (all grade levels) received support in DII lesson planning which included providing co-planning, co-teaching and demonstration of lesson support. Teachers identified for support was mainly on a request basis; however, data was review to determine grade levels that needed support. This identification also led to providing students with supportive services with the counselor. B) Conferences: A team of teacher attended the AVID Summer Institute and PLC conference. The team brought back the information from the conferences to assist in planning the beginning of the school year training for all teachers. The team selected to focus on the following AVID strategies: note taking, organization, and WICOR. For the PLC process, the team focused on a threat analysis, refining norms and setting smart goals, and common formative assessments. The team also identified the essential skills that a student needs to master at the end of each grade level.
- 1.2 Our school was AVID certified last school year, which is evidence of the full implementation of the school wide AVID strategies: WICOR, Cornell notes, organization, and student portfolios. Students are more organized through the use of daily planners and students are able to communicate their weekly goals and understanding of tasks at hand. Student portfolios demonstrate the student progress through the course of the school year include their drafts and supportive documents. Students are using a two column notes structures. Students are provided time to revisit their notes, mark up, expand for clarification/expansion. Students are building off the teacher lead sentence frame to respond using complete sentences supported by their class instruction and notes.
- 1.3 Based on the CAASPP language data from last school year the following grades increase the percent of students who met or exceeded the ELA standards. This strategy implemented the use of an intervention literacy program to provide student with supports. Every classroom was expected to use the program to assess the student’s comprehension and knowledge of the book. Teachers established a minimum number of points students were to attain during a specific period of time and incorporated into the grade of the student supporting independent reading. Records of classroom and school progress was evidence throughout the school. A barrier experienced was not having a library media assist to help the students check out books. Leveled classroom libraries were provided school wide to provide additional access to of reading options for students.
- 1.4 Instructional coach, program specialist, teachers, parents adm. team monitored EL data. Provided parents with information on what the scores and on needs and supports for students. Worked with parents and students to set goals to reach reclassification goals. Helped them focus on what areas were strengths and weaknesses. Identified parent and student responsibilities. Implemented afterschool “academic hour” that provide small group intervention to students for 1.5



hours twice a week (Wednesday and Thursday). It also provided students additional time to received support. Of the students attending, they were grouped based on their educational needs.

1.5 We had multiple experiential learning opportunities for our students throughout the school year to supplement core instruction: tech museums, fieldtrips, guest speakers. Teachers built in hands on learning opportunities for students that supports the lesson being taught. Students are expected to take notes and use appropriate resources, such as graphic organizers. Students provide verbal presentation to parents and their peers. Students also use visual aids, such as PPT to depict the content/concept learned.

### Effectiveness

- 1.1 A) Based on the number of demos. Lesson, classroom observations, and coaching sessions it decreased the number of suspensions from two digits to one digit. B) These two conferences it helped the team to provide ongoing PD for both AVID and PLC.
- 1.2 Based on the number of classroom observations, demos, and ongoing coaching support we reclassified 61 students for the first wave this year. From the classroom observations and academic conferences, teachers were able to demonstrate the evidence of AVID implementation. Note taking, WICOR, and AVID Binders. Based on MAP data students were making growth in certain grade levels: Reading - K- 26%; 1st – 45%; 6th – 23%. Math - K- 41%; 1st 66%; 3rd – 26%; 6th- 17%
- 1.3 Percentage of students who met or exceed the standard on the CAASPP ELA 4TH grade -8.64; 5th grade- 2.12; 6grade- 19.45; 8th grade- 2.16. Check out classroom and AR software data.
- 1.4 With the help of parents, teachers, and adm. team and coaches 61 students were RFEP for the first wave this school year. Observations/Walkthroughs... Parent feedback... Academic Hour...
- 1.5 Students were able to utilize and see the importance of academic language. Student academics... Student engagement...

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

### Material Changes

- 1.1 None.
- 1.2 None.
- 1.3 Yes, percentage of students who met or exceed the standard on the CAASPP ELA - 4TH grade - 8.64; 5th grade- 2.12; 6th grade- 19.45; 8th grade- 2.16
- 1.4 The reclassification of 61 students was a significant change on our EL students.
- 1.5 Yes, percentage of students who met or exceed the standard on the CAASPP ELA - 4TH grade - 8.64; 5th grade- 2.12; 6th grade- 19.45; 8th grade- 2.16. The reclassification of 61 students was a significant change on our EL students. Increase of parent involvement.

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.

## Future Changes

- 1.1 We will continue providing ongoing coaching support to teachers based on pre and post assessments observations. Also PLC grade level teams have been provided with ongoing coaching support with CFAs, SMART goals, collective commitments, and instructional strategies. Also Adm. will be calling parents when students reach their SMART goals for every specific CFA. Continue to build a relationship substitutes and provide tentative dates. Integrate substitute strength of grade levels.
- 1.2 This school year will continue working with every grade level to identified the essential standards that every student needs to master by the end of the year. Also, utilize data from CFAs to monitor student's progress. Restructure the AVID meetings to: 1. AVID/Leadership Meetings, 2. Technology, 3. MTSS/PBIS/School wide events. On a monthly basis, each team meets for 45 minutes, then 15 minutes as a whole group.
- 1.3 We are in the process of having more events throughout the school year to promote reading. Also we need a librarian to run school library effectively. Establish practices to support students who are not meeting independent reading expectations and/or not passing the tests. Also identified reason for student's not. Continue to support students excelling at reading. Continue to coordinate with san Joaquin library system to support sign up to increase access to libraries.
- 1.4 We will continue monitoring our EL students and meeting with parents to talk about the importance of being RFEP and setting goals for the school year. Continue to coordinate with LDO to support and fine tune instructional strategies.
- 1.5 We will continue scheduling educational fieldtrips, guest speakers, traveling exhibits, etc. to supplement core instruction. Support teachers to ensure the field trip meets the various learning mode for students. Support teachers to schedule hands on educational experiences aligned to the lessons.

## Goal 2 – School Climate

Suspension –

By June 30, 2020 decreased the suspensions for all students by 4% to 3% (Orange).

By June 30, decreased the suspension for African American students by 4% to 17% (Yellow).

By June 30, decreased the suspension for Homeless Youth by 4% to 12% (Yellow).

Attendance/Chronic Truancy –

By June 30, 2020 decrease chronic absenteeism for All Students by 8% to 15% (Orange).

By June 30, 2020 decreased chronic absenteeism for Homeless by 10% to 33% (Yellow).

By June 30, 2020 decreased chronic absenteeism for African Americans students by 10% to 23% (Orange).

### Identified Need

Suspension – 109 day suspension by April 2019

Prior school year- 168 day suspension by April 2018. We have reduced the number of day suspension by almost 50 %.

According to the California Dashboard data: School wide- 6.9 % Red

Homeless- 16% and African American 21%

Attendance/Chronic Truancy –

\* 23% Chronic absenteeism schoolwide

\* Homeless- 43 %

\* African American- 33 %

- CSI school

Dashboard orange

ALL 23%

Sub-groups: homeless 42%, African American 34% & 27% Students with disabilities

- EL students- 17 %

- Socioeconomic- 23 %

- White- 35 %

- Filipino- 16 %

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension (All Students)	6.9%	6.6%
Chronic Absenteeism (All Students)	23.3%	22.8%

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students - subgroups: Homeless and African American students

### Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through program such as PLUS program, counseling, structured student engagement activities, etc.

Provide training to staff on restorative practices.

Consultant: Anglea Beyers, “Effects of Trauma on the Brain and Learning” professional development for teachers.

# of student being referred for social/emotional issues

# of student involved in the PLUS program

# of students academically engaged

# of students successful in the classroom

# of PLUS meeting

# of student attending school

# of student attending on time

# of discipline referrals

# of students suspended

Suspension –

Outcome data

\*Number of suspensions April equals 49

African American and Latino -

suspensions- 109

\* Daily average of student referrals- 17

\* Incident type-highest is caused, tempted, physical injury

\* Grade level incidents- 7th and 8th grade

\* Number of students earning positive rewards-

30 weekly Hazelton Hawks raffle tickets drawn K-8 grades

\* Target goal is decrease suspensions mid-year by 30%. We have been able to lower our suspension by almost 50 % compare to the last school year 17/18.

\* Average daily referral target need to reduce to 5

\* Caused, tempted, physical injury highest in grades 7 and 8

\* Decrease referrals for identified teaching staff by 20%

\* Need to increase positive rewards to weekly Hawks raffle tickets eligible for a prize K-8

Positive celebrations in the classroom for good citizenship-monthly - per class K-8

Expulsion –

Attendance/Chronic Truancy –

Outcome data

\*Average number of students who are chronically absent

April 2019 20.51%

Chronic Absent rate April 2019 was 20.14%

Comparing April 2018 and April 2019 chronic absent data shows a 1% decrease.

Homeless, African American, white and SPED have the highest rate of absenteeism

Our goal is to lower our chronic absenteeism by monitoring the above subgroups. We already created a list of students by grade levels of all of the students with chronic absenteeism.

\* Target goal is decrease chronic absent by 20% previous year 2018.

Need to continue to decrease chronic absent students to under 10%.

\* Need to increase positive recognition for the students who have monthly perfect attendance in grades K-8

3rd trimester perfect attendance totals in TK-8 need to increase to 100 students

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$500 - 12500 - (Counselor Additional Time)

Title I - 50671

## Annual Review – Goal 2

### SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

1.1 A) Based on the number of students referred for social and emotional issues 3 students qualified for special ed. Services. In addition, we had 30 students that participated in the PLUS program and conducted at least one forum every other month. During these

#### Effectiveness

1.1 A) As a result of implementing these strategies we reduced the number of discipline referrals and suspensions from two digits to one digit. B) With the help of the school counselor and program specialist guided the students in the PLUS program to successfully run the student Forum one per month. Students had an opportunity to address any concerns.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

#### Material Changes

1.1 Based on what it was implemented it significantly reduced our number of suspensions. In addition, this helped us to actively engage our students in the classroom. The following grades (3rd, 5th, 6th, 7th, and 8th) had a high percentage of students being suspended at the beginning of the school year but these grade levels also showed an increase of students meeting or exceeding their standard in the SBAC last school year.

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.

#### Future Changes

1.1 This school year we have two-school counselor that are assisting our teachers with social and emotional issues. As well we are actively monitoring our attendance. We have also partner up with UOP to motivate our students to come to school on time and have weekly prizes for the



students that have perfect attendance. In addition, teachers have set SMART goals with their student and use their daily planners to help them monitor their progress.

## Goal 3 – Meaningful Partnerships

By June 30, 2020 decrease chronic absenteeism for All Students by 8% to 15% (Orange).

By June 30, 2020 decreased chronic absenteeism for Homeless by 10% to 33% (Yellow)

By June 30, 2020 decreased chronic absenteeism for African Americans students by 10% to 23% (Orange).

### Identified Need

Attendance/Chronic Truancy –

\* 23% Chronic absenteeism schoolwide

\* Homeless- 43 %

\* African American- 33 %

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism (All Students)	23.3%	22.8%

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students- Subgroups: Homeless, African American, Latinos, SDC students.

### Strategy/Activity

Provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences, communication

Increase parent engagement activities through student-led academic conferences that encourage parent and teacher relationships.

School counselors, community assist, and program specialist will assist to increase school to home communications through one-one-one outreach, utilizing School Messenger, PeachJar, website, and social media.

Expand the Parent Coffee Hour to focus on specific grade levels to increase parent student school engagement activities.

Adding another parent meeting in the afternoon for parents that are not able to come to the morning coffee meetings.

Monthly lunch with parents/Students- Parents will be invited to monthly lunches with their kids. This will be a time for parents to talk to teachers.

K-2 teachers will be available every Monday to meet with parents from 7:30-7:50 to answer any questions parents have about their kids academic progress.

# of parents contacted

# of meetings coordinated

# of parents attending

# of students served

# of students making academic growth

# of parents attending ESL classes

# of parents completing ESL classes

# of parents attending conference

# of parents training

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$500 - 43400 (Parent Meetings)	Title I - 50647
\$2,600 - 43200 (Non instructional materials) \$3,000 - 43200 (Non instructional materials)	Title I - 50647 LCFF - 23035
\$2,000 - 57150 (Duplicating)	LCFF - 23035

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students- Subgroups: Homeless and African American

### Strategy/Activity

Increasing parent and student engagement through college and career readiness activities, such as college field trips, college awareness workshops, AVID information nights, etc.

Increase parent engagement activities through student-led academic conferences that encourage parent and teacher relationships.

School counselors will assist to increase school to home communications through one-one-one outreach, using Remind App, School Messenger, PeachJar, website, and social media.

Expand the Parent Coffee Hour to focus on specific grade levels to increase parent student school engagement activities.

Provide students and parents with different opportunities and supportive resources that positively impacts student learning through college field trips, college awareness workshops or career days.

Community assist will reach out to families to make contact with parents to invite them to these events.

#### Staff Pay Calculation

2 staff X 10 of days/hours X \$50 rate of pay = \$500

# of college readiness activities for parents

# of college readiness activities for students

# of college fields trips

# of parents attending college and career readiness informational events

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$1,000 - (Classified Additional Time - Parent Conferences)

Title I - 50647

# Annual Review – Goal 3

## SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

- 1.1 Last school year we had a coffee hour every month and we had an average of 25-30 parents attending our coffee hour and ELAC meetings. In addition, we had an ESL class and had an average of 20 – 30 parents attending the class twice a week. Also, we had a parent academy class that provided parents with some tools on how advocate for their kids' education.
- 1.2 We had an average of ten to twelve parents that volunteer to go on college fieldtrips. Also we had two AVID information nights and had about 25 parents that attended the workshops. Two parents were invited to attend the CAFE conference. She was able to share some of the strategies with our ACT team parents.

#### Effectiveness

- 1.1 Our Coffee hour and ELS class was a successful strategy because it helped parents to establish a line of communication between the teachers and the parents. In addition, teachers had students performed for their parents at our parent meetings. Safety patrol was another strategy that helped us with our parent involvement.
- 1.2 In our AVID elective classes, the parents signed a contract with the expectations and the responsibilities for the school year. Parent were able to attend different college field trips to Delta College, UOP, and other college awareness workshop.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

#### Material Changes

- 1.1 It maintained the number of our parents attending the Coffee hour meetings.
- 1.2 We had good parent participation to be able to go on different college field trips. Sometimes a

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.

#### Future Changes

- 1.1 We will continue to provide multiple opportunities to our parents to empower them in their kids' education.
- 1.2 We will continue to provide multiple opportunities to our parents to empower them in their kids' education.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$211,210
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$509,610

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$211,210

Subtotal of additional federal funds included for this school: \$211,210

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$298,400

Subtotal of state or local funds included for this school: \$298,400

Total of federal, state, and/or local funds for this school: \$509,610