School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hazelton Elementary	39686766042626	11/08/2024	11/12/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary

and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Hazelton's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Comprehensive School Improvement (CSI) plan.

Educational Partner Involvement

How, when, and with whom did your 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 staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Hazelton's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- October 12, 2023
- December 19, 2023
- April 9, 2024
- May 22, 2024
- September 30, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title I Parent Meeting last year at back to school night August 24, 2023
- Title I Parent Meeting this year at back to school night August 22, 2024
- English Language Advisory Committee on October 12, 2023
- English Language Advisory Committee on December 19, 2023

- English Language Advisory Committee on April 9, 2024
- English Language Advisory Committee on May 22, 2024
- English Language Advisory Committee on September 25, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Instructional Leadership Meeting on August 1, 2023
- Instructional Leadership Meeting on August 14, 2023
- Instructional Leadership Meeting on September 19, 2023
- Instructional Leadership Meeting on October 17, 2023
- Instructional Leadership Meeting on November 14, 2023
- Instructional Leadership Meeting on December 19, 2023
- Instructional Leaderhsip Meeting on January 23, 2023
- Instructional Leadership Meeting on February 20, 2024
- Instructional Leadership Meeting on March 26, 2024
- Instructional Leadership Meeting on April 16, 2024
- Instructional Leadership Meeting on May 21, 2024
- Instructional Leadership Meeting on September 9, 2024

Resource Inequities (CSI and ATSI Only)
Briefly identify and describe any resource inequities identified as a result of the required needs assessment.

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)
Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)
Homeless Youth: Suspension Rate, College Career(HS)
Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)
American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Hazelton, the student groups identified for Differentiated Assistance are perfroming as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)

English Learner	115.5 points below standard (Red)	125 points below standard (Orange)	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	147 points below standard (Red)	195.1 points below standard (Orange)	25.9% suspended at least on day (Red)	X	X	N/A
Students with Disabilities	181.8 points below standard (Orange)	184.4 points below standard (Orange)	11.1% suspended at least one day (Red)	X	N/A	N/A
American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	X	X

Comprehensive School Improvement(CSI): Hazelton has been identified by the California Department of Education for CSI status under the category Low Performing. Low Performing means that Hazelton is part of the lowest performing 5% of Title I schools.

Hazelton has identified resource inequities for our students to be internet connectivity at home, reduced access to a steady healthy food source, reduced access to stable housing, heightened exposure to violence, drugs, and emotionally unstable home-life, lack of proper mental health assessment and care, school and home messages differ on attitudes towards education, reduced access to proper ELD support, and reduced ability to provide some of the items necessary for learning. We provide all of the learning materials necessary, like a chrombook and hotspot, school suplies, backpacks, uniform pants, polos and sneakers. The school attempts to provide SEL and mental health support, but the needs often outweigh our ability. Most of these items were provided by donations from area organizations. The district also provides the students with oportunity to take part in Free Breakfast and Lunch.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, District CSI support team, parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS Survey, Panorama Survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. Hazelton has been identified for Comprehensive School Improvement (CSI) for the 2024-25 school year under the classification of "Low Performing". The following student groups are performing in the Red or Orange Indicators on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	96.9 points below standard (Red)		9.5% suspended at least one day (Red)			
Foster Youth						
English Learner	115.5 points below standard (Red)	125 points below standard (Orange)				
Long Term English Learner						
Homeless Youth	147 points below standard (Red)	195.1 points below standard (Orange)	25.9% suspended at least one day (Red)	77.1% chronically absent (Orange)		
Socioeconomically Disadvantaged	97.8 points below standard (Red)	119.5 points below standard (Orange)	10.1% suspended at least one day (Red)			
Student with Disabilities	181.8 points below standard (Orange)	184.4 points below standard (Orange)	11.1% suspended at least one day (Red)	58.2% chronically absent (Orange)		
African American			16.4% suspended at least one day (Red)	70.8% chronically absent (Orange)		
American Indian/ Alaskan Native						
Asian						
Filipino						
Hispanic	96.9 points below standard (Red)	120.6 points below standard (Orange)	8.4% suspended at least one day (Red)			
Two or More Races						

Pacific Islander/ Native Hawaiian					
White					

No major gaps were observed between student groups on the CA Dashboard Indicators for Hazelton Elementary School.

When closely examining all subgroups and the factors that prevent them from achieving at grade level in ELA and comparing the similarities in these factors, 5 specific barriers were identified across all subgroups: this information was shared with SSC, ELAC team, and all staff.

1. Language proficiency (academic language, vocabulary, exposure)
2. Culture (relevance, reference, isolation)
3. Confidence and Motivation
4. Educational gaps
5. Support systems

The following strategies will be used schoolwide to improve outcomes for students:

1. Staff professional development and coaching to implement Professional Learning Communities
2. Supplemental resources and programs focused on interventions and acceleration of learning
3. Targeted support for English Learners

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	ELA: By EOY 2025, the total number of students performing 2 or more grade levels below will decrease from 42% to 32% as measured by the iReady Diagnostic 3 Report for ELA. By EOY 2025, the percentage of students grades 4-8 who meet their Math growth goal in iReady will increase from 7.84% to 9.84% as measured by the iReady Diagnostic 3 Report in math. EL: By EOY 2025, the total number of students who reclassify as Fluent English Proficient will increase from 20 students to 25 students. Math: By EOY 2025, the total number of students performing 2 or more grade levels below will decrease from 41% to 31% as measured by that iReady Diagnostic 3 Report ELA. By EOY 2025, the percentage of students grades 4-8 who meet their Math growth goal in iReady will increase from 66% to 76% as measured by the iReady Diagnostic 3 report for Math.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

81 % of students performing below grade level in Math

72 % of students performing below grade level in a ELA.

Teachers need additional training in the implementation of Core Curriculum.

81% of our students are not working at grade level in Math and 72% not at grade level in Reading.

Teachers did not have the opportunities for PD that they need. Staff need consistent professional development and training on both instruction and SEL

Although some students are making some gains in Math, ELA and ELD, overall the majority are still not performing at grade level.

Student Engagement is low in many classes.

Our Chronic Absenteeism rate is 39.76%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students performing at 2 or more grade levels below in ELA on the iReady Diagnostic 3	42%	32%
Number of students reclassifying to Fluent English Proficient	20 RFEP students	30 RFEPS
% of Students meeting their typical Growth Goals in Math for iReady Diagnostic 3 - in grades 4-8.	66% met	76% met
Number of student performing 2 or more grade levels below in Math on the iReady Diagnostic 3.	41%	31%
% of Students meeting their typical Growth Goals in ELA for iReady Diagnostic 3-in grades 4-8.	11.2%	15%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Career & Technical Education Hazelton will be participating in District level STEM activities and career exploration software. In addition, Hazelton will be providing additional instructional materials to support hands-on learning and integrated projects such as STEM to expose students and build interest in a wide variety of Career and Technical Education Pathways. Hazelton will be implementing Lego STEM lessons as part of a hands-on approach that will capture students' interest and keep them engaged. This interactive learning fosters a positive attitude towards STEM subjects, encouraging participation and enthusiasm. In addition, LEGO STEM can seamlessly integrate with existing curricula in subjects such as Math, Science, and Technology. It provides a tangible way to apply theoretical concepts, enhancing comprehension and retention. Title I Funding Allocations: Consultant: $3,000 Teacher Additional Comp:16 teachers X 1 hour X 3 sessions x $74: $3,552 LCAP 1.1 Career Technical Education: Instructional Materials: $16,984 Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$3,552 $16,984 $3,000	3010 - Title I 0100 - LCFF/S&C (site) 3010 - Title I
1.1.2	College Readiness Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

| 1.1.3 | A-G High School Courses

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.3 A-G High School Courses:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
|---|---|---|---|---|
| 1.1.4 | Bilingual Instructional Support

Hazelton utilize a Bilingual Assistant (1.0 FTE Centralized Funding) who collaborates with the EL Coordinator to provide support with intervention and rigorous first instruction, focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/ small group setting. (Centralized Service/LCAP funded) In addition, Hazelton will have an EL Site Coordinator who will administer local assessment & the ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. The coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.4 Bilingual Instructional Support:
Classified Additional Comp: 20 hours x $60: $1,200

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | English Learners | $1,200 | 0100 - LCFF/S&C (site) |

1.1.5	English Learner Professional Development Hazelton will be participating in District level English language development and coaching supports for designated and integrated English Language Development. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	English Learners	$[Enter amount here]	[Specify the funding source(s)]
1.1.6	English Learner Programs and Supports Hazelton provides English learners with designated and integrated English language development instruction. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	English Learners	$[Enter amount here]	[Specify the funding source(s)]

1.1.7	Teacher Collaboration, Professional Development, & Academic Support	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$9,620	0100 - LCFF/S&C (site)
	Hazelton staff participate monthly in Leadership, Liaison and SSC meetings. The purpose of these meetings are to ensure vision, direction, accountability and professional development needs are being addressed. These meeting are critical to school operations, teachers play an integral role in the success of each meeting.			
	Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.			
	LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support: Teacher Additional Compensation: 13 teachers X $74 an hour X 10 months: $9,620			
	Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
1.1.8	School Site Administrators Leadership Professional Development	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
	Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.			
	LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.			
	Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

| 1.1.9 | Professional Learning Community Implementation, Professional Learning & Curriculum Implementation

Hazelton will be participating in district level support for implementing professional learning communities (PLC). In addition to the support provided by the district, Hazelton will be focusing on Professional Learning Communities to provide high quality first instruction through increased rigor, collaboration, co-teaching, and demo lessons. Solution Tree consultants will be used to provide staff with ongoing coaching and support for PLCs, demo lessons, co-teaching and data analysis. Solution Tree will work with teachers during the school day utilizing available subs to pull teachers as well as after school hours. PLC meetings will be held to develop SMART Goals, create Common Formative Assessments, and evaluate student work to improve teaching instruction. With the support of administration and the program specialist, teachers will collaborate during the school day and after school on site level, grade level, and individual student data to understand trends and make adjustments to instruction. Teachers will be compensated for collaboration meetings outside normal hours, substitutes will be used to release teachers from assigned duties to collaborate and participate in strategic professional development.

Title I Funding Allocation:
Consultants: $24,000
Substitutes: 4 days x 30 teachers x $200 = $24,000
Teacher Additional Compensation: $30,340

LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation:
No additional site LCFF is being allocated for this strategy

Comprehensive School Improvement (CSI):
Substitutes for PLC Coaching: 8 teachers x 2 days x $200 = $3,200 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $24,000

$30,340

$24,000

$3,200 | 3010 - Title I

3010 - Title I

3010 - Title I

3182 - CSI 2023/24 |
| 1.1.10 | Data Analysis and Evaluation

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.10 Data Analysis and Evaluation:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

1.1.11	Access to Foundational & Outdoor Learning Spaces Hazelton participated in the District level support provided for early literacy and positive exposure to classroom routines and procedures. Hazelton will support early learning through the preschool program on site that provides opportunities for preschoolers to interact with their peers who will attend their kindergarten class, promoting social skills. Staff will establish a connection between the kindergarten teacher and preschoolers to foster family familiarity and comfort. Preschoolers will practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab. Preschool parents will have the opportunity to participate in the classroom, school events, and learning sessions about literacy and school readiness. Students will have the opportunity to participate in the Summer Bridge Program to create a smooth transition from Preschool to Kindergarten. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	$[Enter amount here]	[Specify the funding source(s)]

| 1.1.12 | Acceleration of Learning

-1.1.12.A-
Hazelton will be participating in District level support through services, resources, and staff to build capacity through evidence-based instructional practices. In addition, Hazelton will work with outside consultants to provide direct coaching support for high quality first instruction, instructional models, data analysis protocols and differentiation strategies to support the curriculum. Targeted professional development on implementing supplemental programs provided through the district for foundational instruction and phonics development. Consultants may include CORE Learning SIPPS for foundational early literacy development.

Title I Funding Allocation:
Teacher Additional Compensation for SIPPS Implementation: 20 teachers X 20 hours X $60 = $24,000
Substitute Teachers for Coaching Sessions with Consultants: 8 Visits x 4 Subs x $200 = $6,400

LCAP 1.12 Acceleration of Learning :
 No additional site LCFF has been allocated for this strategy.

Comprehensive School Improvement (CSI):
Consultants: $70,608
Additional Teacher Compensation: 10 Teachers x 2 Hours x 7 Months X $60 = $10,000

-1.1.12.B-
Hazelton is provided instructional coaches (2 @ 0.5 FTE) by the District to provide individual teachers with support in lesson planning, evaluation, lesson modeling, creating SMART goals, and implementing additional professional development provided throughout the year.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.12 Acceleration of Learning through Instructional Supports:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy.

-1.1.12.C- | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $5,699

$10,000

$6,400

$54,000

$24,000

$70,608

$58,000 | 0100 - LCFF/S&C (site)

3182 - CSI 2023/24

3010 - Title I

3010 - Title I

3010 - Title I

3182 - CSI 2023/24

0100 - LCFF/S&C (site) |

Hazelton receives District level support for implementation of evidence-based supplemental instructional materials to support Tier 2 Instruction. In addition, Hazelton will use Tier 2 during school support with a retired or Credentialled Substitute Intervention Teacher to assist under achieving students in ELA and Math. Intervention will be provided through small group direct instruction to students working below grade level as identified through the PLC process. Title I Funding Allocation: Substitute Pay Calculation: 1 substitute X 180 days X $300 rate of pay = $54,000 LCAP 1.12 Acceleration of Learning through Instructional Supports: No additional site LCFF has been allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy. -1.1.12.D- Hazelton students will be provided the opportunities to engage in learning both on campus and through carefully planned fieldtrips that will enhance student learning through hands on experiences that connect with the content students are learning in the classroom. Field trips will be directly linked to the curriculum and aimed at improving academic achievement. They will provide enriching experiences that align with Title I objectives. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.12 Acceleration of Learning through Instructional Supports: Fieldtrip Transportation: $58,000 Pupil Fees: $5,699 Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

1.1.13	Literacy and Library Supports -1.1.13.A- Hazelton utilizes district level resources for professional development, software, and support to ensure unduplicated students access to current & culturally relevant reading materials. In addition, Hazelton will provide a library media assistant to increase student access to literature and the library resources. The library media assistant will organize the library so students can easily find books at their Accelerated Reading (AR) level, makes sure books have the AR codes on them, orders books that go along with the AR program, and schedules times for each class to visit the library. The Library Media Assistant will support literacy at the school site through: * Working directly with teachers and students to support literacy. * Reading to all classes K-2 using elements from common core standards. * Organizing the library so students can easily find books at their AR level. * Ensure books have AR codes and labels on them. * Order books that support the AR Program. * Schedule times for each class to visit the library. * Provide teachers with lists of individual and class sets of books sorted by AR levels to support core curriculum. * Run and organize the book fair. * Participate in family nights. Additional compensation will be provided for the library media assistant for duties completed outside normal working hours will be made available to complete task such as preparing the library for the new year, extending the library hours for special events, checking out textbooks to students, participating in family nights and managing the book fair. Title I Funding Allocation: Books and Reference Materials: $11,347 LCAP 1.13 Literacy and Library Supports: 3.5 hours FTE Library Media Assist (Salary and Benefits) =$22,350 Library Media Assist Additional Compensation: 120 hours x $30 = $3,600 Non-instructional materials / supplies: $1,000 Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy. -1.1.13.B- In addition to district level supports, Hazelton will be providing students and teachers access to the literacy program Accelerated Reader (AR) to evaluate	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$1,000 $11,347 $22,350 $11,000 $3,600	0100 - LCFF/S&C (site) 3010 - Title I 0100 - LCFF/S&C (site) 3010 - Title I 0100 - LCFF/S&C (site)

students Instructional Reading Level, build reading goals and monitor student progress towards their individualized reading goals. Title I Funding Allocation: License Agreements: $11,000 LCAP 1.13 Literacy and Library Supports: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

| 1.1.14 | Advancement Via Individual Determination (AVID)

Hazelton participates in the supports provided by the District for educational services, resources and/or staff that will focus on extend access and opportunities for students to participate AVID. In addition, Hazelton will implement AVID school wide focusing on focused notetaking, marking the text and levels of inquiry. Grade level teams will make commitments to implement specific instructional strategies and provide evidence for implementation to the AVID Leadership Team. Middle School Teachers will support AVID through organizational strategies and the opportunity for students to take the AVID elective course. All teachers will use the AVID articulation matrix for implementing WICOR strategies. Targeted implementation will focus on organizational and study skills using tools such as binders, folders, and planners. Site AVID Leadership Team will meet regularly to monitor implementation activities and provide guidance to the instructional team on AVID requirements. AVID Leadership and other instructional staff will have the opportunity to participate in the AVID summer conference to build their capacity to implement the program. Additional instructional materials will be provided to assist in the implementation of the AVID program. Instructional materials include but are not limited to planners, copies for graphic organizers, writing project materials, poster/chart paper, markers, sticky notes, interactive projectors, and document cameras.

Title I Funding Allocation:
Additional hours for AVID Site Leadership Team - 2hrs x 9 months x 10 teachers x $74 = $13,320
Duplicating of Instructional Materials: $5,000
Supplemental Instructional Supplies: $19,699

LCAP 1.14 Advancement Via Individual Determination (AVID):
Duplicating of Instructional Materials: $2,100
Non-instructional materials: $1,000

Comprehensive School Improvement (CSI):
Conferences: $10,000 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $19,699

$10,000

$5,000

$2,100

$1,000

$13,320 | 3010 - Title I

3182 - CSI 2023/24

3010 - Title I

0100 - LCFF/S&C (site)

0100 - LCFF/S&C

3010 - Title I |
| 1.1.15 | Recapturing Learning Loss

Title I Funding Allocation:
No additional Title I funding is being allocated for this strategy.

LCAP 1.15 Recapturing Learning Loss:
No additional site LCFF is being allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

1.1.16	Outdoor Education/Science Camp Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024
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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

We re-focused our understanding and use of PLCs for teacher collaboration to improve student achievement. We did not have instructional rounds and academic conferences this year. Renewed understanding the PLC process as well as the use of Instructional rounds and Academic conferences would help every team to focus on a essential standard and created a CFA to monitor student learning. Also, the instructional rounds helped the team to identified areas to improved instruction. However, due to the lack of teacher subs we were not able to provide on going support to all grade levels. Also, we did not have an instructional coach but we had support from curriculum office to provide demo lesson for K-3 teachers with the implementation of SIPPS. With the support that was provided to every grade level we reclassified a small percentage of EL students. According to the winter iReady data 44 % of the students are one level below in Math. 39 % two or more grade level below on Math and 16 % on grade level on Math. Reading- 46 % two or more level below grade level. 32% are one below grade level and 21 % on grade level on reading.

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

This school year we did not have an instructional coach due to the shortage of teachers district wide. As a result we were not able to provide ongoing teacher collaboration as well as ongoing PLC support to every grade level. We only had one instructional bilingual paraprofessional assistant . However, the instructional bilingual paraprofessional provided small group support to EL students. We did have a retired teacher work as our Intervention Teacher for the K-3 grades. We did not have an intervention teacher for grades 4-8.

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

We will continue providing ongoing coaching support with the SIPPS curriculum for both primary and intermediate teachers through a contract with CORE. Also, with the training that we have received from Solution Tree for PLC this school year has helped the instruction team to provide different resources to every grade level with CFAs, SMART goals, collective commitments and instructional strategies (data cycle, Plan Do Study Act).

Goal 2.1

Goal #	Description
Goal 2.1	School Goal for Suspension: (Must be a SMART Goal) Suspension - By June 30, 2025, the number of suspensions will decrease by 30% for all students in grades 4-8 from 100 suspensions to 70 suspensions as measured by Synergy discipline reports. By June 30, 2025, the number of suspension for African American and Two or More Races will decrease by 30% as measured by Synergy discipline reports. School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By June 30, 2025, the percentage of students classified as chronically absent will decrease 10% as measured by the CA School Dashboard. By June 30, 2025, the percentage of Homeless students classified as chronically absent will decrease 10% as measured by the CA School Dashboard. By June 30, 2025, the percentage of African American students classified as chronically absent will decreased by 20 % as measured by the CA School Dashboard.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of suspension in grade levels 4th -8th	100	70
Number of Suspensions for African American Students	11	8
% of All Students chronically absent	39.76 %	29.76%
% of Homeless Students chronically absent	49.45%	29.45%

% of African American Students classified as chronically absent	46.27%	26.27%
Number of Suspensions for Two or More Races	26	18

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Educational Equity, Diversity, and Inclusion Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.1 Educational Equity, Diversity, and Inclusion: No Additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.2	Ethnic Studies Program Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.3	Equity and Inclusion Training and Workshops Hazelton will be participating in Dr. Hollie's Culturally, Linguistically, Responsive teaching program as a spring cohort. A cadre of 21 teachers will come together to conduct a binder study based in Culturally responsive teaching practices. Dr. Hollie and his team will be visiting Hazelton to support and guide teachers on their practices, a total of 3 visits, where substitute teachers will be required. Title I Funding Allocation: Teacher Substitutes: $4,515 LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No additional site CSI funds are being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$4,515	3010 - Title I
2.1.4	Cultural Relevance, Outreach, and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.4 Cultural Relevance, Outreach, and Support No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.5	LCAP 2.5 Positive Behavior Interventions and Support (PBIS) Hazelton participates in the Districts support in providing identification of behavior support services needs to assist in development, implementation, and monitoring strategies to improve attendance behavior, academic achievement, school connectedness, and social emotional wellness. In addition, Hazelton will be utilizing a system to provide systematic awards to students to promote positive reinforcement supporting students to make positive choices. Teachers will be trained in the system that is to be used school wide. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.5 Positive Behavior Interventions and Support (PBIS): License Agreement: $3,000 Comprehensive School Improvement (CSI): Additional teacher compensation: $7,400 Conference: $6,000	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$6,000 $7,400 $3,000	3182 - CSI 2023/24 3182 - CSI 2023/24 0100 - LCFF/S&C (site)
2.1.6	Student Assistance Program Support (SAP) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.7	Behavior Support Services Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.8	New Teacher Training and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.9	Social Service Supports for Families in Transition Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.10	Central Enrollment Direct Services to Families Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.11	Student Attendance and Truancy Consistent attendance is closely linked to better academic performance. Incentives can motivate students to attend regularly, leading to improved grades and overall achievement. When students see a tangible reward for their efforts, they are more likely to participate actively in their education. Hazelton will implement multiple attendance challenges over the course of the school year, incentivizing classes who can achieve certain attendance goals as set within the challenge. Attendance incentives may include: Host special family events (e.g., movie nights, game nights) where attendance goals are celebrated (Teacher / family party). Class parties and Parent Recognition: Acknowledge parents of students with high attendance in newsletters or through thank-you notes and school-based swag bags. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): Non-Instructional Supplies: $5,000	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$5,000	3182 - CSI 2023/24
2.1.12	Health and Wellness Services and Supports Students frequent the office with minor injuries incurred from the playground. The health and wellness team regularly uses things like band-aids and ice packs. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]

2.1.13	Mental Health Resources and Supports for Students Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.14	Social Emotional and Restorative Practices and Responsive Schools Hazelton will be participating in District level restorative practices and responsive schools' resources, training and professional development. In addition, Hazelton will be utilizing restorative practices, will provide training to staff on restorative practices, trauma-informed care and instruction, and will seek consultant services and / or conferences to provide training for staff on trauma-informed care and instruction. Multiple consulting firms will provide coaching and support to address social-emotional learning (SEL) needs, which may include Mindful Life Project, F.I.T, and Breaking Down the Walls. Title 1 Funding Allocation: No additional site Title I is being allocated for this strategy. LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: No additional site LCFF being allocated for this strategy. Comprehensive School Improvement (CSI): Consultants: $43,900	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$43,900	3182 - CSI 2023/24
2.1.15	School Connectedness Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.15 School Connectedness: No Additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

| 2.1.16 | Assistant Principal Restoration at TK-8th Grade School Sites

Hazelton received the support of an Assistant Principal (1 FTE) through the District. The Assistant Principal provides mentoring to teachers and leadership support to the Principal. They oversee and support structured student engagement activities, coach students, counseling team, and provide mentoring and weekly check-ins for students struggling academically and behaviorally. The Assistant Principal will set goals with individuals students and conduct check-ins to ensure they are meeting their goals or receive support to meet their goals. The Assistant Principal will support instruction and behavior though classroom presentations and common area evaluations.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $[Enter amount here] | [Specify the funding source(s)] |
|---|---|---|---|---|

| 2.1.17 | Additional School Site Support

Hazelton will utilize a Program Specialist (1.0 FTE Centralized Funding) to provide direct support for students with day to day needs in a variety of capacities. They will ensure teachers have access to curriculum materials, laptops, projectors, Chromebooks, printers, document cameras, iPads.   Core curriculum consists of varied multimedia materials that teachers will use during instruction and the Program Specialist supports integration and accessibility through troubleshooting and professional development on utilizing the program and reports. The Program Specialist will coordinate and execute district and state mandated testing for all qualifying students. The Program Specialist will monitor the progress of students in target groups, including African American, Hispanic, Asian American, and Students with Disabilities to ensure they are receiving the proper supports to meet the school goals. They will prioritize these groups of students for after school support and meet with teachers of the targeted student groups to help plan interventions and strategies to improve student learning. The Program Specialist will ensure fidelity of district core curriculum as well as, supplemental programs. The Program Specialist will support all parent meetings through attendance, preparations, communicating with parents, and providing presentations. The Program Specialist will provide direct instructional coaching support to teachers by modeling, co-planning and co-teaching, on a need by need basis. The Program Specialist will present and provide summary reports to all teachers focusing on student achievement assessments. This includes iReady, SBAC, and ELPAC. Reports will be provided to the instructional team to be shared with teachers at specific times throughout the year, that indicate student progress including academic levels, areas of need, and areas of progress to support the implementation of instructional supports and interventions. The Program Specialist will also evaluate data to support teachers and students with the PLC process. With the support of Administration, the Program Specialist will participate in teacher academic conferences, with data analysis directly related to instructional use within the classroom. Program Specialist will support site initiatives and tier 2 interventions during school and after school.

Title I Funding Allocation:
Program Specialist Additional Comp: $1,844

LCAP 2.17 Additional School Site Support:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $1,844 | 3010 - Title I |
|---|---|---|---|---|

2.1.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.19	Technology and Innovation Support 20 classrooms at Hazelton have received View Sonic smart boards for their classrooms. Training on these boards have not been provided. To make better use of the curriculum materials, increase student use, classroom engagement and the abilities of the smart boards, teacher training is required. Title I Funding Allocation: Teacher Additional Compensation: $5,920 LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$5,920	3010 - Title I

2.1.20	Instructional Technology Hazelton students have access to chromebooks and software that focuses on increasing and improving student achievement through the District. In addition, Hazelton teachers will use various equipment such as the laminator, copier, poster maker, etc. This equipment will support students' projects and publication needs by increasing and/or improving unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops/chromebooks, copiers, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.20 Instructional Technology: Copiers: $30,000 Maintenance Agreements: $4,500 Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$30,000 $4,500	0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site)
2.1.21	Instruction and Teacher Staffing Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.22	Recruit, Hire, Retain High Qualified Staff Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.23	School Facilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.23 School Facilities No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.24	Student and Campus Safety To decrease accounts of student vape usage in the restrooms, we would like to purchase two vape detectors for the intermediate side restrooms. Vape detectors have been used in instances of high usage in high schools to help deter students from smoking in the restroom. When vape is detected, students can be identified and offered proper supports to quit smoking. Additional safety equipment like safety vests are needed to properly outfit our Noon duties with a visible uniform. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): Non-Instructional Materials: $1,700	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$1,700	3182 - CSI 2023/24

Annual Review

SPSA Year Reviewed: 2023-2024
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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Based on what was implemented this school year it reduced the numbers on our suspension by 30%. We will continue to work on implementing restorative practices and SEL supports for our students. The following grade level had the highest suspensions: 5th, 6th, 7th and 8th grade. Earning 90% among the grade levels and 54% in grade 7. We have implemented many of the planned activities for this school year. We have contracted with F.I.T. to implement structured play during student lunches and Mindfulness Training from MindfulLife to help students learn to manage their own responses.

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

This school year we did not bring the consultant Angela Byers to support our K-8 teachers. Mindful Life provided extra support and redirect student thinking and behaviors. We have just started utilizing the consultants from F.I.T to provide mentoring and leadership support to students. Our PLUS team worked to improve the school climate for students.

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.

The plan is for the 24-25 school year to continue to provide structured learning activities during lunch recess and provide opportunities to earn incentives for attendance and good behavior (Be Safe, Be Respectful, & Be Responsible. Also, creating opportunities achievable for all students. With the PBIS rewards license teachers can manage their student store vs. our counselors or supporting staff opening the student store once a month. Also, the PBIS team is planning on creating videos with the schoolwide expectations on common areas such are restrooms, cafeteria, playground, etc. Our school counselors will continue with the PLUS team, restorative justice circles, as well as the mindful lessons.

Goal 3.1

Goal #	Description
Goal 3.1	

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Student Engagement and Leadership Opportunities Peer Leaders Uniting Students (PLUS) - We have a PLUS team to promote leadership, inclusion, and positive school climate. PLUS students participate in student led forums focusing on inclusion. The activities promote awareness and varied perspectives and how our actions impact our social and emotional well-being. PLUS students plan and lead school-wide activities such as; White Out Tobacco, Red Ribbon Week, Suicide Prevention, Kindness Week, Anti-bullying, etc. The effectiveness of this strategy will be monitored by the School Climate Survey. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]
3.1.2	Youth Engagement Activities and Athletic Programs Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

3.1.3	Arts Programming Purchasing art supplies aligns with the SPSA goals of enhancing student achievement, engagement, and well-rounded education. It demonstrates a commitment to providing diverse learning opportunities that cater to the holistic development of students. In addition to supporting the whole child academically, we'd like to promote a sense of belonging by posting student work around the school site. The wall mounted, enclosed cabinets allows us to do so without fear of student work being destroyed by other students walking by. Hazelton's music program is in need of new instruments and storage lockers for the instruments. In order for students to progress in learning their selected instrument, each student will need a working instrument. Currently, we are not able to accommodate every student interested in participating. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	$[Enter amount here]	[Specify the funding source(s)]
3.1.4	Expanded Learning and Enrichment Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.4Expanded Learning and Enrichment Opportunities: No Additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024
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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

This school year we had our coffee hour, SSC, ELAC , and parent conferences virtual and an average of 4-8 parents were present. We contracted with PIQE to implement their Signature Family Engagement Programs. This class was open to all Hazelton parents, offered in both Spanish and English and had an attendance range from 30-50 for each of the 8 sessions. Our Community Assistant left mid-year to take a permanent position in the classroom and our new Community Assist started May 2024. This year we have a screen projector in the front office that displays all of the school events as well as our marquis and Blackboard message system as friendly reminder for parents. Parents like this idea of having multiple locations where they see information about the school wide events.

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

This school year we did not have any trip or the CABE conference for our parents. We had an opportunity for parents to participate in the CABE conference virtual but parents decline.

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.

The plan is purchase books for the parent is to read a book during the picnic lunches to promote reading and build meaningful relationships with the parents. To continue with the robo calls to parents to inform them about schoolwide events.

Goal 4.1

Goal #	Description
Goal 4.1	By June of 2025, Hazelton School will reach 20 % of parent participation in parent meetings and conferences. By June of 2025, Hazelton School will increase parent participation in meetings and conferences from 10% to 20% as measured by sign-in sheets and conference participation.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Parents participating in Meetings and Conferences	10%	20%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement Hazelton utilizes a Community Assist (0.75 FTE) to engage the community, increase parent involvement at the school site. The Community Assist will reach out to parents and invite parents to events. They will support data-driven parent/teacher conferences and assist with hands-on activities and strategies for parents to replicate at home. Parents will be engaged in monthly meetings to learn about the school, activities related to student achievement, engagement, and trainings for parents to support their students at home. Title I Funding Allocation: Community Assist Salary and Benefits (0.75 FTE): $62,661 Community Assist Additional Compensation: 5hrs x $50 = $1,000 Meeting Expenses: $3,000 - Title I Parent Instructional Materials: $690 Title I Parent Books and Reference Materials: $1000 Title I Parent LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	$1,000 $690 $3,000 $1,000 $62,661	3010 - Title I - Parent 3010 - Title I - Parent 3010 - Title I - Parent 3010 - Title I 3010 - Title I
4.1.2	District Strategic Planning and Communication Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

4.1.3	Community Schools Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.1 Community Schools Supports and Resources No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
4.1.4	Parent Advisory Committee Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024
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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 5.1

Goal #	Description
Goal 5.1	

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

| 5.1.2 | Developing Student Individual Transition Plans

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 5.2 Developing Student Individual Transition Plans:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
|---|---|---|---|---|
| 5.1.3 | Accelerate Learning for all SPED Students

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 5.3 Accelerate Learning for all SPED Students:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 5.1.4 | Culturally Responsive Professional Development

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 5.4 Culturally Responsive Professional Development:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 5.1.5 | Meaningful Student Experiences and Opportunities

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 5.5 Meaningful Student Experiences and Opportunities:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

5.1.6	Recruit, Hire and Retain Student Support Personnel Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.7	Parent and Family Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024
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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 6.1

Goal #	Description
Goal 6.1	None

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

6.1.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.3	Educator Gap Equity Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.4	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy Hazelton will provide culturally responsive books to include within the library along with class sets of books that represent the diverse population of students on campus. Title I Funding Allocation: Books and Reference Materials: $900 LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	African American	$900	3010 - Title I

6.1.5	BSAP Community Partnerships Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.6	Development of an African American Studies Course Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.7	BSAP School Climate & Wellness Personnel Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.8	BSAP Community -Based Safety Pilots Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	$311,188.00
Total Federal Funds Provided to the School from the LEA for CSI	$157,808.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$628,049.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
3010 - Title I	$306,498.00
3010 - Title I - Parent	$4,690.00
3182 - CSI 2023/24	$157,808.00

Subtotal of additional federal funds included for this school: $468,996.00

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 ($)
0100 - LCFF/S&C (site)	$159,053.00

Subtotal of state or local funds included for this school: $159,053.00

Total of federal, state, and/or local funds for this school: $628,049.00

Addendums

2024-25 School Plan for Student Achievement
Recommendations and Assurances

Site Name: **Hazelton**

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

11/8/2024
Date of Meeting

4. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

    English Learner Advisory Committee   **11/8/2024**
    Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on   **11/8/2024**
Date of Meeting

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

_____   _____
Committee   Date of Meeting

Attested:

Nicole Clark   _(signature)_   **11/5/2024**

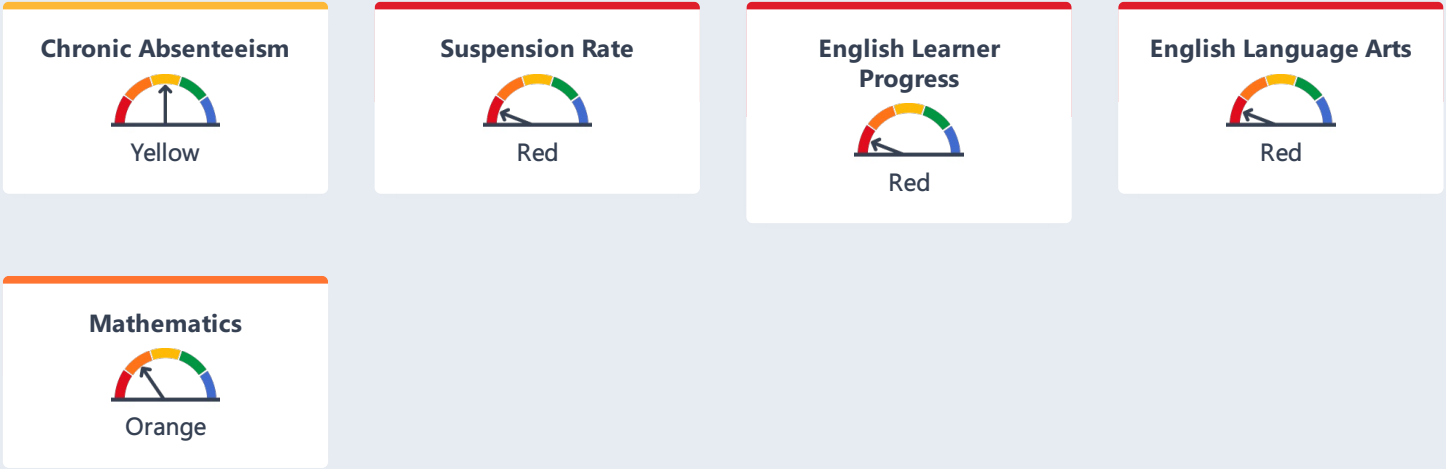Typed Name of School Principal   Signature of School Principal   Date

Hazelton Elementary

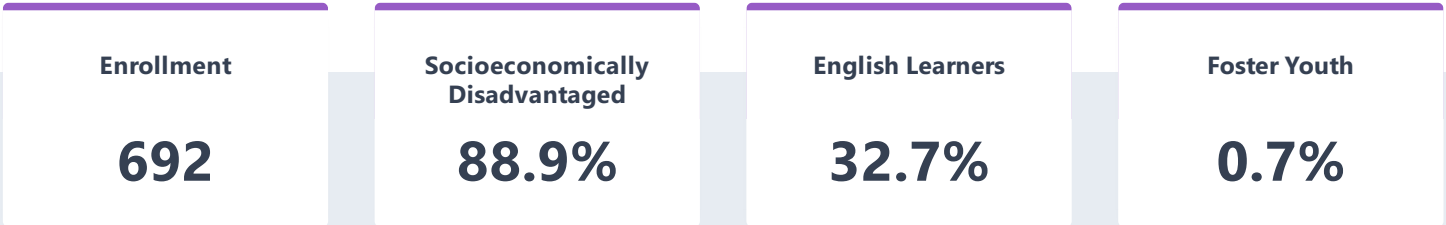Explore the performance of Hazelton Elementary under California's Accountability System.

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Yellow	Red	Red	Red

Mathematics
Orange

School Details

NAME
Hazelton Elementary

ADDRESS
535 West Jefferson
Stockton, CA 95206-1242

WEBSITE
N/A

GRADES SERVED
K-8

CHARTER
No

DASHBOARD ALTERNATIVE SCHOOLS STATUS
No

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
692	**88.9%**	**32.7%**	**0.7%**

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

LEARN MORE

Red

96.9 points below standard

Declined 7.3 Points ▼

EQUITY REPORT
Number of Student Groups in Each Level

4	1	0
Red	Orange	Yellow

0	0
Green	Blue

Mathematics

LEARN MORE

Orange

117.5 points below standard

Increased 18 Points ▲

EQUITY REPORT
Number of Student Groups in Each Level

0	5	0
Red	Orange	Yellow

0	0
Green	Blue

English Learner Progress

LEARN MORE

Red

40.1% making progress

Declined 17.1% ▼

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

LEARN MORE

Yellow

49.5% chronically absent

Declined 9% ▼

EQUITY REPORT
Number of Student Groups in Each Level

0	3	3
Red	Orange	Yellow

0	0
Green	Blue

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.
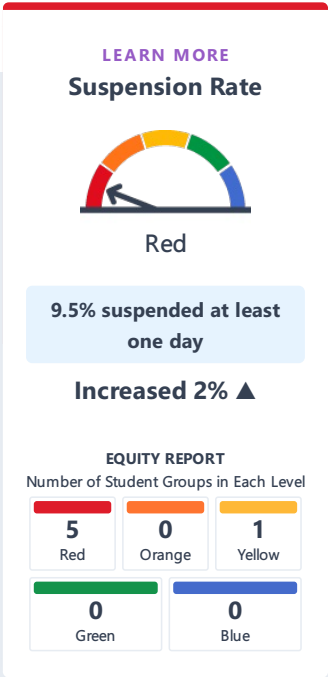
LEARN MORE

Suspension Rate

Red

9.5% suspended at least one day

Increased 2% ▲

EQUITY REPORT

Number of Student Groups in Each Level

5	**0**	**1**
Red	Orange	Yellow
0	**0**	
Green	Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Red

96.9 points below standard

Declined 7.3 Points ▼

Number of Students: 390

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged

Orange

Students with Disabilities

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Two or More Races

Pacific Islander

White

African American

No Performance Color

164.3 points below standard

Declined 12.5 Points ▼

Number of Students: 19

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

25.2 points below standard

Declined 67.8 Points ▼

Number of Students: 13

Filipino

No Performance Color

1.6 points above standard

Increased 49.9 Points ▲

Number of Students: 15

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

156.2 points below standard

Declined 47.5 Points ▼

Number of Students: 18
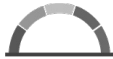
Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

English Learners

Red

115.5 points below standard

Declined 13.5 Points ▼

Number of Students: 154

Hispanic

Red

96.9 points below standard

Declined 4.2 Points ▼

Number of Students: 318

Homeless

Red

147 points below standard

Maintained 2 Points

Number of Students: 34

Socioeconomically Disadvantaged

Red

97.8 points below standard

Declined 8.9 Points ▼

Number of Students: 356

Students with Disabilities

Orange

181.8 points below standard

Increased 43 Points ▲

Number of Students: 54

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	89.7 points below standard	96.9 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

142 points below standard

Increased 16.2 Points ▲

Number of Students: 115

Recently Reclassified English Learners

44.8 points below standard

Declined 11.9 Points ▼

Number of Students: 40

English Only

104.1 points below standard

Declined 6.2 Points ▼

Number of Students: 176

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Orange

117.5 points below standard

Increased 18 Points ▲

Number of Students: 387

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

Orange

Yellow

No Student Groups

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Two or More Races

Pacific Islander

White

African American

No Performance Color

196.4 points below standard

Increased 6.2 Points ▲

Number of Students: 17

American Indian
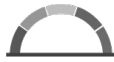
No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

20.5 points below standard

Increased 10 Points ▲

Number of Students: 13

Filipino

No Performance Color

66.4 points below standard

Increased 34.5 Points ▲

Number of Students: 15

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

149.6 points below standard

Increased 16 Points ▲

Number of Students: 18

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners

Orange

125 points below standard

Increased 11.9 Points ▲

Number of Students: 152

Hispanic

Orange

120.6 points below standard

Increased 14.9 Points ▲

Number of Students: 320

Homeless

Orange

195.1 points below standard

Increased 7.4 Points ▲

Number of Students: 34

Socioeconomically Disadvantaged

Orange

119.5 points below standard

Increased 17 Points ▲

Number of Students: 353

Students with Disabilities

Orange

184.4 points below standard

Increased 49.8 Points ▲

Number of Students: 51

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	135.5 points below standard	117.5 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners	Recently Reclassified English Learners	English Only
138.4 points below standard	91.5 points below standard	130.1 points below standard
Increased 41 Points ▲	Declined 4.4 Points ▼	Increased 18.4 Points ▲
Number of Students: 114	Number of Students: 39	Number of Students: 175

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

LEARN MORE
English Learner Progress

Red

40.1% making progress towards English language proficiency

Declined 17.1% ▼

Number of EL Students: 187

Student English Language Acquisition Results
Summative ELPAC

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

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686766042626&year=2022-23

All Students

Yellow

49.5% chronically absent

Declined 9% ▼

Number of Students: 765

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

No Student Groups

Orange

African American

Homeless

Students with Disabilities

Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Asian

Filipino

Foster Youth

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian
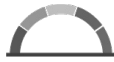
No Performance Color

21.4% chronically absent

Declined 14.3% ▼

Number of Students: 28

Filipino

No Performance Color

23.8% chronically absent

Declined 11% ▼

Number of Students: 21

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Two or More Races

No Performance Color

58.6% chronically absent

Increased 11.6% ▲

Number of Students: 29

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White

No Performance Color

75% chronically absent

Declined 5% ▼

Number of Students: 16

African American

Orange

70.8% chronically absent

Declined 2.8% ▼

Number of Students: 65

Homeless

Orange

77.1% chronically absent

Declined 3.6% ▼

Number of Students: 70

Students with Disabilities

Orange

58.2% chronically absent

Declined 16.6% ▼

Number of Students: 98

English Learners

Yellow

39.9% chronically absent

Declined 13.6% ▼

Number of Students: 258

Hispanic

Yellow

48.2% chronically absent

Declined 10.2% ▼

Number of Students: 602

Socioeconomically Disadvantaged

Yellow

49.9% chronically absent

Declined 9.1% ▼

Number of Students: 696

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.
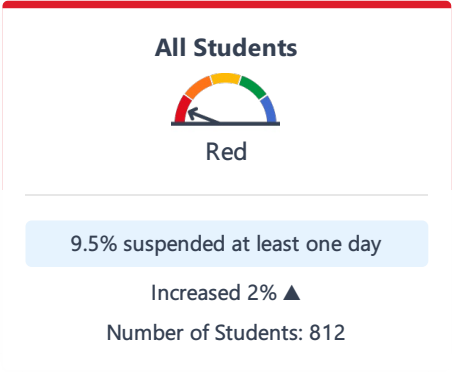
All Students

Red

9.5% suspended at least one day

Increased 2% ▲

Number of Students: 812

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

African American

Hispanic

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

Orange

No Student Groups

Yellow

English Learners

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Asian

Filipino

Foster Youth

Two or More Races

Pacific Islander

White
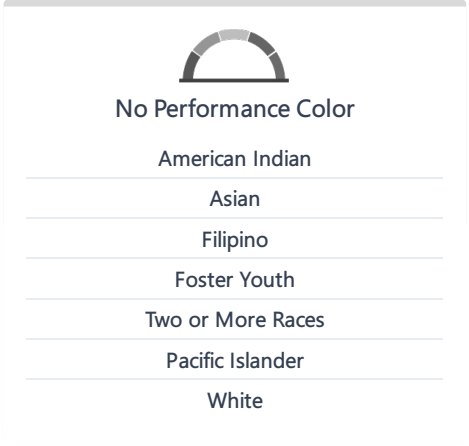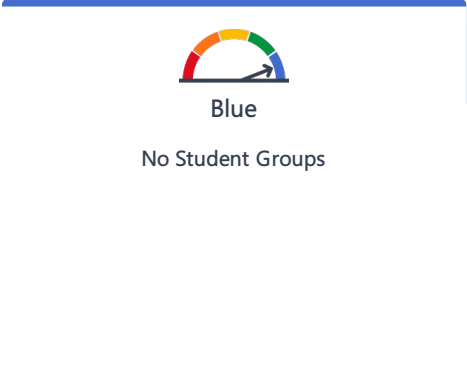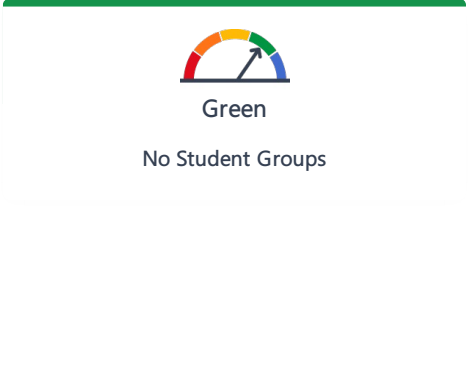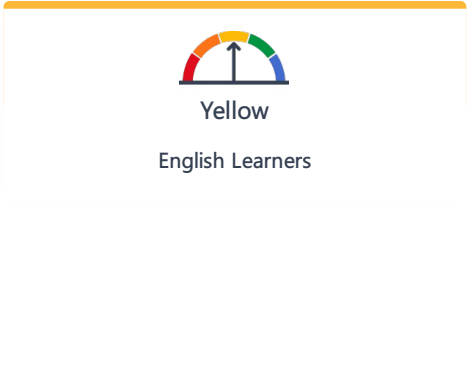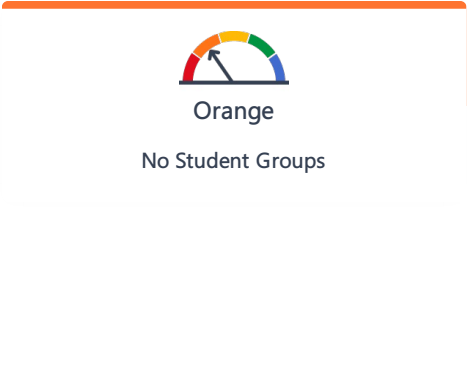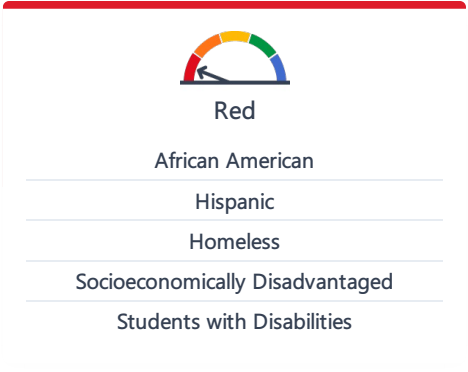
American Indian

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 1

Asian

No Performance Color

3.4% suspended at least one day

Increased 3.4% ▲

Number of Students: 29

Filipino

No Performance Color

8.7% suspended at least one day

Increased 0.4% ▲

Number of Students: 23

Foster Youth

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 10

Two or More Races

No Performance Color

19.4% suspended at least one day

Increased 14.4% ▲

Number of Students: 31

Pacific Islander

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 4

White

No Performance Color

11.8% suspended at least one day

Increased 5.1% ▲

Number of Students: 17

African American

Red

16.4% suspended at least one day

Increased 6.1% ▲

Number of Students: 73

Hispanic

Red

8.4% suspended at least one day

Increased 0.7% ▲

Number of Students: 634

Homeless

Red

25.9% suspended at least one day

Increased 11.3% ▲

Number of Students: 81

Socioeconomically Disadvantaged

Red

10.1% suspended at least one day

Increased 2.6% ▲

Number of Students: 736

Students with Disabilities

Red

11.1% suspended at least one day

Increased 5.1% ▲

Number of Students: 108

English Learners

Yellow

5.5% suspended at least one day

Declined 0.5% ▼

Number of Students: 273

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	7.5%	9.5%

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023

Hazelton Data Review

March 2024

Summary

Accountability
- Hazelton's current ESSA Status is **CSI** (slide 10)
- Hazelton's State Indicator for **Suspension, ELPI, and ELA** are lower than the overall district (slide 11)
- Hazelton's State Indicators for **Absenteeism and Math** were the same as the district (slide 11)
- Over the last 3 year, Chronic Absenteeism rates have improved (slides 12 and 13)

Demographics
- Hazelton's demographics consist of a high population of Hispanic students with the native language Spanish (slides 3-8)Slide 3: Demographics
- Hazelton has 47% of students as Ever-ELs (either English Learners currently or have been Reclassified) (slide 8)

State Assessments
- Percent of students meeting or exceeding standards on ELA decreased (slide 14), Math (slide 16) increased versus prior year
- ELPAC scores suggest English Learners are **stronger in Oral language skills** and challenged in Written Language skills (slide 19)

Local Assessments
- i-Ready (slides 20-25): Hazelton's on grade level for **Reading and Math** is lower than the district, but some grade levels have seen increased growth including First, Third, and Eighth grades
- **Engagement in curriculum** (Benchmark, Ready Math, and myPerspectives) is mixed across the grade levels (slides 26- 32)

Grade Level Analysis
- Available for ELA and Math starting on slide 40

Demographics

Enrollment

Hazelton
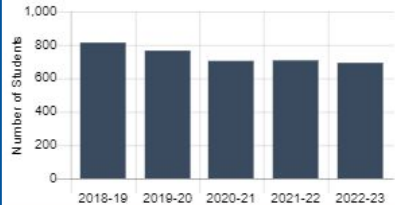
Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	813	765	704	707	692
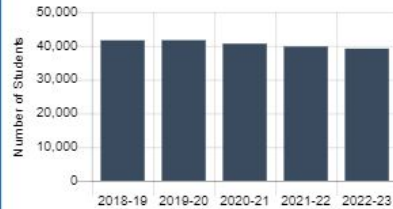
View Table Data

SUSD

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	41,634	41,679	40,627	39,803	39,169

View Table Data

- **Hazelton's** enrollment has averaged 736 students in the last 5 years, declining 15 students from 2021-22 to 2022-23
- The district's enrollment has declined annually for the last 3 years as well
- Hazelton's **stability rate** (percent of students who start and end the school year at the school) is **77%**, 10% lower than the district (87%)

Sources: Enrollment: EdData, Hazelton
            Stability Rate: DataQuest

Demographics

Hazelton

Census Day Enrollment by Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
American Indian or Alaska Native	0.7 %	0.5 %	0.3 %	0.3 %	0.1 %
Asian	4.3 %	4.2 %	4.7 %	3.7 %	3.2 %
Black or African American	9.1 %	6.9 %	7.5 %	6.6 %	7.5 %
Filipino	3.9 %	4.7 %	3.1 %	3.1 %	3 %
Hispanic or Latino	77.6 %	79 %	78.4 %	81.5 %	79.8 %
Native Hawaiian or Pacific Islander	0.2 %	0.5 %	1.1 %	1.1 %	0.3 %
None Reported	0.1 %	0 %	0 %	0 %	0 %
Two or More Races	2.1 %	2.6 %	3.1 %	2.1 %	3.8 %
White	1.8 %	1.6 %	1.7 %	1.6 %	2.3 %

- **Hazelton's** demographics are heavily Hispanic maintaining over 75% for the last 5 years
- This is **higher** than the district, which was between 66% and 70% for Hispanic students over the last 5 years

Source: EdData, Hazelton

English Learners

Hazelton
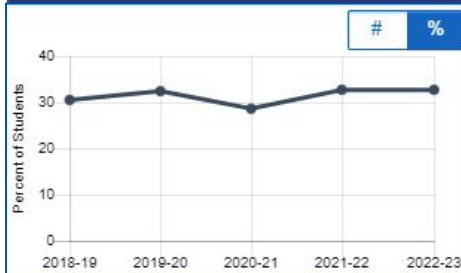
English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	30.5 %	32.4 %	28.6 %	32.7 %	32.7 %

SUSD

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.8 %	22.8 %	21.7 %	24.1 %	24.4 %

- **Hazelton** has maintained above 30% of their student population as English Learners
- This is **higher** than the district (between 21% and 25% over the last 5 years)

Source: EdData, Hazelton

English Learners' Language

Hazelton

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	0.9 %	0.7 %	0.9 %	0.8 %	1 %
Arabic	0.5 %	0.4 %	0.4 %		0.3 %
Cantonese	0.2 %		0.3 %		
Filipino (Pilipino or Tagalog)	0.4 %	0.4 %	0.3 %	0.4 %	0.4 %
Hmong	0.2 %	0.3 %		0.3 %	0.3 %
Ilocano				0.3 %	
Khmer (Cambodian)		0.5 %	0.4 %	0.1 %	
Mandarin (Putonghua)					0.1 %
Spanish	28.3 %	30.2 %	26.3 %	30.7 %	30.5 %

SUSD

View Table Data ⌄					
Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Punjabi					0.2 %
Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %

- **Spanish** is the majority language of English Learners
- This is in line with the district as the top language for ELs

Source: EdData, Hazelton

ELs and RFEPs by Grade Level
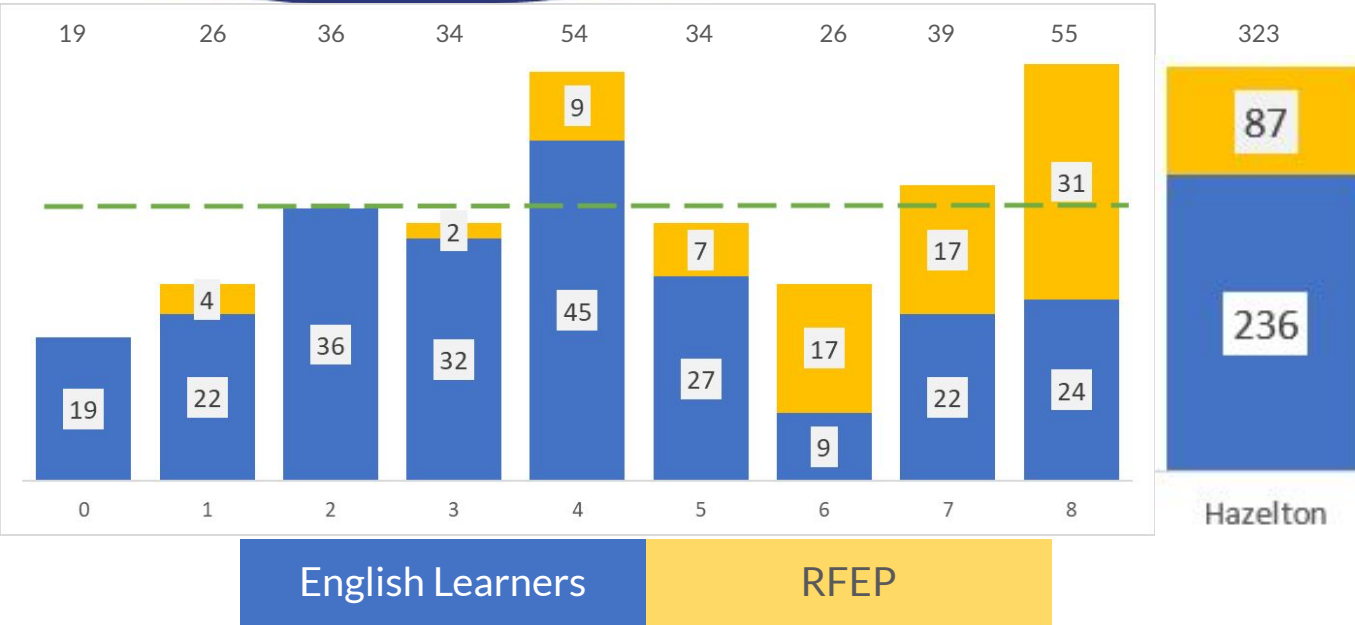
- Hazelton has 236 **English Learners** and 87 **RFEP** students*
- 35 **RFEP students** are currently eligible for monitoring (RFEP within the last 4 years)
- **46% of students** are currently or were at one time English Learners (Ever-EL's)
- The average number of Ever-EL's (K-8) is 36 (green dashed line)
- **Fourth grade** has the highest number of English Learners followed by **Second grade**

Source: Synergy, local data as of 3/5/24

State Assistance & Indicators

2023 ESSA Support

- Hazelton's status was CSI for 2023
- This means Hazelton had most indicators at the lowest level (Red)

Areas Identified:
  - ➔ **ELA**
  - ➔ **Suspension**
  - ➔ **ELPI**

Year	Status		Area	Current Indicator
Current (2023)	CSI		ELA	(1) Red
2022	CSI		Math	(2) Orange
2021	ATSI		Absenteeism	(3) Yellow
2020	ATSI		Suspension	(1) Red
2019	ATSI		ELPI	(1) Red
2018	CSI			

Note: These are the color indicators on the California School Dashboard (see next slide)

Source: ESSA 2023, visually on 2023 Indicator Dashboard

California School Dashboard

Stockton Unified

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts	Mathematics
Yellow	Orange	Orange	Orange	Orange

Hazelton

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts	Mathematics
Yellow	Red	Red	Red	Orange

- Chronic Absenteeism was the highest indicator out of the 5 for Hazelton at yellow (level 3), matching the district
- Suspension, ELPI, and ELA were lower than the district and were all red (level 1)
- Mathematics was orange (level 2) and matched the district

Source: *California School Dashboard*

Chronic Absenteeism
Historical

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	23.2 %	N/A	42 %	58.5 %	49.5 %
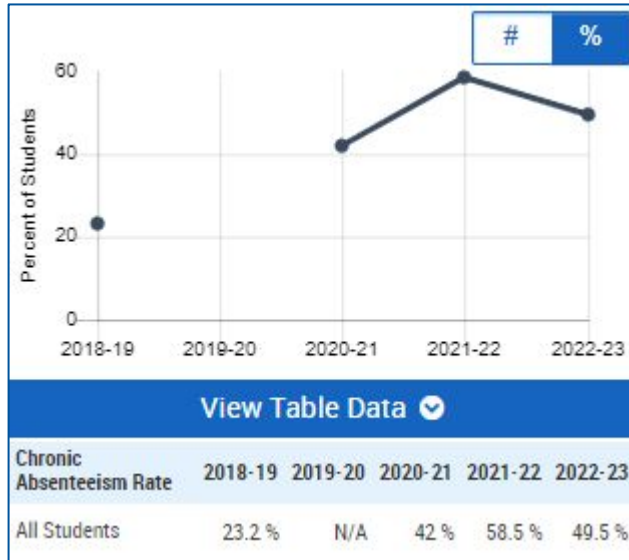
- Last year, Hazelton decreased the percent of Chronic Absenteeism from 58.5% to 49.5%

Source: EdData, Hazelton

Chronic Absenteeism

Yellow

Chronic Absenteeism
Current Year

Hazelton Chronic Absenteeism through February

2023-24 Percent of Chronically Absent **Students** by Grade Level
(# of students Chronically Abs / Total Students)

Grade	00	01	02	03	04	05	06	07	08
# of CA Students	16	32	39	22	30	18	17	30	26
% of CA Students	37%	41%	41%	31%	34%	29%	30%	39%	29%

■ # of CA Students ● % of CA Students
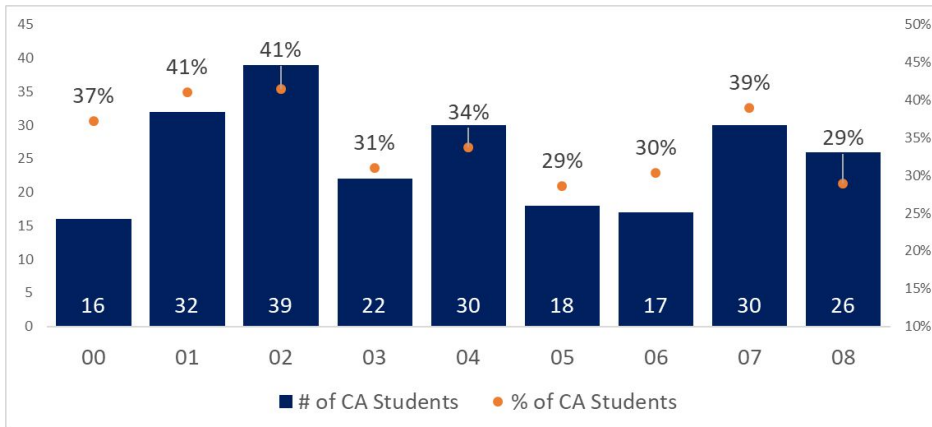
CA= Chronically Absent

Days Absent

	2022-23	2023-24
Days	353	294
Rate	44%	37%

□ Days ● Rate
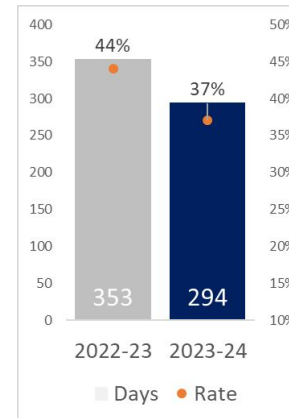
- Hazelton has **decreased** the number of days absent by 59 and percent of days absent from 44% to 37% (through February)
- Second Grade has the highest chronically absent students at 41% (39 students) followed by First 41% (32 students)

Source: *Synergy, local data provided by Student Support services, February*

Chronic Absenteeism

Yellow

CAASPP ELA
2 years

2021-2022
Percent of students within each achievement level

18.16% Standard Met (Level 3)

25.67% Standard Nearly Met (Level 2)

4.12% Standard Exceeded (Level 4)

22.28% Met or Exceeded *Standard for ELA*

52.06% Standard Not Met (Level 1)

2022-2023
Percent of students within each achievement level

14.67% Standard Met (Level 3)

21.27% Standard Nearly Met (Level 2)

1.96% Standard Exceeded (Level 4)

16.63% Met or Exceeded *Standard for ELA*

62.10% Standard Not Met (Level 1)

2022-2023

Percent Met or Exceeded Standards by Grade Level

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	68%	76%	59%	64%	48%	60%	62%
Standard Nearly Met (Level 2)	21%	22%	17%	17%	25%	25%	21%
Standard Met (Level 3)	7%	0%	22%	17%	25%	13%	15%
Standard Exceeded (Level 4)	4%	2%	2%	1%	1%	2%	2%
Number of Students With Scores	81	58	54	76	87	53	409

- **16.63%** of students met or exceeded ELA standards (11% lower than the district at 27.78%)
- 7th grade had the **highest** percent who met or exceeded standards at 26%
- 4th grade had the **lowest** percent who met or exceeded standards at 2%

Source: Smarter Balanced Results, Hazelton

English Language Arts

Red

CAASPP ELA 2022-2023
By Area, percent meeting near+above

CAASPP ELA Areas	Reading	Writing	Listening	Research / Inquiry
Above Standard	5%	2%	6%	4%
Near Standard	49%	37%	67%	60%
Below Standard	46%	61%	28%	36%

Reading Area — Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	4%	3%	6%	3%	7%	9%	5%
Near Standard	43%	36%	59%	49%	58%	45%	49%

Listening Area — Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	5%	0%	8%	7%	9%	4%	6%
Near Standard	60%	60%	72%	67%	77%	60%	67%

Writing Area — Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	1%	0%	0%	1%	7%	2%	2%
Near Standard	40%	24%	45%	33%	43%	32%	37%

Research/Inquiry Area — Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	1%	3%	4%	7%	2%	6%	4%
Near Standard	57%	52%	70%	53%	68%	62%	60%

- **Listening** had the highest near and above standard at 73%
- **Writing** had the highest below standard at 61%, particularly low in 4th grade with 0% above standard and only 24% near standard

English Language Arts

Red

CAASPP Math
2 years

2021-2022   2022-2023

Percent of students within each achievement level   Percent of students within each achievement level
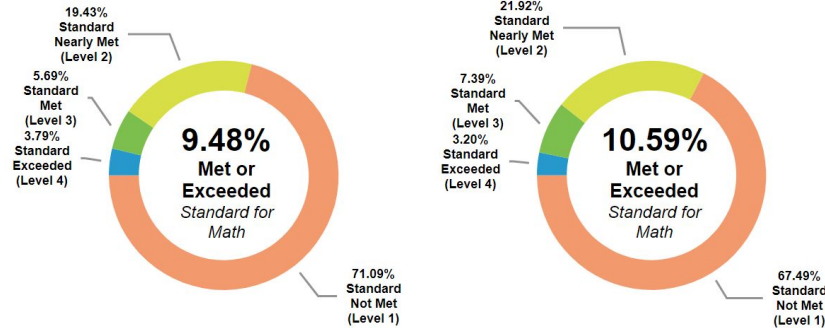
19.43% Standard Nearly Met (Level 2)
5.69% Standard Met (Level 3)
3.79% Standard Exceeded (Level 4)
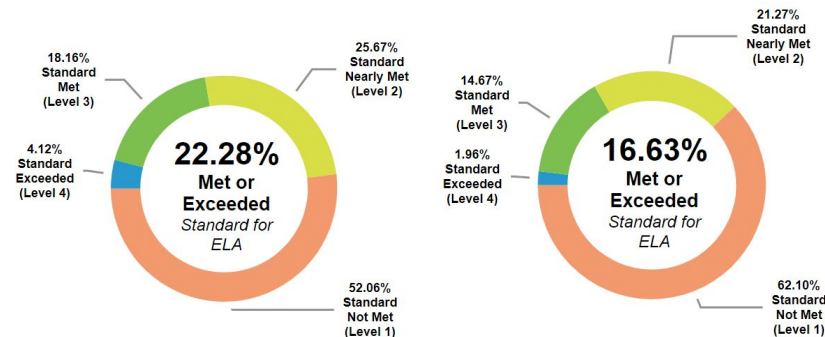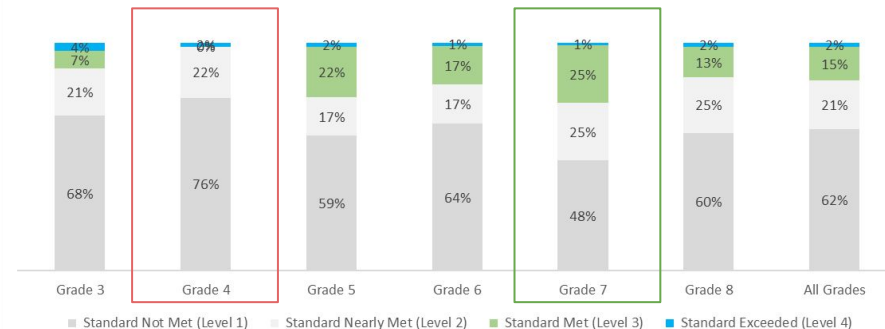
9.48% Met or Exceeded *Standard for Math*

71.09% Standard Not Met (Level 1)

21.92% Standard Nearly Met (Level 2)
7.39% Standard Met (Level 3)
3.20% Standard Exceeded (Level 4)

10.59% Met or Exceeded *Standard for Math*

67.49% Standard Not Met (Level 1)

2022-2023

Percent Met or Exceeded Standards by Grade Level

Standard Not Met (Level 1) ▪ Standard Nearly Met (Level 2) ▪ Standard Met (Level 3) ▪ Standard Exceeded (Level 4)
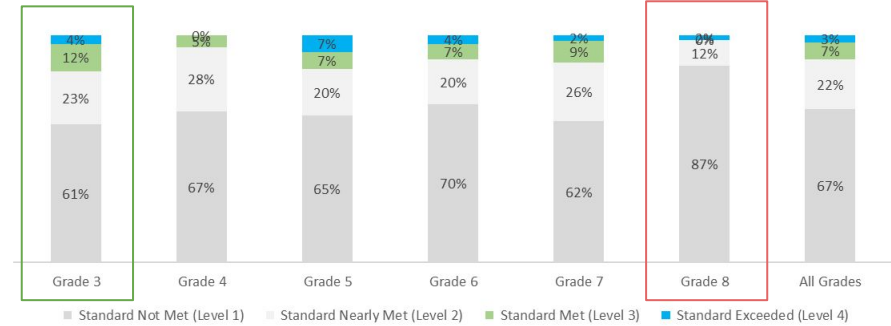
Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	61%	67%	65%	70%	62%	87%	67%
Standard Nearly Met (Level 2)	23%	28%	20%	20%	26%	12%	22%
Standard Met (Level 3)	12%	5%	7%	7%	9%	0%	7%
Standard Exceeded (Level 4)	4%	0%	7%	4%	2%	2%	3%
Number of Students With Scores	82	57	54	76	85	52	406

- **Nearly 11%** of students met or exceeded Math standards (lower than the district at 16.76%)
- This was an increase of 1% versus previous year
- **3rd grade** was the highest at 16%
- **8th grade** was the lowest at 2%

Source: Smarter Balanced Results, Hazelton

Mathematics
Orange

CAASPP Math 2022-2023
By Area, percent meeting near+above
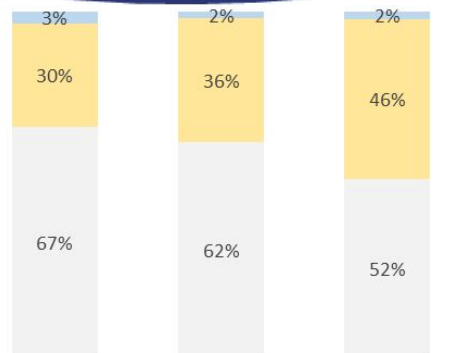
CAASPP Math Areas	Concepts & Procedures	Problem Solving	Communicating Reasoning
■ Above Standard	3%	2%	2%
■ Near Standard	30%	36%	46%
■ Below Standard	67%	62%	52%

Concept & Procedures Area
Near and Above Standard

Problem Solving Area
Near and Above Standard

Communicating Reasoning Area
Near and Above Standard
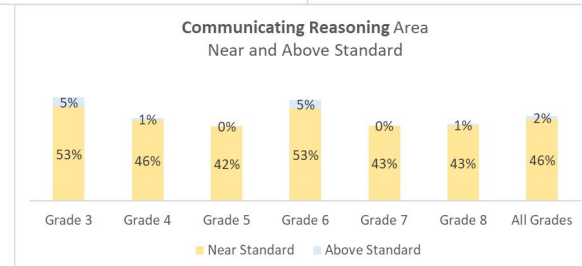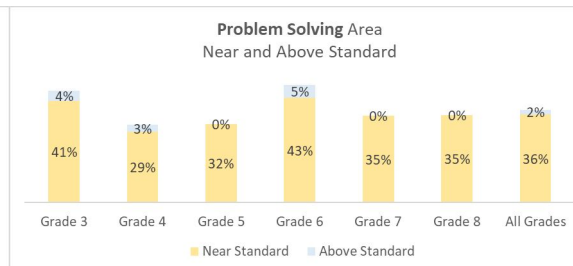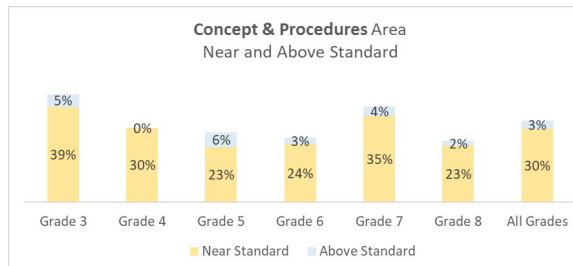
- Near/Above grade level, **Communicating Reasoning** was the strongest at 48%
- **Concepts & Procedures** had the highest percent below standard at 67%

Mathematics

Orange

ELPAC
2 Years Overview

Number of Students Tested With ELPAC
2022 and 2023

Grade	2022	2023
K	28	19
1	24	37
2	42	28
3	26	43
4	12	26
5	21	12
6	22	20
7	22	20
8	23	18
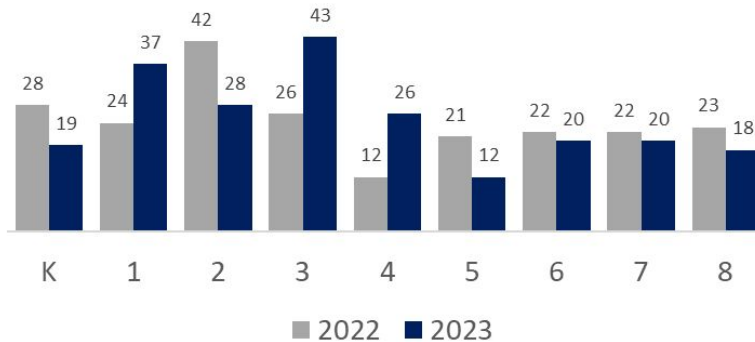
Percent of ELPAC Levels
2022 and 2023

Level	2022	2023
Level 1	19%	22%
Level 2	45%	37%
Level 3	31%	31%
Level 4	5%	9%
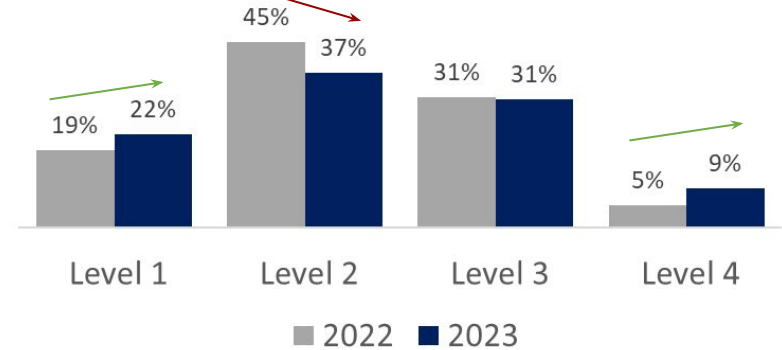
- Number of students taking the ELPAC **increased by 3** from 220 to 223
- The number of students decreased in all grades except 1st, 3rd, and 4th
- Percent of students have shifted with an increase of 4% in level 4 and 3% increase in level 1

ELPAC 2022-2023
Overall Results

ELPAC 2022-2023 **Oral** Language Performance Levels

ELPAC 2022-2023 **Overall** Performance Levels
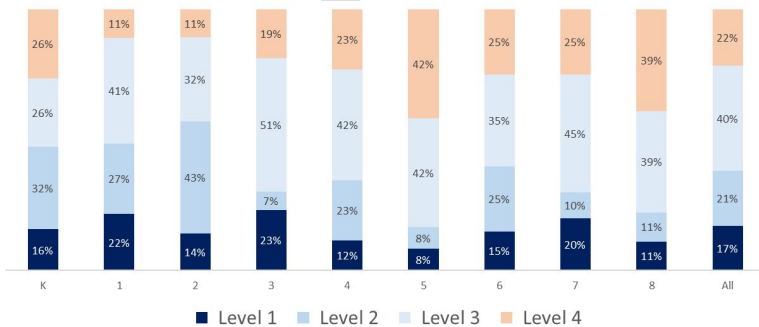
ELPAC 2022-2023 **Written** Language Performance Levels

ELPAC 2022-2023 Number of Test Takers
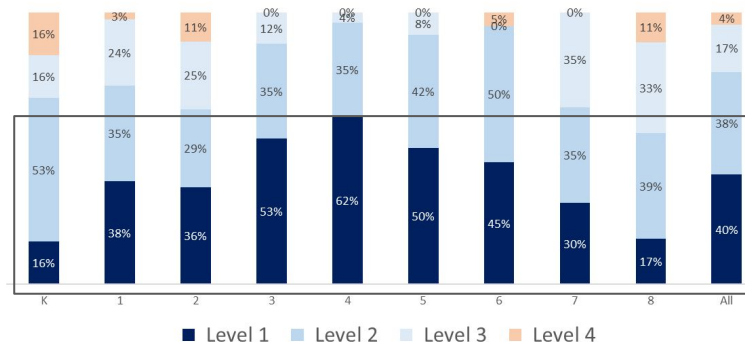
- **221 students** took the ELPAC in 2022-2023
- **3rd and 4th** had the highest number of students
- **6th Grade** had the lowest number of students at 15
- **Written language** had 40% at level 1

English Learner Progress

Red

Source: ELPAC Results, Hazelton

i-Ready

i-Ready Reading

% on Grade Level Diagnostic 3

	2021-22	2022-23
District K-8	34%	37%
Hazelton	32%	30%

% on Grade Level Diagnostic 2

	2021-22	2022-23	2023-24
District K-8	24%	26%	26%
Hazelton	16%	19%	20%

Diagnostic 3 - End of Year

- Last year, percent on grade level for Hazelton ended with a decrease of **-2%** from prior year
- This was a **7% gap** from the district at 37%

Diagnostic 2 - Most Current

- Percent on grade level **increased** in Diagnostic 2 from 19% last year to 20% this year
- Percent on grade level was **6% gap** from the district

Source: 2023-24 i-Ready Dashboard

i-Ready Diagnostic 2 Reading
On Grade Level

2023-24 i-Ready Diagnostic 2 Reading Percent on Grade Level

40%	35%	23%	23%	29%	25%	35%	28%	18%	5%	19%	8%	22%	17%	25%	13%	26%	27%

D-K, H-K, D-1, H-1, D-2, H-2, D-3, H-3, D-4, H-4, D-5, H-5, D-6, H-6, D-7, H-7, D-8, H-8

Percent on Grade Level Versus Prior Year Diagnostic 2

-1%, 1%, 2%, 12%, 2%, -3%, 2%, 11%, -3%, -3%, -1%, -10%, 1%, 1%, 1%, -13%, 0%, 14%

D-K, H-K, D-1, H-1, D-2, H-2, D-3, H-3, D-4, H-4, D-5, H-5, D-6, H-6, D-7, H-7, D-8, H-8

Strengths

- **First, Third, Sixth and Eighth grade** have increased the percent of students on grade level
- **Eighth grade** was higher than district for percent on grade level

Opportunities

- **Fourth, Fifth, and Seventh grade** have a lower percent of students on grade level and decreased from prior year

Source: 2023-24 i-Ready Dashboard
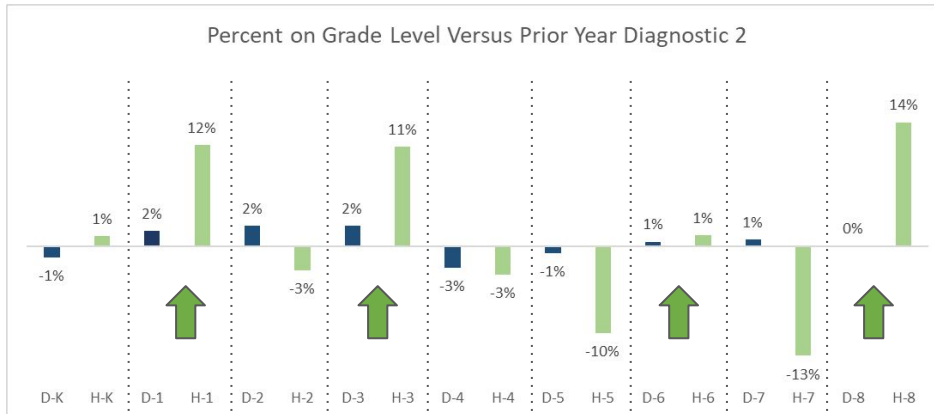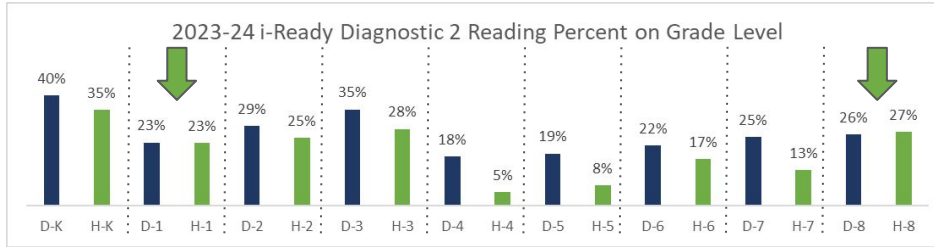
i-Ready Reading Domains
Percent on Grade Level

Strengths

- **Phonological awareness, Phonics, High-Frequency Words, and Informational Text** increased percent on grade level from prior year
- **Phonological Awareness** was the closest to district's percent on grade level with a .9% gap

Opportunities

- **Vocabulary** was the only domain that decreased percent on grade level

Percent on Grade Level by Diagnostic 2
This Year Versus Last Year

	D PA	H PA	D PH	H PH	D HFW	H HFW	D VOCAB	H VOCAB	D LIT	H LIT	D INFO TEXT	H INFO TEXT
2022-23	84%	81%	58%	49%	75%	68%	24%	19%	29%	23%	27%	18%
2023-24	84%	83%	59%	51%	76%	70%	24%	16%	30%	23%	26%	21%

Percent Difference from District

	PA	PH	HFW	VOCAB	LIT	INFO TEXT
	-0.9%	-8.0%	-5.5%	-7.4%	-6.9%	-4.6%
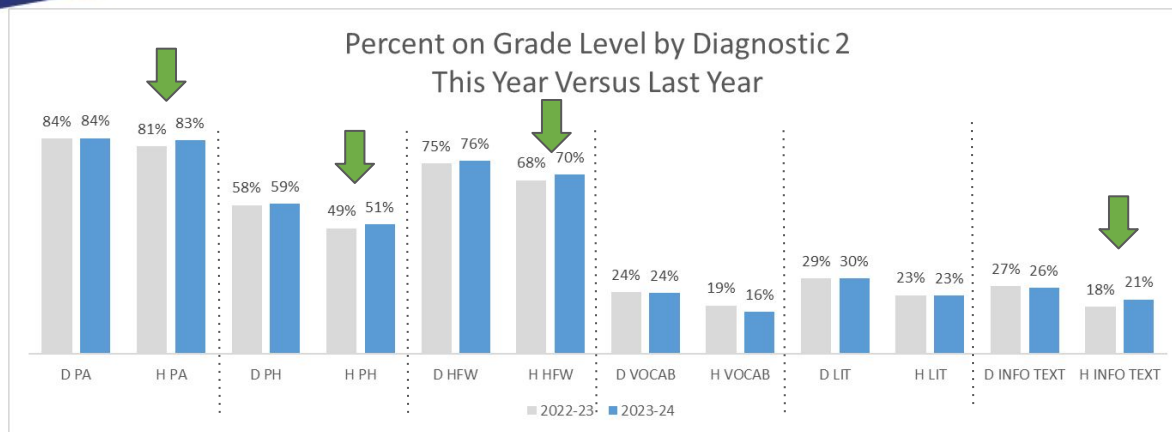
D = District
H = Hazelton
PA = Phonological Awareness
PH = Phonics
HFW = High-Frequency Words
VOCAB = Vocabulary
LIT = Literature
INFO TEXT = Informational Text

Source: 2023-24 i-Ready Dashboard

i-Ready Math
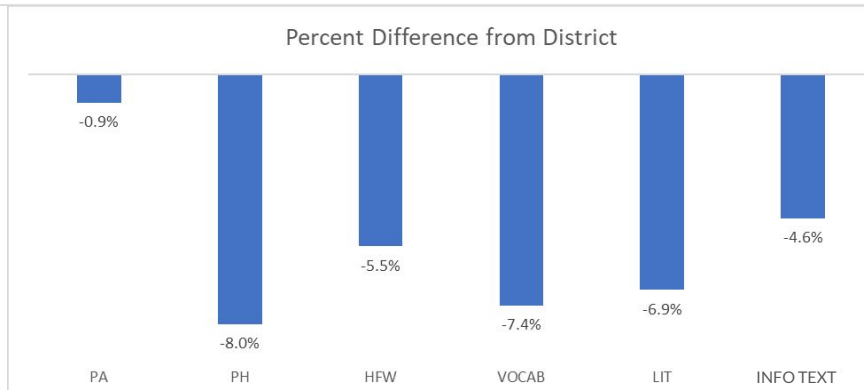
% on Grade Level Diagnostic 3

	2021-22	2022-23
District K-8	30%	32%
Hazelton	26%	23%

% on Grade Level Diagnostic 2

	2021-22	2022-23	2023-24
District K-8	16.3%	17.5%	17.1%
Hazelton	10.8%	10.3%	10.4%

Diagnostic 3 - End of Year

- Last year, percent on grade level for Hazelton ended down from prior year at 23% on grade level
- This was an 9% gap to the District (32% versus 23%)

Diagnostic 2 - Most Current

- Percent on grade level **increased slightly** on Diagnostic 2
- This was a 7% gap to the District (17.1% versus 10.4%)

Source: 2023-24 i-Ready Dashboard

i-Ready Diagnostic 2 Math
On Grade Level

2023-24 i-Ready Diagnostic 2 Reading Percent on Grade Level

D-K 25% | H-K 16% | D-1 14% | H-1 12% | D-2 14% | H-2 5% | D-3 14% | H-3 12% | D-4 16% | H-4 9% | D-5 17% | H-5 6% | D-6 21% | H-6 26% | D-7 17% | H-7 9% | D-8 16% | H-8 8%

Percent on Grade Level Versus Prior Year Diagnostic 2

D-K -2% | H-K 3% | D-1 -1% | H-1 0% | D-2 0% | H-2 -3% | D-3 -1% | H-3 2% | D-4 0% | H-4 0% | D-5 0% | H-5 -9% | D-6 1% | H-6 13% | D-7 0% | H-7 0% | D-8 0% | H-8 0%
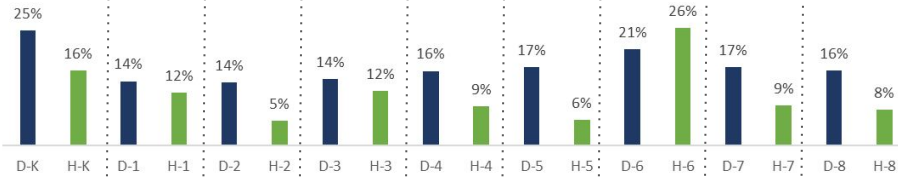
Strengths

- **Kindergarten, Third Grade, and Seventh Grade** increased the percent of students on grade level
- **Sixth grade** had the highest percent increase and had a higher percent than the district

Opportunities

- **Fifth grade** had the highest decline in percent on grade level

Source: 2023-24 i-Ready Dashboard

i-Ready Math Domains
Percent on Grade Level

Strengths

- Percent on grade level increased in Algebra & Algebraic Thinking

Opportunities

- All other domains showed decreases in percent on grade level and had a gap to the district

Percent on Grade Level by Diagnostic 2
This Year Versus Last Year

	2022-23	2023-24
D N&O	23%	23%
H N&O	20%	18%
D ALG	25%	25%
H ALG	18%	20%
D M&D	23%	22%
H M&D	20%	19%
D GEO	19%	18%
H GEO	15%	14%

Percent Difference from District
2024

N&O	ALG	M&D	GEO
-6%	-5%	-4%	-4%
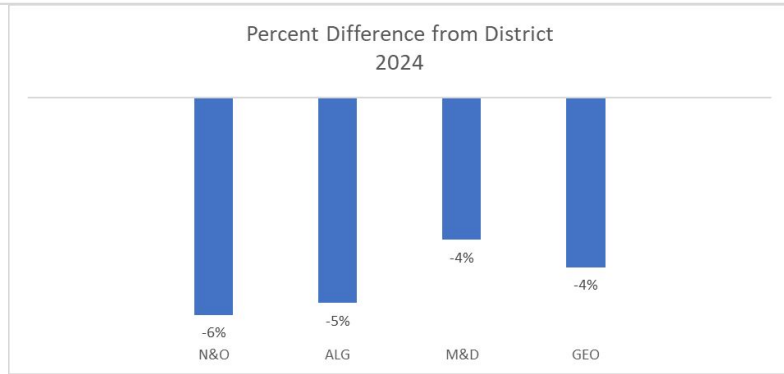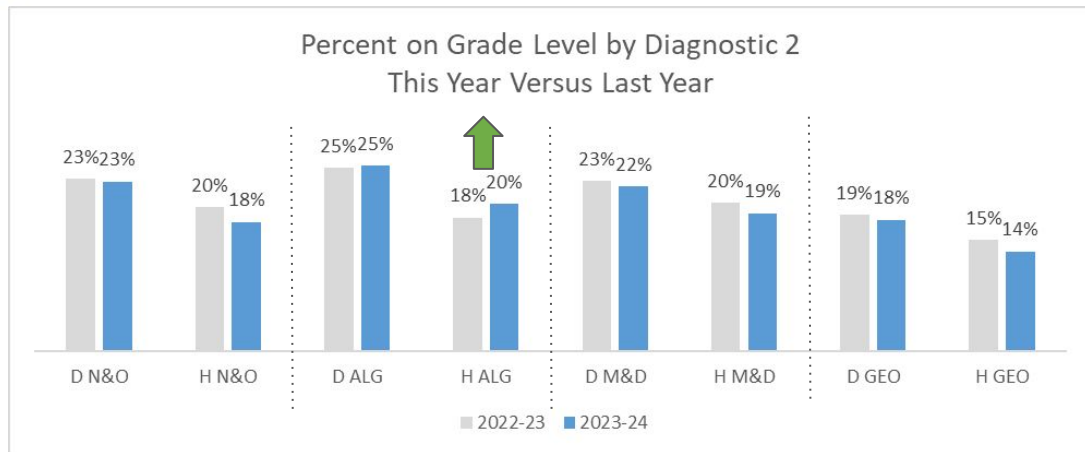
D = District
H = Hazelton
N&O = Numbers and Operations
ALG = Algebra and Algebraic Thinking
M&D = Measurement & Data
GEO = Geometry

Source: 2023-24 i-Ready Dashboard

Curriculum Engagement and Results

Benchmark

Benchmark Engagement
K-6 ELA Curriculum

Hazelton
Percent of Benchmark Unit Assessments Administered
2023-2024
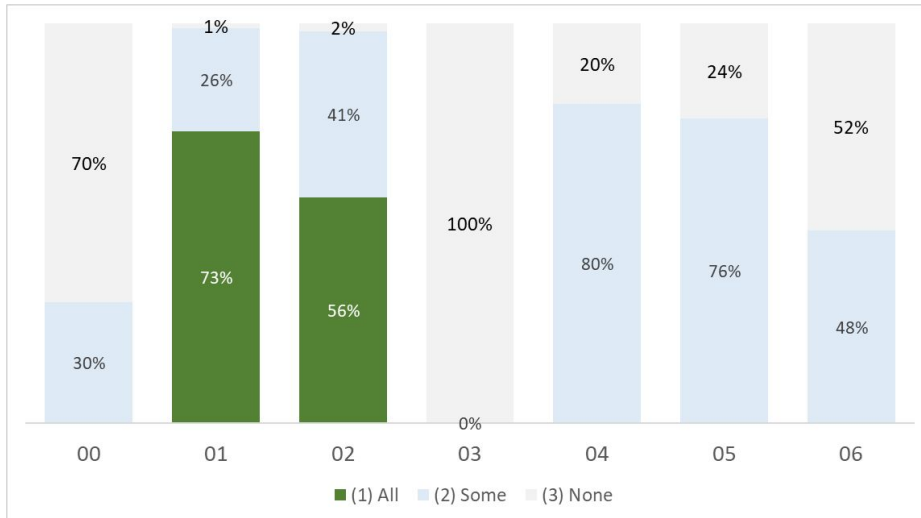
- At this point in the year, 4 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **mixed:**

→ **High Engagement (at least some students have all assessments)**
  - **First grade and Second grade** have high engagement with the curriculum, with 99% of students having at least some unit assessments completed

→ **Some Engagement (most students have at least one assessment)**
  - **Kinder, Fourth, Fifth, and Sixth grades** have some engagement with students having at least 1 assessment

→ **No Engagement (no unit assessment data available)**
  - **Third Grade** has no unit assessments

Benchmark Standards Performance
Overall

Hazelton

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
School	48	61	39	52	42
Grade k	48	45	33	43	-
Grade 1	54	67	48	67	46
Grade 2	48	62	46	48	38
Grade 3	50	08	08		
Grade 4	44	55	30	42	37
Grade 5	39	50	36	43	42
Grade 6	58	69	49	65	68
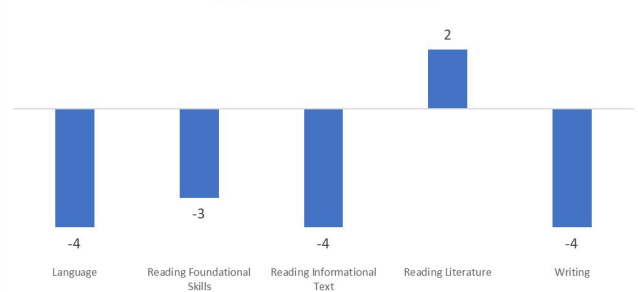
SUSD

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
District	52	64	43	50	46
Grade k	74	83	55	66	-
Grade 1	57	72	56	67	50
Grade 2	53	61	52	51	43
Grade 3	47	59	41	45	50
Grade 4	51	60	40	47	40
Grade 5	48	58	43	45	45
Grade 6	55	61	42	53	48

Percent Difference From District

Language	Reading Foundational Skills	Reading Informational Text	Reading Literature	Writing
-4	-3	-4	2	-4

- Reading foundational skills has the highest percent correct at 61%
- Reading Literature was higher than the district by 2% (52% versus 50%)
- Informational text was the lowest percent correct at 39%

Note: Third grade was excluded since there were no unit assessments available

Benchmark Standards Performance
By Grade Level

Average Percent Correct by Strand and Grade Level
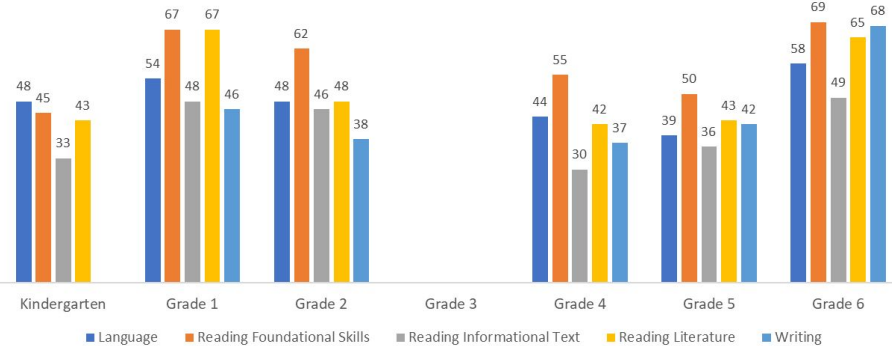
Gap to District

Strengths

- **Reading foundational skills** is the highest for all grade levels, except Kindergarten
- **Sixth grade** has the highest positive gap to the district

Opportunities

- **Reading Informational Text** was the lowest in all grade levels
- **Kindergarten** has the highest negative gap to the district
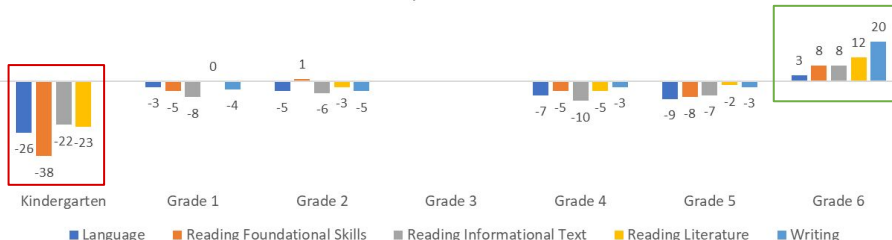
Curriculum Engagement and Results

Ready Math

Ready Math Engagement
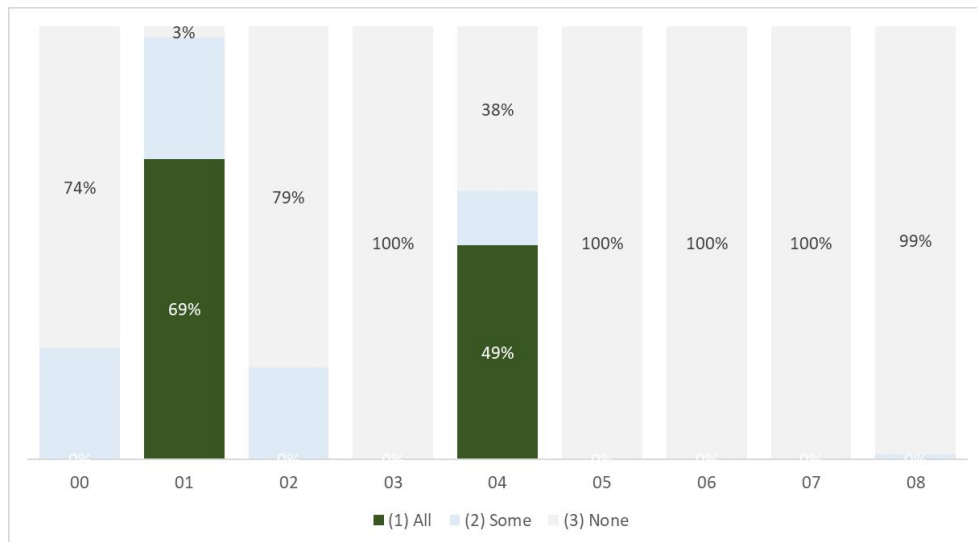
- Engagement in the Ready Math Unit Assessments is **mixed:**
- ➜ **High Engagement (at least some students have all assessments)**
  - ○ **First grade** is highly engaged with at least half of students taking all assessments and 97% with at least 1 assessment
- ➜ **Some Engagement (most students have at least one assessment)**
  - ○ **Kinder, Second, and Fourth** have some engagement with at least one unit assessment
- ➜ No Engagement (no unit assessment data available)
  - ○ Third, Fifth, Sixth, Seventh, and Eighth grade have no engagement with the assessments

Ready Math By Grade

Average of Score (%)

76% K
71% 1
26% 2
25% 4
75% 8
47% Total
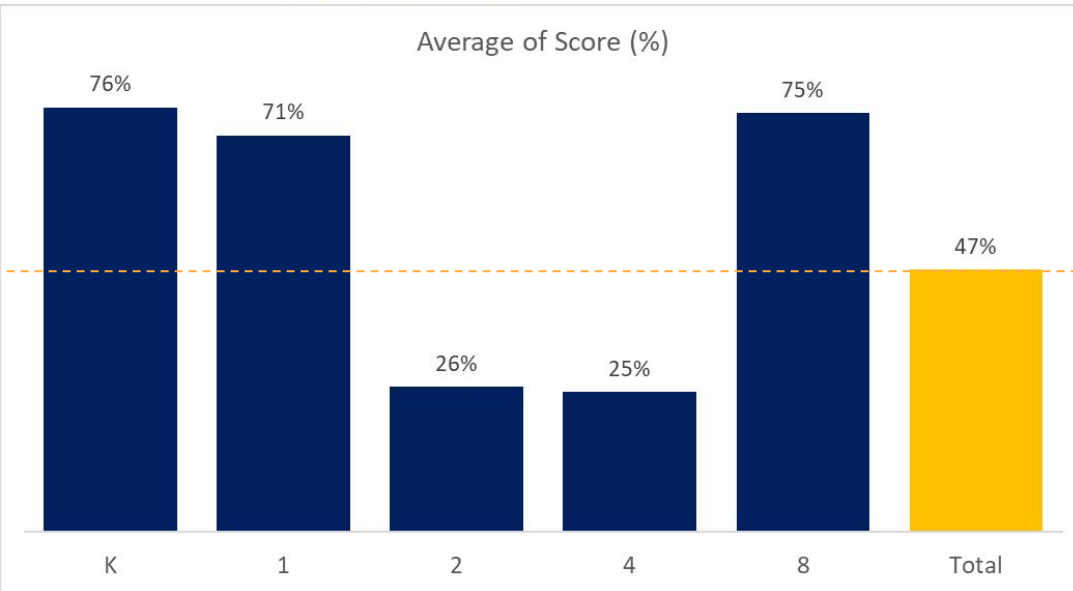
- Average percent correct on Ready Math Unit assessments for Hazelton is **47%** (orange dashed line and orange column)
- **Kinder, First, and Eighth grades** are above this average

i-Ready Lessons

Average Minutes - i-Ready Lessons
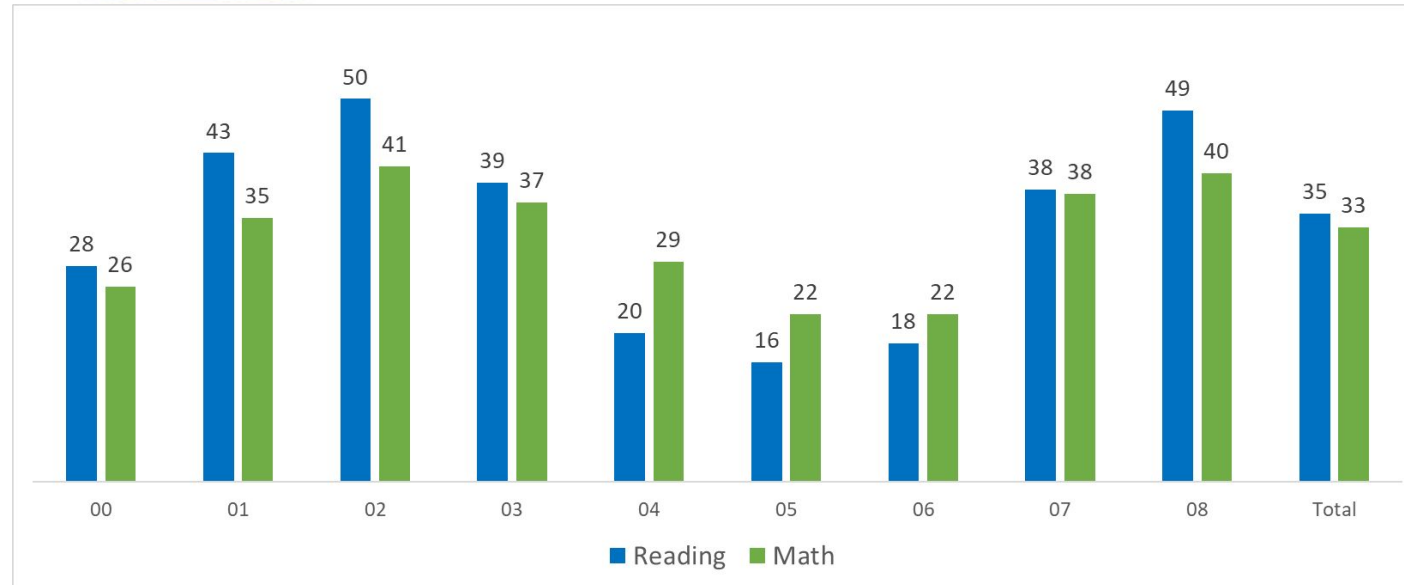
- **Overall,** the average year-to-date minutes 35 for reading and 33 for math
- 2nd grade has the highest average at 92 minutes
- 5th grade has the lowest average at a combined 38 minutes

i-Ready Pathway Data- Avg Minutes
Reading
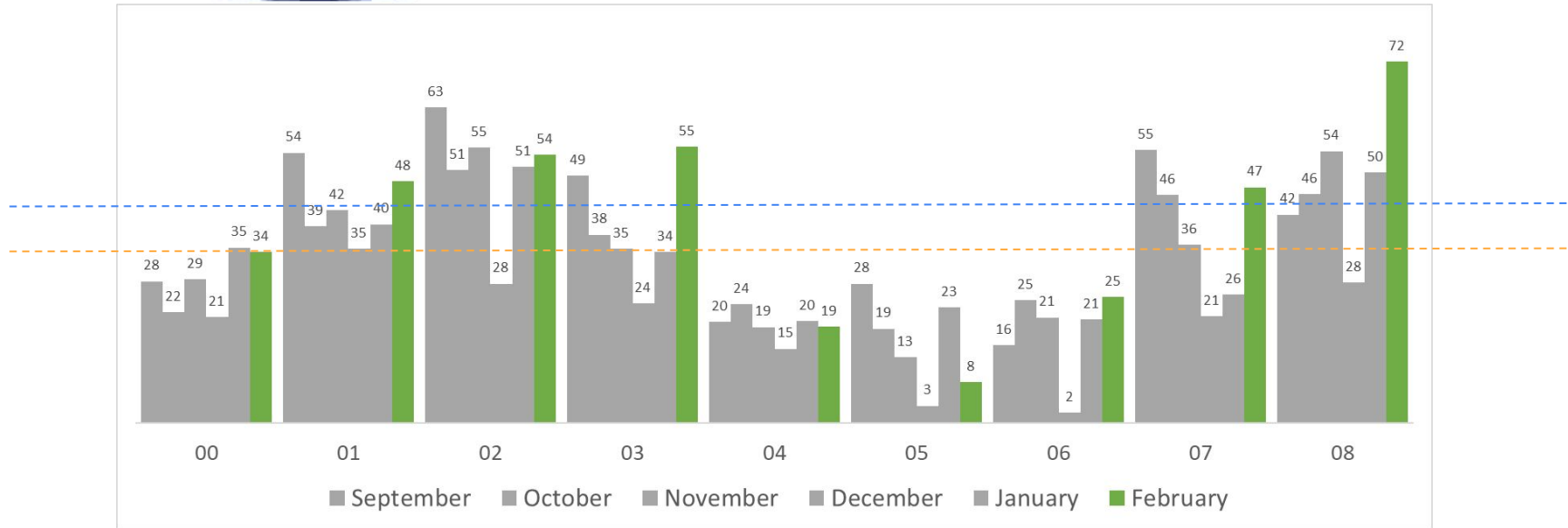
i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)

- For Hazelton, **35 minutes** were spent on average in i-Ready **Reading (orange line)**
- In the latest month available (February), Kindergarten, Fourth, Fifth, and Sixth grades did not meet the recommended minutes

i-Ready Pathway Data- % Correct
Reading
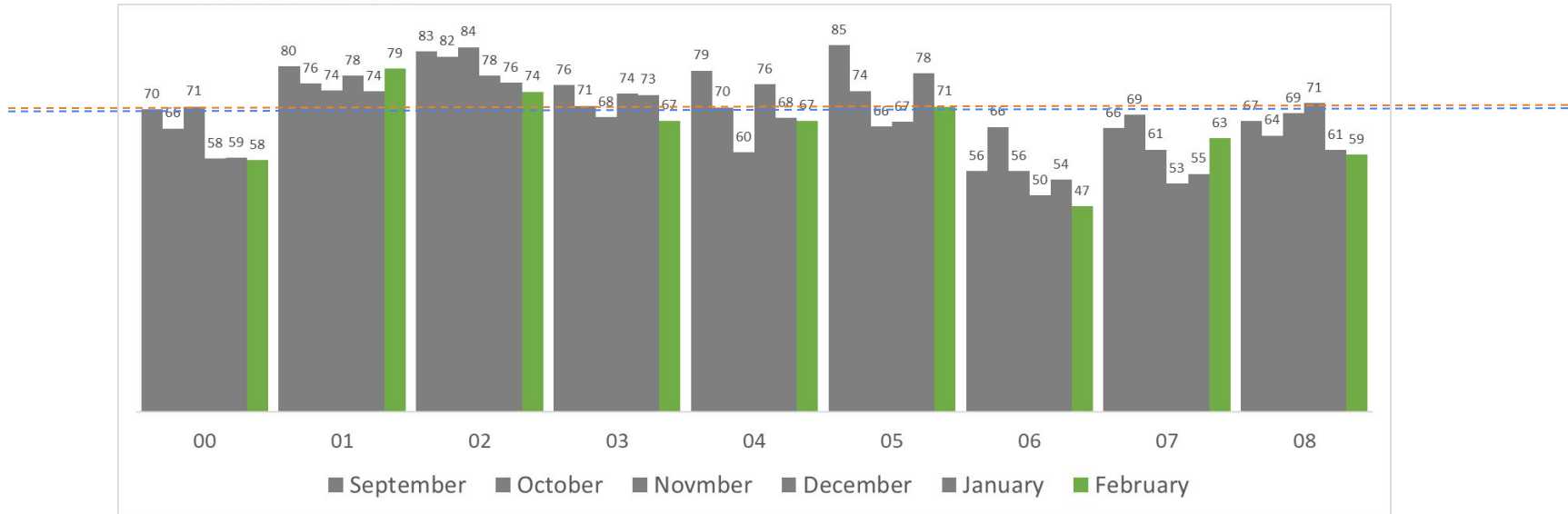
i-Ready recommends 70% for passing lessons (blue line)

- For Hazelton, **average was 70% (orange line)**
- In the latest month available, **First, Second, Third, and Fifth** are meeting that target
- **Kinder, Fourth, Sixth, Seventh, and Eighth** are no meeting that target

i-Ready Pathway Data- Avg Minutes
Math
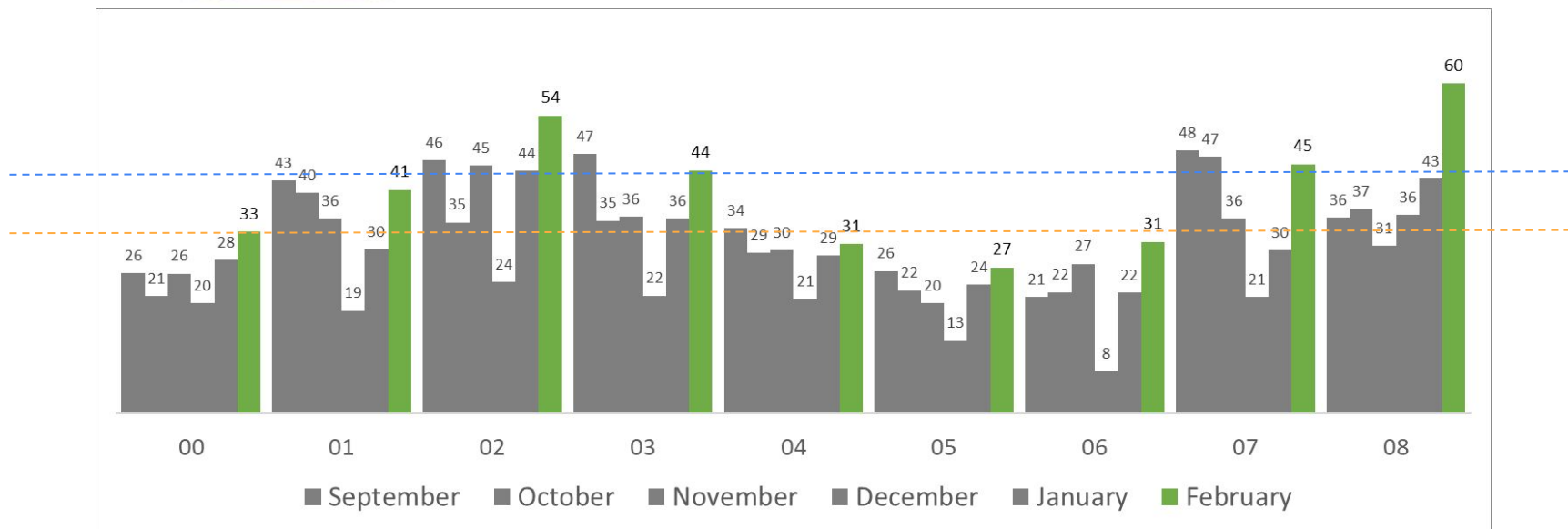
i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)

- For Hazelton, **33 minutes** were spent on average in i-Ready **Math (orange dashed line)**
- Kinder, Fourth, Fifth, and Sixth were well below this recommendation for the most recent month

i-Ready Pathway Data- % Correct
Math
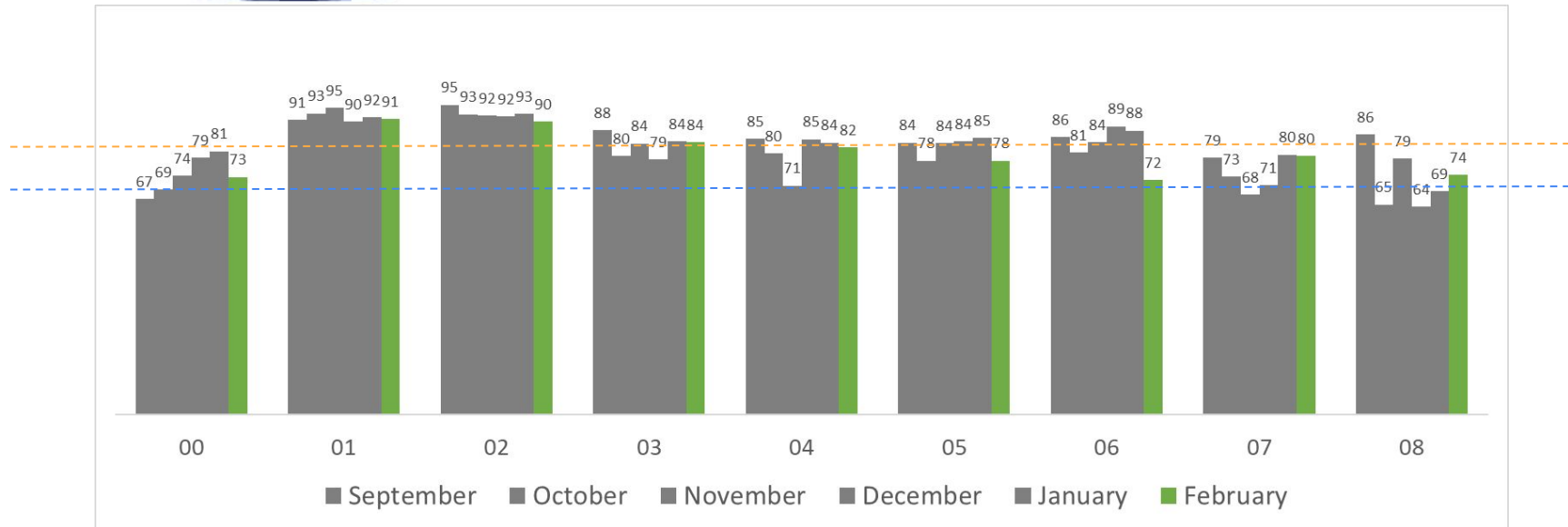
i-Ready recommends 70% for passing lessons (blue line)

- For Hazelton, **average was 83% (orange line)**
- In the latest month available, all grades met the 70% recommended passage rate on average

By Grade Level Data Review

Kindergarten
ELA

Key Metrics
- **i-Ready 35%** on grade level reading (5% gap to the district)
- **English Learners:**
  - 19 English Learners tested this year (tested in Initial ELPAC)
  - 15 tested at the lowest level in ELPAC (Level 1)
  - 19 total English Learners in Kinder
- **Curriculum Engagement:**
  - Benchmark: Some (slide 27)
  - i-Ready Reading Pathway Minutes: Below Target (most recent month) (slide 35)
  - i-Ready Reading Pathway Lessons: Below Target (most recent month) (slide 36)

Strengths
- **Percent of students on grade level** showed growth from prior year
- Strongest on grade level for **phonological awareness** at 44%
- Growth of percent on grade level for **phonics** and **High-Frequency words** drove the overall growth on grade level (source: 2023-24 i-Ready Dashboard, K8 Domains tab)

Opportunities
- **Vocabulary** has the highest gap to district for percent on grade level (i-Ready)
- **Reading Foundational Skills** has the highest gap to the district (Benchmark, based on only 30% of students)

District | School

2023-24 Kinder i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
District	40%	51%	42%	31%	37%	48%	45%
School	35%	44%	35%	28%	28%	40%	35%

Reading On Grade Level

	2021-22	2022-23	2023-24
D1	5.1%	7.8%	12.5%
D2	13.4%	33.8%	34.9%
D3	69.4%	59.4%	

Benchmark Standards | % Correct | Gap to District

Language
Reading Foundational
Reading Informational Text
Reading Literature

% Correct — Kindergarten: 48, 45, 33, 43
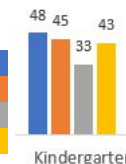
Gap to District — Kindergarten: -26, -38, -22, -23

Kindergarten
Math

Key Metrics

- **i-Ready 16%** on grade level reading (9% gap to district)
- **Curriculum Engagement:**
  - Ready Math: Some ([slide 31](#))
  - i-Ready Math Pathway (minutes): Below target ([slide 37](#))
  - i-Ready Reading Pathway Lessons: Met Target (most recent month) ([slide 38](#))
- Average 76% Percent correct on Ready Math Unit Assessments

Strengths

- **Percent of students on grade level** increased from prior year (+7%); Percent of 1 grade level below decreased
- **Geometry** had the largest increase on grade level from prior year at +9%
- Average percent correct on **Ready Math** was higher than the district

Opportunities

- **Algebra & Algebraic Thinking** are on par with the district, but is the lowest percent on grade level domain

District	School

2023-24 Kindergarten i-Ready Diagnostic 2 Math Percent on Grade Level

	OVERALL	NUMBERS & OPERATIONS	ALGEBRA	MEASUREMENT & DATA	GEOMETRY
District	25%	23%	25%	24%	37%
School	16%	14%	16%	16%	28%
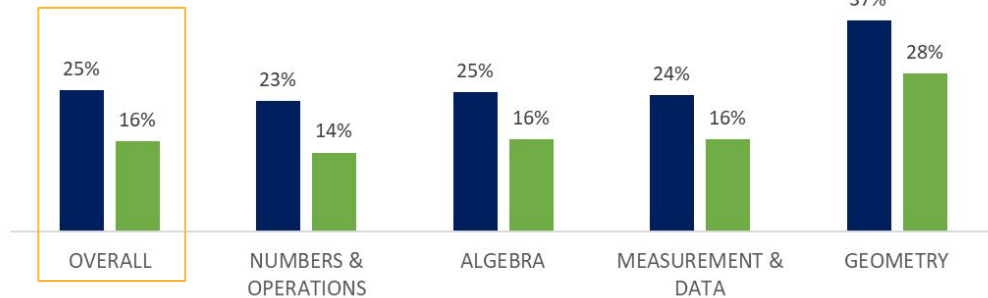
Math On Grade Level

	2021-22	2022-23	2023-24
D1	1.7%	1.6%	6.1%
D2	11.9%	13.6%	16.3%
D3	52.8%	49.3%	

Math % 1 GL Below

	2021-22	2022-23	2023-24
D1	98.3%	96.8%	93.9%
D2	88.1%	86.4%	83.7%
D3	47.2%	50.7%	

Unit 1	Unit 3
86	63

1st Grade
ELA

Key Metrics

- **i-Ready 23%** on grade level reading (same as district)
- **English Learners:**
  - 8 English Learners tested this year (tested in Initial ELPAC)
  - All 8 tested at lowest level in ELPAC (Level 1)
  - 22 total English Learners in Kinder (+4 RFEP)
- **Curriculum Engagement:**
  - Benchmark: High (slide 27)
  - i-Ready Reading Pathway: Met Target (most recent month) (slide 35)
  - i-Ready Reading Pathway Lessons: Met Target (most recent month) (slide 36)

Strengths

- **Strongest growth on grade level** in first grade in the district (11.2% to 22.8%)
- Reduction of **students 2 or more below** (16.9% to 11.4%)
- Higher percent on grade level in Phonological Awareness

Opportunities

- **Literature** has the largest gap to district (28% to 23%)
- Benchmark shows a slight gap in standards to the district, with the largest being **informational text** at 8%

District   School

2023-24 First Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	District	School
OVERALL	23%	23%
PA	32%	37%
PH	28%	27%
HFW	38%	35%
VOCAB	22%	20%
LIT	28%	23%
INFO TEXT	25%	24%

Reading **On Grade Level**

	2021-22	2022-23	2023-24
D1	6.6%	2.2%	2.7%
D2	13.6%	11.2%	22.8%
D3	43.5%	38.5%	

Reading **% 2 or More Below**

	2021-22	2022-23	2023-24
D1	26.2%	25.0%	21.3%
D2	6.1%	16.9%	11.4%
D3	2.9%	6.3%	

Benchmark Standards

% Correct   Gap to District

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

% Correct: 54 67 48 67 46
Grade 1

Gap to District: 0 -3 -5 -8 -4
Grade 1

1st Grade
Math

Empowering with data.

Key Metrics

- **i-Ready 12%** on grade level reading (2% gap to district)
- **Curriculum Engagement:**
  - Ready Math: High ([slide 31](#))
  - i-Ready Math Pathway (minutes): Below target ([slide 37](#))
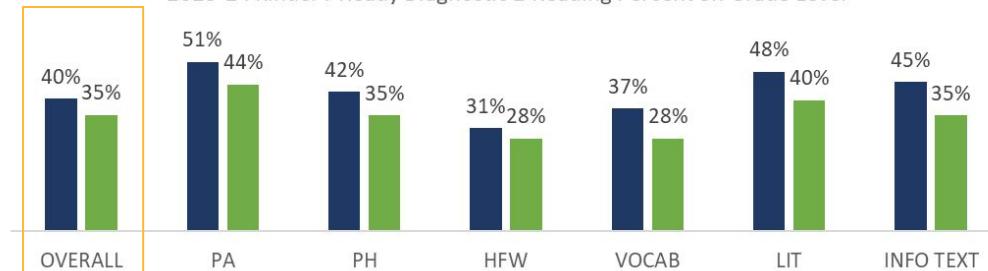 - i-Ready Reading Pathway Lessons: Met Target (most recent month) ([slide 38](#))
- Average of 71% correct on Ready Math Unit Assessments

Strengths

- **Percent of students on grade level** has increased 10% from the beginning of the year (2.6% to 11.5%)
- 67% of students met their **typical growth goal** (compared to the district at 53%)

Opportunities

- Algebra & Algebraic Thinking have the largest gap to the district at 3%

2023-24 First Grade i-Ready Diagnostic 2 Math Percent on Grade Level

	District	School
OVERALL	14%	12%
NUMBERS & OPERATIONS	20%	21%
ALGEBRA	35%	32%
MEASUREMENT & DATA	13%	12%
GEOMETRY	18%	19%

Math On Grade Level

	2021-22	2022-23	2023-24
D1	3.1%	2.2%	2.6%
D2	12.5%	11.5%	11.5%
D3	40.3%	29.2%	

Math % 2 or More Below

	2021-22	2022-23	2023-24
D1	32.3%	25.0%	34.2%
D2	9.4%	17.2%	14.1%
D3	1.5%	12.5%	

Mid Unit 1	Unit 1	Mid Unit 4
68	73	69

2nd Grade
ELA

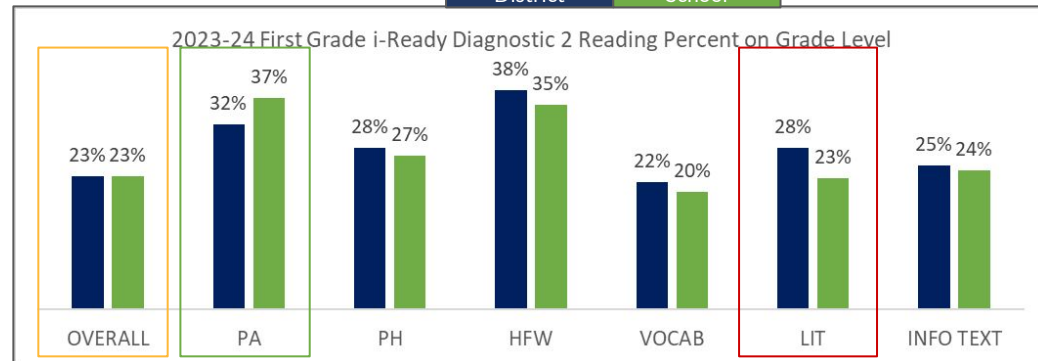**Key Metrics**

- **i-Ready 25%** on grade level reading (4% gap to district)
- English Learners
  - 3 English Learners tested this year (tested in Initial ELPAC)
  - 36 English Learners (0 RFEP)
- **Curriculum Engagement:**
  - Benchmark: High (slide 27)
  - i-Ready Reading Pathway: Met Target (most recent month) (slide 35)
  - i-Ready Reading Pathway Lessons: Met Target (most recent month) (slide 36)

Strengths

- Highest percent on grade level is **phonological awareness** at 70%
- Reduction of students **2+ below grade level** (42% to 33%)
- 62% of student met their **typical growth** in i-Ready (versus the district at 56%) and 40% met their **stretch growth** (versus the district at 37%)

Opportunities

- **Percent of students on grade level** decreased from prior year (27.5% to 24.7%)
- Lowest i-Ready domain is **Vocabulary** at 15% on grade level
- **Phonics** has the highest gap to the district at 28% (76% versus 54%)

District | School

2023-24 Second Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

Category	District	School
OVERALL	29%	25%
PA	84%	70%
PH	59%	31%
HFW	76%	54%
VOCAB	24%	15%
LIT	30%	23%
INFO TEXT	26%	24%

Reading **On Grade Level**

	2021-22	2022-23	2023-24
D1	4.3%	12.2%	4.2%
D2	12.2%	27.5%	24.7%
D3	30.5%	36.6%	

Reading **% 2 or More Below**

	2021-22	2022-23	2023-24
D1	71.4%	58.1%	53.7%
D2	54.1%	42.0%	33.3%
D3	31.7%	22.5%	

% Correct

Benchmark Standards: 48, 62, 46, 48, 38

Grade 2

Gap to District

1, -5, -6, -3, -5

Grade 2

Language | Reading Informational Text
Reading Foundational | Reading Literature
| Writing

2nd Grade
Math

Empowering with data.

Key Metrics
- **i-Ready 5%** on grade level reading (9% gap to the district)
- **Curriculum Engagement:**
  - Ready Math: Some ([slide 31](#))
  - i-Ready Math Pathway (minutes): Met target ([slide 37](#))
  - i-Ready Reading Pathway Lessons: Met Target (most recent month) ([slide 38](#))
- 26% Percent correct on Ready Math Unit Assessments

Strengths
- **Percent 2+ below** has decreased by 28% since the beginning of the year

Opportunities
- **Numbers and Operations** have the highest percent gap to the district at 13%

District	School

2023-24 Second Grade i-Ready Diagnostic 2 Math Percent on Grade Level

	OVERALL	NUMBERS & OPERATIONS	ALGEBRA	MEASUREMENT & DATA	GEOMETRY
District	14%	25%	24%	18%	18%
School	5%	12%	14%	10%	13%

Math On Grade Level

	2021-22	2022-23	2023-24
D1	1.4%	2.7%	2.1%
D2	10.8%	8.6%	5.4%
D3	24.4%	25.7%	

Math % 2 or More Below

	2021-22	2022-23	2023-24
D1	65.2%	58.1%	69.1%
D2	36.5%	51.4%	41.3%
D3	28.0%	22.9%	

Mid Unit 1	Mid Unit 2	Mid Unit 4
85	20	3

3rd Grade
ELA

Key Metrics

- **i-Ready 28%** on grade level reading (7% gap to district)
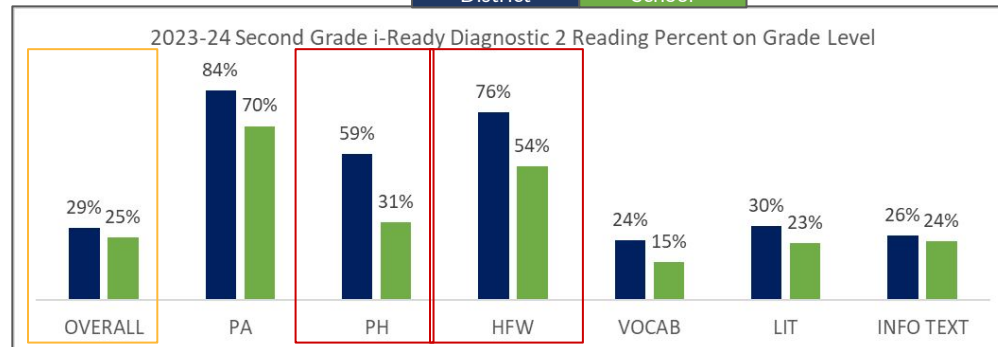- English Learners
  - 5 English Learners tested this year (tested in Initial ELPAC)
  - All 5 received the lowest level (Level 1)
  - 32 English Learners (+2 RFEP students)
- **Curriculum Engagement:**
  - Benchmark: None (slide 27)
  - i-Ready Reading Pathway: Met Target (most recent month) (slide 35)
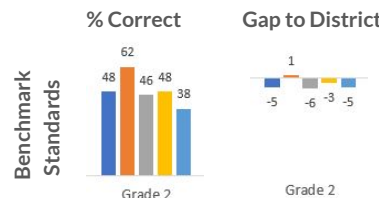 - i-Ready Reading Pathway Lessons: Below Target (most recent month) (slide 36)

Strengths

- **Increase in percent of students** at grade level (16.5% to 27.9%)
- Reduction in percent of **student 2+ below** (61.2% to 52.9%)
- 59% of student met their **typical growth** versus the district at 54%; 35% of student met their **stretch growth** versus the district at 32%
- Informational Text is on par with the district at 28%

Opportunities

- **Phonics and High-Frequency Words** have the largest gap of percent on grade level to the district (11% gap)
- **Vocabulary** was the lowest percent on grade level at 27%

| District | School |

2023-24 Third Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
District	35%	0%	45%	78%	31%	33%	28%
School	28%		34%	69%	27%	31%	28%
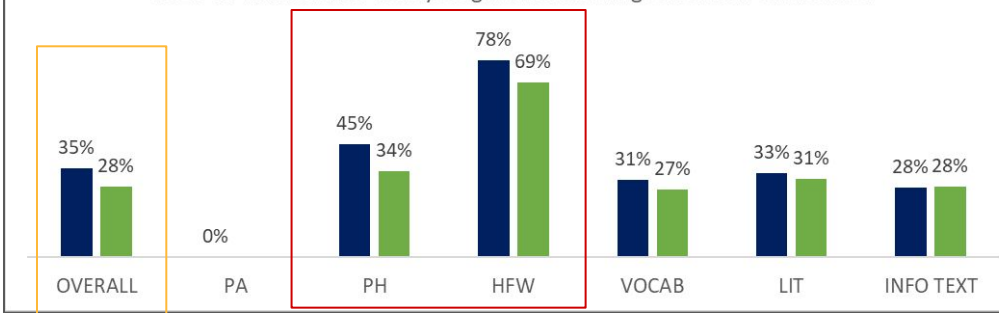
Reading **On Grade Level**				Reading **% 2 or More Below**			
	2021-22	2022-23	**2023-24**		2021-22	2022-23	**2023-24**
D1	11.7%	8.0%	20.6%	D1	78.3%	69.3%	66.2%
D2	18.5%	16.5%	27.9%	D2	49.2%	61.2%	52.9%
D3	32.3%	24.4%		D3	43.1%	54.7%	

% Correct   Gap to District

Benchmark Standards

No data available

Language	Reading Informational Text
Reading Foundational	Reading Literature
	Writing

3rd Grade
Math

Key Metrics
- **i-Ready 12%** on grade level reading (2% gap to district)
- **Curriculum Engagement:**
  - Ready Math: None ([slide 31](#))
  - i-Ready Math Pathway (minutes): Met target ([slide 37](#))
  - i-Ready Reading Pathway Lessons: Met Target (most recent month) ([slide 38](#))

Strengths
- **Percent on grade level** increased from prior year and from beginning of the year
- **2+ grade levels below** decreased 11% from last year
- **Algebra & Algebraic Thinking** have the highest percent on grade level

Opportunities
- **Geometry** has the lower percent on grade level at 4% and is 7% lower than the district

2023-24 Third Grade i-Ready Diagnostic 2 Math Percent on Grade Level

	District	School
OVERALL	14%	12%
NUMBERS & OPERATIONS	23%	19%
ALGEBRA	28%	25%
MEASUREMENT & DATA	22%	13%
GEOMETRY	11%	4%

Math On Grade Level	2021-22	2022-23	2023-24
D1	(Blank)	1.1%	1.5%
D2	4.7%	9.5%	11.8%
D3	23.1%	20.0%	

Math % 2 or More Below	2021-22	2022-23	2023-24
D1	71.4%	64.8%	64.7%
D2	43.8%	52.4%	41.2%
D3	13.8%	36.5%	

4th Grade
ELA

Research and Accountability Department

Empowering with data.

District | School

Key Metrics
- **i-Ready 5%** on grade level reading (13% gap to district)
- English Learners
  - 0 students took the Initial ELPAC
  - 45 English Learners (+9 RFEP)
  - Highest number of English Learners (slide 8)
- **Curriculum Engagement:**
  - Benchmark: Some (slide 27)
  - i-Ready Reading Pathway: Below Target (most recent month) (slide 35)
  - i-Ready Reading Pathway Lessons: Below Target (most recent month) (slide 36)

Strengths
- **Listening** was the highest area of students near standard (last year 3rd grade CAASPP)
- 50% of students met their **typical growth goals**
- Reduction in percent of students **2+ below** (61.7% to 60%)

Opportunities
- **Percent of students on grade level** decreased from prior year
- **Writing** has the highest percent below standard (last year 3rd grade CAASPP) at 59%
- **Reading informational text** is the lowest standard in Benchmark and on i-Ready

2023-24 Fourth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
District	18%	0%	53%	85%	20%	23%	18%
School	5%		38%	73%	10%	11%	8%
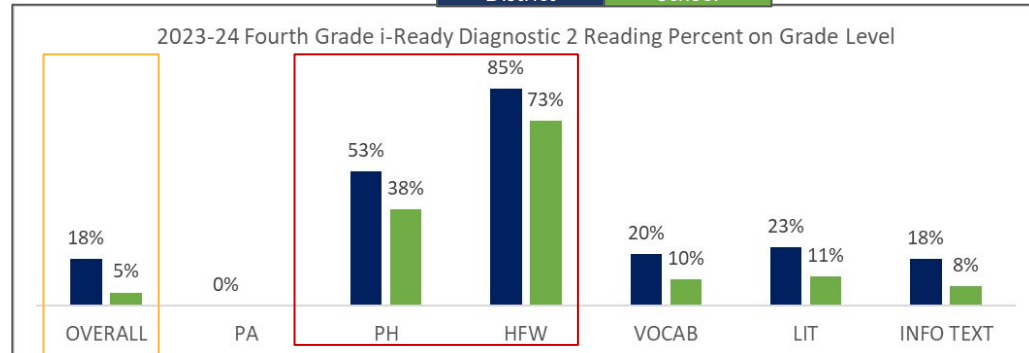
Reading On Grade Level

	2021-22	2022-23	2023-24
D1	7.7%	7.7%	6.9%
D2	23.2%	8.3%	5.0%
D3	29.6%	11.7%	

Reading % 2 or More Below

	2021-22	2022-23	2023-24
D1	46.2%	64.6%	64.4%
D2	39.3%	61.7%	60.0%
D3	31.5%	55.0%	

Benchmark Standards   **% Correct**   **Gap to District**

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

44, 55, 30, 42, 37 — Grade 4

-7, -5, -10, -5, -3 — Grade 4
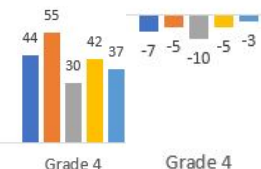
(prior year 3rd grade) CAASPP ELA Areas

	Reading	Writing	Listening	Research / Inquiry
Above Standard	4%	1%	5%	1%
Near Standard	43%	40%	60%	57%
Below Standard	53%	59%	35%	42%

4th Grade
Math

Key Metrics
- **i-Ready 9%** on grade level reading (7% gap to district)
- **Curriculum Engagement:**
  - Ready Math: High (slide 31)
  - i-Ready Math Pathway (minutes): Below target (slide 37)
  - i-Ready Reading Pathway Lessons: Met Target (most recent month) (slide 38)
- 25% Percent correct on Ready Math Unit Assessments

Strengths
- **2+ below students** decreased from last year and beginning of the year
- **Communicating & Reasoning** had the highest percent near grade level last year (3rd grade last year)

Opportunities
- **Percent of students on grade level** is lower than the district
- **Percent correct** on Ready Math has declined

2023-24 Fourth Grade i-Ready Diagnostic 2 Math Percent on Grade Level

	OVERALL	NUMBERS & OPERATIONS	ALGEBRA	MEASUREMENT & DATA	GEOMETRY
District	16%	29%	29%	22%	13%
School	9%	21%	26%	14%	9%

Math On Grade Level	2021-22	2022-23	2023-24
D1	5.6%	3.1%	1.1%
D2	16.1%	8.3%	8.6%
D3	27.8%	10.0%	

Math % 2 or More Below	2021-22	2022-23	2023-24
D1	70.4%	67.2%	63.2%
D2	51.8%	56.7%	53.1%
D3	38.9%	46.7%	

Unit 1	Mid Unit 2	Unit 2	Unit 3	Mid Unit 4
29	33	22	21	19

(prior year 3rd grade)

CAASPP Math Areas

	Concepts & Procedures	Problem Solving	Communicating Reasoning
Above Standard	5%	4%	5%
Near Standard	39%	41%	53%
Below Standard	56%	55%	41%

5th Grade
ELA

Key Metrics
- **i-Ready 8%** on grade level reading (11% gap to district)
- English Learners
  - 1 English Learner tested this year (tested in Initial ELPAC)
  - 27 English Learners (+7 RFEP)
- **Curriculum Engagement:**
  - Benchmark: Some (slide 27)
  - i-Ready Reading Pathway: Below Target (most recent month) (slide 35)
  - i-Ready Reading Pathway Lessons: Met Target (most recent month) (slide 36)

Strengths
- **Reduction of 2+** below since Fall (82.8% to 77.4%)
- **High-Frequency Words** has the highest percent on grade level
- **Reading Literature** has the smallest gap to district for percent correct (Benchmark)

Opportunities
- **Writing** had 0% of students above standard and 76% of students below standard (last year 4th grade CAASPP)
- Vocabulary has the lowest percent on grade level (i-**Ready**)

2023-24 Fifth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	District	School
OVERALL	19%	8%
PA	0%	
PH	69%	53%
HFW	92%	83%
VOCAB	17%	6%
LIT	26%	9%
INFO TEXT	21%	8%

Reading On Grade Level

	2021-22	2022-23	2023-24
D1	5.9%	12.9%	6.9%
D2	9.0%	17.5%	7.5%
D3	18.4%	21.1%	

Reading % 2 or More Below

	2021-22	2022-23	2023-24
D1	76.5%	56.5%	82.8%
D2	64.1%	57.1%	77.4%
D3	59.2%	52.6%	

Benchmark Standards · % Correct · Gap to District

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

39 50 36 43 42 — Grade 5

-9 -8 -7 -2 -3 — Grade 5

(prior year 4th grade) CAASPP ELA Areas

	Reading	Writing	Listening	Research / Inquiry
Above Standard	3%	0%	0%	3%
Near Standard	36%	24%	60%	52%
Below Standard	60%	76%	40%	45%

5th Grade
Math

Key Metrics
- **i-Ready 6%** on grade level reading (9% gap to district)
- **Curriculum Engagement:**
  - Ready Math: None (slide 31)
  - i-Ready Math Pathway (minutes): Below target (slide 37)
  - i-Ready Reading Pathway Lessons: Met Target (most recent month) (slide 38)

Strengths
- **Communicating & Reasoning** has the highest "near" standard in CAASPP at 46% (5th grade last year)
- 2+ below decreased from fall administration from 72.9% to 59.3%

Opportunities
- **Percent of students on grade level** deceased versus prior year

District | School

2023-24 Fifth Grade i-Ready Diagnostic 2 Math Percent on Grade Level

	OVERALL	NUMBERS & OPERATIONS	ALGEBRA	MEASUREMENT & DATA	GEOMETRY
District	17%	23%	21%	26%	14%
School	6%	9%	9%	9%	11%

Math On Grade Level

	2021-22	2022-23	2023-24
D1	5.5%	9.7%	1.7%
D2	6.5%	15.0%	5.6%
D3	18.4%	26.3%	

Math % 2 or More Below

	2021-22	2022-23	2023-24
D1	69.9%	67.7%	72.9%
D2	61.0%	58.3%	59.3%
D3	51.3%	49.1%	

(prior year 4th grade)
CAASPP Math Areas

	Concepts & Procedures	Problem Solving	Communicating Reasoning
Above Standard	0%	3%	1%
Near Standard	30%	29%	46%
Below Standard	70%	69%	53%

Key Metrics
- **i-Ready 17%** on grade level reading (5% gap to district)
- English Learners
  - 0 students took the Initial ELPAC
  - 9 English Learners (+17 RFEP)
- **Curriculum Engagement:**
  - Benchmark: Some ([slide 27](#))
  - i-Ready Reading Pathway: Below Target (most recent month) ([slide 35](#))
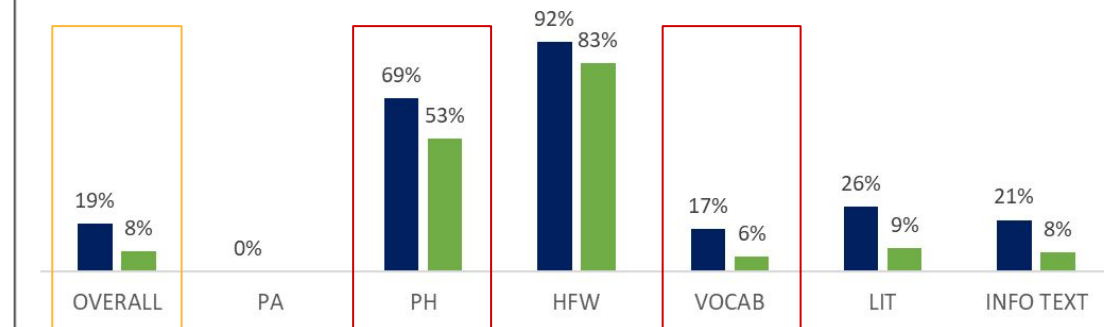 - i-Ready Reading Pathway Lessons: Below Target (most recent month) ([slide 36](#))

Strengths
- **Percent of students** on grade level increased from prior year (15.8% to 17.0%)
- **Research/Inquiry** had the highest percent near standard on CAASPP at 70% (5th grade last year)
- Standards in Benchmark show a higher percent correct than district (but only based on 48% of students being tested)

Opportunities
- **Writing** had the highest below standard on CAASPP at 55% (5th grade last year)
- Only 38% of students met their **typical growth** goal (versus 54.4% for the district)
- **Phonics** has an 8% gap to the district

District | School

2023-24 Sixth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
District	22%	0%	80%	95%	19%	26%	23%
School	17%		72%	93%	17%	19%	13%

Reading On Grade Level

	2021-22	2022-23	2023-24
D1	8.8%	14.5%	15.4%
D2	17.6%	15.8%	17.0%
D3	22.7%	21.1%	

Reading % 2 or More Below

	2021-22	2022-23	2023-24
D1	72.1%	71.1%	65.4%
D2	59.5%	60.5%	58.5%
D3	57.3%	71.1%	

Benchmark Standards | **% Correct** | **Gap to District**

% Correct: 58, 69, 49, 65, 68 (Grade 6)

Gap to District: 3, 8, 8, 12, 20 (Grade 6)

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

(prior year 5th grade)

CAASPP ELA Areas

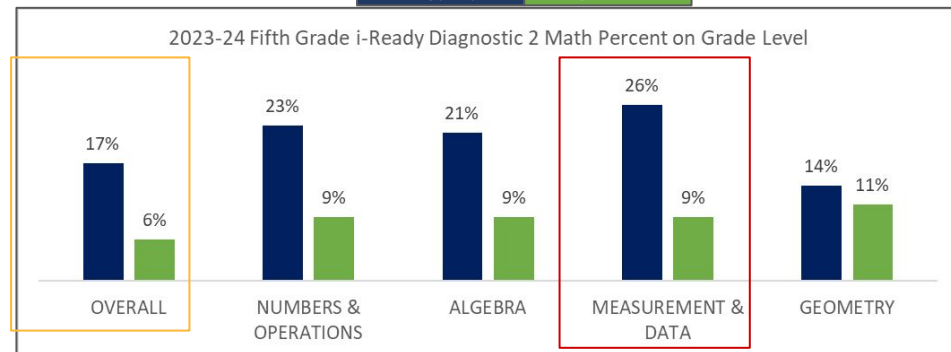|	Reading	Writing	Listening	Research / Inquiry
Above Standard	6%	0%	0%	4%
Near Standard	59%	45%	60%	70%
Below Standard	35%	55%	40%	26%

6th Grade
Math

Key Metrics
- **i-Ready 25%** on grade level reading (+4% gap to district)
- **Curriculum Engagement:**
  - Ready Math: None (slide 31)
  - i-Ready Math Pathway (minutes): Below target (slide 37)
  - i-Ready Reading Pathway Lessons: Met Target (most recent month) (slide 38)
- No Ready Math Data available
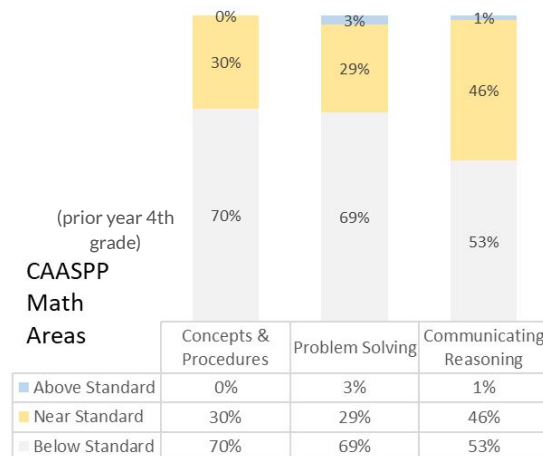
Strengths
- **Higher percent on grade level** than the district
- **Increased** the percent on grade level from prior year
- **Geometry percent on grade level** was higher than the district

Opportunities
- 2+ below increased from prior year
- **Algebra & Algebraic thinking** had the largest gap to the district

District	School

2023-24 Sixth Grade i-Ready Diagnostic 2 Math Percent on Grade Level

	OVERALL	NUMBERS & OPERATIONS	ALGEBRA	MEASUREMENT & DATA	GEOMETRY
District	21%	22%	25%	25%	19%
School	25%	20%	18%	20%	22%

Math On Grade Level

	2021-22	2022-23	**2023-24**
D1	4.0%	7.1%	13.5%
D2	9.7%	12.8%	25.5%
D3	13.3%	19.2%	

Math % 2 or More Below

	2021-22	2022-23	**2023-24**
D1	80.0%	67.9%	71.2%
D2	58.3%	60.3%	68.6%
D3	53.3%	54.8%	

(prior year 5th grade)

CAASPP Math Areas

	Concepts & Procedures	Problem Solving	Communicating Reasoning
Above Standard	6%	0%	1%
Near Standard	23%	32%	46%
Below Standard	72%	68%	53%

7th Grade
ELA

Empowering with data.
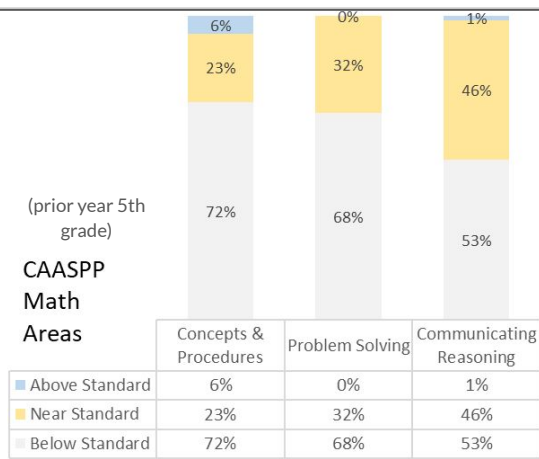
Key Metrics

- **i-Ready 13%** on grade level reading (12% gap to district)
- English Learners
    - 3 English Learners tested this year (tested in Initial ELPAC)
    - All 3 received the lowest level (Level 1)
    - 22 English Learners (+17 RFEP)
- **Curriculum Engagement:**
    - i-Ready Reading Pathway: Met Target (most recent month) (slide 35)
    - i-Ready Reading Pathway Lessons: Below Target (most recent month) (slide 36)

Strengths

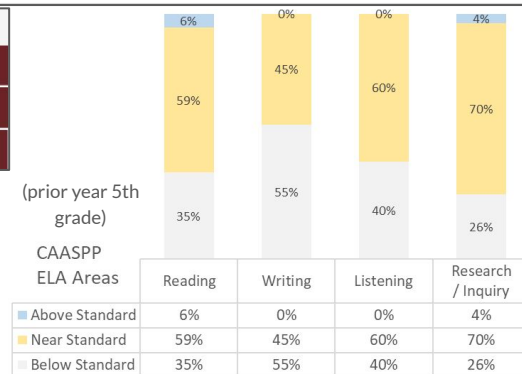- **High-Frequency Words** had the highest percent on grade level, matching the district at 96%

Opportunities

- **Writing** had the highest below standard on CAASPP at 50% (6th grade last year)
- **Vocabulary** had the highest gap to the district for percent on grade level (i-Ready) at 14%

District | School

2023-24 Seventh Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
District	25%	0%	85%	96%	24%	29%	26%
School	13%		81%	96%	10%	22%	20%
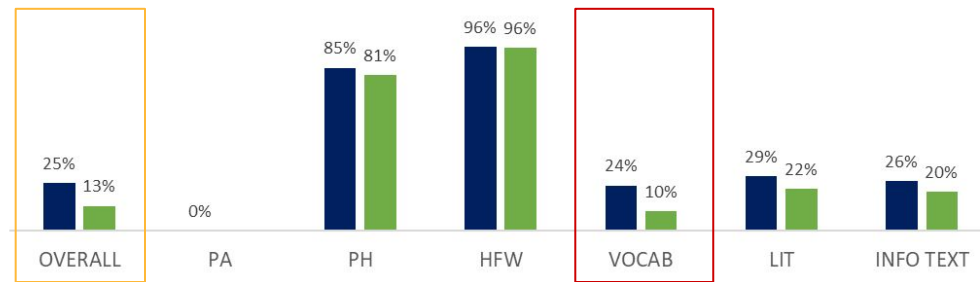
Reading On Grade Level

	2021-22	2022-23	2023-24
D1	2.1%	16.5%	16.2%
D2	7.5%	25.6%	13.0%
D3	8.0%	27.9%	

Reading % 2 or More Below

	2021-22	2022-23	2023-24
D1	87.2%	67.1%	64.9%
D2	79.2%	52.4%	59.4%
D3	68.0%	54.7%	

(prior year 6th grade)

CAASPP ELA Areas	Reading	Writing	Listening	Research / Inquiry
Above Standard	7%	7%	9%	2%
Near Standard	58%	43%	77%	68%
Below Standard	35%	50%	14%	30%

7th Grade
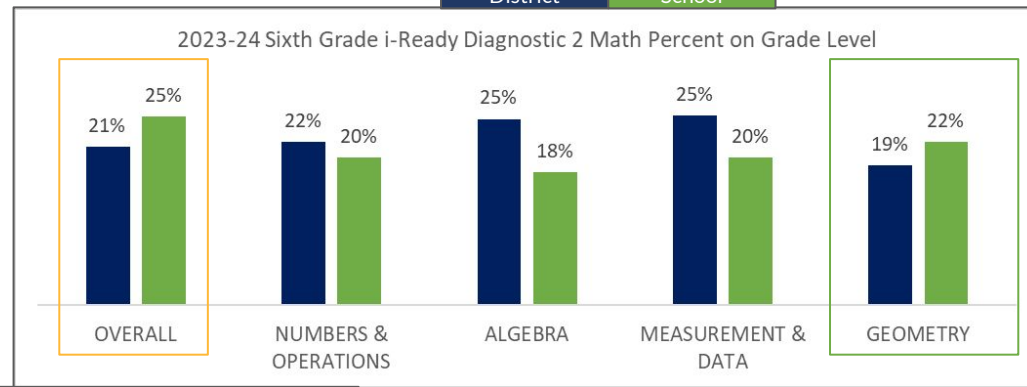## *Math*

District	School

Key Metrics
- **i-Ready 22%** on grade level reading (+5% gap to district)
- **Curriculum Engagement:**
  - Ready Math: None (slide 31)
  - i-Ready Math Pathway (minutes): Met target (slide 37)
  - i-Ready Reading Pathway Lessons: Met Target (most recent month) (slide 38)
- No Ready Math Unit Assessments Available

Strengths
- **Percent of students on grade level** increased from prior year (+18%); Increased from the beginning of the year (+8%)
- 3 of the 4 domains have a **higher percent on grade level** than the district, with the highest being Measurement & Data

Opportunities
- **Geometry** has the lowest percent on grade level and is lower than the district
- **Concepts & Procedures** has the highest percent below standard (CAASPP, 6th grade last year)

2023-24 Seventh Grade i-Ready Diagnostic 2 Math Percent on Grade Level

	OVERALL	NUMBERS & OPERATIONS	ALGEBRA	MEASUREMENT & DATA	GEOMETRY
District	17%	22%	21%	25%	14%
School	9%	9%	10%	22%	4%

Math On Grade Level

	2021-22	2022-23	2023-24
D1	(Blank)	9.5%	9.5%
D2	7.5%	8.4%	8.7%
D3	10.0%	12.9%	

Math % 2 or More Below

	2021-22	2022-23	2023-24
D1	79.6%	70.2%	77.0%
D2	81.1%	66.3%	71.0%
D3	72.0%	67.1%	

(prior year 6th grade)

CAASPP Math Areas

	Concepts & Procedures	Problem Solving	Communicating Reasoning
Above Standard	3%	5%	5%
Near Standard	24%	43%	53%
Below Standard	74%	53%	43%

Research and Accountability Department

Empowering with data.
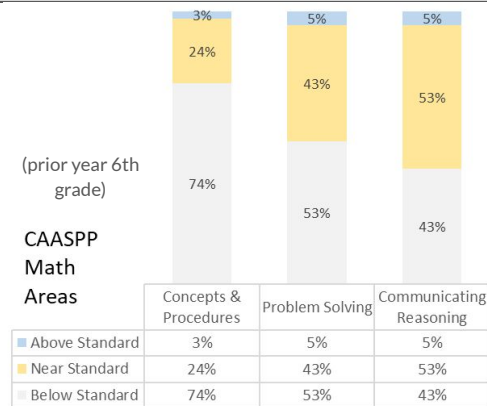
| District | School |

Key Metrics
- **i-Ready 27%** on grade level reading (+1% gap to district)
- English Learners
  - 3 English Learners tested this year (tested in Initial ELPAC)
  - All 3 received the lowest level (Level 1)
  - 24 English Learners (+31 RFEP)
- **Curriculum Engagement:**
  - i-Ready Reading Pathway: Met Target (most recent month) (slide 35)
  - i-Ready Reading Pathway Lessons: Below Target (most recent month) (slide 36)

Strengths
- **Percent of students on grade level** increased from prior year (+4); Percent of 2+ below decreased 9%
- **Listening** had the highest percent near standard on CAASPP at 66% (7th grade last year)
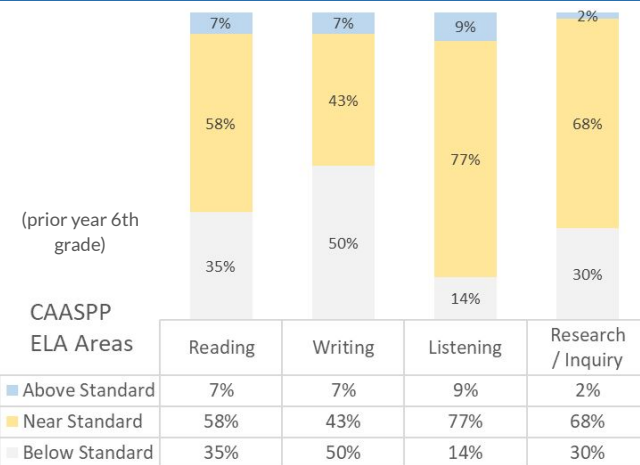- **Research/Inquiry** had the highest percent near standard on CAASPP at 68%

Opportunities
- **Writing** had the highest below standard on CAASPP at 66% (7th grade last year)
- **Vocabulary** had the lowest percent on grade level (i-Ready) at 18%

2023-24 Eighth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
District	26%	0%	90%	97%	26%	31%	29%
School	27%		82%	99%	18%	31%	32%
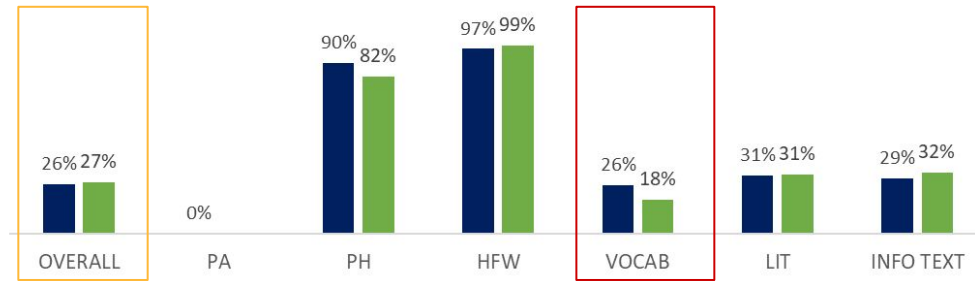
Reading On Grade Level

	2021-22	2022-23	2023-24
D1	18.9%	5.7%	19.5%
D2	25.0%	12.7%	26.9%
D3	29.6%	18.2%	

Reading % 2 or More Below

	2021-22	2022-23	2023-24
D1	66.2%	79.2%	63.4%
D2	52.4%	60.0%	51.3%
D3	53.1%	63.6%	

(prior year 7th grade)

CAASPP ELA Areas	Reading	Writing	Listening	Research / Inquiry
Above Standard	9%	2%	4%	2%
Near Standard	45%	32%	60%	68%
Below Standard	45%	66%	36%	30%

8th Grade
Math

Empowering with data.
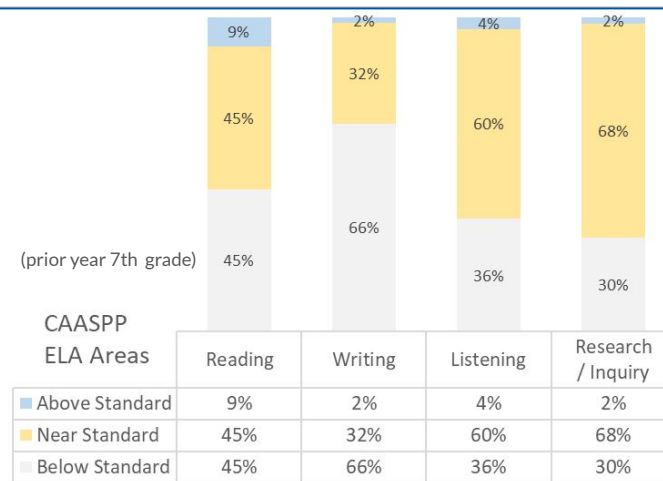
Key Metrics
- **i-Ready 8%** on grade level reading (8% gap to district)
- **Curriculum Engagement:**
  - Ready Math: None (slide 31)
  - i-Ready Math Pathway (minutes): Met target (slide 37)
  - i-Ready Reading Pathway Lessons: Met Target (most recent month) (slide 38)
- No Ready Math data available

Strengths
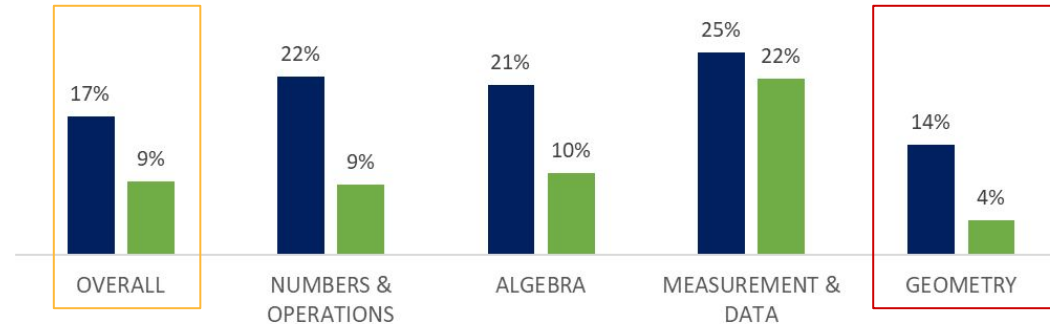- **Percent on grade level** increased from prior year

Opportunities
- **Ready Math Unit** assessment average correct was lower than the district average
- **Concepts & Procedures** has the highest below standard at 84% (CAASPP, last year 7th grade)

2023-24 Eighth Grade i-Ready Diagnostic 2 Math Percent on Grade Level

	District	School
OVERALL	16%	8%
NUMBERS & OPERATIONS	20%	9%
ALGEBRA	19%	12%
MEASUREMENT & DATA	25%	20%
GEOMETRY	19%	14%
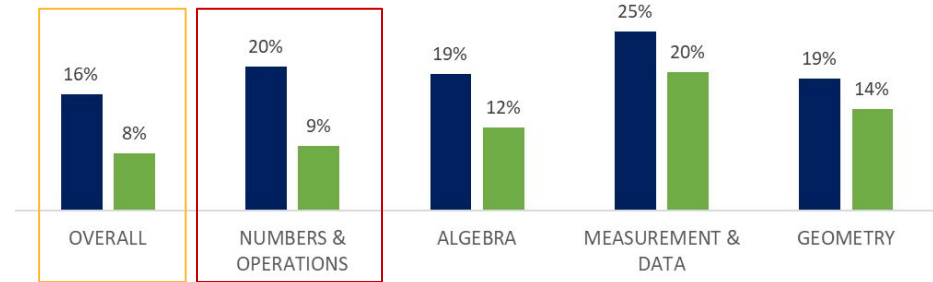
Math On Grade Level

	2021-22	2022-23	2023-24
D1	13.2%	(Blank)	7.4%
D2	16.9%	3.6%	7.8%
D3	18.8%	7.4%	

Math % 2 or More Below

	2021-22	2022-23	2023-24
D1	63.2%	90.4%	76.5%
D2	60.2%	74.5%	71.4%
D3	58.8%	72.2%	

(prior year 7th grade)

CAASPP Math Areas

	Concepts & Procedures	Problem Solving	Communicating Reasoning
Above Standard	4%	0%	0%
Near Standard	35%	35%	43%
Below Standard	61%	65%	57%
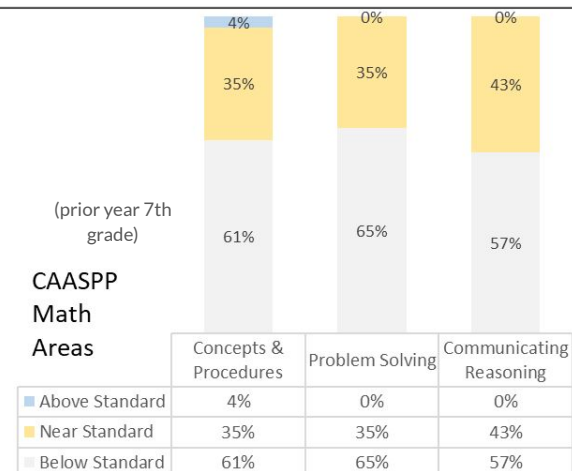
Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	[American Council on Education](#) (Outside CDE Source)
ACSA	[Association of California School Administrators](#) (Outside CDE Source)
ACT	[American College Testing](#) (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	[Audits and Investigations Division](#) – CDE
AIECE	[American Indian Early Childhood Education](#)
AMARD	[Analysis, Measurement, and Accountability Reporting Division](#) – CDE
AP	[Advanced Placement](#)
API	[Academic Performance Index](#)
ARP	[American Rescue Plan Act of 2021 (Stimulus 3)](#)
APR	[Accountability Progress Reporting](#)
ATSI	[Additional Targeted Support and Improvement](#)
AVID	[Advancement Via Individual Determination](#)

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	[California Association of Administrators of State and Federal Education Programs](#) (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	[California Association of Bilingual Education](#) (Outside CDE Source)
CALPADS	[California Longitudinal Pupil Achievement Data System](#)
CalSTRS	[California State Teachers' Retirement System](#) (Outside CDE Source)
CalWORKS	[California Work Opportunity and Responsibility to Kids](#)

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	[Child Nutrition Information Payment System](#)
COE	County Office of Education
CPS	Child Protection Services
CSB	[California School for the Blind](#)
CSBA	[California School Boards Association](#) (Outside CDE Source)
CSEA	[California State Employees Association](#) (Outside CDE Source)
CSI	[Comprehensive Support and Improvement](#)
21CSLA	[21st Century California School Leadership Academy](#)
CSU	[California State University](#) (Outside CDE Source)
CTA	[California Teachers Association](#) (Outside CDE Source)
CTC	[Commission on Teacher Credentialing](#) (Outside CDE Source)
CTE	[Career Technical Education](#)
CYA	[California Youth Authority](#) (Outside CDE Source)

D

Acronym	Description
Dashboard	[California School Dashboard](#)
DASS	[Dashboard Alternative School Status](#)
DHCS	[Department of Health Care Services](#)
DOF	[Department of Finance](#) (Outside CDE Source)
DOL	[U.S. Department of Labor](#) (Outside CDE Source)
DSS	[Department of Social Services](#) (Outside CDE Source)

E

Acronym	Description
EANS	[Emergency Assistance to Non-public schools](#)
EC	[Education Code](#) (Outside CDE Source)
ED	[U.S. Department of Education](#) (Outside CDE Source)
EDGAR	[Education Department General Administrative Regulations](#) (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	[Educator Excellence and Equity Division](#) – CDE
EL	[English learner](#)

ELA	English-language Arts
ELCD	[Early Learning and Care Division](#) – CDE
ELD	[Expanded Learning Division](#) – CDE
ELPAC	[English Language Proficiency Assessments for California](#)
ELPI	[English Learner Progress Indicator](#)
EL Roadmap	[English Learner Roadmap Policy](#)
ELSB	[Early Literacy Support Block](#)
ELSD	[English Learner Support Division](#) – CDE
ESEA	[Elementary and Secondary Education Act of 1965](#) (Outside CDE Source)
ESSA	[Every Student Succeeds Act](#)
ESSER	[Elementary and Secondary School Emergency Relief Fund](#)
ETS	[Educational Testing Service](#) (Outside CDE Source)
EWIG	[Educator Workforce Investment Grant](#)

F

Acronym	Description
FASD	[Fiscal and Administrative Services Division](#)
FM	Fiscal Monitoring
FPM	[Federal Program Monitoring](#)
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	[Foster Youth Services](#)

G

Acronym	Description
GAD	[Government Affairs Division](#) – CDE
GATE	[Gifted and Talented Education](#)
GED	[General Educational Development Test](#)

Acronym	Description
GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)

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