School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 02/23/2021

Version 3 – 07/27/2021

Hazelton Elementary

Contents

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 2 – Ver 3 – 05/27/2021	Ver 1 – 05/21/2020 Ver 2 – 02/01/2021 Ver 3 – 05/28/2021	Ver 1 – 07/28/2020 Ver 2 – 02/23/2021 Ver 3 – 07/27/2021

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%
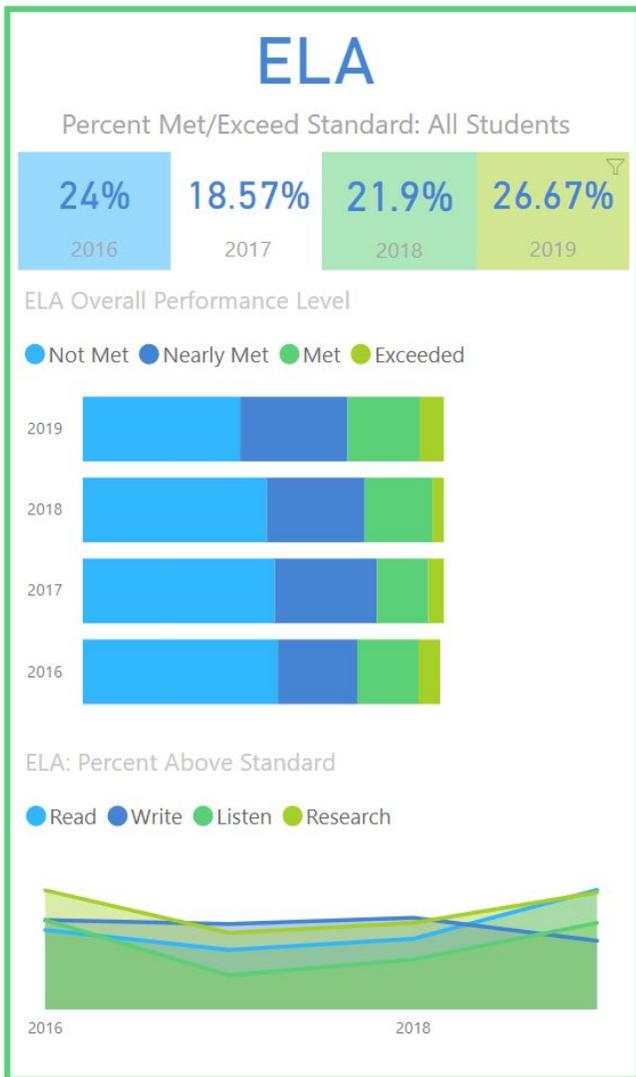
ELA

Percent Met/Exceed Standard: All Students

24%	18.57%	21.9%	26.67%
2016	2017	2018	2019

ELA Overall Performance Level

● Not Met ● Nearly Met ● Met ● Exceeded

ELA: Percent Above Standard

● Read ● Write ● Listen ● Research
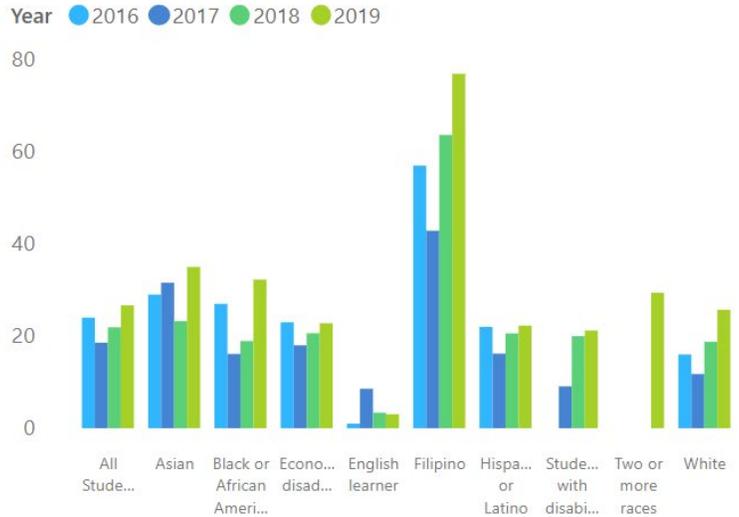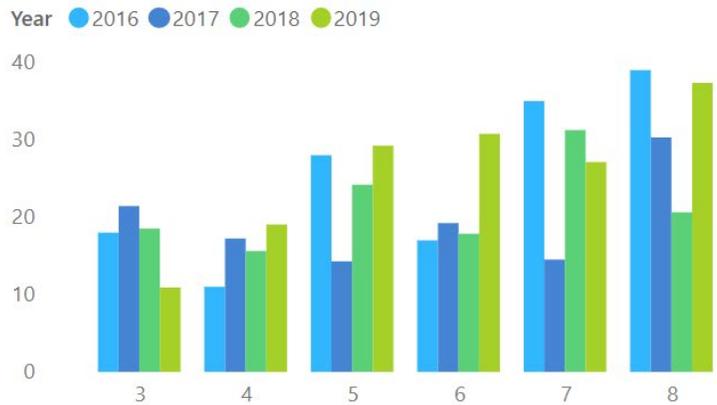
2019 Prelim ELA CAASPP: Area - Percent Above Standard
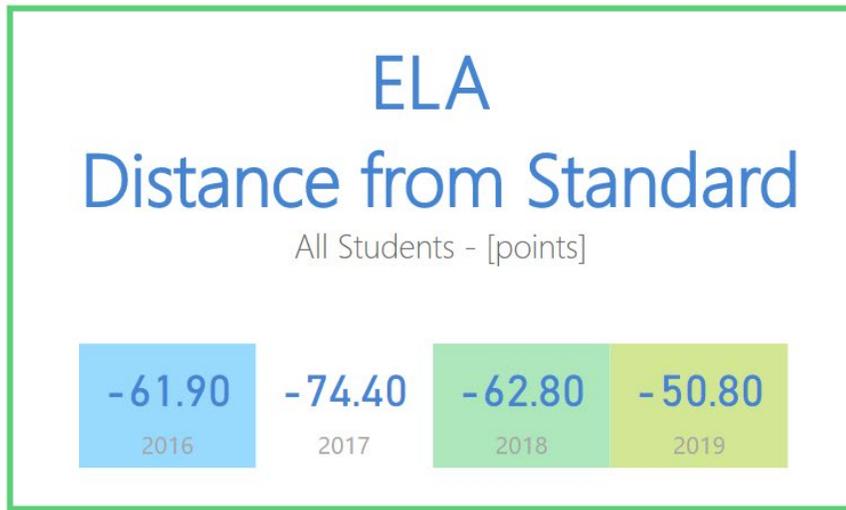
● Read ● Write ● Listen ● Research

ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

ELA CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

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2019 Summative ELPAC

ELPAC Overall Performance Level

19.68%	40.43%	28.72%	11.17%
Level 1	Level 2	Level 3	Level 4

Overall Results (grade)

01
02
03
04
05
06
07
08
KN

● Level 1 ● Level 2 ● Level 3 ● Level 4

Oral Language Overall Performance Level

| 19% | 18% | 38% | 26% |

● Level 1
● Level 2
● Level 3
● Level 4

01 02 03 04 05 06 07 08 KN
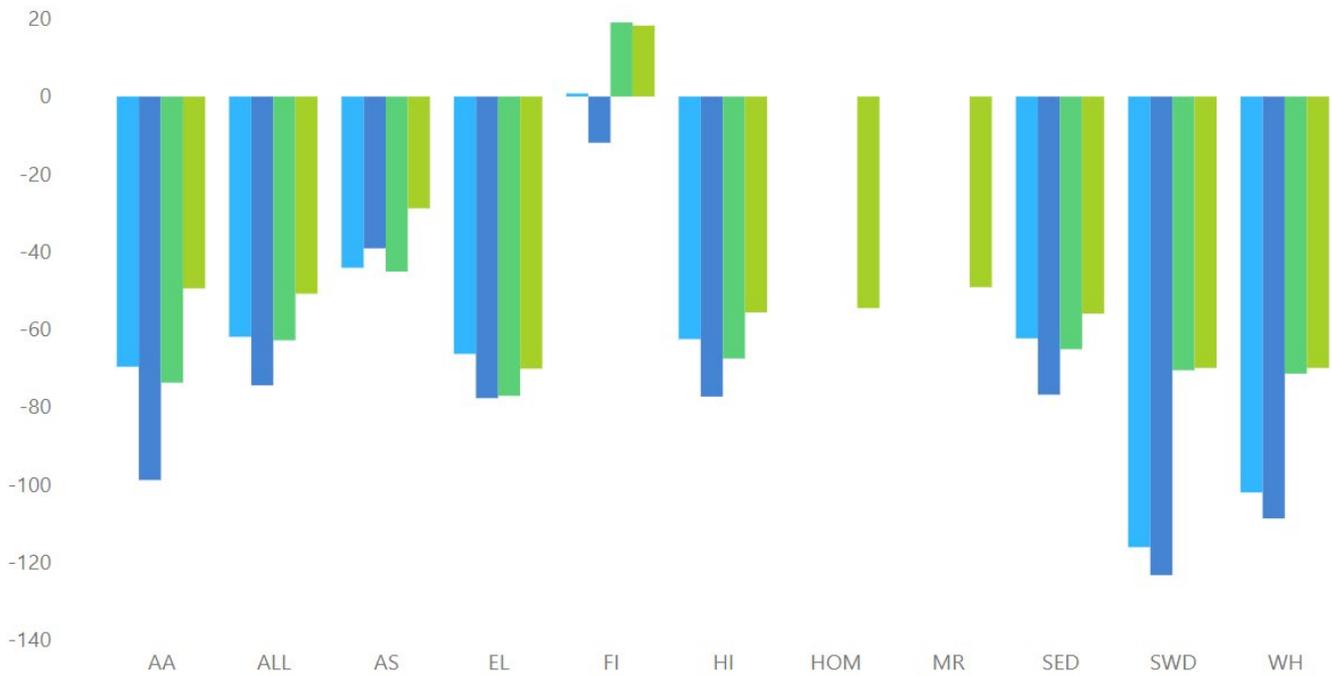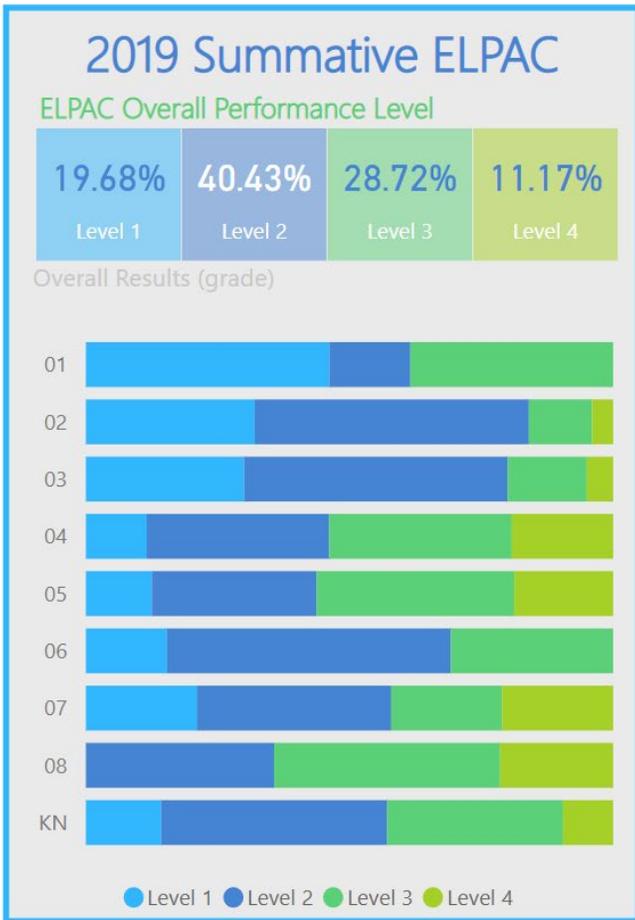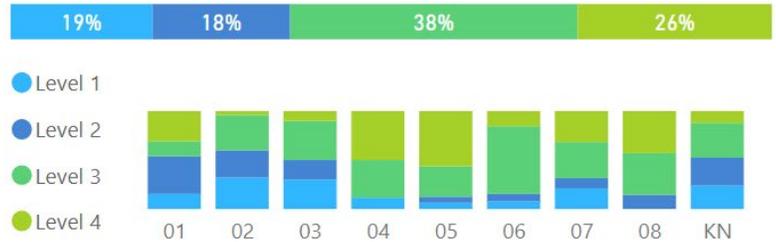
Written Language Overall Performance Level

| 31% | 45% | 19% | 5% |

● Level 1
● Level 2
● Level 3
● Level 4

01 02 03 04 05 06 07 08 KN
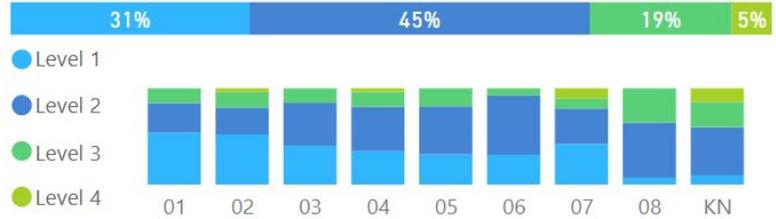
Performance Area: Percent Well Developed

● Listen
● Speak
● Read
● Write

01 02 03 04 05 06 07 08 13 KN

English Learner Progress
Reclassification Rates

14.80%	13.00%	15.50%	11.80%
2015-16	2016-17	2017-18	2018-19

English Learner Progress Indicator (ELPI)

43%

ELPI 2019

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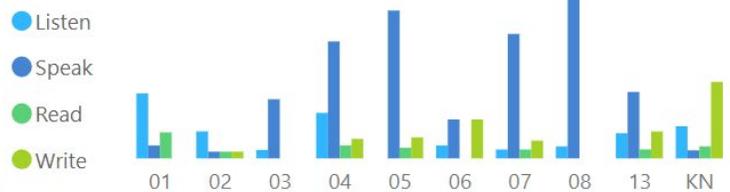
Math

Percent Met/Exceed Standard: All Students

24%	17.05%	16.41%	18.51%
2016	2017	2018	2019

SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded
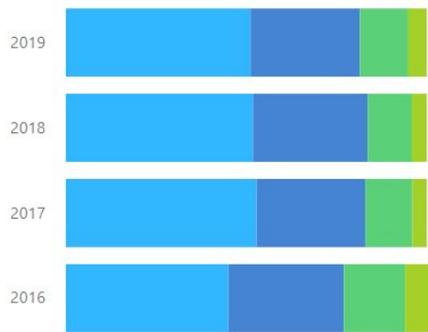
SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning
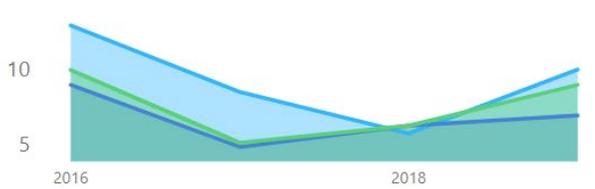
2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning

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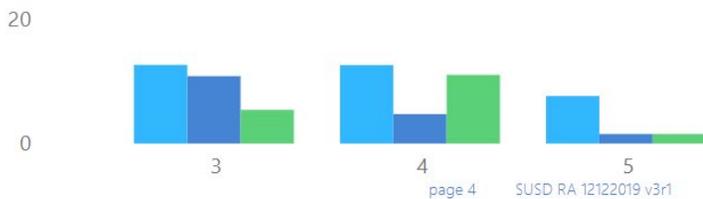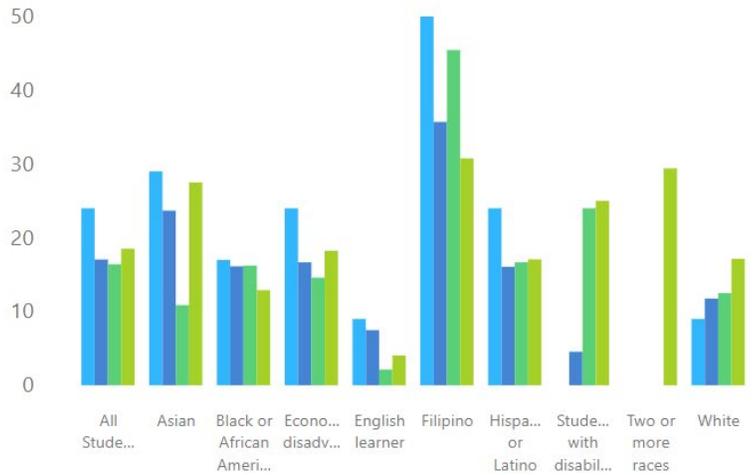
Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

Math CAASPP: Percent Met/Exceed Standard by Grade Level
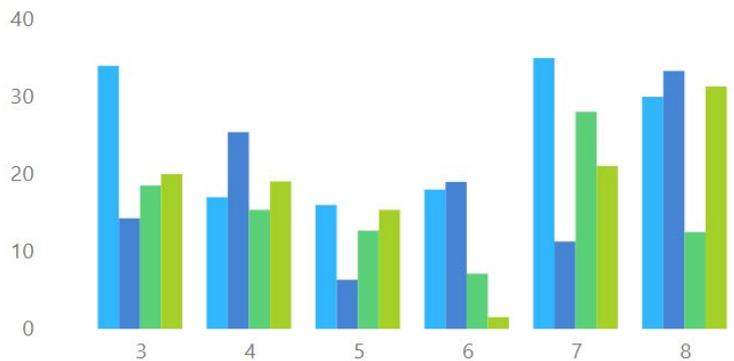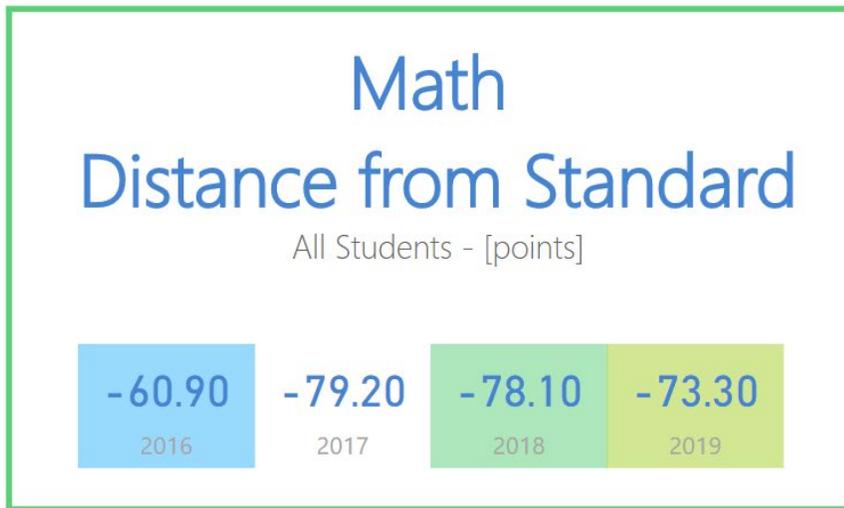
Year ● 2016 ● 2017 ● 2018 ● 2019
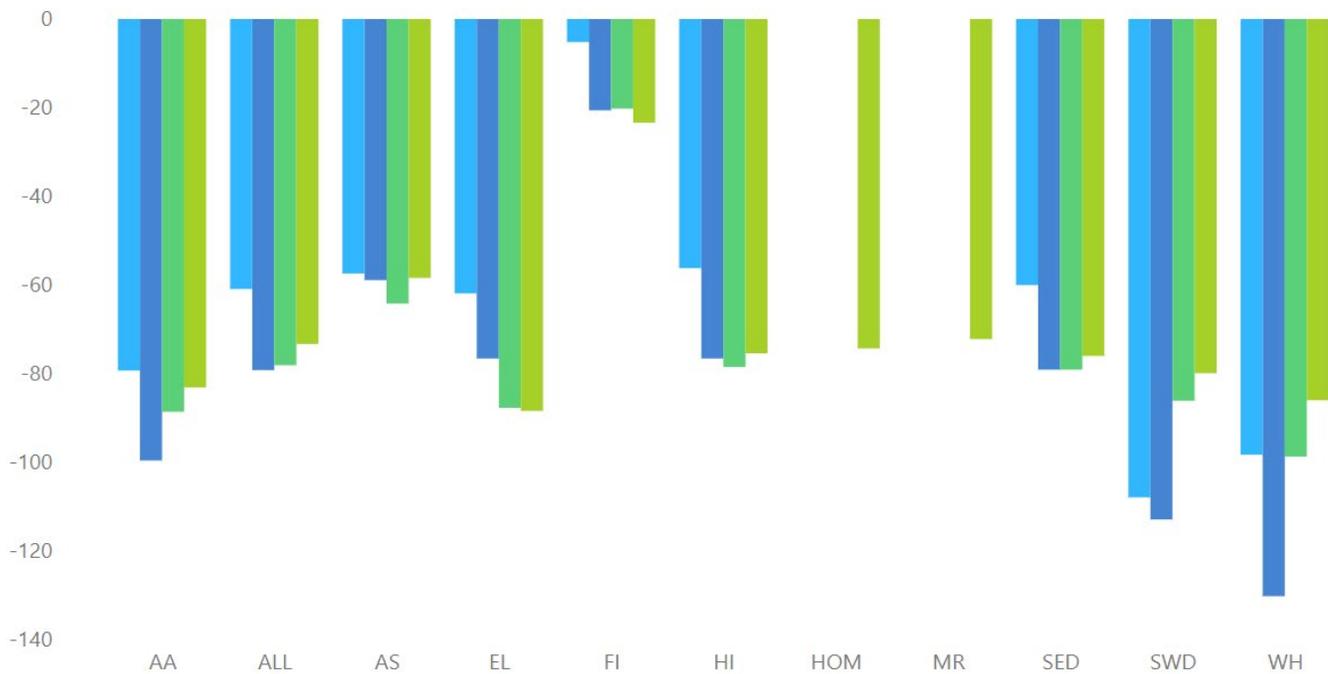
PSAT NMSQT Grade 10

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

Year ● 2016 ● 2017 ● 2018

33.00%
18.00%

Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018

27.00%
18.00%

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Percent Met ERW & Math Benchmark

18.00%
10.00%
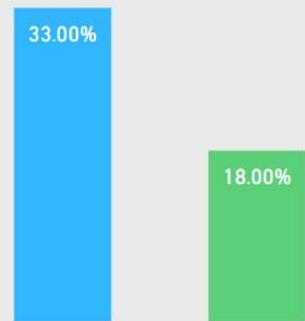
2016   2017   2018
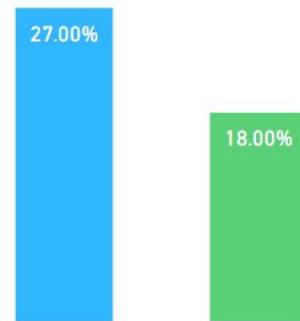
Annual Measurable Outcomes

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 %
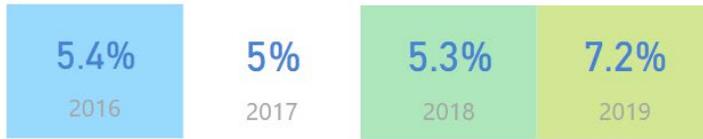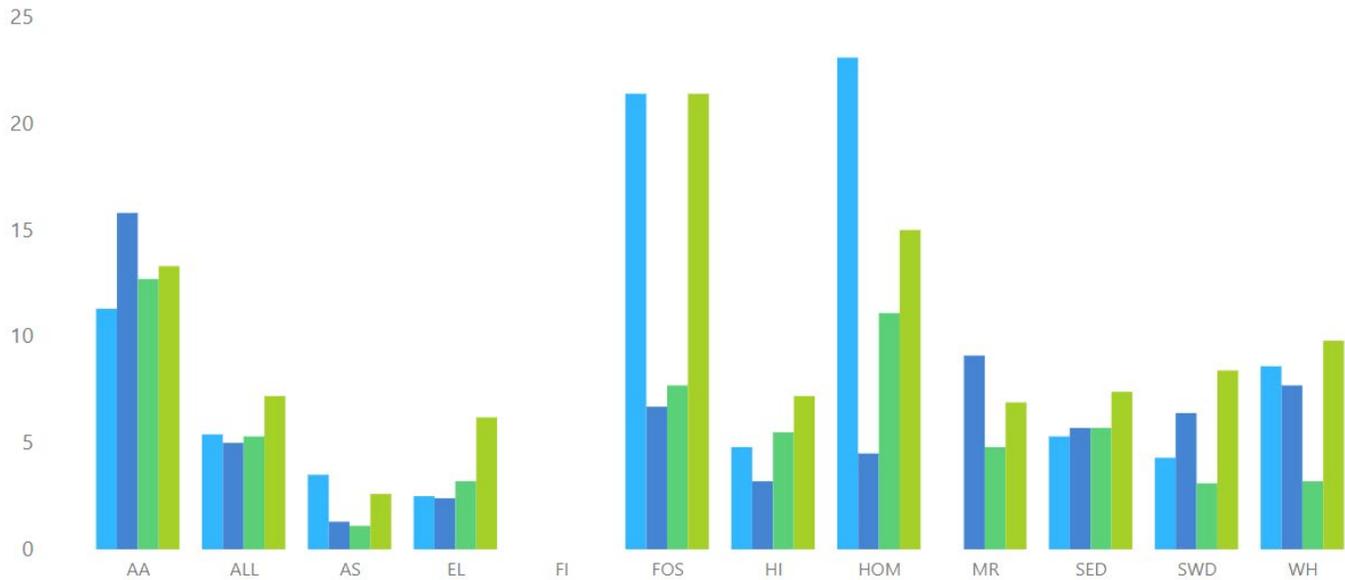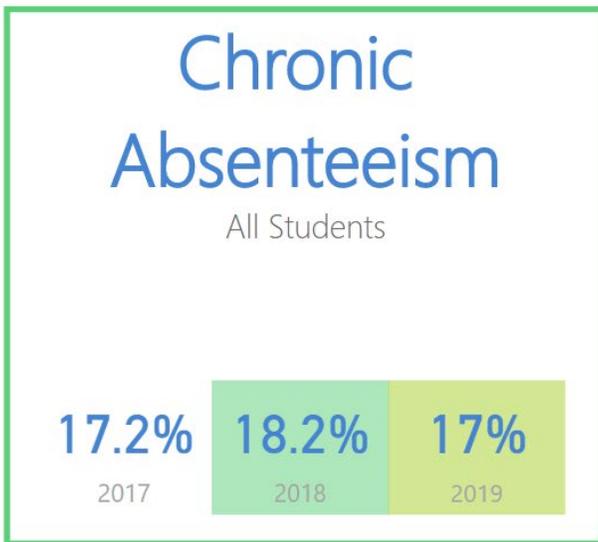
Chronic Absenteeism Rate by Student Group and Year
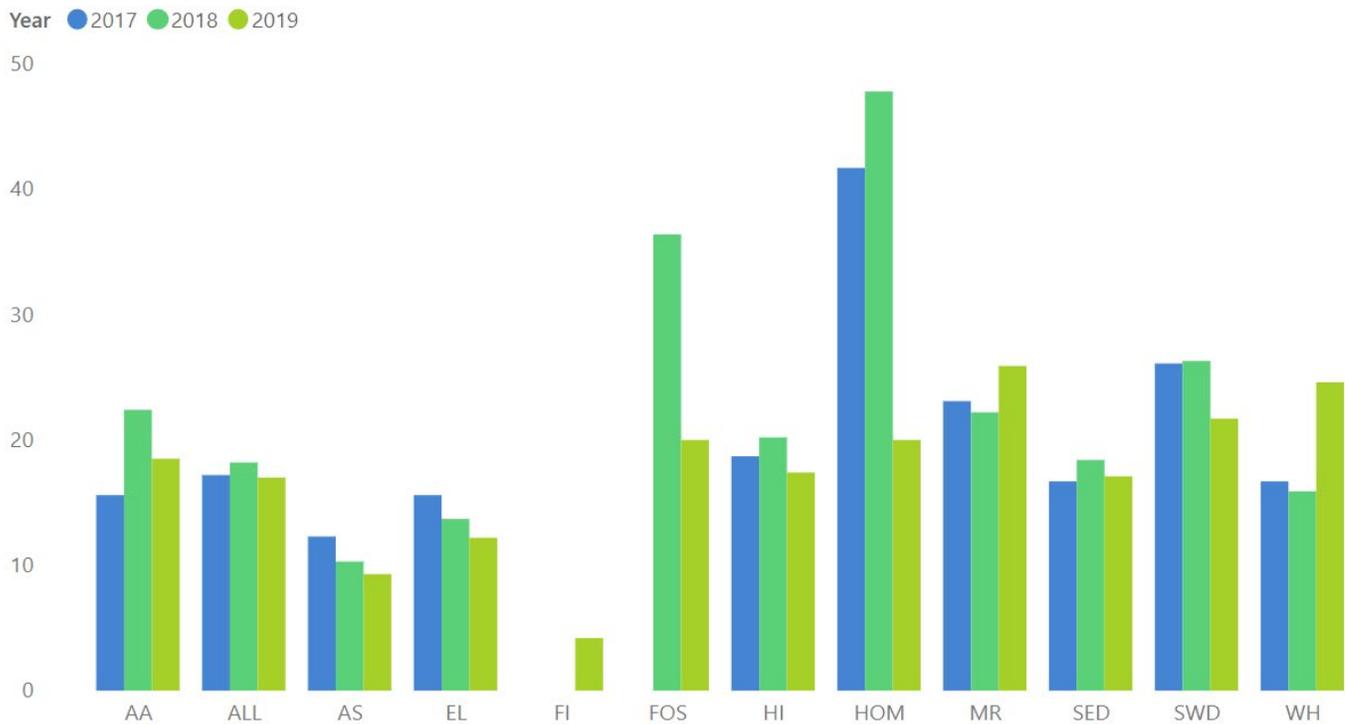
Annual Measurable Outcomes

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)

Hazelton 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 CABE 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

				TITLE I					
Object	**Description**	**FTE**	**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**	**TOTAL BUDGET**	
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

				LCFF					
Object	Description	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	23034 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	23035 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER		TOTAL BUDGET	
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

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Hazelton's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

The following other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

SCHOOL SITE	DATE	AMOUNT	FROM	TO	BUDGET
Hazelton	20-Oct-20	$ 1,500.00	Instructional materials	webinar	LCFF
	20-Oct-20	$ 500.00	licenses	webinars	LCFF
	30-Nov-20	$ 1,558.00	Instructional materials	duplicating	LCFF
	17-Dec-20	$ 560.00	Instructional materials	duplicating	LCFF
	4-Jan-21	$ 126.00	Instructional materials	duplicating	LCFF
	6-Jan-21	$ 243.00	Instructional materials	duplicating	Title I

Furthermore, Hazelton's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

Title I –

$20,000 – 58100 – Consultant Instructional: Reduced funds from consultant instructional and reallocate to webinar training because of COVID-19 restrictions pertaining to social distancing and traveling.

$20,000 – 52170 – Webinar Training: Reallocated funds to webinar trainings for teachers to attend. As an AVID and PLC school we would like to continue proving support to K-8 grade levels teams with these two initiatives schoolwide. Teacher have provided ongoing support with the implementation of the AVID strategies school wide, such as WICOR, Cornell notes, organization, questioning strategies, and 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 that works on school-wide strategies, such as focused notetaking, marking the text, and levels of inquiry. During distance learning teachers have worked with our students on having an e-binder to serve as evidence of their learning progress. Being on distance learning and conducing our meetings virtually has opened other ways of reaching out to our students no matter where the students are. With a high percentage of chronic absenteeism we have found another way of proving online support as well as recorded lesson for students. Teachers are willing to spend the extra time to conferences to learn the new tech tools with AVID and PLC to

continue collaborating with their team virtually. Our goal is to continue with our virtual meetings to work on SMART goals, data analysis, and monitor student learning. The agendas and minutes from our biweekly PLC meetings will be the evidence that will help us monitor every grade level team.

SPSA: Goal 1, Strategy 2:

LCFF –

$16,000 – 44000 – Equipment: Reallocated funds to purchase interactive projectors. Hazelton is in the process of reopening the school and we need to purchase 5 more interactive projectors. Many of our teachers that are currently teaching from their classrooms see the of the benefits. This has helped our teachers with visuals for our EL students as well with virtual fieldtrips. Also, we have provided a tech professional development on Thursdays in a small group to teachers and classified staff to help them navigate with the new tech tools during distance learning. Once we go back in the classroom we hope that our students can use the projectors and help them with their oral speaking skills. and we have $16000 that we can use to purchase the five projectors. As a result, of being on distance learning we see the benefit of having interactive projector in all of the classroom as well in the library. Our Library Media Assistant has been using the interactive projector to read to the students and we are seeing student engagement with the quality of the visuals that students see as she is reading books. We already have a tech team that is providing virtual professional development to all the K-8 grade teachers in a small group. Also, we do biweekly walkthroughs to help us collect data on teachers using the interactive projectors. By having projectors in every classroom as well as in the library and multipurpose room students will have visuals or videos to help them master different basic skills.

SPSA: Goal 1, Strategy 3:

LCFF –

$10,000 – 21101 – .4375 FTE Bilingual Assistant: Due to COVID-19 and the district's hiring freeze, Hazelton has not able to fill the vacant .4375 FTE Bilingual Assistant position; therefore, reducing funding to transfer to purchase interactive projectors to visually enhance instructional materials for students.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Hazelton is receiving additional monies in Parent Involvement (Cost Center: 50647). Hazelton's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 52170 – Webinar Training for registration fees for parent to attend and participate at the CABE conference.

	School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
HAZELTON		765	714	93.3%	$ 194,858	$ 4,337	$ 199,195	$ 3,884.00	$ 453.00

$1,000 – 43400 – Parent Meeting: Due to COVID-19 restrictions pertaining to social distancing policies in-person parent meetings have not been conducted.

$1,000 – 43200 – Non-Instructional Materials: Due to COVID-19 restrictions pertaining to social distancing policies in-person parent meetings have not been conducted.

$2,000 – 52170 – Webinar Training: Reallocated funds for registration fees for parent to attend and participate at the CABE conference.

HAZELTON #242

		06/20/2020 jls	INITIAL BUDGET/DATE	02/XX/2021	REVISED BUDGET/DATE	50647 - inc by $453

TITLE I			LCFF			TITLE I - PARENT - 50647		
TOTAL ALLOCATION	$	194,858	TOTAL ALLOCATION	$	228,480	TOTAL ALLOCATION	$	4,337
TOTAL BUDGET DISTRIBUTED BELOW	$	194,858	TOTAL BUDGET DISTRIBUTED BELOW	$	228,480	TOTAL BUDGET DISTRIBUTED BELOW	$	4,337
TO BE BUDGETED (Should be $0.)		0	TO BE BUDGETED (Should be $0.)		0	TO BE BUDGETED (Should be $0.)		0

			ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS							
Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)		$ 36,100																		$ 36,100
11700	Teacher Substitute (incl benefits)		$ 49,000																		$ 49,000
12151	Counselor																				$ -
30000	Statutory Benefits																				
12500	Counselor-add Comp (incl benefits)										$ 425										
13201	Assistant Principal																				$ -
30000	Statutory Benefits																				
19101	Program Specialist			1.000	$ 107,383															1.000	$ 107,384
30000	Statutory Benefits				$ 33,168																$ 33,168
19500	Prog Spec-Add Comp (incl benefits)		$ 900																		
19101	Instructional Coach																				$ -
30000	Statutory Benefits																				
19500	Instr Coach-Add Comp (incl benefits)																				$ -
21101	Instructional Asst/CAI																				$ -
30000	Statutory Benefits																				
21500	Inst Asst/CAI -Add Comp(incl benefits)																				
21101	Bilingual Assistant (2@0.4375)							0.875	$ 18,219											0.875	$ 18,220
30000	Statutory Benefits								$ 4,414												$ 4,414
21500	Bil Asst-Add Comp (incl benefits)																				
22601	Library Media Assistant			0.438	$ 14,369															0.438	$ 14,369
30000	Statutory Benefits				$ 1,268																$ 1,268
22500	Lib Med Asst-Addl Comp (incl benefits)																				
22901	Community Assistant													0.750	$ 24,208					0.750	$ 24,209
30000	Statutory Benefits														$ 29,184						$ 29,184
22500	Comm Asst-Add Comp (incl benefits)														$ 3,000						
29101	Parent Liaison																				$ -
30000	Statutory Benefits																				
29500	Par Lia-Add Comp (incl benefits)																				$ -
	Sub Total - Personnel/Benefits		$ 86,000		$ 156,188		$ -		$ 22,633		$ 425		$ -		$ 56,392		$ -		$ -		$ 317,316
Books & Supplies																					
42000	Books		$ 5,000																$ 1,000		$ 6,000
43110	Instructional Materials		$ 15,093		$ 6,087																$ 21,180
43200	Non-Instructional Materials		$ 705										$ 1,096						$ 884		$ 2,685
43400	Parent Meeting																		$ -		$ -
44000	Equipment				$ 16,000																$ 16,000
	Sub Total - Books & Supplies		$ 20,798		$ 22,087		$ -		$ -		$ -		$ 1,096		$ -		$ -		$ 1,884		$ 45,865
Services																					
57150	Duplicating		$ 243		$ 3,494																$ 3,737
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement				$ 3,024																$ 3,024
52150	Conference				$ 488																$ 488
52170	Webinar Training		$ 20,000		$ 1,566								$ 500						$ 2,453		
58450	License Agreement		$ 11,000										$ 6,404								$ 17,404
58720	Field Trip-Non-District Trans																				$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional		$ -																		$ -
58320	Consultants-Noninstructional												$ 11,000								$ 11,000
	Sub Total - Services		$ 31,243		$ 8,572		$ -		$ -		$ -		$ 17,904		$ -		$ -		$ 2,453		$ 35,653
	GRAND TOTAL		$ 138,041		$ 186,847		$ -		$ 22,633		$ 425		$ 19,000		$ 56,392		$ -		$ 4,337		

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

ELA:

By EOY 2022, per IReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 5%.

EL:

By EOY 2022, per ELPAC, increase the number of students who reclassify by 5%.

Math:

By EOY 2022, per IReady Diagnostic 3 Growth Report, 5% of Grade K-3 students will achieve IReady annual typical growth goals.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning. Scope and Sequence Planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for re-teaching to move forward more efficiently.

25 staff (2 Instructional Coaches, 1 Program Specialist, 22 teachers) X 14 hours X $60 = $21,000 (Allocating $21,392)

2021-2022 Strategy Update

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) – Title I: 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.

Three to five teachers will join the principals in leading a professional learning culture focused on improving student outcomes. Teams will learn ways to develop a focus on learning and will examine practices that improve school culture, enhance teacher efficacy and establish school wide supports for student learning. We know that school leadership matters. But it's not just any leadership that matters. Teams will learn to focus their limited time and resources on the most impactful leadership actions for creating equitable school systems and improved student learning. This is a PLC program through UC Davis.

Six full-days of professional development throughout the 21-22 school year: September 14, October 26, November 30, January 28, March 4, April 29. A cohort model of collegial support among 25-30 K-12 principals, as well as coaching support between sessions. All Network sessions will be held from 8:30 am - 4:00 pm at or near Solano County Office of Education, Fairfield, CA. Fee: $3000 per principal and $500 per teacher leader.

Teacher Additional Comp Pay Calculation (Object Code 11500):

29 teacher's X 10 hours X $60 rate of pay = $18,217 (Allocating $23,078) – Title I

Program Specialist Pay Calculation (Object Code 19500):

1 program specialist X 30 hours X $60 rate of pay = $1800 - LCFF

Substitute Pay Calculation (Object Code 11700):

25 days X $130 rate of pay = $6,000 - LCFF

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 = $26,000 - LCFF

# 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 (2 @ .5 FTE Instructional Coaches – Centralized Service) 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.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
12,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
20,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
33,800	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Intervention Teacher

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
27,000	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Pending plan information.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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) --$1,000--LCFF

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

Instructional materials ($10,000 – Title I, $16390 - LCFF) – Title I include: AVID specific project materials - planners, binders, AVID specific organization and writing project material, poster/chart paper, markers, colored paper, interactive projectors, documents cams.

****General supplies are unallowable using State & Federal funds.****

.5 FTE – ($67,500) Title I 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 i-Ready.

.5 FTE - LCFF (67,500) non-federally sponsored activities relating to test coordination with 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

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
67,500	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
67,500	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
4,500	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 – LCFF - $22,350) 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 – Title I) by providing reading Lexile goals and progression of goals to teachers and students.

Both Bilingual Assistants (2 @ .4375 FTE - $38,633 - LCFF) will pull out EL students for 20 minutes daily reinforcing ELA and math basic concepts taught.

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 – LCFF

# of EL students being monitored

# of EL students ELPAC 1

# of EL student ELPAC 2

# of student RFEP

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
11,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
8,000	1000 Series	Certificated Personnel Costs (including benefits)
60,983	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

blank.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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. $10,000 – Title I – Instructional Materials

pre/post assessments culminating project

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
10,000	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Goal 2:

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

By June 30, 2022, decreased the suspensions for all students by 4% to 3% (Orange).

By June 30, 2022, decreased the suspension for African American students by 4% to 17% (Yellow).

By June 30, 2022, decreased the suspension for Homeless Youth by 4% to 12% (Yellow).

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

By June 30, 2022, decrease chronic absenteeism for All Students by 8% to 15% (Orange).

By June 30, 2022, decreased chronic absenteeism for the Homeless by 10% to 33% (Yellow).

By June 30, 2022, decreased chronic absenteeism for African Americans students by 10% to 23% (Orange).

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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. $11,787

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

License Agreement – ($2,000 – LCFF) PBIS System Rewards and training for teachers to use the license– assist in the positive reinforcement of behaviors and characteristics supporting school climate and posters.

PBIS materials to support the PBIS Rewards school wide $4,000 – Non-instructional materials - LCFF.

****Incentives/gifts/appreciation "events"/entertainment is unallowable using State and Federal funds.

# 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.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

$ Amount(s)	Object Code	Description
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
4,000	4000 Series	Books & Supplies
13,787	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Goal 3:

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

Hazelton will reach 10 % of parents participating in academic conferences by May 2022.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Additional funds allocated to enhance non-instructional material supports.

Total for Goal 3, Strategy 1 in Title I Parent Involvement funds is $4,029.

2021-2022 Strategy Adjustment

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.

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, 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.

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. Additional comp for whole group meeting occurring after hours.

.625 FTE Community Assistant - $62,661 – Title I - 50672

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 – Title I - 50647): 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 – Title I - 50672): 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 ($3,029 – Title I – 50647, $1,000 – Title I - 50672): 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

Virtual and Drive through Halloween parade- Virtual Parent Coffee Classes: Virtual and Drive-through Family Nights (Math/Science, AVID, and Literacy) 2021-2022

*Incentives/gifts/appreciation "events"/entertainment are not allowable using State & Federal funds.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

$ Amount(s)	Object Code	Description
62,661	2000 Series	Classified Personnel Costs (including benefits)
6,029	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Eliminate as activities/tasks are being absorbed into Goal 3, Strategy 1.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

2020-2021 Budget Spreadsheet

HAZELTON #242

	06/20/2020 jls	INITIAL BUDGET/DATE		02/XX/2021	REVISED BUDGET/DATE	50647 - inc by $453

TITLE I	TOTAL ALLOCATION	$ 216,250	LCFF	TOTAL ALLOCATION	$ 228,480	TITLE I - PARENT - 50647	TOTAL ALLOCATION	$ 4,029
	TOTAL BUDGET DISTRIBUTED BELOW	$ 216,250		TOTAL BUDGET DISTRIBUTED BELOW	$ 228,480		TOTAL BUDGET DISTRIBUTED BELOW	$ 4,029
	TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0

Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)		$ 57,492																		$ 57,492
11700	Teacher Substitute (incl benefits)		$ 49,000																		$ 49,000
12151	Counselor																				$ -
30000	Statutory Benefits																				
12500	Counselor-add Comp (incl benefits)										$ 425										
13201	Assistant Principal																				$ -
30000	Statutory Benefits																				
19101	Program Specialist			1.000	$ 107,383															1.000	$ 107,384
30000	Statutory Benefits				$ 33,168																$ 33,168
19500	Prog Spec-Add Comp (incl benefits)		$ 900																		$ -
19101	Instructional Coach																				$ -
30000	Statutory Benefits																				
19500	Instr Coach-Add Comp (incl benefits)																				$ -
21101	Instructional Asst/CAI																				$ -
30000	Statutory Benefits																				
21500	Inst Asst/CAI –Add Comp(incl benefits)																				
21101	Bilingual Assistant (2@0.4375)							0.875	$ 18,219											0.875	$ 18,220
30000	Statutory Benefits								$ 4,414												$ 4,414
21500	Bil Asst-Add Comp (incl benefits)																				
22601	Library Media Assistant			0.438	$ 14,369															0.438	$ 14,369
30000	Statutory Benefits				$ 1,268																$ 1,268
22500	Lib Med Asst-Addl Comp (incl benefits)																				
22901	Community Assistant													0.750	$ 24,208					0.750	$ 24,209
30000	Statutory Benefits														$ 29,184						$ 29,184
22500	Comm Asst-Add Comp (incl benefits)														$ 3,000						
29101	Parent Liaison																				$ -
30000	Statutory Benefits																				
29500	Par Lia-Add Comp (incl benefits)																				$ -
	Sub Total - Personnel/Benefits		$ 107,392		$ 156,188		$ -		$ 22,633		$ 425		$ -		$ 56,392		$ -		$ -		$ 338,708
Books & Supplies																					
42000	Books		$ 5,000																$ 1,000		$ 6,000
43110	Instructional Materials		$ 15,093		$ 6,087																$ 21,180
43200	Non-Instructional Materials		$ 705										$ 1,096						$ 576		$ 2,377
43400	Parent Meeting																		$ -		$ -
44000	Equipment				$ 16,000																$ 16,000
	Sub Total - Books & Supplies		$ 20,798		$ 22,087		$ -		$ -		$ -		$ 1,096		$ -		$ -		$ 1,576		$ 45,557
Services																					
57150	Duplicating		$ 243		$ 3,494																$ 3,737
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement				$ 3,024																$ 3,024
52150	Conference				$ 488																$ 488
52170	Webinar Training		$ 20,000		$ 1,566								$ 500						$ 2,453		
58450	License Agreement		$ 11,000										$ 6,404								$ 17,404
58720	Field Trip-Non-District Trans																				$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional		$ -																		$ -
58320	Consultants-Noninstructional												$ 11,000								$ 11,000
	Sub Total - Services		$ 31,243		$ 8,572		$ -		$ -		$ -		$ 17,904		$ -		$ -		$ 2,453		$ 35,653
	GRAND TOTAL		$ 159,433		$ 186,847		$ -		$ 22,633		$ 425		$ 19,000		$ 56,392		$ -		$ 4,029		

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
HAZELTON - 242 - H3
PRELIMINARY - 04/16/2021

TITLE I		LCFF		TITLE I - PARENT - 50647	
TOTAL ALLOCATION	$ 216,250	TOTAL ALLOCATION	$ 208,960	TOTAL ALLOCATION	$ 4,029
TOTAL BUDGET DISTRIBUTED BELOW	$ 216,250	TOTAL BUDGET DISTRIBUTED BELOW	$ 208,960	TOTAL BUDGET DISTRIBUTED BELOW	$ 4,029
TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0

		ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS							
Object	Description	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME FTE	$	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME FTE	$	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS FTE	$	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS FTE	$	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE FTE	$	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE FTE	$	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS FTE	$	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS FTE	$	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS FTE	$	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)	0.000	$ 23,078	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 23,078
11700	Teacher Substitute (incl benefits)	0.000		0.000	$ 40,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 40,000
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
19101	Program Specialist (incl benefits)	0.000	$ 67,500	0.000	$ 67,500	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 135,000
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000	$ 1,800	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 1,800
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Bilingual Assistant (incl benefits)			0.000	$ 38,633			0.000				0.000				0.000				0.000	$ 38,633
21500	Bil Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
22601	Library Media Assistant (incl benefits)			0.000	$ 22,350			0.000				0.000				0.000				0.000	$ 22,350
22500	Lib Med Asst-Addl Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
22901	Community Assistant (incl benefits)	0.438		0.000		0.000		0.000		0.000		0.000		0.000	$ 62,661	0.000		0.000		0.438	$ 62,661
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	Sub Total - Personnel/Benefits		$ 90,578		$ 170,283		$ -		$ -		$ -		$ -		$ 62,661		$ -		$ -		$ 323,522
Books & Supplies																					
43110	Books/Supplies/Materials (less than $500 per item)		$ 20,000		$ 16,390								$ 4,000		$ 2,000				$ 3,029			$ 45,419
43400	Parent Meeting																		$ 1,000			$ 1,000
44000	Equipment ($500 - $4999.99 per item)																					$ -
	Sub Total - Books & Supplies		$ 20,000		$ 16,390		$ -		$ -		$ -		$ 4,000		$ 2,000		$ -		$ 4,029		$ 46,419
Services																					
57150	Duplicating				$ 1,000																	$ 1,000
57250	Field Trip-District/Non-District Trans																					
56590	Maintenance Agreement				$ 3,500																	$ 3,500
52150	Conference		$ 10,011																			$ 10,011
58450	License Agreement		$ 11,000										$ 2,000									$ 13,000
58920	Pupil Fees																					$ -
58100	Consultants-Instructional/Non-Instructional		$ 20,000										$ 11,787									$ 31,787
	Sub Total - Services		$ 41,011		$ 4,500		$ -		$ -		$ -		$ 13,787		$ -		$ -		$ -		$ 59,298
	GRAND TOTAL		$ 151,589		$ 191,173		$ -		$ -		$ -		$ 17,787		$ 64,661		$ -		$ 4,029		

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District
State & Federal Strategic Preliminary Action List

LOCATION: H3   HAZELTON K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
✓	☐	✓	☐	☐	27203712	PROGRAM SPEC	0090	12303021H3	19101	1.0000	1.0000
✓	☐	☐	☐	☐	64167885	LIBRARY MEDIA ASSISTANT	0090	12303024H3	22601	0.4375	1.0000
✓	☐	☐	☐	☐	70506663	COMMUNITY ASST	3010	15067226H3	22901	0.7500	1.0000
✓	☐	☐	☐	☐	71251865	BILINGUAL ASST/SPANISH	0091	12302010H3	21101	0.4375	1.0000
✓	☐	☐	☐	☐	71255620	BILINGUAL ASST/SPANISH	0091	12302010H3	21101	0.4375	1.0000

TOTALS, THIS LOCATION: 242   3.0625

RETAIN = No changes / Personnel Authorization not needed.
ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.
FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ New Fund _50% Title I & 50% LCFF__
Fund Change for PCN _____ New Fund _____
Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to asigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On _____ School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the _____ school year.

Site Administrator's Approval: _____ DATE: 2/1/2020

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
Report Location: CDD \ Accounting\ State and Federal
User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
Current Time: 04:05:14
Page #: 14

2020-2021 SPSA Evaluation

Area of Focus	Year 2 2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
2.1 Academic Student Achievement	Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.), PLC collaboration process, conferences/training (e.g., AVID, MTSS, Common Core, UoS, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, CAFE, phonics, etc.	Agendas, action plan, classroom observations, Coaching hours, # of teachers receiving coaching and the # of hours coaching	Monthly	Describe implementation of each component and include applicable data a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	Describe effectiveness of each component and include applicable data a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	Describe the significant material difference a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	Describe the changes made or proposed for the future a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)

Step 1:

Review the SPSA Year 2 (2018-19) Strategies and identify the components within the strategy. In the example, above the various components are highlighted in different colors.

Step 2: *(optional)*

Label the different components using an alpha or numeric system and continue with color coding from step 1.

Step 3:

Begin answering each component starting with column A, next B, next C, and finally D. **Be sure to address all tasks/activities described in the strategies column.**

Step 4:

Review responses and obtain applicable clarification and feedback with the following groups:

☐ School Leadership Team

☐ Director

☐ ELAC

☐ School Site Council

☐ Parent/Community groups

☐ Student groups

Goal 1 – Student Achievement

Area of Focus	Year 2 2020-21 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
1.1 Academic Student Achievement	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: A2Z, Solution Tree, Angela Beyer, Program specialist, instructional coaches will provide ongoing support with the PLC process, demo lessons, co-teach, and data analysis.	Agendas, Virtual Academic conferences: data analysis, Instructional rounds, coaching class room demo, Due to distance learning we did not utilize A2Z and Angela Byers as consultants due to distance learning.	Twice a year	Every grade level was given a day to plan with the instructional coaches for the first academic conference. For the second academic conference were given time to review IReady data for both ELA and Math.	For instructional Rounds all teachers recorded their lessons and uploaded to the google drive for the instructional team to view them. Teachers also took the opportunity to see themselves in action and being able to modify their teaching practices with distance learning.	We did see an increase on IReady assessments scores but many of our students received helped from adult at home with their test. Hopefully we are able to gather accurate data once we go back in the classroom.	The virtual instructional rounds and academic conferences were very productive. However, students were assigned independent work during that time while every grade level was meeting with the admin team and the instructional coaches. Also we did not spend any of the money that was allocated for subs. With the shortage of sub it was not easy to secure subs and most of the subs needed a lot assistance with distance learning. We are planning a virtual PLC PD with solution tree to provide support with Plan, Do, Study, and Act in June. As well we have a team of teachers and admin. attending the Unbound virtual conference this June. In addition, we have the AVID team attending the Equity confence on June 3-4

Teacher Additional Comp Pay Calculation (Object Code 11500): # of teachers X # of days/hours X $ rate of pay = $ total cost Program Specialist Pay Calculation (Object Code 19500): # of program specialist X # of days/hours X $ rate of pay = $ total cost Counselor Additional Hourly Pay Calculation (Object Code varies based on position): # of counselors X # of days/hours X $ rate of pay = $ total cost Staff Additional Hourly Pay Calculation (Object Code varies based on position): # of staff X # of days/hours X $ rate of pay = $ total cost						

	Substitute Pay Calculation (Object Code 11700): # of substitutes X # of days/hours X $ rate of pay = $ total cost} Conferences/Trainings/ Workshops: * (Name of Event) - (Timeframe) - (Who's attending - administrator, program specialist, instructional coach, counselors, teacher)						
1.2 Academic Student Achievement	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	Librarian did provide virtual reading time to all k-8 classes but due distance learning students did not get an opportunity to check out books from the library. We only had one bilingual paraprofessional and was able to	Weekly Weekly	Low participation from the intermediate classes. Primary classes participated the most. Once again due to distance learning we had some technical problems. Very small percentage of the students participated and the ones that participated	Most of primary classes participated on the weekly reading time with the librarian. Also teachers provided some small group instruction during their office hours. Once again due to distance learning many teachers struggle at the beginning on how to use the new tech tools. We did not hire a second bilingual assistant due to the	The students or classes that participated for the read aloud were actively engaged. Also not many students participated for small group instruction due parents not being able to assist their kids. Only one bilingual paraprofessional was able to	We are planning to provide mutliple opportunities through our early literacy grant with an intervention teacher to provide extra support to all of our primary students. Teachers will get ongoing PD with small group instruction on the foundational skills. We need to hire our second paraprofessional to provide

Commented [TA1]: Conferences was listed in the proposed expenditure section, but not described here.

|						
math basic concepts taught.	provide extra support in both ELA and Math.		they did not actively participate due to technical problems or it was hard for students to focus.	putting a freeze on hiring new staff. It was hard for one paraprofessional to service all of our EL students.	work with EL students but we have technical difficulties at the beginning of the school getting our staff access to a google account. Once our school district created a google account many of our students were having issues with the internet at home and chrome books.	the small group instruction to reinforce both ELA and math concepts. Also we need to make sure both paraprofessional received the training and the ongoing support with any new tech equipment.
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)	No extended tutoring was offered to students due the pandemic.	NA	No extended tutoring was provided due to distance learnig.	Once again due to the pandemic we did not offer extended tutoring. Too much screen time and students were exhausted by the end of their instructional day.		
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	No sub were needed due to the pandemic and focus on instructional rounds and academic conferences.	NA	We did not used subs. Teachers assigned asynchronous time for the time that they were participated for instructional rounds and academic conferences.	Teachers created SMART goals bay on their IReady data. Also with the incentives that our school district had as well our school students increased their time on their mypathways.	After of looking at our IReady Data our teachers were able to set a SMART goal on the use of the mypathways. Overall students were spending time on their IReady lessons.	Promoting mypathways activities at the beginning of the school year and providing some incentives to motivate our students will help with the increase of time.
Applicable supplemental instructional materials include AVID specific organization and writing project material, poster/chart paper, markers, colored paper.	Due to distance learning we kept everything online. We had e-binders for the students as well	Weekly	It took a lot of time to create the ebinders. We had few classes that were able to maintain the ebinders but due to the pandemic and students having technical	By having our ebinders it helped the school to collect evidence to get the AVID certification again. Students were able to keep and organized their notes.	The challenge was to provide ongoing technical support to both parents during the pandemic. Especially when we had the state order to stay at home	Have bilingual staff to provide the technical support to parents and students.

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. | for the staff to get organized.

Some grade level did used the copy machines to make poster but we also had an with reprographics to make copies. | Monthly | problems at home did not completed their binders.

Having an account with reprographic it helped for teachers to focus on student learning and not on making copies. | By having the instructional materials distribution every other month, it helped our teachers to order the copies they needed to distribute to students. | for a few weeks. With the shortage of staff being available to provide the technical support many students did not completed their ebinders.

Having an account to make copies it helped teachers to focus on student learning. Due to the pandemic most of our teachers were working remotely and only 4 teachers out 27 work from their classroom. | Next school year we need to allocate funds for reprographic to make the copies for teachers. |
| # of EL students being monitored

 # of EL students ELPAC 1

# of EL student ELPAC 2

# of student RFEP | We did monitor our EL students and were able to reclassified 12 students. Due to the pandemic and students having technical problems many students did no participated for their virtual classes. | Monthly | Teachers monitored our EL student by using the EL monitor forms but the challenge was low participation during ELD classes. Middle school ELD classes had the lowest student participation. Only 7 out of 16 showed up for their ELD classes. The admin. team conducted home visit and some students joined their virtual classes. | Teachers have using the EL monitor forms to monitor EL students leaning. There is a small percentage of students recommended for retention. We are planning on having summer school in person to provide extra support to our EL studens. | Due to distance learning teachers were working independently on the EL monitor forms. | Next school year we need to have days assigned specifically to collaborate with their grade level teams work on their EL monitor forms. |

Where are my strategies?

1) Open your 2017-2020 SPSA and select Year 2 from Goal 1, Goal 2, and Goal 3
2) Copy contents from columns 1 – 4 to the pink to the pink in this document.

To add a row:

1) Highlight row, right click and select insert row
2) Insert cursor at the end of the last row and hit tab

Goal 2 – School Climate

Area of Focus	Year 2 2018-19-Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
2.1 school climate	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: Angela Beyers, "Effects of Trauma on the Brain and Learning" professional development for teachers. | This year our school counselor and the PLUS team provided monthly PLUS forums to grades 4-8.

Due to distiance learning we did not utilized the consultant Angela Beyers | Monthly | This school year with the PBIS rewards license teachers were able to motivated students to attend to their virtual classes. Our counselors provided difference resources to parents to at risk families. Also we had weekly collaboration with the counselors and child welfare case manager, mental health clinician and community assistant. Also attendance intervention attendance heroes, CARE, SST meetings continued to be held, virtual spirit weeks, district wide virtual SEL Lessons created by counselors.

Our counselors had a busy school year providing social and emotional support on a weekly basis at the beginning of the school year. Now they get a referral every other week. Counselors had also provided virtual SEL lessons to every grade level. Also | Our counselors and the PLUS team continue with the monthly meeting with the PLUS team and provided support to intermediate grade students. Our counselors and mental health clinician continue providing ongoing social and emotional support to students as needed. We also were able to create a wellness center and parent resource center.

With what was implemented it reduced the number of student's referrals for social and emotional support. Having two school counselor it helped with the ongoing support to every grade level. Also counselors had an opportunity to set SMART goals with sixth grade based on their attendance and IReady test scores. | **RAMP + School of distinction, Recognized ASCA Model Program, data**

committed to delivering a data-informed school counseling program

Wellness center and parent resource center.

The weekly meetings that our counselors had with our Students it helped them with our attendance by one percent. This is just on the monthly attendance report that we get from the child ware and attendance. Also we did not have any disciple referrals but we had a few | Continue with our weekly operations meeting to monitor and communicate with our counselors, mental health clinician, and program specialist to provide the support to our students both social and emotional. Also to have Angela Byers to work with our teachers with how the effects of trauma affects student learning.

Also with the support "Raising Youth Resilience" program to support our low attending and performing students (EL, special ed students, homeless and socially disadvantages students). This program will work with students to promote health awareness and healthy coping skills.

Based on the input of the culture and leadership team proposed to continue with PBIS rewards license to continue motivated our students to actively participate in their virtual classes. Also continue with the PLUS forums for 4-8 grade classes. |
| | # of student being referred for social/emotional issues | This school year we had a least one or two students | Weekly | | | | |

Commented [TA2]: You might want to recraft with the focus of the training in case the consultant isn't available or another training opportunity is identified. Then use such as {insert consultant(s)}

# 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	referred on a weekly basis refer to our school counselors for social or emotional support.		have conducted monthly CARE and SST meetings to provide support to teachers.		incident where students were doing inappropriate things with the use of their chrome books.	

	Hazelton Hawks raffle tickets drawn K-8 grades						

Where are my strategies?

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To add a row:

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Goal 3 – Meaningful Partnerships

Area of Focus	Year 2 2018-19-Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
2.1 Meaning partners hips	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. | This school year we had a low attendance for our monthly coffee hour as well as parent conferences. All of our academic conferences were done on line and parents did not have the devices to participate. , | Monthly | Describe implementation of each component and include applicable data

At the beginning of the school year we start with three parents and as we starting having parent informational meetings to reopen the school parent participation increase to 37 parents. | During our coffee hours it increased the number of parents participating. For the reopening school informational meeting teachers advertised the meeting and remind gave the students PBIS rewards points for parents to attend the meetings. Also we had a morning and evening coffee hour session for parents to attend. | There was a significant increase of parents participating on the last two meetings on April that we had school wide. Also any time when we had a school wide instructional material distribution admin was constantly informing parents of the parent meetings and friendly reminders of parent conferences as well the virtual awards assemblies. | We will be meeting with the leadership team to work on the master calendar for the 21-22 school year. We need to plan some PM coffee hour with our parents and provide them the resources to help navigate with distance learning. |

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 kid's academic progress. Record and upload ELAC/Coffee hour for parents to view and get the information they need. # of parents contacted # of meetings coordinated # of parents attending # of students served	Due distance learning we had a low parent participation	Monthly	At the beginning of the school year we start with three parents and as we starting having parent informational meetings to reopen the school parent participation increase to 37 parents.	During our coffee hours it increased the number of parents participating. For the reopening school informational meeting teachers advertised the meeting and remind gave the students PBIS rewards points for parents to attend the meetings. Also we had a morning and evening coffee hour session for parents to attend.	There was a significant increase of parents participating on the last two meetings on April that we had school wide. Also any time when we had a school wide instructional material distribution admin was constantly informing parents of the parent meetings and friendly reminders of parent conferences as well the virtual awards assemblies.	We will be meeting with the leadership team to work on the master calendar for the 21-22 school year. We need to plan some PM coffee hour with our parents and provide them the resources to help navigate with distance learning.

	# of students making academic growth # of parents attending ESL classes # of parents completing ESL classes # of parents attending conference # of parents training						

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Comprehensive School Profile Data:

Hazelton Elementary
535 W Jefferson St.
Stockton, CA 95206
(209) 933-7210 • Fax (209) 465-5925

Victor Zamora, Principal
Hollis Blake, Assistant Principal

Title I Schoolwide Comprehensive Needs Assessment

Schoolwide Planning Team

A school wide planning was established with the following members: teachers, parents, students, community leaders and the school administrators. In addition, parents that are part of the school site council brought their children to participate in the team planning meetings.

Vision for the Reform

After collecting and analyzing data, the planning team with school staff met and discussed the vision for reform.

Our Hazelton Family commits to building an environment of excellence and continuous growth as we empower children to be effective critical thinkers and lifelong learners.

Hazelton School's Mission and Vision

Our Hazelton Family commits to building an environment of excellence and continuous growth as we empower children to be effective critical thinkers and lifelong learners.

Our mission, as Hazelton Hawks, is to create an environment of safety, respect, responsibility and academic excellence for all.

Hazelton School Profile

Hazelton Elementary School is located in southwest Stockton, California. At Hazelton, our mission is to create an environment of safety, respect, responsibility and academic excellence for all. This mission fuels our passion to prepare every student to compete in the advancing technological world environment.

Hazelton, with a burgeoning student enrollment of nearly 800 students, hosts an amalgamation of ethnicities and cultures, 75% Hispanic, 10% African American, 5% Asian, 4% Filipino, and 2.5% white (Illuminate.com). Our English Learner population is 36.64% with 90% of all EL students being Spanish speaking.

Hazelton faces many challenges, which include a transient rate averaging above 50%, and a truancy/absence rate above the District's average. Due to extreme poverty (89% SED) and frequent movement of our students, Hazelton is challenged with the social/emotional needs of children who are often coupled with behavioral concerns and academic deficits related to frequent school movement and poor attendance.

Hazelton has ten (11) teachers who are yet to be fully credentialed and are working as Interns. In spite of our many challenges, there are Hazelton faculty and staff members that have been here for 20+ years. Hazelton staff views itself as a family unit working together on a daily basis to meet the many needs of students. One will often find the teaching and classified staff working past their contractual hours to collaborate and plan both academic lessons and social events to support student needs. We are proud to be Hazelton Hawks and will continue to work tirelessly for the students we serve.

School's current status/focus areas which significantly affect student achievement: student personal needs, curriculum and instruction, professional development, family and community involvement, and school context and organization. The area which is highly affected is attendance, tardiness, chronic absenteeism, social and emotional issues, bullying, homelessness, economic instability, and students coming to school hungry. Looking at patterns of different behaviors.

Our school already has the following programs that helps with Student achievement
- Restorative Circles
- Imagine learning
- Imagine Math
- Accelerated Reading
- Compass Learning
- Community projects
- Different activities
- AVID
- ACT Team
- PLUS
- PBIS
- After school program
- Academic hour
- Chess club
- Two intervention teachers: K-3 and 4-8

Identify Data Sources:

The following data reports were reviewed by the planning team:
- IReady, SBAC, ELPAC, Dashboard report, School climate survey,

These areas are also to be related with Student Profile on quantitative and qualitative data.

Academic Performance ELA- All students
According to the SBAC test scores from the last three school years, we have increased the percentage of 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 30% by July 2020.

Academic Performance Math- All students
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 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 20% by July 2020.

Academic Performance SBAC ELA student's sub-groups:
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%.

Academic Performance SBAC MATH student's sub-groups:
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.

Chronic Absenteeism:
We have a high percentage of 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%
- Filipino- 16 %

Analyze the Data and Current Performance Level

As the planning team analyzed the gaps between the current data of the school and the established vision for reform, the following came to surface:
What are we hoping to see?
- Improve student achievement
- Improve student attendance
- Better coping skills
- Students happy to be at school
- Less social/emotional issues
- Improve our systems that we currently have in place to support student learning in the classroom such Professional Learning Communities
- Less stressed out staff/students
- Narrow down/priorities: prioritize what we want to do
- Attendance affects all the other school issues
- Improve communication with parents: structure parent conferences,
- Parent trainings/ workshops: discipline at home, parenting classes/leadership classes,
- Teacher/tutoring their own students/ tutoring based on skills, study hour at grade level

Determine the Root Cause/causes:
What is causing the gaps identified through data analysis? According to our minutes the Root Cause would be:

- Distance Learning: parents are not requesting tech support
- With distance learning- lack of structure, routines and parent support
- RSP and special ed students need extra support or one on one at home
- Disruptive behavior, lack of self-discipline both at home and school
- Chronic absenteeism
- Lack of health services
- Health concerns- students stay at home sick frequently or parents pick up their kids early.
- Lack of transportation
- Lack of routines/practices that lead to strong attendance especially with foster/homeless families.
- Cutting class, suspensions
- Defiance and disruptions in the classrooms
- High number of homeless families (73)
- Social and emotional issues
- High number of suspensions for fighting or bringing dangerous objects/weapons to school to defend themselves from other students.

How can we change this?
- Parents need extra support by the school counselors or community assistant to help their kids at home. One on one support
- Parent need extra support on how to navigate with distance learning
- Have an alternate place where students can go instead of students waiting in the office and disrupting other students
- Home visits to homeless families to provide information on resources where they can turn to for help
- Provide training to school staff on social and emotional issues
- Weekly school contacts
- Counseling with students and family
- Teach school expectations to parents and students at the beginning of the school year.
- Students may need help from teachers and other students who are trained to run restorative circles with other students
- Paraprofessionals in class for longer periods of time/ on a daily schedule (more Paraprofessionals – increase their work hours per day)
- Having student teams that can assist other students
- Identity a place where students can go for timeout instead of the main office.
- Planning Time, data, goals, smart goals, attendance incentives schoolwide/ classrooms
- Google survey for student's incentives for improving attendance.
- Having school staff model our school expectations

Identify Recommendations to close the Gap(s).

The planning team should develop strategies, systems, and timelines for implementing changes that will address root causes of these gaps. Prioritize the critical changes first, and then the needs of the others at a later date. Furthermore, the minutes referred to define the percentages in each category of areas to look at:

- Ongoing PBIS training for staff
- Ongoing PD for staff with social and emotional support
- Ongoing PD for teachers with small group instruction

- Ongoing AVID training
- Ongoing PLC training
- More instructional assistants to assist students academically
- Performance, Gap Results, causes,
- Design, improvement, success
- Assurances and implementation
- Changes for every stakeholder: staff, parent, students
- Perfect attendance awards, but at a special certificate awards ceremony - Dog Tags
- Special Incentives without notice
- Create other types of incentives/ mindset
- Provide an opportunity for parents to have lunch at the school with their kids once a month to build trusting relationships between parents and their children, and the school
- A survey for student to see what they like
- Building a culture for our school

Identify success Assurances

Recommendations and clear timelines for implementation are needed, but who will be implementing these changes in our school? Individuals should be identified, and the planning team should be clear about the resources, tool, and systemic changes to ensure the implementation occurs.
According to the minutes: Team leaders to receive training for helping others, i.e. Restorative – training, and to provide training for other teachers.
- Ongoing PLC PD for teachers and staff to provide small group support to students.
- Multitier support to provide ongoing support to students
- Retreats for teacher to focus on grade level team building
- Home visit to reach out to homeless and transit families with attendance
- Continue getting the support and services from our SPD Chaplain Pete.
- Continue with the support and services to students and families with counseling by Valley Community Counseling. These services are for families who have been victims of sexual and/or physical abuse and children who have been traumatized by living in domestic violent homes, or homes where there has been drug abuse.
- Parent volunteers: safety patrol, school site council, ELAC
- With the new curriculum for both ELA and Math all teachers need ongoing training throughout the school year and time to work with the instructional coach.
- Every grade level should have the same expectations
- Know your team- grade level site
- Zero period – helping students with their homework
- Planning time with the grade level team
- Having a CSI team to help us revisit our plan
- CARE team meetings
- SSTs meetings
- Parent Involvement events: social ice cream, back to school night, literacy night, lunch with parents and students, performances by grade level,
- Work with local business to report students cutting classes

Identify the progress monitoring strategy:
- The planning team should identify the short, medium, and/or long term outcome data that will be used to monitor the implementation of the programs and services identified to improve outcomes.

How are we going to implement these ideas/ accountable?

We will monitor student progress by collecting data from our programs that are already in place at our school site. We can also create different surveys for solicit student interests. Teachers can share their experiences with staff members during grade level PLC's. Build a new aspect in the culture of our school.

Data will be tracked and monitored to determine the effectiveness of the goals. A parent liaison person will use this information including the following data points:

- Monthly/Weekly home visits
- Daily and weekly attendance reports
- Number of referrals to families
- ELAC/SSC: tracking the number of parents attending our Coffee Hour meetings
- Chronic absenteeism for identified students

Progress

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January

717
Enrollment

- EL: 30.7%
- FOS: 1.1%
- HOM: 10.5%
- SED: 91.4%
- SWD: 12.3%
- UPC: 93.4%
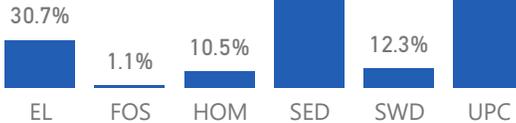
December

CWA

10
Parent Outreach

Engagement

34.97%
0.0% — 100.0%
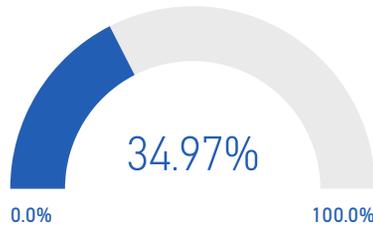
Chronic Absenteeism

Academics

Winter

Participation
93%
ELA: K-11
On-Track
27%
Percent

Participation
94%
Math: K-8
On-Track
20%
Percent

Participation
(Blank)
MDTP-Fall
Nearly + Ready
(Blank)
Percent-Fall

High School: No Credits Earned

English Learners

ELPAC IA
84%
Percent GL Tested

ELPAC IA
21
Total Tested

Reclassification

12
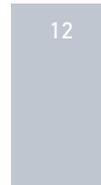
RFEP ● Eligible

Curriculum:
Tests Administered Through January

Benchmark
319
Total Test Count

Ready Class
1075
Total Test Count

Saavas
(Blank)
Total Test Count

School Climate

Plus Survey

90.8%

13.2%
86.8%
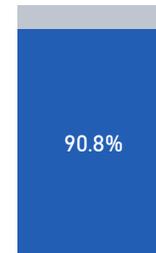
At my school, there is a teacher or other adult who really cares about me.

I feel like I am part of this school.

Enrollment

2020-2021

Change: All Enrollment
(current-previous month)

3 ↑

Dec-Jan change

01-Aug	06-Jan
713	720
Enrollment	Enrollment

02-Sep
701
Enrollment

03-Oct
705
Enrollment

04-Nov
712
Enrollment

05-Dec
717
Enrollment

SUSD RA v1.1

Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on displiay, use month and/or student group filters to change displays. Ctrl for multiple selections.

**Source:** Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan
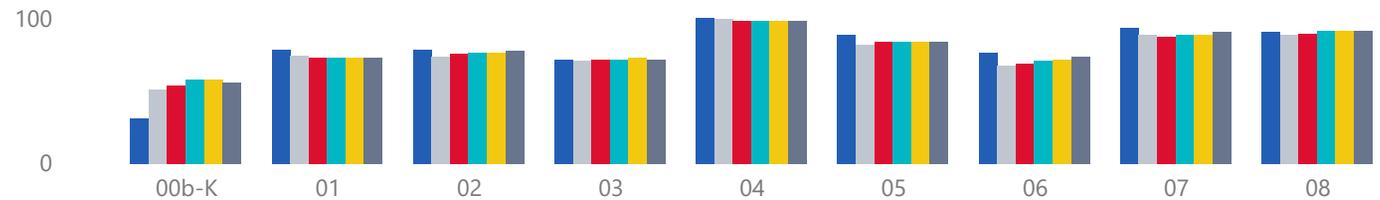
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH
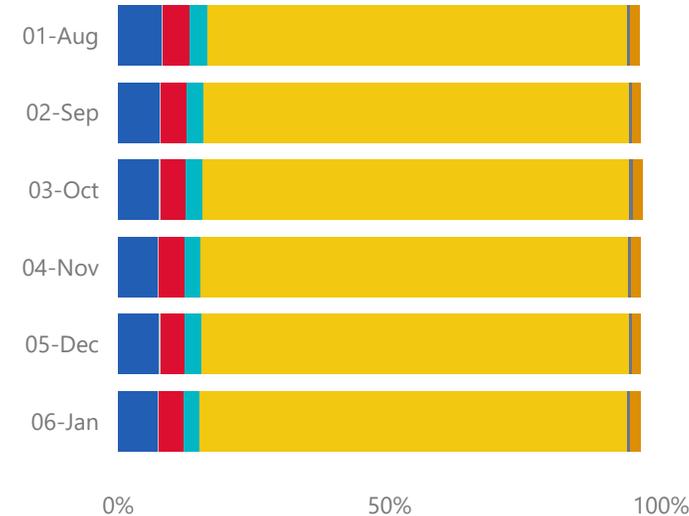
Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ▶
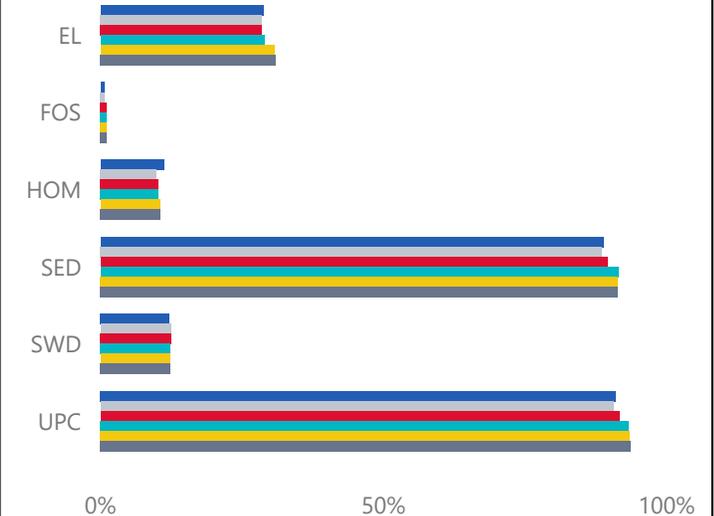
Engagement

school search

Hazelton Elementary

Month

All

2020-2021

Connections

Rate Change: Chronic Abs

0

Nov - Dec change

01-Aug 25.71% Rate	**01-Aug** 180 Count
02-Sep 27.81% Rate	**02-Sep** 198 Count
03-Oct 34.95% Rate	**03-Oct** 252 Count
04-Nov 35.12% Rate	**04-Nov** 256 Count
05-Dec 34.97% Rate	**05-Dec** 257 Count

SUSD RA v1.1

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2**: student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on displiay, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency**: Reports are updated monthly; **Updated**: January 2021

Chronic Absenteeism: Student Group

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec

Categories: 00b-K, 01, 02, 03, 04, 05, 06, 07, 08

Chronic Absenteeism: Student Group

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec

Categories: AA, AI, AS, EL, FI, FOS, HI, HOM, MR, PI, SWD, WH
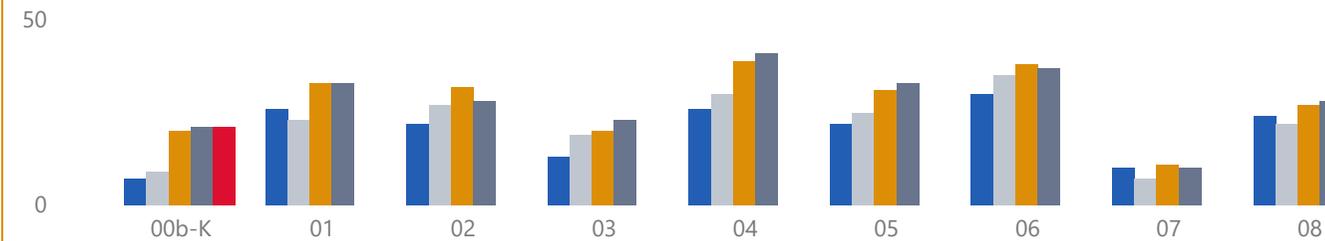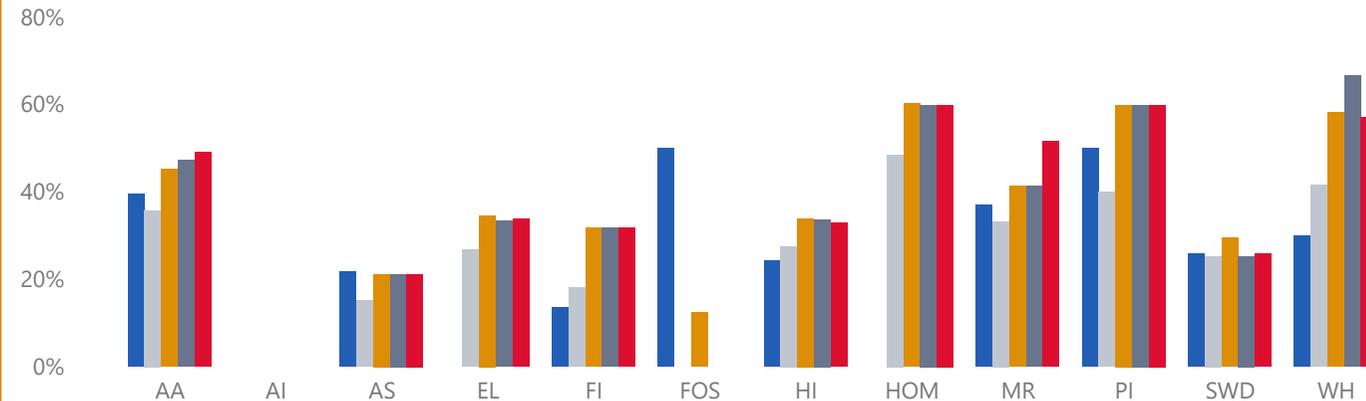
CWA Connections

SubCategory ●Parent Outreach ●Tier 2

Month	Value
01-Aug	20
02-Sep	99
03-Oct	
04-Nov	
05-Dec	10

counselors : coming soon!

iReady

Participation

87%	93%	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports
Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.
High School Data Currently Not Reported

SUSD RA v1.1

On Track

30%	27%	
Fall	Winter	Spring

2+ Below

50%	46%	
Fall	Winter	Spring

No Gro...

29%	24%	
All	Winter	Spring

iReady Percent On-Track

Diagnostic: ● 01-Fall ● 02-Winter

	00	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	PI	SBAC	SED	SWD	WH
Fall	69%	37%		36%	19%	35%		33%	34%	35%		30%	66%		47%	28%			28%	27%		33%
Winter	52%	34%		34%		30%		28%	35%	29%		27%	52%		53%	25%	26%		26%	26%		25%

iReady Percent Two or More Years Below Grade Level

Diagnostic: ● 01-Fall ● 02-Winter

	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	PI	SBAC	SED	SWD	WH
Fall		43%	34%	52%	61%	86%	64%	66%	42%		50%	24%	74%	32%	53%	50%	50%	60%	50%	73%	
Winter		42%	31%	46%	62%	80%	66%	59%	44%		46%	21%	63%	37%	49%	48%	50%	57%	47%	63%	38%

iReady Percent No Growth (since Winter 2019)

Diagnostic: ● 01-Fall ● 02-Winter

	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	PI	SBAC	SED	SWD	WH
Fall			33%	36%	39%	37%	23%	34%	24%	100%	29%		26%		30%	43%	50%	33%	29%	28%	40%
Winter			28%		42%	24%	24%	32%		100%	24%		20%		25%	44%		28%	24%		

F-W Growth | F-S Growth

45%
All

iReady F-W Typical Growth

Group	Growth
00	41%
01	44%
02	41%
03	44%
04	49%
05	28%
06	49%
07	50%
08	56%
AA	50%
AI	100%
ALL	45%
AS	59%
EL	46%
FI	38%
HI	44%
MR	52%
PI	100%
SBAC	47%
SED	46%
SWD	51%
WH	17%

Curriculum

2020-2021

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.
* 30 minutes: percent of students averaging 30 minutes per subject per week
* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A
Source: Research; Curriculum Exports, Illuminate
Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021
Curriculum Assessments

Ready Class	Saavas	Benchmark
1075	(Blank)	319
Total Test Count	Total Test Count	Total Test Count

Curriculum: Test Count

Grade	Benchmark	Ready Class Math
00	17	300
01		253
02	1	2
03	15	116
04	83	154
05	120	152
06	83	87
07		11

Curriculum ● Benchmark ● Ready Class Math
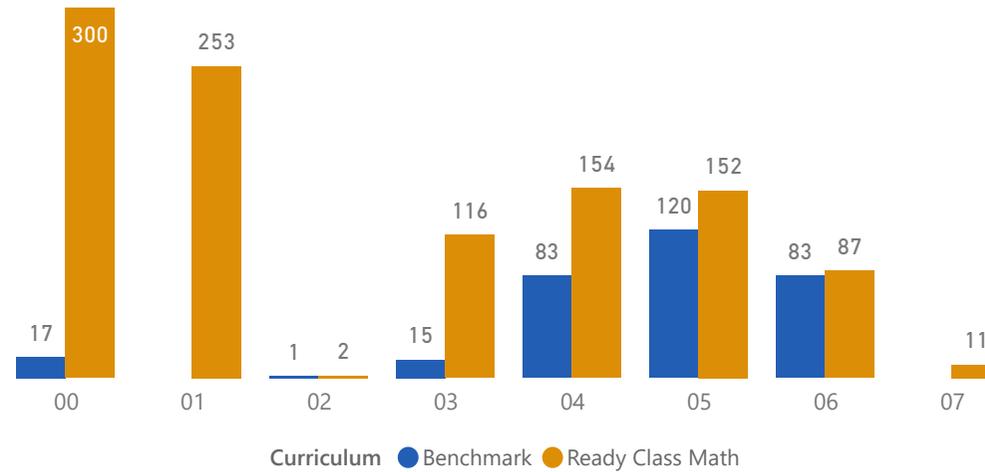
Curriculum: Average Test Count

Grade	Benchmark	Ready Class Math
00	1.9	11.1
01		9.7
02	1.0	2.0
03	1.0	3.7
04	3.2	4.1
05	2.6	3.7
06	2.2	2.5
07		1.0

Curriculum ● Benchmark ● Ready Class Math
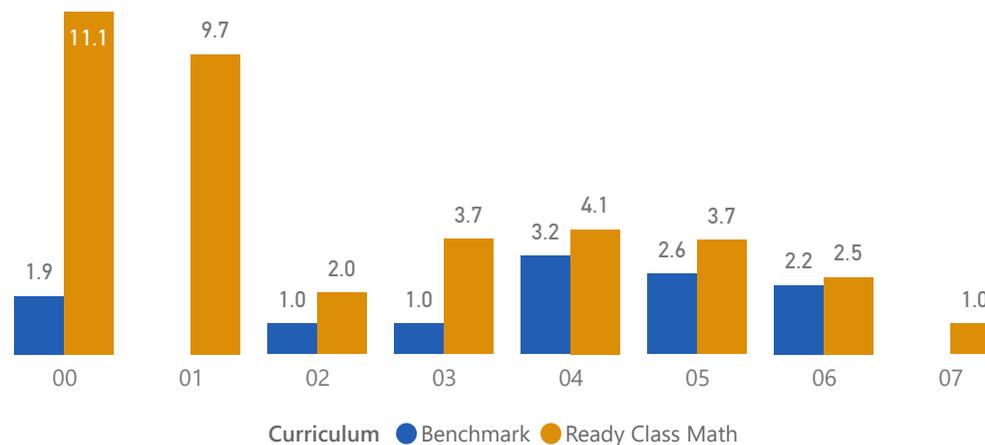
Online Instruction: 30+ minutes

	Sequence 1	Sequence 2	Sequence 3
Math	24.4%	19.2%	24.0%
ELA	22.6%	22.1%	19.1%
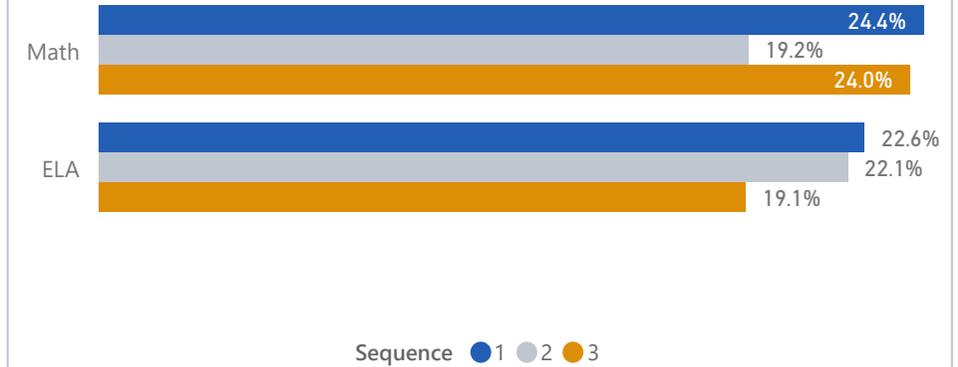
Sequence ●1 ●2 ●3

Online Instruction: Passed Lessons 70%+

	Sequence 1	Sequence 2	Sequence 3
Math	82.0%	72.0%	74.0%
ELA	60.0%	61.0%	58.0%
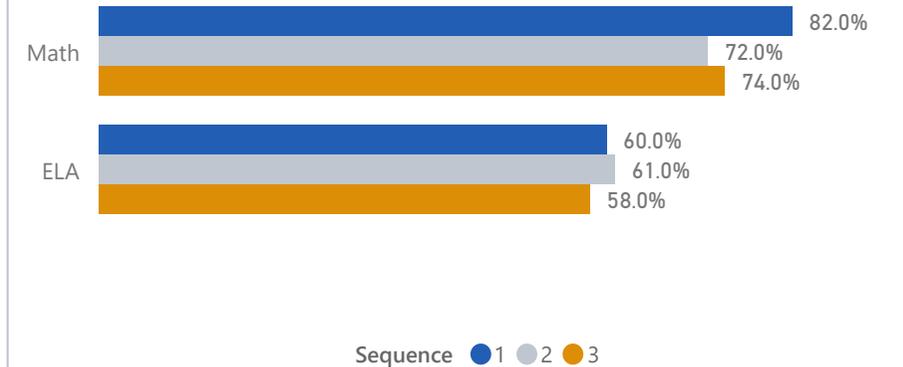
Sequence ●1 ●2 ●3

Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

SUSD RA v1.1

ELs & RFEPs

school search

Hazelton Elementary

2020-2021

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** THe Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

IFEP: Initial Fluent English Proficient **Intermeidate English Learner**, and **Novice English Learner.**
Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligibile:** Count of all English Learners eligble for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:
1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.
Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

Percent Initial ELPAC Completed

ELPAC IA

84.0%

0.0%   100.0%

21
Total Tested
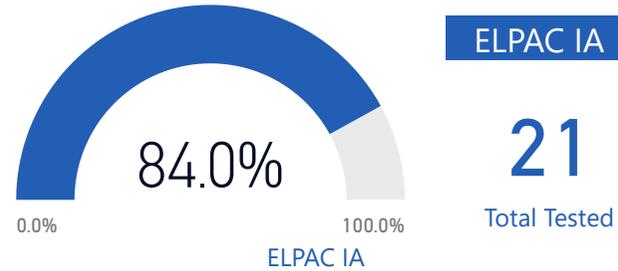
ELPAC IA

Grade Level	Tested	Enrolled	Percent Tested
00	19	20	95.00%
01	1	1	100.00%
03		1	
04	1	1	100.00%
06		1	
07		1	

Overall Performance
● IFEP ● Intermediate ● Novice

3	4	14

Oral Language Performance
● Well ● Moderate ● Minimally

4	3	14

Written Language Performance
● Well ● Moderate ● Minimally

2	19
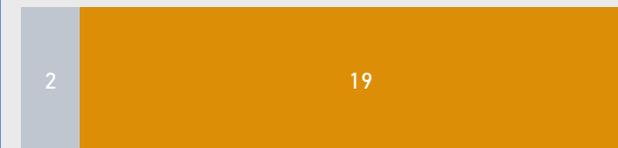
Overall Mean Scale Score by Grade Level

287 — 00
425 — 01
150 — 04

Reclassification

12
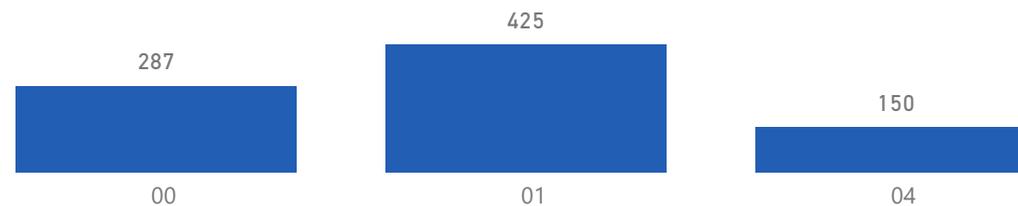
RFEP status ● Not Complete

Reclassification by Grade Level

RFEP status ● Not Complete

01 — 6
06 — 2
07 — 3
08 — 1

SUSD RA v1.1

School Climate

2020-2021

Question Priority: All

Term: 1-Fall
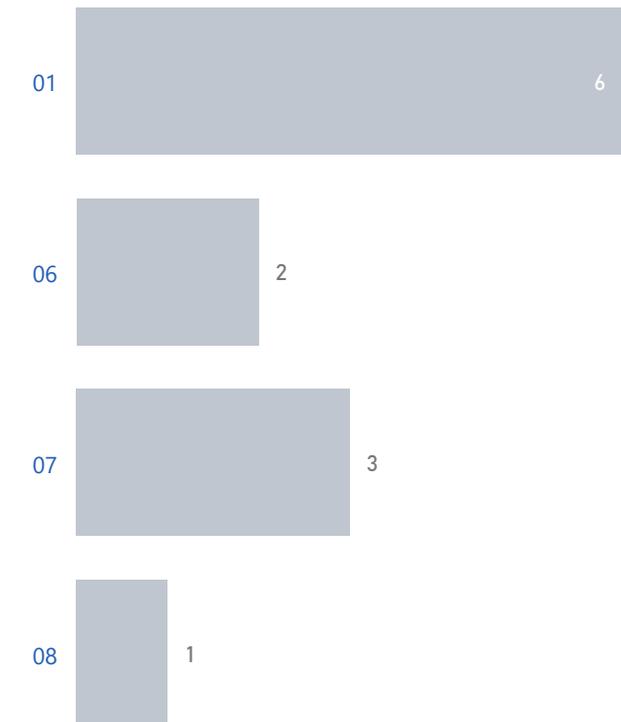
Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

Navigation: NA

Source: Student Support Services - PLUS program

Frequency: Reportts are updated after survey administration (3x a year); Updated: Fall 2020

All Responses

90.8%	At my school, there is a teacher or other adult who really cares about me.
86.8%	I feel like I am part of this school.
77.6%	I feel like my voice matters to adults at my school.
26.3%	There is a lot of tension at my school between different cultures, races, or ethnicities.
	I have been cyberbullied in the last 30 days.

Count (Bla... Grade 4-5	Count 76 Grades 6-8	Count (Bla... Grades 9-12

I feel like I am part of this school.

13.2% (No)
86.8% (Yes)
6-8
● Yes ○ No

I have been cyberbullied in the last 30 days.

97.4% (No)
6-8
● Yes ○ No

I feel like my voice matters to adults at my school.

22.4% (No)
77.6% (Yes)
6-8
● Yes ○ No

At my school, there is a teacher or other adult who believes that I will be a success.

96.1% (Yes)
6-8
● Yes ○ No

At my school, there is a teacher or other adult who really cares about me.

90.8% (Yes)
6-8
● Yes ○ No

I feel safe in my school.

17.1% (No)
82.9% (Yes)
6-8
● Yes ○ No

There is a lot of tension at my school between different cultures, races, or ethnicities.

73.7% (No)
26.3% (Yes)
6-8
● Yes ○ No

SUSD RA v1.1

school search
Hazelton Elementary

GradePeriod
All

Grade Distribution and Term

Participation Fall	Near/Ready
(Blank)	**(Blank)**
Percent	All

MDTP: Fall Diagnostic

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:
* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
* All: all credits attempted were earned
* Half: more than half of credits attemped were earned
* Less than half: less than half of credits atttempted were earned
* None: no attempted credits were earned

***MDTP** (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as **Near/Ready**: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; **Source:** Research; IS, Synergy
Frequency: Reports are updated after at end of term, test; Updated: January 2021

Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)

10

8

6

4

2

0
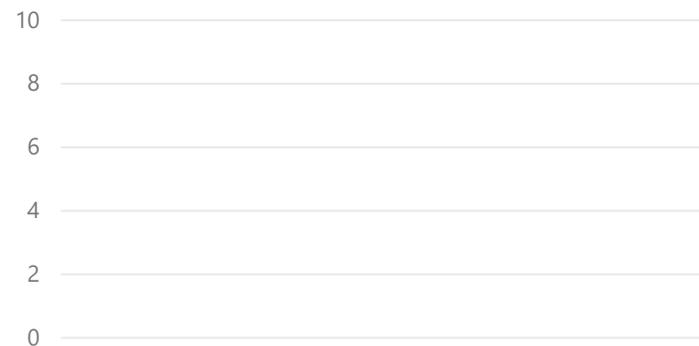
Credits Earned (December)
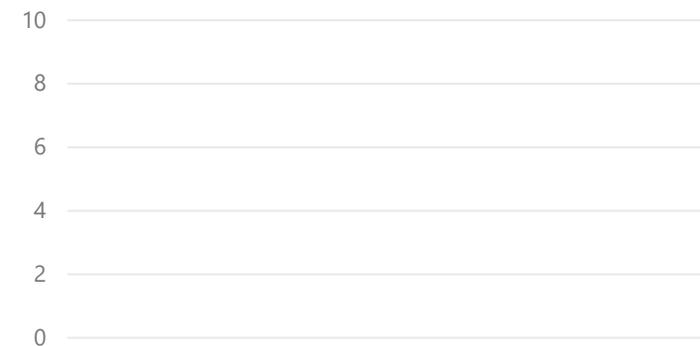
10

8

6

4

2

0

SUSD RA v1.1

Reference and Updates

2020-2021

Report Log

Feedback Suggestions Comments Questions Ideas
Share your thoughts with our team!

Report Content

Student Level Reports
* iReady (portal), Student Level (Illuminate)
* RFEP eligibility (Illuminate)
* ELPAC IA testing list
* Benchmark Universe
* MDTP
* Saavas (portal)

Acronyms

Student Groups

ALL – all students

AA – Black/African American

AI-American Indian/Native Alaskan

AS-Asian

FI-Filipino

HI-Hispanic

MR-Two or More

PI-Pacific Islander/Native Hawaiian

WH-White

EL-English Learner

FOS-Foster Youth

HOM-Homeless Youth

SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

iReady

school search
Hazelton Elementary

Subject
Math

2020-2021

Term
All

Student Group
All

Participation

89%	94%	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

21%	20%	
Fall	Winter	Spring

2+ Below

50%	46%	
Fall	Winter	Spring

No Gro...

37%	32%	
All	Winter	Spring

iReady Percent On-Track

Diagnostic ● 01-Fall ● 02-Winter

iReady Percent Two or More Years Below Grade Level

Diagnostic ● 01-Fall ● 02-Winter

iReady Percent No Growth (since Winter 2019)

Diagnostic ● 01-Fall ● 02-Winter

F-W Growth | **F-S Growth**

49%
All

iReady F-W Typical Growth

00	54%
01	59%
02	57%
03	46%
04	43%
05	45%
06	55%
07	46%
08	43%
AA	53%
AI	0%
ALL	49%
AS	53%
EL	52%
FI	74%
HI	49%
MR	32%
PI	50%
SBAC	46%
SED	49%
SWD	51%
WH	33%

Early Literacy Support Block Grant Plan

Goal of the Early Literacy Support Block Grant

The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K–3), ultimately resulting in improved student outcomes.

The ELSB *Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template and Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan.*

Section 1, the Planning Phase, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

Section 2, Literacy Action Plan Components, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

Section 3, Categories 1-4, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the ELSB Grant Resources Padlet for additional support and resources.

Literacy Action Plan Template and Rubric Overview

OVERVIEW *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

Section 1: PLANNING PHASE *(Required)*

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

Section 2: LITERACY ACTION PLAN COMPONENTS *(Required)*

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

Section 3: CATEGORIES 1–4 *(One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.)*

Category 1: Access to High-Quality Literacy Teaching

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

Category 2: Support for Literacy Learning

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

Category 3: Pupil Supports

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day
- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

Category 4: Family and Community Supports

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement

Early Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE

Statute: https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp

LEA/District:

LEA/District Contact/Project Director:

Site(s): Hazleton

Site Administrator(s): Victor Zamora, Principal / Hollis Blake, Assistant Principal

Early Literacy Team Member	Role (Include title and/or grade level)
Victor Zamora	Principal
Hollis Blake	Assistant Principal
Gina Barney	Instructional Coach
Valarie Walker	Teacher, K
Maria Heu	Teacher, 1st
Katherine Kline-Preeo	Teacher, 2nd
Julissa Ramirez	Teacher, 3rd

Add additional rows as needed.

LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) (Insert additional rows as needed.)			
Tier	**Area/Skill**	**ELA/ELD Instructional Materials**	**Literacy Assessments**
Tier 1: Core, Universal Supports	Foundational Skills	Benchmark Advance	Benchmark Foundational Skills/iReady Diagnostic
	Language Comprehension	Benchmark Advance	Benchmark Unit Assessments/iReady Diagnostic
	English Language Development	Benchmark Advance	Benchmark ELD Assessment Rubrics
Tier 2: Targeted, Supplemental Supports	Reading (all components)	iReady Personalized Learning Pathway	iReady Diagnostic
	Reading (all components)	Benchmark Small Group Materials and/or using Benchmark materials from different grade levels	Benchmark Assessments, iReady Diagnostic
Tier 3: Intensive, Individualized Supports	Foundational Skills	Open Court (Foundation Skills), Benchmark Advance (at a slower pace)	San Diego Quick (comprehension & fluency) , Open Court (Foundational skills), CORE Assessments
	Reading (all components)	iReady Personalized Learning Pathway	iReady Diagnostic

Hazelton Master Schedule (this will be updated to accommodate new curriculum for the 2021-22 school year)

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	**Narrative explanation of planning phase process and procedures**	**Name artifact(s) and include link(s) to evidence**

1.1 STAKEHOLDER ENGAGEMENT
The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.
	School Staff:
	Teachers (K-3) on the ELSB team shared the planning process and team ideas (a) with their grade levels at their PLC collaboration meeting(s) (b) The team provided updates at these meetings as they came, to keep their grade level as informed about the process as possible and get feedback from the grade level team.
	
	A special staff meeting (b) was called to introduce the grant and share out the planning process with all kindergarten through third grade teachers who will be involved (a) The purpose of this meeting was to introduce teachers to the process and share the teams ideas based on data and our Root Cause Analysis/Problem of Practice. We explained the process of how we developed SMART goals and the resources that will be required to meet the goals. Teachers had the opportunity to provide feedback on what the team presented.
	
	School Site Council/Leadership Team:
	The plan was presented to both the Hazelton School Site Council and Leadership teams (c/d) to inform them of them of the purpose of the Early Literacy Grant and the process we are going through to allocate how the grant money is spent, based on the data from our Root Cause Analysis (a) Members had the opportunity to ask questions and provide any ideas or feedback after the presentation of the ELSB documents (a).
	
	Parents/Families/Community:
	The plan was also introduced to family and community stakeholders at a monthly Parent Coffee Connection gathering (e). Data points (f) that helped to determine our Problem of Practice were shared with parents
		(a.) Hazelton Early Literacy Padlet
		
		(b.) Hazelton Staff Meeting 5-19
		    Staff Meeting Sign-in
		    Hazelton Staff Meeting Presentation
		
		(c.) School Site Council Agenda
		    School Site Council Minutes-April
		
		(d. Leadership/Instruction Team Agenda
		
		(e.) Parent Coffee/ELAC Agenda
		
		(f)- Hazelton K-3 Winter iReady Data

	and community members so that it is clear how our SMART goals were developed and justify the resources that will be purchased through the Grant to improve student achievement in literacy.	
1.2 ROOT CAUSE ANALYSIS The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts. The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.	In order to create SMARTe Goals and develop a plan for utilizing Grant funds, we first had to examine our current system to determine the flaws in our overall literacy program at Hazelton. The purpose of this protocol was to arrive at a deeper and common understanding of the problem, before looking for solutions. The Hazelton ELSB team began by brainstorming an initial list of challenges and causes that could possibly contribute to our current reading data and outcomes at Hazelton. We accessed iReady diagnostic data (a.) and referred back to our note catcher (b.) from previous ELSB sessions to contribute to and refine the list. Next, we did an "equity check" and categorized the list into two parts: things within our control and things outside of our control. Once we had the factors within our control identified, we looked to focus on actions and factors in the classroom that may be contributing to our root cause. From there, we developed a problem statement to guide our action plan (c.) Upon determining our problem statement, the team closely examined the categories within the "Things we can control." Through this process we narrowed our focus to the following 3 areas (d.) ● Curriculum/Instruction ● Assessment & Data Driven Instruction ● Professional Development	**Evidence/Artifacts:** (a.) Hazelton iReady Data Winter 2020 (b.) Notecatcher- Foundational Skills (c.) Root Cause Analysis (d.) Fish Bone Diagram

1.3 NEEDS ASSESSMENT	To begin the process of identifying our needs, the Hazelton ELSB team first reviewed our focus areas from previous meetings (a) to select our "highest leverage opportunities.") We were able to narrow down our focus to 2 areas and build the third one into both of the selected areas.	(a) Fish Bone Diagram
The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.		(b) Needs Assessment/SMARTe Goals
	Our next step was creating K-3 SMARTe goals for each area (b). As a team, we wrote 2 SMARTe goals that we felt were realistic and attainable. After careful thought and consideration, our two SMARTe Goals centered around:	(c) Hazelton Staff Meeting 5-19
	● Systematic Instruction in phonics/phonemic awareness	(d) School Site Council Agenda
	● Assessment Protocols and response to data	(e) Parent Coffee/ELAC Agenda
	With professional development built in to support each.	
The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.	After solidifying SMARTe goals we were able to list out the materials and resources that would be required to accomplish our two individual goals (b).	
	In order to share out this information with all stakeholders, ELSB will be put on the agenda at grade level PLC meetings (5/11) and a special staff meeting (5/19) for K-3 teachers (c), as well as School Site Council (d) and Parent Coffee Connection(e).	

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)

2.1 Literacy Goal *"Big Picture"*	2.1 Rationale *"Why you chose the goal"*	2.1 Evidence *"Artifacts that back up the*	2.1 Action Item(s) *"Specific, timebound actions that describe how the literacy*	2.2 Metrics *"How you will measure progress on actions (implementation)*

Focus of improvement centered on TK/K–3 literacy instruction ● Site/LEA practices or issues ● Evidence-based rigorous goal	Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	*rationale and support why you chose the goal"* Include links to supporting evidence.	*instructional program will be improved"* ● Align action items to the goal ● Design to impact literacy outcomes ● Write as SMART goal	*and/or growth (student data) and how often"* Articulate plan that includes: ● Tool/Metric ● Intervals ● Monitoring and adjusting
Example: *Provide explicit, systematic phonics instruction*	*Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.*	*Screening data shows low student performance.* *[Insert Link] Link to needs assessment and root cause analysis provided*	● *By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions*	● *PD Plan* ● *Invoices* ● *Placement assessment data* ● *SIPPS Mastery test data* ● *Classroom implementation observation data*
Example: *Provide explicit, academic vocabulary instruction.*	*Example:* *Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.*	*Example:* *Screening data revealed low student scores in vocabulary across K–3.* *[Insert Link] Link to needs assessment and root cause analysis*	*Example:* ● *By August 2022 (Year 3), purchase Academic Vocabulary Toolkit* ● *By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions*	*Example:* ● *PD Plan* ● *Invoices* ● *iReady diagnostic data* ● *Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)* ● *ELPAC data*
1. **Provide explicit, systematic phonemic awareness, phonics, and vocabulary instruction.**	Root cause analysis and needs assessment revealed that our students do not have a strong foundation in Phonics, Phonemic Awareness, and ELDgoing into third grade. Root Cause Analysis Fish Bone Diagram Needs Assessment/SMARTe Goals	Foundational Skills Testing and iReady Diagnostic scores revealed low student scores in phonemic awareness across K-3 as well as vocabulary.. Hazelton iReady Data Winter 2020	By August 2021 (Year 2), we will purchase SIPPS and Heggerty for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions as measured by our professional development calendar and Foundational Skills Assessments and iReady.	● Professional Development Calendar/Plan ○ CORE Reading? ○ SIPPS and Heggerty Training ○ Vocabulary Development ● Invoices ● iReady Diagnostic Data ● Formative Assessment Data (foundational skills

				assessments) ● Classroom implementation data (instructional rounds)
2. **Develop a consistent protocol for how we analyze and respond to data.**	Root cause analysis revealed that due to new staff members, grade level/team changes, etc. Hazelton does not have collective commitments on assessing students and responding to data. Root Cause Analysis Fish Bone Diagram Needs Assessment/SMARTe Goals	We currently do not have a site specific assessment calendar for Foundational skills testing K-3. We lack consistency and a systematic plan for when we administer assessments as well as how we respond to the data generated from these assessments.	We will improve in implementing consistent assessment (Foundational skills) protocols and our response to data (year 3) by utilizing Curriculum Assessments/CORE Foundational Skills Assessments (in Illuminate) as measured by creating a site specific assessment calendar that includes teacher release days to assess and plan by September 2021.	● Assessment calendar ● Teacher release days to assess ● Foundational Skills Assessment Data ● iReady assessment data ● Professional Development Calendar ○ Illuminate Training ○ Response to Data Training ○ PLC training
[Insert additional rows as needed for additional goals.]				
<mark>**2.3 Expenditures Consistent with Categories:**</mark> Hazelton 4 Year Budget Form				

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)			
Category 1 Descriptors	**Action Item(s)** Specific, timebound actions describe how literacy instruction will be improved.	**Evidence** Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	**Explanation/Rationale** The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.			
	By September 2021, in support of goal 1, Hazelton will hire 1 intervention teacher to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS and Heggerty Intervention components.	As seen in our Hazelton 2020 Winter Diagnostic Data, our Root Cause Analysis, and our Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need at Hazelton.	A majority of Hazelton K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. An intervention teacher will be utilized to provide intensive instruction to tier 3 students grades k-3.
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.			
	No action	Hazelton's Needs Assessment did not indicate this to be our top priority, as we are currently implementing Benchmark Advance.	Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.

3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.	In support of goal 1, by the end of year 2, Hazelton will purchase and schedule professional development for the CORE Online Reading Academy for 8 additional staff members so that all of our K-3 staff is trained. This includes support staff as well.	Our Root Cause Analysis and Needs Assessment revealed that we have a need for additional professional learning in foundational skills. We have a mix of brand new teachers and new to k-3 teachers in the elementary levels and the training can serve as an overview/review of research regarding the essential components of reading instruction and link the research to their teaching practice.	Professional development for teachers targeted specifically in understanding the basic principles of five critical reading foundational skills will help to strengthen teachers' knowledge and instructional tool belts as they address the below proficiency rate of the majority of our K-3 students. Through this professional development, teachers will gain clear, explicit models of high leverage instructional routines based on the science of reading as well as have opportunities to practice using these routines.
3.1d EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.	In support of goal 1 and 2, by Year 3, Hazelton will purchase and schedule Solution Tree professional development in Data analysis and Response to Data for all K-3 teachers and support staff to be completed by June 2023.	Our Root Cause Analysis and Needs Assessment revealed that Hazelton does not have a systematic approach to analyzing and responding to data.	While there are multiple data sources to pull reading data from, Hazelton does not have a systematic approach to analyzing and responding to data either as a grade level and/or as a site. There is a need for systems for efficiency as well horizontal and vertical alignment allowing for teachers to make informed decisions that positively affect student outcomes in reading. With data analysis systems put into place, teachers will be able to quickly see the effectiveness of their teaching adaptations and interventions and provide feedback for continuous improvement.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)
Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)

Category 2 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.	*Example (action item):* ● *By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.* ● *By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement.* ● *By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.*	*Example (action item):* *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.* *Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.*	*Example (action item):* *Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.* *Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.*
	Example (action item): ● *By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.* ● *By the end of Year 2, May 2022, develop monitoring plan to including data collection to assess implementation of professional learning plan as well as cycles of improvement.* ● *By the end of Year 2, May 2022, develop*	*Example (action item):* *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.* *Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum*	*Example (action item):* *Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.*

	communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.	*for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.*	*Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.*
	In support of goal 1: ● By October 2021, purchase K-3 SIPPS curriculum and provide initial and ongoing training of the curriculum to K-3 teachers throughout the implementation year. ● By October 2021, purchase K-1 Heggerty curriculum and decodable readers and provide initial and ongoing training of the curriculum to K-3 teachers throughout the implementation year. ● By December 2021, we will have a clearly communicated, calendared plan for monitoring the use of the chosen Foundational Skills curriculum through K-3 classroom implementation walks and Instructional Rounds. ○ We will also use Academic conferences 2-3 times a year to monitor K-3 student growth and achievement in Foundational skills.	As seen in our screening data, Hazelton 2020 Winter Diagnostic Data, Root Cause Analysis and our Needs Assessment , increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.	Through purchasing SIPPS and Heggerty to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments. SIPPS will target our students that are testing below proficiency in foundational skills. K-1 will also use Heggerty to provide direct, systematic instruction in phonemic awareness in grades k-1. We will also purchase the Heggerty decodable readers for grades 2-3 to provide additional practice for students at those grade levels.The decodables are in alignment with the Common Core State Standards for Phonological Awareness and will mirror the Benchmark phonics scope and sequence.
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic	***Example (rationale):*** *No action*	***Example (rationale):*** *[Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.*	***Example (rationale):*** *Our district already provides and collects data from evidence-based diagnostic assessments. Our district*

assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.		*Or, [Insert Link] link to needs assessment indicating not a priority.*	*already provided training regarding the use of the assessments.*
	In support of goal 1 and 2: ● By August 2021 ensure that all K-3 teachers have been trained on administering skill based assessments through Illuminate (provided by Instructional Coach) ● In the 2021-2022 school year use the CORE foundational skills screener (the same our district is going to use) that assesses: phonemic awareness, phonics, letter recognition,and fluency three times a year via illuminate (district online platform)	Based on our Root Cause Analysis, and our Needs Assessment we determined that we need to identify an assessment to collect accurate data on foundational skills. We will assess 3 times a year (4 for Kinder) using the CORE Foundational Skills Screener in alignment with the direction our district is heading. We will provide teachers a substitute 3 times a year so that they can administer the one on one assessments to their students. We will also compensate them after school hours to develop a plan (based on the data) to group students appropriately and provide them strategic instruction.	Our district is starting to collect district wide foundational skills data in the 2021-2022 school year. We will align our data collection with them using the same screener and testing platform (illuminate). The instructional coach willtrain teachers and support this process throughout the school year.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)			
Category 3 Descriptors	**Action Item(s)** Specific, timebound actions describe how literacy instruction will be improved.	**Evidence** Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	**Explanation/Rationale** The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before-	*Example (action item):* *By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on*	*Example (action item):* *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access*	*Example (action item):* *A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to*

and after-school programs or summer school, to improve pupils' access to literacy instruction.	*foundational reading skills using the SIPPS curriculum.*	*to targeted, evidence-based foundational reading skills instruction is an urgent need.* *Attached is our job description for the hiring of our literacy coach [Insert Link].*	*become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.*
	By September 2021, in support of goal 1, we will fund a Library Media Assist to support and extend the instruction that the K-3 teachers are providing in class to the library.	As seen in our Hazelton 2020 Winter Diagnostic Data, our Root Cause Analysis, and our Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need at Hazelton.	We need to provide Hazelton K-3 students with multiple opportunities to master foundational reading skills. Having a trained library media assist will further expose students to evidence based foundational reading skills that support what they have/will learn in class.
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	No action	Based on Hazelton's Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	We currently have a plan in place to provide expanded literacy instruction opportunities for our students to improve students' access to literacy instruction, specifically on foundational reading skills before, during and after-school programs and/or summer school. Hazelton Step-up After School Program
3.3c CULTURE AND CLIMATE Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.	No action	Based on Hazelton's Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area. Hazelton's School Counselors and PBIS team have implemented a variety of activities and supports to help create a positive learning environment for all students.	Hazelton has two, full time counselors who are devoted to improving school climate and improving student well-being. Both the counselors and PBIS team have implemented a variety of activities and supports to help create a positive learning environment for all students. During the past school year, Hazelton's school counselors were Nationally recognized for having a comprehensive, data-driven, model school counseling program and will be a model school for others in the district and state. To learn more about the RAMP award, Click here. Hazelton School Counseling

3.3d RESEARCH-BASED SEL	No action	Based on Hazelton's Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	Hazelton has a mental health clinician on site daily. She works closely with the Counseling Team and the Special Education Team to provide School-Based Therapy Services and Educationally Related Mental Health Services (IEP driven).
Strategies to implement research-based, social-emotional learning approaches, including restorative justice.			In addition, Hazelton and SUSD are utilizing the Second Step Curriculum program to provide SEL lessons and professional development throughout the year. The program offers a research and evidenced based digital program and classroom kits that have already begun to be implemented by counselors and classroom teachers at Hazelton. Second Step Curriculum Map-TK-8
3.3e EXPANDED ACCESS Expanded access to the school library.	No action	Based on Hazelton's Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	The Hazelton school library has age appropriate books for students K-8 and is available to students weekly. Students also have access to digital, age/grade appropriate books through our district library on SORA. Students can find and read books at their independent reading level on this digital library..

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)			
Category 4 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in

		completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.	*Example (action item):* ● *By December 2021, provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Monthly follow-up training will be provided.* ● *By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform supports available to pupils as well as families.*	*Example (action item):* *As seen in our root cause analysis [Insert Link], and our needs assessment [Insert Link], a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities.* *Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].*	*Example (action item):* *Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.* *Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.*
	No action needed	Based on Hazelton's [Needs Assessment](#) and [Root Cause Analysis](#) we indicated that no action was needed in this area. Our school leaders and the majority of our K-3 teachers have been trained by district consultant, Angela Byers, on the effects of trauma on the brain. In addition, our district has actions that address trauma-informed practices. For example, the district provides a training entitled [Trauma Informed Educational Foundation](#)s that explores the physiological components of trauma (autonomic nervous system) and provides more understanding of the students and families of SUSD.	We do not need to create an action item around the development of trauma-informed practices and supports for students and families because these supports are already provided through our school and district. We have a PBIS team and two counselors onsite who are trained on trauma-informed practices and supports. They provide ongoing PD and supports for Hazelton teachers in this area. We also have an onsite Mental Health Clinician that provides supports, services, and programs. She is trained in and incorporates trauma -informed practices. .
3.4b MENTAL HEALTH RESOURCES	*Example (rationale):* *No action*	*Example (rationale):* *[Insert Link] Link to school budget/SPSA/LCAP that*	*Example (rationale):*

Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.		*indicates allocated funds for mental health resources.* *Or [Insert Link], link to needs assessment indicating not a priority.*	*We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.*
	No action	Based on Hazelton's Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district. We have a Mental Health Clinician assigned to our school that provides support services, and programs that help to promote the healthy social-emotional development of all students and address behavioral and mental health-related barriers to learning. Our onsite mental health clinician also is trained in and incorporates trauma -informed practices as well as positive behavioral interventions and supports. Teachers are provided training through our mental health clinician as well as receive training from the district.
3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.	By September 2021, in support of goal 1, Hazelton will hire 1 intervention teacher to work with students in grades K–3, focusing specifically on foundational reading skills and ELD using the SIPPS and Heggerty intervention components as well as research based language acquisition and comprehension strategies.	As seen in our Hazelton 2020 Winter Diagnostic Data, our Root Cause Analysis, and our Needs Assessment, increased student access to targeted, evidence-based foundational reading skills and vocabulary instruction is an urgent need at Hazelton.	A majority of Hazelton K–3 students are testing below proficiency in phonemic awareness, phonics, and vocabulary according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. An intervention teacher will be utilized to provide intensive instruction to tier 3 students grades k-3.

	In support of goal 1 and 2, by Year 3, Hazelton will purchase and schedule Solution Tree professional development in Data analysis and Response to Data for all K-3 teachers and support staff to be completed by June 2023.	Our Root Cause Analysis and Needs Assessment revealed that Hazelton does not have a systematic approach to analyzing and responding to data.	While there are multiple data sources to pull reading data from, Hazelton does not have a systematic approach to analyzing and responding to data either as a grade level and/or as a site. There is a need for systems for efficiency as well horizontal and vertical alignment allowing for teachers to make informed decisions that positively affect student outcomes in reading. With data analysis systems put into place, teachers will be able to quickly see the effectiveness of their teaching adaptations and interventions and provide feedback for continuous improvement.
3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literacy environment in the home.	No action	Based on Hazelton's Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	SUSD has an entire department devoted to educating and engaging parents in their child's education. They are civically committed to strengthening families' voices in preparing all SUSD students to be college, career and community ready. As think partners, the goal-driven work is centered on the 4 tiers to: Engage, Educate, Empower, and Evaluate on demand family services and supports. Family Engagement/Workshop Opportunities SUSD Family Engagement Calendar
3.4e PARENT AND COMMUNITY ENGAGEMENT Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.	In support of goal 1, Hazelton will provide K-3 teachers an hourly stipend to facilitate parent teacher conferences. Conferences will be utilized to communicate areas of literacy growth for individual students and how parents can support their student with the identified literacy growth goal.	As seen in our Hazelton 2020 Winter Diagnostic Data, our Root Cause Analysis, and our Needs Assessment, increased parent support and engagement is necessary to improve student achievement in foundational skills.	A majority of Hazelton K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need "all hands on deck" when it comes to our students achieving, and this includes our parents. Parent conferences will give teachers the opportunity to communicate student data, individual growth goals, and provide at-home resources that will support what students are learning in class.

Proposed Bugdet Summary (Revised 5/2021)
Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education
Instructions:
Each grant recipient must submit this form to reflect proposed expenditures during the grant period of December 1, 2020, through June 30, 2024.
The Total for the four years MUST match the amount listed on the Grant Award Notification.

Object Code	Line Item	Planning Year	Implementation Year 1	Implementation Year 2	Implementation Year 3	Total
1000	**Certified Salaries**	$ 8,988.00	$ 179,479.00	$ 179,479.00	$ 179,479.00	$ 547,425.00
2000	**Classified Salaries**	$ -	$ 2,699.00	$ 2,699.00	$ 2,699.00	$ 8,097.00
3000	**Employee Benefits**	$ 619.00	$ 48,005.00	$ 48,005.00	$ 48,005.00	$ 144,634.00
4000	**Books and Supplies**	$ -	$ 10,747.00	$ 35,747.00	$ 30,747.00	$ 77,241.00
5000	**Services and Other Operating Expenditures: excluding Subgreement for Services and Travel**	$ -	$ 60,000.00	$ 35,000.00	$ 40,000.00	$ 135,000.00
5200	**Participant Travel/Project Staff Travel**	$ -	$ -	$ -	$ -	$ -
7000	**Indirect Costs: must not exceed lead agency's negotiated rate**	$ 393.00	$ 13,686.00	$ 13,686.00	$ 13,686.00	$ 41,451.00
5100	**Subagreement for Services**	$ -	$ -	$ -	$ -	$ -
6000	**Capital Outlay**	$ -	$ -	$ -	$ -	$ -
Total		$ 10,000.00	$ 314,616.00	$ 314,616.00	$ 314,616.00	$ 953,848.00

Proposed Budget Narrative for Planning Year
Early Literacy Support Block Grant

Educator Excellence and Equity Division

California Department of Education

Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.

Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	Additional hourly compensation for 6 teachers to determine root cause, prepare needs assessment, develop a three year Literacy Plan, participate in SCOE trainings (6 teachers X 56 dollars per hour X 26.75 hours= $8,988)	Hazelton School Elementary	$ 8,988.00
2000	Classified Salaries	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
3000	Employee Benefits	Statutory Beneftis	Hazelton Elementary	$ 619.00
4000	Books and Supplies	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
5200	Participant Travel/ Project Staff Travel	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
7000	Indirect Costs	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ 393.00
5100	Subagreement for Services	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
6000	Capital Outlay	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
TOTAL				$ 10,000.00

10000

Proposed Budget Narrative for Year 1
Early Literacy Support Block Grant
Educator Excellence and Equity Division
California Department of Education
Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	102,444 - Intervention Teacher- Hire an intervention teacher for K-3 grades to provide on going support with the implementation of small group instruction during tier two intervention Instrucitonal rounds to monitor effective instruional practices twice a year for year one 9,048 - 13 teachers x 4 day x 174 sub rate.(42) Teacher will need release for PLC and planning time four times a year 3,132 - (Data Collection and Analysis - (PLC -6 subs x $174 rate x 3 days)(18)_____ 11,484 - (Literacy Practices Ongoing Collaboration- 11 teachers x 6 days x $174 rate)(66) 4,368 - (SIPPS Training-13 staff x 6 hrs x 56 hrly Rate. 78 hours 27,664 collaborate weekly (1 hr/week x 38 weeks x 13 teachers 494 hours @ $56), 7,280 - student/parent conferences in Fall and Spring (10 hours x 13 teachers @ $56,(130) 6,769 - hire substitutes for teacher administered assessments (1 sub 3x/year x 13 teachers = 39 days @ $173.57), 7,290 - academic conferences (1 sub 3x/year x 14 teachers = 42 days @ $173.57 = ($7,290)	Hazelton Elementary	$ 179,479.00
2000	Classified Salaries	2,699 - Library Media Clerk extra hours 4 hrs/wk x 33 weeks x 2,699)	Hazelton Elementary	$ 2,699.00
3000	Employee Benefits	43,179 - Intervention Teacher 2,808 - Teacher Additional 702 hours x 4 1,613 - Teacher Subs - 207 days x 7.79 405 - Library Media Hourly 132 x 3.07	Hazelton Elementary	$ 48,005.00
4000	Books and Supplies	Purchase SIPPS curriculum for k-3 intervention block $ 17,000) purchase Heggerty curriculum to supplement phonemic awareness - $1500, Will use other funds to cover materials (15,253)	Hazelton Elementary	$ 10,747.00
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	CORE online elementary training (Paying for 9 additional staff members Solution tree to provide PLC PD to k-3 grades - 2 days a year $7500 x 2 days	Hazelton Elementary	$ 60,000.00
5200	Participant Travel/ Project Staff Travel	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
7000	Indirect Costs	4.35	Hazelton Elementary	$ 13,686.00
5100	Subagreement for Services		[Insert Name of the School Site or LEA]	$ -
6000	Capital Outlay	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
TOTAL				$ 314,616.00

Proposed Budget Narrative for Year 2
Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education
Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	102,444 - Intervention Teacher- Hire an intervention teacher for K-3 grades to provide on going support with the implementation of small group instruction during tier two intervention Instrucitonal rounds to monitor effective instruional practices twice a year for year one 9,048 - 13 teachers x 4 day x 174 sub rate.(42) Teacher will need release for PLC and planning time four times a year 3,132 - (Data Collection and Analysis - (PLC -6 subs x $174 rate x 3 days)(18) 11,484 - (Literacy Practices Ongoing Collaboration- 11 teachers x 6 days x $174 rate)(66) 4,368 - (SIPPS Training-13 staff x 6 hrs x 56 hrly Rate. 78 hours 27,664 collaborate weekly (1 hr/week x 38 weeks x 13 teachers 494 hours @ $56), 7,280 - student/parent conferences in Fall and Spring (10 hours x 13 teachers @ $56, 6,769 - hire substitutes for teacher administered assessments (1 sub 3x/year x 13 teachers = 39 days @ $173.57), 7,290 - academic conferences (1 sub 3x/year x 14 teachers = 42 days @ $173.57 = ($7,290)	Hazelton Elementary	$ 179,479.00
2000	Classified Salaries	2,699 - Library Media Clerk extra hours 4 hrs/wk x 33 weeks x 2,699)	Hazelton Elementary	$ 2,699.00
3000	Employee Benefits	43,179 - Intervention Teacher 2,808 - Teacher Additional 702 x 4 1,613 - Teacher Subs - 207 x 7.79 405 - Library Media Hourly 132 x 3.07	[Insert Name of the School Site or LEA]	$ 48,005.00
4000	Books and Supplies	Heggerty & SIPPS Materials Paper White boards Card stock Dry Erase Markers Other supplies needed to deliver engaging instruction High Interest readers	Hazelton Elementary	$ 35,747.00
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	Solution tree to provide PLC PD to k-3 grades - 2 days a year $7500 x 2 days, Agela Byers will provide ongoing PD to staff on social and emotional to supp	[Insert Name of the School Site or LEA]	$ 35,000.00
5200	Participant Travel/ Project Staff Travel	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
7000	Indirect Costs		Hazelton Elementary	$ 13,686.00
5100	Subagreement for Services	ort students in the classroom $20000	[Insert Name of the School Site or LEA]	$ -
6000	Capital Outlay	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
TOTAL				$ 314,616.00

Proposed Budget Narrative for Year 3
Early Literacy Support Block Grant
Educator Excellence and Equity Division
California Department of Education
Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	102,444 - Intervention Teacher- Hire an intervention teacher for K-3 grades to provide on going support with the implementation of small group instruction during tier two intervention Instrucitonal rounds to monitor effective instruional practices twice a year for year one 9,048 - 13 teachers x 4 day x 174 sub rate.(42) Teacher will need release for PLC and planning time four times a year 3,132 - (Data Collection and Analysis - (PLC -6 subs x $174 rate x 3 days)(18) 11,484 - (Literacy Practices Ongoing Collaboration- 11 teachers x 6 days x $174 rate)(66) 4,368 - (SIPPS Training-13 staff x 6 hrs x 56 hrly Rate. 78 hours 27,664 collaborate weekly (1 hr/week x 38 weeks x 13 teachers 494 hours @ $56), 7,280 - student/parent conferences in Fall and Spring (10 hours x 13 teachers @ $56, 6,769 - hire substitutes for teacher administered assessments (1 sub 3x/year x 13 teachers = 39 days @ $173.57), 7,290 - academic conferences (1 sub 3x/year x 14 teachers = 42 days @ $173.57 = ($7,290)	Hazelton Elementary	$ 179,479.00
2000	Classified Salaries	2,699 - Library Media Clerk extra hours 4 hrs/wk x 33 weeks x 2,699)	[Insert Name of the School Site or LEA]	$ 2,699.00
3000	Employee Benefits	43,179 - Intervention Teacher 2,328 - Teacher Additional 582 x 4 1,613 - Teacher Subs - 207 x 7.79 405 - Library Media Hourly 132 x 3.07	[Insert Name of the School Site or LEA]	$ 48,005.00
4000	Books and Supplies	SIPPS, Hegerty, Phonics Instructional supplies to deliver engaging instruction Paper Markers Student White boards	Hazelton Elementary	$ 30,747.00
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	Professional Development for Data analysis and response Solution tree to provide PLC PD to k-3 grades - 2 days a year $7500 x 2 days	[Insert Name of the School Site or LEA]	$ 40,000.00
5200	Participant Travel/ Project Staff Travel	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
7000	Indirect Costs	[Insert Detail/Calculation/Breakdown Here]	Hazelton Elementary	$ 13,686.00
5100	Subagreement for Services		Hazelton Elemenary	$ -
6000	Capital Outlay	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
TOTAL				$ 314,616.00

Recommendations and Assurances:

Site Name: __Victor Zamora__

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

   English Learner Parent Involvement Committee   __5/27/2021__
                                                       Date of Meeting

   Other committees established by the school or district (list): _____
                                                                      Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

   This SPSA was adopted by the SSC at a public meeting on __5/28/2021__
                                                                             Date of Meeting

Attested:

__Victor Zamora__
Typed Named of School Principal
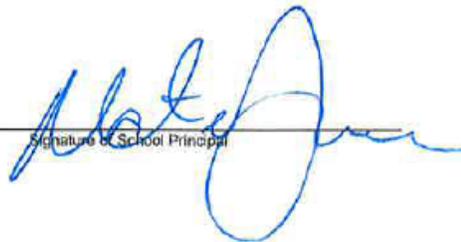
[signature]   __5/28/2021__
Signature of School Principal   Date