



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Hazelton Elementary

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School Year: 2020-2021

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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hazelton Elementary	39686766042626	Ver 1 – 05/20/2020	Ver 1 – 05/21/2020	Ver 1 – 07/28/2020

Purpose and Description

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

Hazelton Elementary is implementing a School wide Program and identified as an Additional Targeted Support and Improvement (ATSI) in January 2020.

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 one-year (2020-2021) 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 May 21, 2020. Throughout the 2019-2020 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 2019-2020 culminating the document 2019-2020 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 the 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 the school year 2019-2020 Hazelton Elementary initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, ELAC, parents, and teachers. 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 update the Decision Making Model (a component of the CNA). The team concluded that Hazelton parents/families still needs to continue providing 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. Hazelton has exited from CSI status and is not eligible to receive assistance through CSI. Hazelton Elementary is currently eligible for ATSI (January 2020). Schools that meet the criteria for Additional Targeted Support and Improvement (ATSI) must partner with stakeholders to develop and implement a school level plan to improve student outcomes. As a ATSI school we are going to continue providing ongoing extra services to our homeless subgroup and African America that have a 34 % of chronic absenteeism. We will continue to provide picnic lunch days with the parents to provide resources with any social or emotional issues. Also we plan to continue with our K-3rd intervention teacher to assist students that are two or three grade levels behind in reading. Also purchase a PBIS Rewards license to help us monitor student's expectations inside and outside of the classroom expectations.

Resource Inequities

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

As an ATSI school we need to continue proving extra services to our homeless and African American subgroups that have a 34 % of chronic absenteeism. We are planning to provide after school academic support for students that need extra help with their homework or need one on one help with any social or emotional issues. Also, with the help of our intervention teacher, we will continue to assist students that are two or three grade levels behind in reading (RSP and EL students).

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 30, 2021, increase our ELA percentage of EL students meeting or exceeding the ELA standards from 1% to 10%.

By June 30, 2021, increase our ELA percentage of Hispanic students meeting or exceeding the ELA standards from 15% to 20%.

School Goal for Math: (Must be a SMART Goal)

Math SMART Goal: By June 30, 2021, increased the percentage of students meeting/exceeding the standards from 15% to 20%.

Identified Need

- Be sure English Learner data is reviewed and included.

California Dashboard: ELA/ELD:

ELPAC

2019

Level 1 – 11.19%

Level 2- 19.78%

Level 3- 40.67%

Level 4- 28.36%

ELA- 22%

Low performing groups:

- ☐ English Language Learners- 3 %
- ☐ Special Education-7 %

ELPAC

2019

Level 1 – 11.19%

Level 2- 19.78%

Level 3- 40.67%

Level 4- 28.36%

Target Goal is to increase both ELA and Math percentages of students meeting the standards by 5 percent.

In comparing both ELA and Math SBAC data from the last two school years we increased the percent of students who met or exceeded:

ELA- Increased 4%

Math- Increased 8%

MATH

2016- 12%

2017-11%

2018-7%

2019- 15%

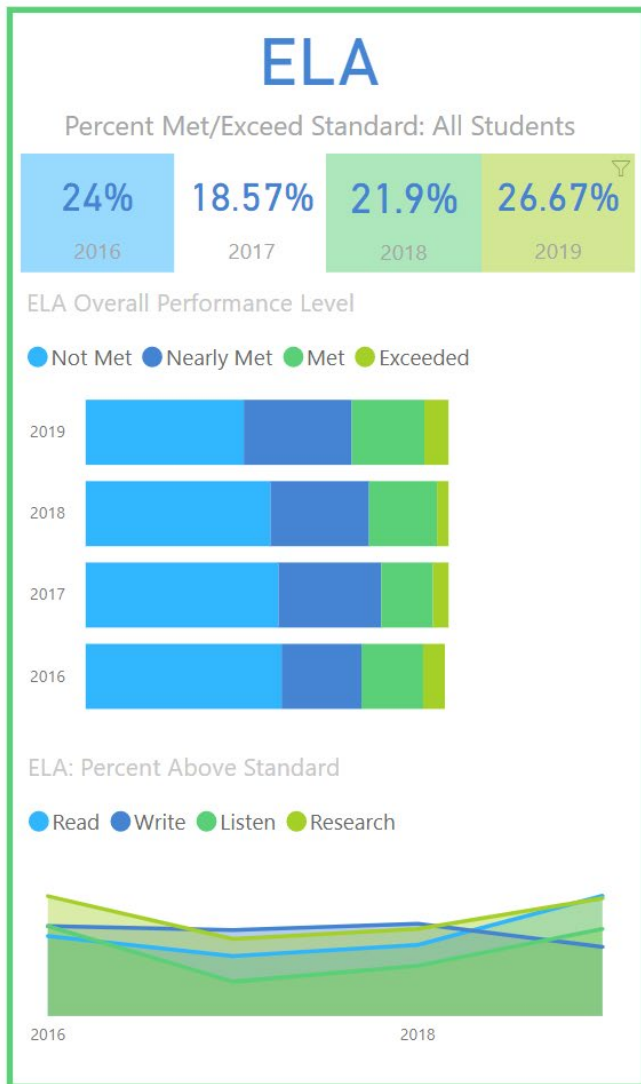
MAP DATA

2018-2019 % Met standards

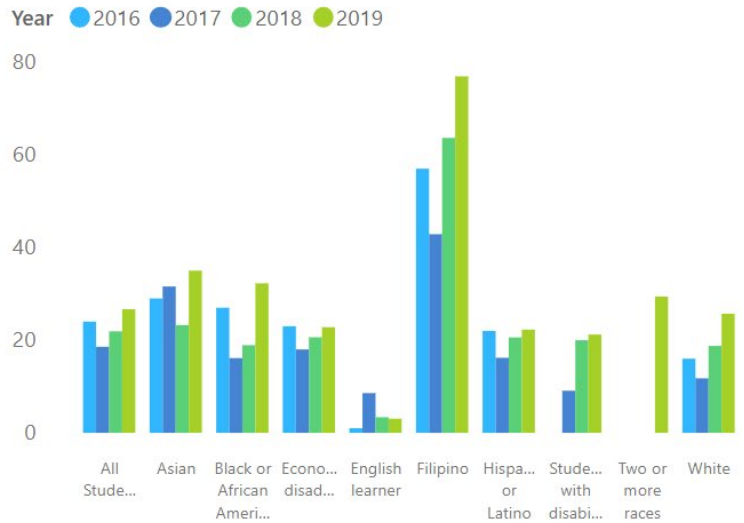
Math- 21 %

Low performing subgroups:

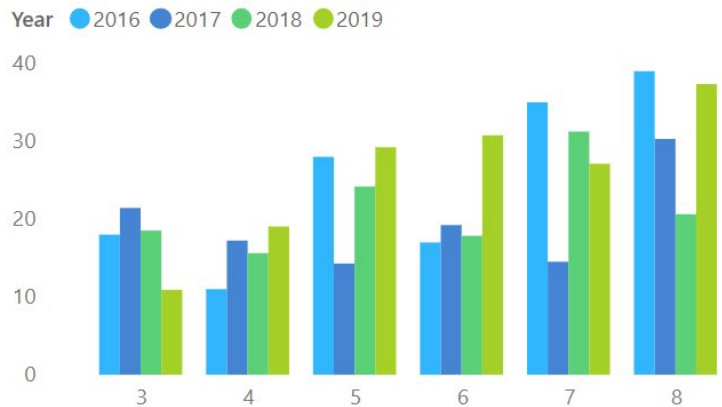
- ☐ English language learners- 7%
- ☐ Special Education- 7%



ELA CAASPP: Percent Met/Exceed Standard

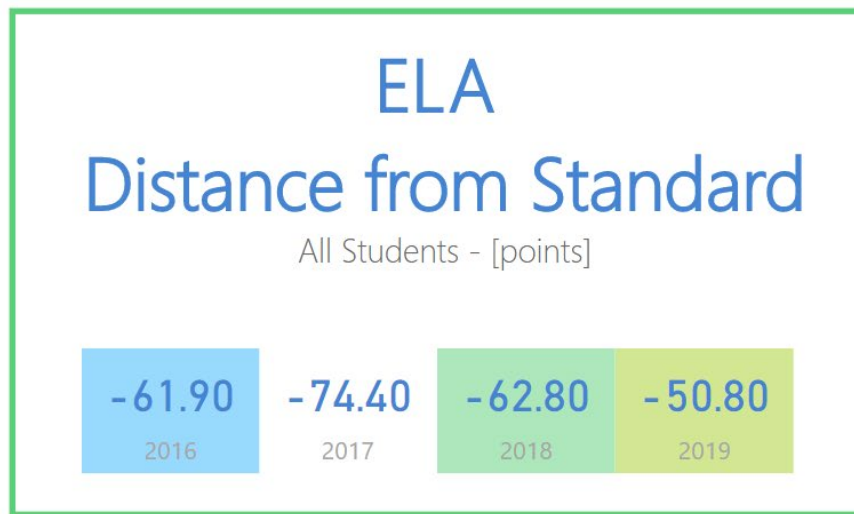


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



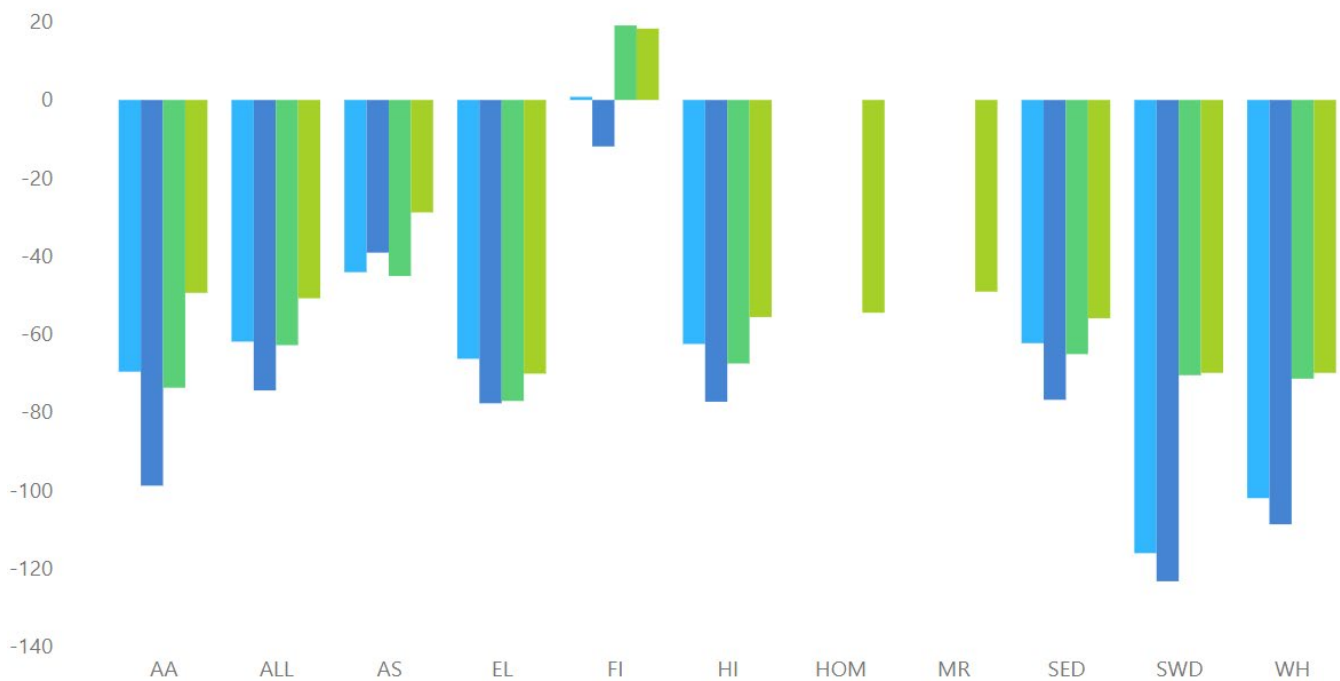
2019 Prelim ELA CAASPP: Area - Percent Above Standard

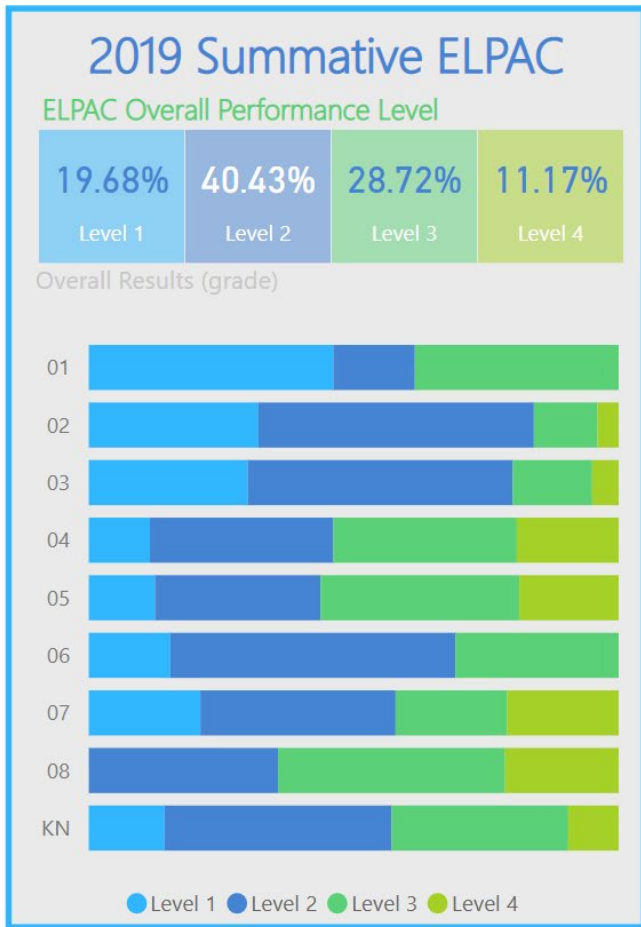




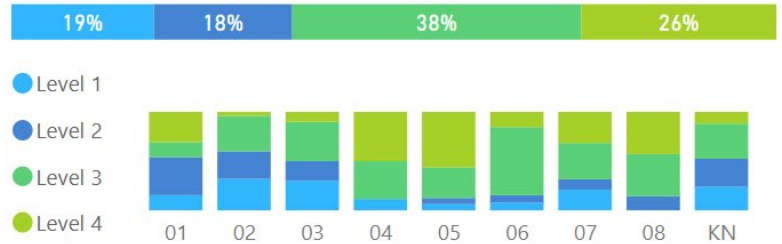
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

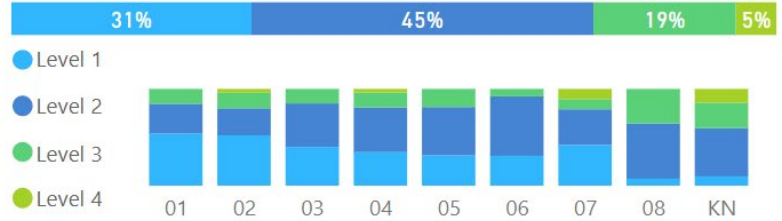




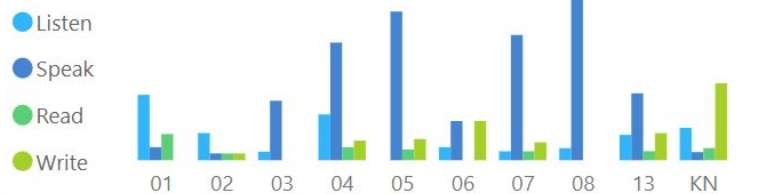
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



English Learner Progress

Reclassification Rates

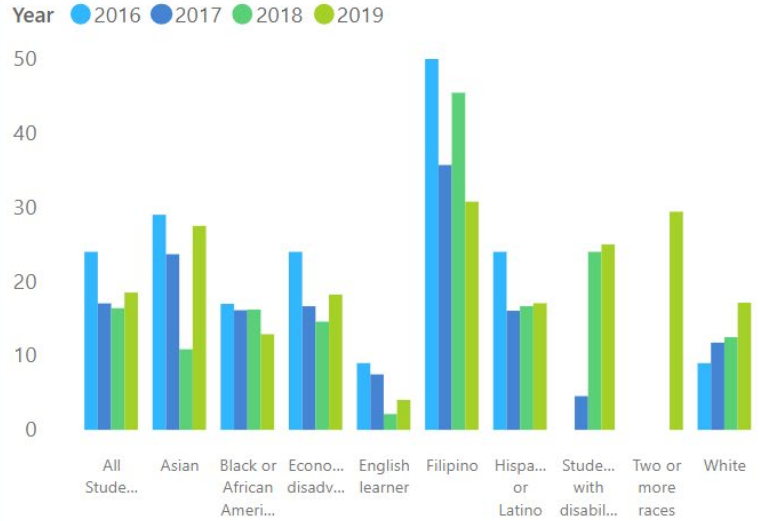


English Learner Progress Indicator (ELPI)

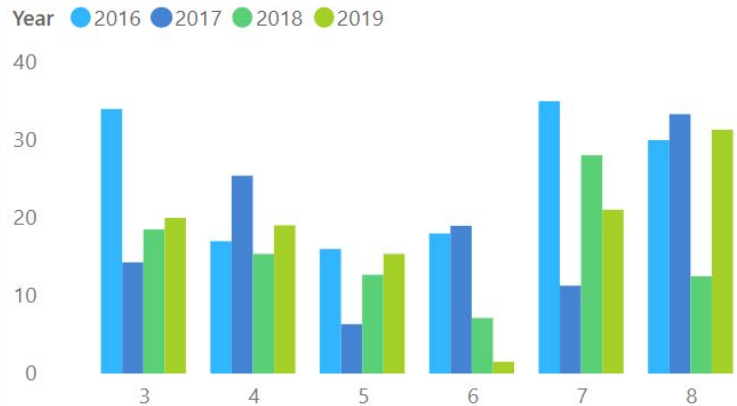
43%
ELPI 2019



Math CAASPP: Percent Met/Exceed Standard

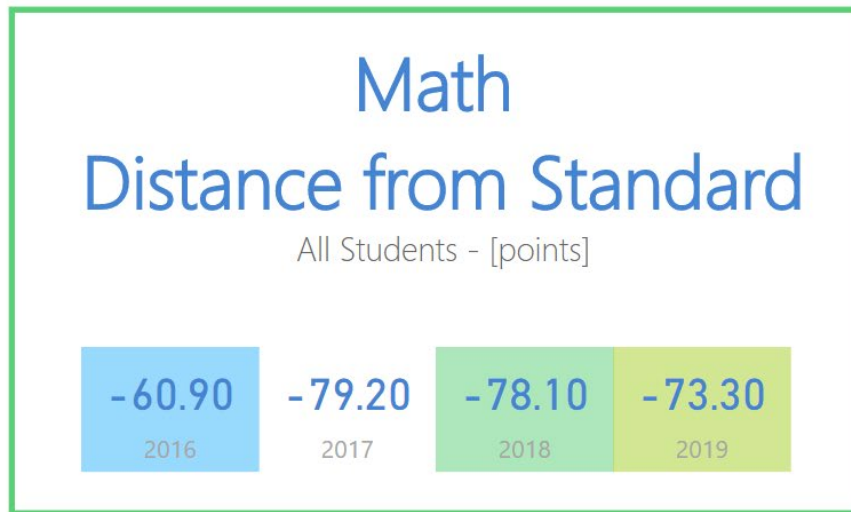


Math CAASPP: Percent Met/Exceed Standard by Grade Level



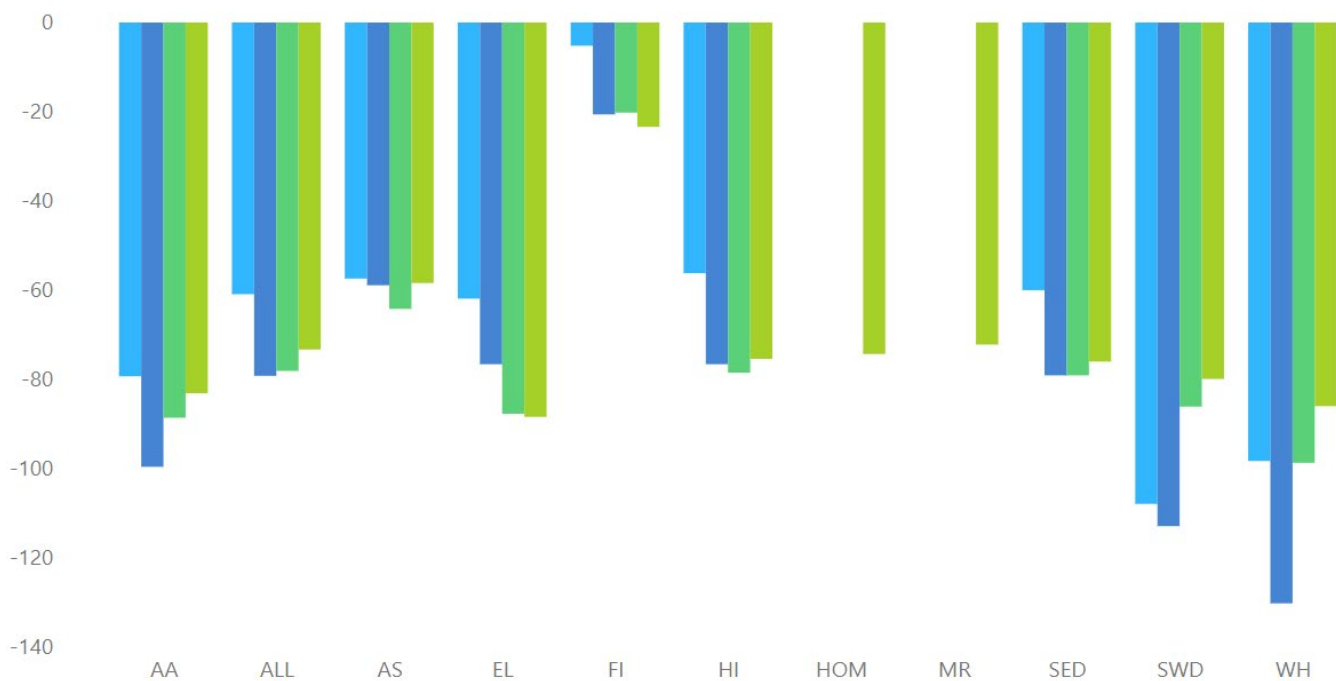
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

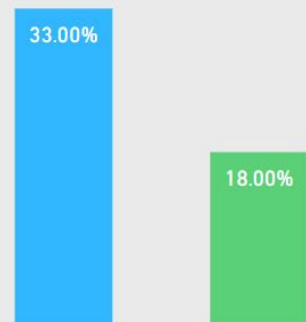
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

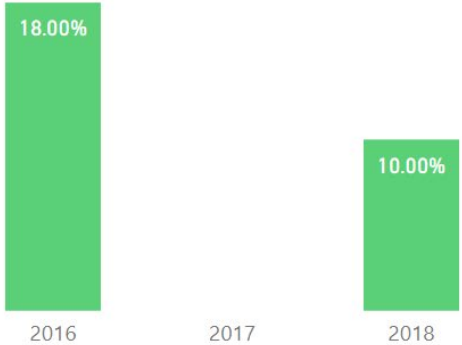
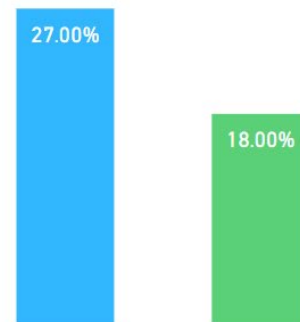
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-66.4 points below	-61.4 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-98.1 points below	-93.1 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: Socioeconomically Disadvantaged, English Learners

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, etc. Utilize substitutes to pull out teacher's/ grade levels on a monthly basis.

Consultants (\$20,000): A2Z, Solution Tree, Angela Beyer, Program specialist, instructional coaches will provide ongoing support with the Professional Learner Community process, demo lessons, co-teach, and data analysis.

Teacher Additional Comp Pay Calculation (Object Code 11500):

29 teachers X 15 hours X \$60 rate of pay = \$26,100

Program Specialist Pay Calculation (Object Code 19500):

1 program specialist X 15 hours X \$60 rate of pay = \$900

Substitute Pay Calculation (Object Code 11700):

25 days X \$200 rate of pay = \$5,000

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

Substitute Pay Calculation for intervention support:

1 substitute X 180 days X \$200 rate of pay = \$36,000

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 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$41,000	11700	Substitute (Retired Intervention Teacher - \$36,000; Release Time - \$5,000)
\$26,100	11500	Teacher Additional Comp
\$900	19500	Program Specialist Additional Comp
\$20,000	58100	Consultant - Instructional
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students in grades K-8th grade Subgroups: EL students and Students with Disabilities

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 7th-8th 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/Instruction team working on school-wide strategies, such as focused notetaking, 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 notetaking, 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. 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) --\$1,250--LCFF

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

Instructional materials (\$16,466) include: AVID specific project materials - planners, binders, AVID specific organization and writing project material, poster/chart paper, markers, colored paper, interactive projectors, documents cams.

1 FTE Program Specialist provides Title I federally sponsored activities such as professional development support to teacher, scaffolding instruction, support training with parent on home instructional strategies, AVID coordinator, PLUS coordinator/advisor, coordinates extended day (tutoring) and extended year (summer school) and LCFF non-federally sponsored activities relating to test coordination with i-Ready, SBAC, ELPAC.

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 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$16,466	43110	Instructional Materials/Supplies

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$1,250	57150	Duplicating
\$3,500	56590	Maintenance Agreements
\$136,707	19101	1 FTE Program Specialist (salary & benefits)

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.

Library Media Assist (3.5 hours) will conduct Accelerated Reader training for grades K-8th grades to support implementation. Training will include reading level analysis, how to set individual goals, create communication of student progress with parents, and a reward system for goals met. The Library Media Assist will also guide students in the selection of books leveled and conduct read-aloud demonstrating proper reading strategies. The Library Media Assist will help coordinate school wide literacy events that assist and promote students' exposure to literature and foster a love for reading. Purchase of books to enhance/expand classroom libraries and school library. The Library Media Assist will track and schedule library usage promoting increase of access.

License Agreements: Library Media Assist will support the implementation of Accelerated Reader (\$11,000) by providing reading Lexile goals and progression of goals to teachers and students.

Books: to enhance reading opportunities including multicultural and bilingual titles for library and classroom libraries. Cost: \$5,000

Both Bilingual Assistants (2 @ .4375 FTE) 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, (Plan, Do, Study, Act) SMART Goal at least three times Substitute/Teacher (Staff) Pay Calculation: 40 of days/hours X \$200 rate of pay = \$8,000

of EL students being monitored

of EL students ELPAC 1
 # of EL student ELPAC 2
 # of student RFEP

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$10,000	11500	Teacher Additional Hourly
\$8,000	11700	Substitute Pay (Release Time)
\$11,000	58450	License Agreement: Accelerated Reader
\$5,000	42000	Books

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$38,633	21101	2 @ .4375 FTE Bilingual Assistant (salary and benefits)

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. Cost: \$11,134

pre/post assessments culminating project

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$24,886	43110	Instructional Materials/Supplies

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 5

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

2018-2019 (Year 2)

Implementation

1.1 A) Coaching: Both Instructional coach and program specialist provided ongoing coaching support on a weekly basis with new curriculum 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 the new curriculum planning which included providing co-planning, co-teaching and demonstration of lesson support. 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 for the first three months of the school year. 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 admin. 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 it increased the number of classes having their students actively engaged in the classroom. 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...

2019-2020 (Year 3)

Implementation

1.1 Percentage of students who met or exceed the standard on the CAASPP ELA: 3rd grade- 32%, 4th grade – 7%, 5th grade- 20%, 6th grade- 21%, 7th grade- 32%, 8th grade- 17% 1.2

1.2 During action/walks/ instructional rounds there was a focus in observing the levels of questioning, checking for understanding. It was observed that 70% of the teachers were asking level 1 or 2 questions based on Costa's level of questioning. Based on the number of classroom observations, demos, and ongoing coaching support our reclassification rate for EL students was 27 % in 2018-2019 and in 2019-2020 there were 25___ students reclassified.

1.3 1.3 Percentage of students who met or exceed the standard on the CAASPP MATH: 3rd grade- 22 %, 4th grade – 7 %, 5th grade- 14 %, 6th grade- 18 %, 7th grade- 16 %, 8th grade- 13 % .

1.4 1.4 From the classroom observations, instructional rounds, teachers were able to demonstrate the evidence of AVID implementation.

1.5 Classroom teachers conducted binder checks monthly and biweekly. Based on these binder checks it was evident that students were keeping their binders organized according to AVID expectations.

Effectiveness

1.1 We will continue to implement the district adopted curriculum focusing on writing in the following school year

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

2018-2019 (Year 2)

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 percentage of reclassification students was 27% .

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.

2019-2020 (Year 3)

Material Changes

None

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.

2018-2019 (Year 2)

Future Changes

1.1 We will continue providing ongoing coaching support with the new curriculum to teachers. Also PLC grade level teams have been provided with ongoing coaching support with CFAs, SMART goals, collective commitments, and instructional strategies (Data cycle: Plan, Do, Study, Act). 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/Instruction 2.PBIS/Culture/

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 now that we have a librarian will help run the school library effectively. Establish practices to support students who are not meeting independent reading expectations and/or not passing the tests Continue to support students excelling in 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.

2019-2020 (Year 3)

Future Changes

We will continue with the PBIS full implementation and monitor with the PBIS license.

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

Suspension –

By June 30, 2021 decreased the suspensions for all students by 4% to 3% (Orange).

By June 30, 2021 decreased the suspension for African American students by 4% to 17% (Yellow).

By June 30, 2021 decreased the suspension for Homeless Youth by 4% to 12% (Yellow).

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

Attendance/Chronic Truancy –

By June 30, 2021 decrease chronic absenteeism for All Students by 8% to 15% (Orange).

By June 30, 2021 decreased chronic absenteeism for Homeless by 10% to 33% (Yellow).

By June 30, 2021 decreased chronic absenteeism for African Americans students by 10% to 23% (Orange).

Identified Need

Suspension –

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 –

Attendance/Chronic Truancy –

- * 23% Chronic absenteeism school wide

- * Homeless- 43 %

- * African American- 33 %

- ATSI school Dashboard orange

ALL 23% Sub-groups: homeless 42%, African American 34% & 27% Students with disabilities

- EL students- 17 %

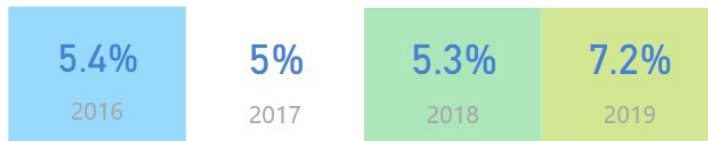
- Socioeconomic- 23 %

- White- 35 %

- Filipino- 16 %

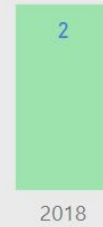
Suspension Rate

All Students
percent of unduplicated suspension



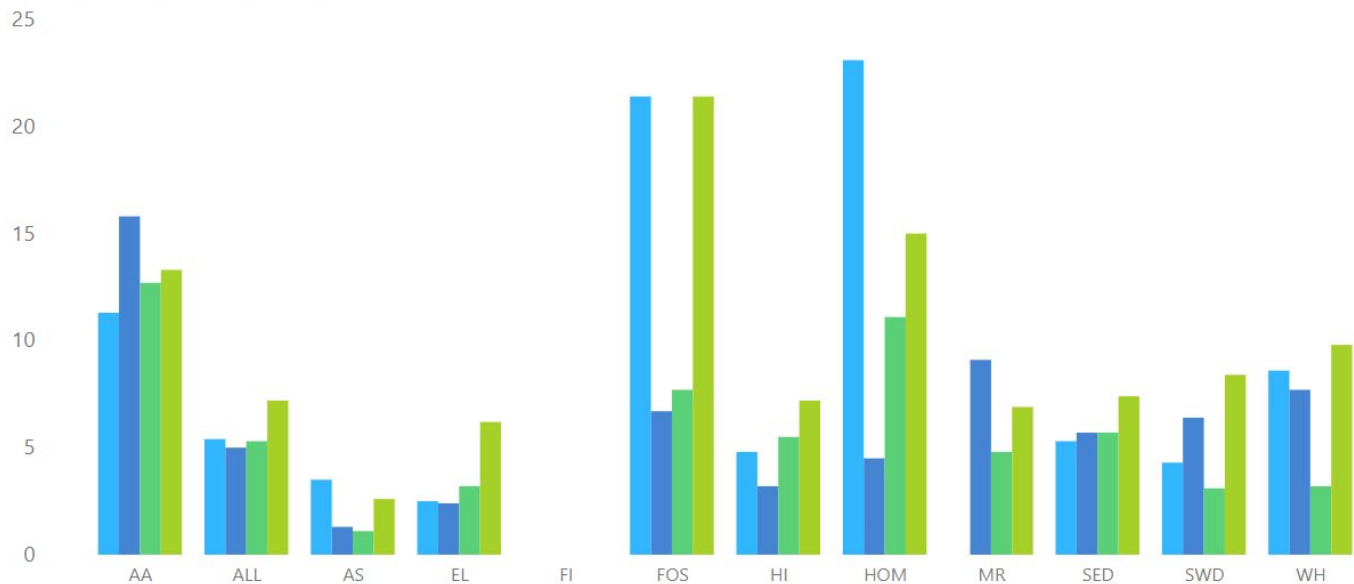
Expulsion

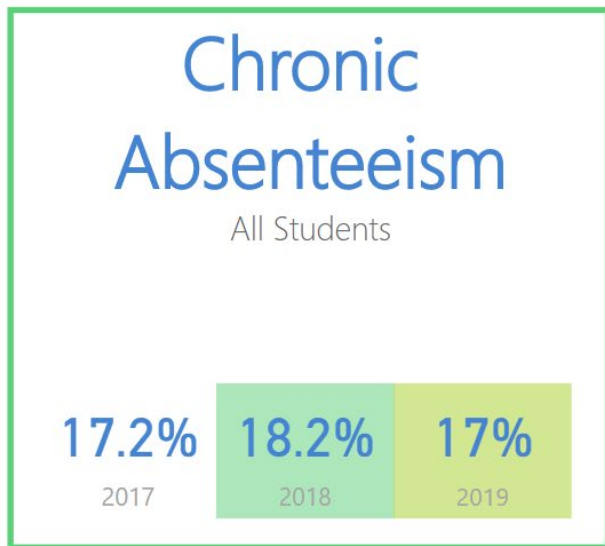
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available



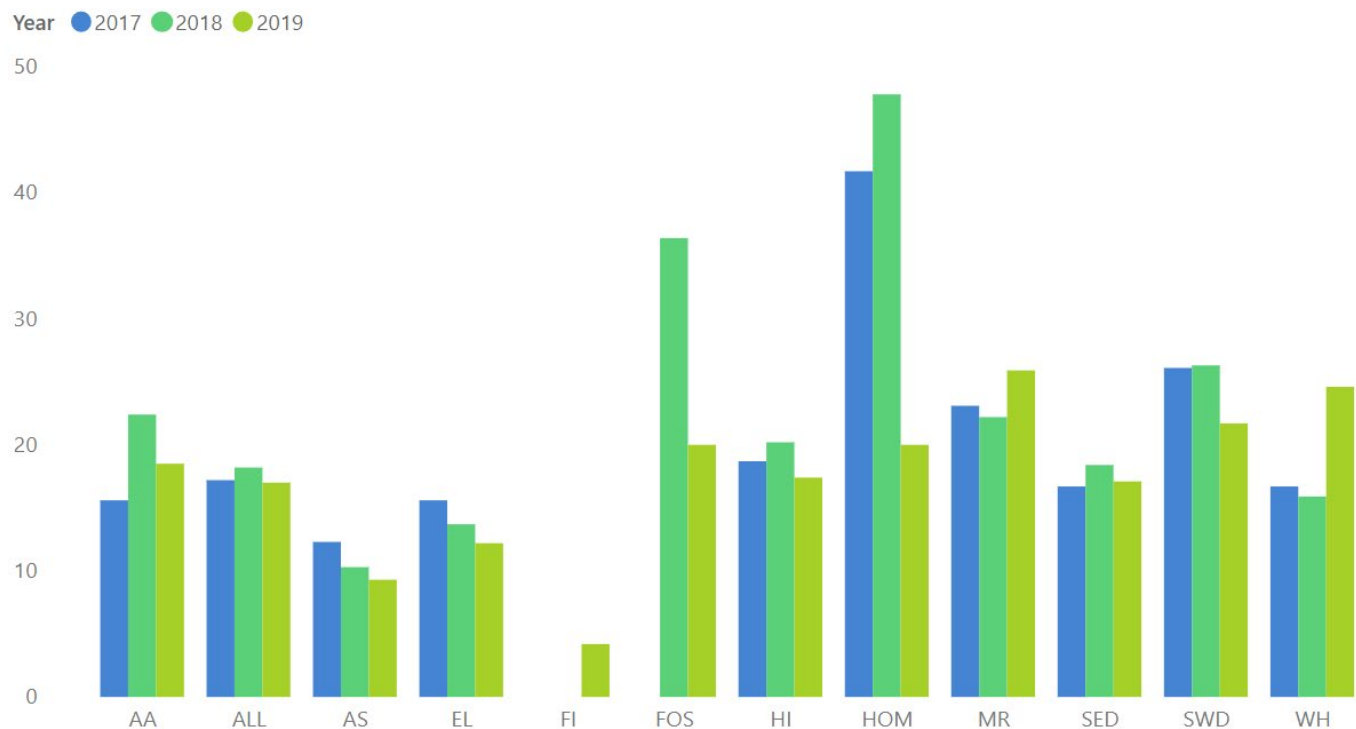
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	5.26%	4.26%
Chronic Absenteeism (All Students)	21.91%	10.91%

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. Implement the Mindful Life Project school wide to empower students and educators with mindfulness based programming that builds self-awareness, self-regulation, perseverance, resilience and social-emotional intelligence that enable them to thrive in their classrooms, school and their community.

Structured student engagement Activities consultant to provide mentoring and leadership support to students. \$11,000

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

License Agreement PBIS System Rewards and training for teachers to use the license– assist in the positive reinforcement of behaviors and characteristics supporting school climate. Cost: \$8,000

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

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$11,000	58100	Non-Instructional Consultant
\$8,000	58450	License Agreement - PBIS

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 – Year 2 and 2019-2020 (Year 3)

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.

2018-2019 (Year 2)

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.

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 helped 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.

2019-2020 (Year 3)

Implementation

This school year with implementation of PBIS and PLUS was not fully implemented. We re-structured the committees and revisit the Hazelton way handbook which includes our school rules and expectations.

Effectiveness

We reduced our suspension by 1 percent compared to last school year. Also we have a new assistant principal and a new school counselor.

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

2018-2019 (Year 2)

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.

2019-2020 (Year 3)

Material Changes

We are in the process of opening a resource center for the parents where we have a specific location

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.

2018-2019 (Year 2)

Future Changes

1.1 This school year will continue with two-school counselor that will assist teachers with social and emotional issues. As well we will actively monitor student 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.

2019-2020 (Year 3)

Future Changes

Planning to provide structured learning activities during lunch recess. Provide opportunities for students to earn incentives for attendance and good behavior. Creating opportunities that are achievable for all students.

Consultant: Sports for Learning will provide structure to the playground while keeping students active and having fun. College athlete coaches have multiple games designed to keep students engaged both mentally and physically. Students play a different game each week, focusing on a specific STEM topic and soccer technique. Sports for Learning will provide lunch recess organized sports for Hazelton students. Sports for Learning will assist with improved student attendance and a decrease in the number of discipline on the playground at lunch recess.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

Hazleton will reach 70% of parents participating in academic conferences by May 2021.

Identified Need

Meaningful Partnerships:

Ice Social attendance: 250 Families attended

Back to School Night attendance- 350 Families Attended

Halloween parade- 600 families attended

Walk to school day- 100 families participated

Winter Concert: 560

Picnic lunch with parents- 560 parents

Parent Classes: Nutrition class 25 participants

Family Nights (Math/Science, AVID and Literacy) 2019-2020: On average there are about 200 families participating in these events based on family sign-ins

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Academic Conferences	50%	70%

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. Record and upload ELAC/Coffee hour for parents to view and get the information they need.

Parent Meeting (\$1,000): Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks.

Books (\$1,000): Books will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home.

Non-Instructional Materials (\$1,884): Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night.

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 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,000	42000	Books
\$1,884	43200	Non-Instructional Materials/Supplies
\$1,000	43400	Parent Meeting

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

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

Teachers will meet with parents and students twice a year to discuss student academic progress and set goals.

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, School Messenger, Peach Jar, 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 Assistant (.625 FTE) will reach out to families to make contact with parents to invite them to these events. Community Assistant will support data driven parent/teacher conferences in outreach and attendance with parents through hands on activities and strategies for parents to replicate at home. Whole group meeting occurring after hours.

1 community assistant X 60 hours X \$50 rate of pay = \$3,000

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 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$53,392	29101	.625 FTE Community Assistant (salary & benefits)
\$3,000	29500	Community Assistant Additional Comp

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 – Year 2 and 2019-2020 Year 3

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.

2018-2019 (Year 2)

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.

2019-2020 (Year 3)

Implementation

We have a picnic lunch with the parents. This was a very successful event. Also hired a community assistant to help us with the parent engagement.

Effectiveness

We had high a percentage of parent participating in most of our events and parent meetings. An average of 30 parents in every meeting.

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

2018-2019 (Year 2)

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

2019-2020 (Year 3)

Material Changes

No material changes

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.

2018-2019 (Year 2)

Future Changes

1.1 Planning to provide structured learning activities during lunch recess. Provide opportunities for students to earn incentives for attendance and good behavior. Creating opportunities that are achievable for all students.

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

1.3 We will continue to provide multiple opportunities to our parents to empower them in their kids' education

2019-2020 (Year 3)

Future Changes

We will purchase books to provide to parents to read to their kids during picnic lunches to promote reading. Also, we might try to do picnic lunches with one grade level at a time.

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	\$228,480
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	\$427,222

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	\$228,480

Subtotal of additional federal funds included for this school: \$228,480

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	\$198,742

Subtotal of state or local funds included for this school: \$198,742

Total of federal, state, and/or local funds for this school: \$427,222

Budget Spreadsheet Overview – Title I

HAZELTON**Preliminary Budget Allocation - TITLE I****FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 194,858
TOTAL BUDGET DISTRIBUTED BELOW	\$ 194,858
TO BE BUDGETED (Should be \$0.)	0

50647 TOTAL ALLOCATION	\$ 3,884
TOTAL BUDGET DISTRIBUTED BELOW	\$ 3,884
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 36,100					\$ 36,100
11700	Teacher Substitute		\$ 49,000					\$ 49,000
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist							\$ -
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp		\$ 900					\$ 900
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant					\$ 53,392		\$ 53,392
	OTHER Classified					\$ 3,000		\$ 3,000
30000	Statutory Benefits							\$ -
	Sub Total - Personnel/Benefits		\$ 86,000	\$ -	\$ -	\$ 56,392	\$ -	\$ 142,392
Books & Supplies								
42000	Books		\$ 5,000				\$ 1,000	\$ 6,000
43110	Instructional Materials		\$ 16,466					\$ 16,466
43200	Non-Instructional Materials						\$ 1,884	\$ 1,884
43400	Parent Meeting						\$ 1,000	\$ 1,000
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
	Sub Total-Supplies		\$ 21,466	\$ -	\$ -	\$ -	\$ 3,884	\$ 25,350
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair							\$ -
52150	Conference							\$ -
58450	License Agreement		\$ 11,000					\$ 11,000
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional		\$ 20,000					\$ 20,000
	OTHER							\$ -
	OTHER							\$ -
	Sub Total-Services		\$ 31,000	\$ -	\$ -	\$ -	\$ -	\$ 31,000
	GRAND TOTAL		\$ 138,466	\$ -	\$ -	\$ 56,392	\$ 3,884	

Budget Spreadsheet Overview – LCFF

HAZELTON

Preliminary Budget Allocation - LCFF

FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 228,480
TOTAL BUDGET DISTRIBUTED BELOW	\$ 228,480
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT	STUDENT	LEARNING	MEANINGFUL	
			ACHIEVEMENT	ACHIEVEMENT	ENVIRONMENT	PARTNERSHIPS	
			LOW INCOME	ENGLISH	NEW COST	NEW COST	
				LEARNERS	CENTER	CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp						\$ -
11700	Teacher Substitute						\$ -
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist	1.0000	\$ 136,708				\$ 136,708
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant	0.8750		\$ 38,633			\$ 38,633
24101	Library Media Clerk	0.4375	\$ 15,637				\$ 15,637
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 152,345	\$ 38,633	\$ -	\$ -	\$ 190,978
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 13,752				\$ 13,752
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 13,752	\$ -	\$ -	\$ -	\$ 13,752
Services							
57150	Duplicating		\$ 1,250				\$ 1,250
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement		\$ 3,500				\$ 3,500
56530	Equipment Repair						\$ -
52150	Conference						\$ -
58450	License Agreement				\$ 8,000		\$ 8,000
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional				\$ 11,000		\$ 11,000
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 4,750	\$ -	\$ 19,000	\$ -	\$ 23,750
GRAND TOTAL			\$ 170,847	\$ 38,633	\$ 19,000	\$ -	\$ 228,480