



School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hazelton Elementary	39686766042626	03/06/2023	03/20/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Hazelton Elementary is implementing a School wide Program and identified as an Additional Targeted Support and Improvement (ATSI) for African American (AA), Homeless (HO), and Students with Disabilities (SWD) student groups.

Description

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

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

Engaging Educational Partners

Refer to comprehensive needs assessment.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Hazelton school has met with the following Committees and provided some recommendations for SPSA and reviewed the school mission, vision, data assessments. The following committees have met and identified the school's weakness and strengths in student achievement, school culture and parent engagement. We conducted school needs assessment using the iReady data for this school year. Also the ELSB met monthly to review the implementation of the Early Literacy Grant for k-3 grades. Primary teachers have been trained on the supplemental program called SIPPS. Also all of the members of these committees have worked on the development of the problem statements, root causes, and solutions of the problem statements. This school year we had new committee (CAPS) that attended PLC PD virtual meetings and examined our current PLC practices.

Meeting Dates:

ELAC- October 1, December 3rd, January, February 25, April 15

SSC- Sep 23, October 23, December 16, January 27, February 17, April 14

Instruction/Leadership team- Sep 20, October 25, November 1, December 6, January 10 February 7, March 7, April 4, 11, 18

Culture/ PBIS Team- Sep 20, October 25, November 1, December 6, January 10 February 7, March 7, April 4, 11, 18

ELSB k-3 Team- Sep 14, 28, October 26, November 16, December 14, January 25, March 8, 29, April 26,

CAPS Team- September 14, October 26, November 30, January 28, March 4, April 29.

Staffing and Professional Development

Staffing and Professional Development Summary

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

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

Hazelton has (2) teachers who are yet to be fully credentialed and are working as Interns. In spite of our many challenges, there are Hazelton faculty and staff members that have been here for 20+ years. Hazelton staff views itself as a family unit working together on a daily basis to meet the many needs of students. One will often find the teaching and classified staff working past their contractual hours to collaborate and plan both academic lessons and social events to support student needs. We are proud to be Hazelton Hawks and will continue to work tirelessly for the students we serve

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

Staffing and Professional Development Strengths

AVID

Teachers have been provided ongoing support with the implementation of the AVID strategies school wide, such as WICOR, Cornell notes, organization, questioning strategies, digital student portfolios. Hazelton School implements AVID school-wide strategies to K-8 students. In grades 7th-8th have the opportunity to select AVID as an elective course. Students in grades K-6 are learning AVID strategies as they are integrated into the subject matter and instructional delivery. Hazelton has an AVID Leadership/Instruction team working on school-wide strategies, such as focused notetaking, marking the text, and levels of inquiry. Grade levels commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. The team is working on refining these areas and will be providing staff development for the new school year. In addition, grade levels utilize the AVID articulation matrix as a tool for implementing WICOR strategies, for notetaking, use of agendas/planners, and levels of thinking and questioning at different grade levels. Hazelton also focuses on the organizational piece of WICOR, teaching students study skills and how to be organized with organizational tools such as binders, folders, planners, and materials. Hazelton AVID funds assist with providing the resources and materials required for students to be successful in the organizational component of the program. The goal is for all Hazelton teachers to attend an AVID Summer Institute training for full implementation of the program/strategies.

Supplemental Reading curriculum : SIPPS An Early Literacy Support Block (ELSB) Grant Literacy Action Plan was drafted and put in place to implement literacy instruction and support programs, particularly focused on literacy in early grades (K-3rd), ultimately resulting in improved student outcomes. Hazelton school plan was to purchase the SIPPS supplemental curriculum by August 2021 (Year 2), the school will: 1) purchase Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) for Year 2 implementation by October 2021, 2) initial training for all K-3 and support staff, 3) provide monthly follow up sessions, and 4) form student groups based on placement data. SIPPS Beginning and Plus, Extension and Plus, and Challenge curricula were purchased. All K-3rd grade teachers, instructional coach, intervention teacher, and administrator received training on SIPPS. And based on the Fall CORE Data, students were placed in their ability level and platooned every day for 45 minutes during their designated SIPPS non-negotiable allocation.

PLC (CAPS) California Principals Support Network

Gained an understanding of how to use your limited time, energy and attention on the strategies and practices that most impact teaching and learning. Develop leadership skills to to an

CALIFORNIA PRINCIPALS SUPPORT NETWORK Building the Capacity of Leadership Teams Year Two Northern California 2021-2

Gain an understanding of how to use your limited time, energy and attention on the strategies and practices that most impact teaching and learning. Develop leadership skills to analyze the needs of your school, develop evidence-based action plans to

address those needs, and take effective action to improve student outcomes. Unplug and join a community of supportive colleagues who: share the belief that all students can be successful; want to reflect on their own leadership and push the thinking and practice of colleagues; and want a safe and confidential space to explore the deepest fears and challenges.

Staff taking the initiative to provide ongoing support to each other with social and emotional issues.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): All K-8 grade teachers did not received ongoing PD support this school year. **Root Cause/Why:** Lack of teachers subs. to release teacher for PD, collaboration, academic conferences due COVID

Teaching and Learning

Teaching and Learning Summary

This school year we had successfully implemented the following programs that helped with student achievement:

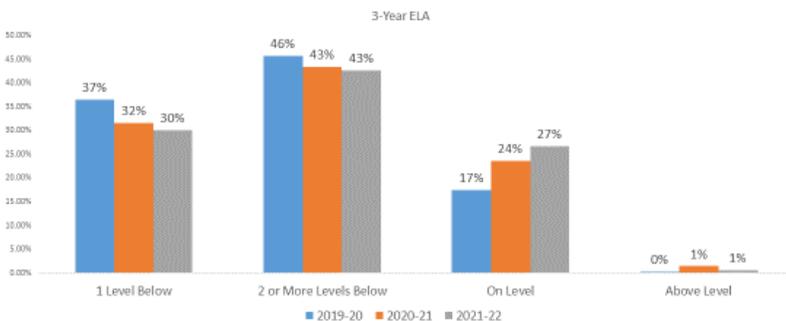
- Restorative Circles
- Accelerated Reading
- AVID
- ACT Team
- PLUS
- PBIS
- After school program
- Academic hour
- One intervention teachers: K-3
- SIPPS
- Instructional Rounds
- Academic conferences
- K-3 One on One support to students with the intervention teacher

According to the IReady Data diagnostic progress was made by some subgroups. However we still have a high percentage of our students working below grade level. With the implementation of SIPPS for k-3 grades teachers have noticed some progress with most of our k-3 students in reading. Also according to the i-Ready Diagnostic progress was made by all sub-groups. School wide in the area of English Language Arts, 28 % of the students were assessed at or above grade level compared to 25 % from the previous year. For students at two or more grade level below, students were at 43 % compared to 43% from the previous year.

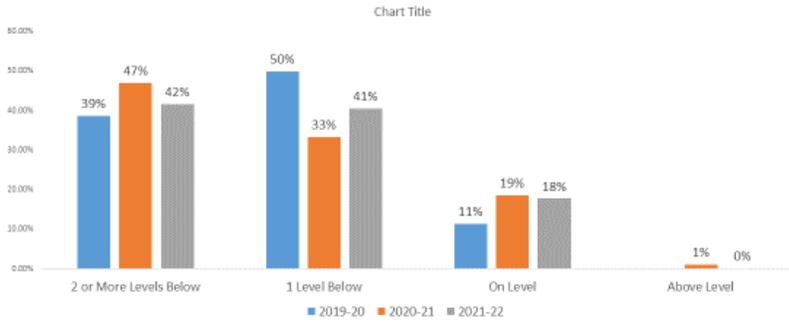
About iReady

- The i-Ready Diagnostic is an adaptive assessment that adjusts its questions to suit your student's needs. Each item a student sees is individualized based on their answer to the previous question. The purpose of this is not to give your student a score or grade, but instead to determine how best to support your student's learning. The i-Ready diagnostic consists of two parts:
 - Diagnostic
 - Personalized Instruction
- There are 4 learning levels possible to obtain:
 - Above Grade Level
 - On Level
 - 1 Level Below
 - 2 or More Levels Below

iReady English Language Arts



iReady Mathematics



About ELPAC

- The ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English for students in grades kindergarten through twelve.
- The Summative English Language Proficiency Assessments for California (ELPAC) assess English learners in four domains: Listening, Speaking, Reading, and Writing.

Students will receive an Overall score that falls into one of four levels.

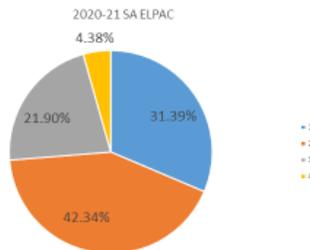
ELPAC Level	What Students Can Typically Do at Each Level
LEVEL 4	Students at this level have well developed English skills. <ul style="list-style-type: none"> • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
LEVEL 3	Students at this level have moderately developed English skills. <ul style="list-style-type: none"> • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
LEVEL 2	Students at this level have somewhat developed English skills. <ul style="list-style-type: none"> • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
LEVEL 1	Students at this level are at a beginning stage of developing English skills. <ul style="list-style-type: none"> • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

2020-21 ELPAC Data

Overall Performance Level (Range 1 to 4)

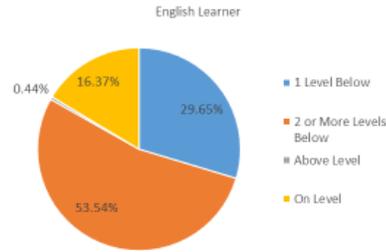
2020-21 Sum. Overall	Number of Students
1	43
2	58
3	30
4	6
Total	137

Overall Performance Level (Range 1 to 4)

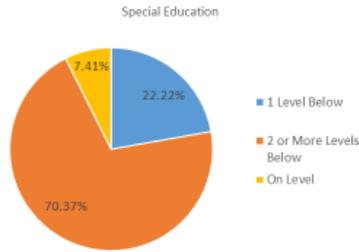


2021-22 iReady for ELs and Special Education English Language Arts

English Learner



Special Education



3-Year RFEP data

	2019-20	2020-21	2021-22
Reclassified in that year	21	12	4
English Learners excluding reclassified students	236	230	241
% Reclassified in that year	8.2%	5.0%	1.7%

Hazelton students participated in a career and college readiness program that is administered by our counselors. The program, Xello, is supported district wide for K-12 grades. Student progress is monitored by the counseling team and teaching staff. Students are encouraged to complete a career and college path that adjusts to the students preference using a survey based on the responses. Student also participate in a college and career readiness school wide using Advancement Via Individual Determination (AVID) strategies which are embedded in instructional practices and supported school wide. These practices include Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). Using these strategies also allow teachers to create a system for students deemed chronically absent. This allows teachers to re-teach and address the needs of those students who may be at risk of failing.

Teaching and Learning Strengths

- Instructional Rounds and academic conferences:

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

- CAPS (CALIFORNIA PRINCIPALS SUPPORT NETWORK)-In year two of the CAPS Network (2021-22), teacher leaders join their principals in leading a professional learning culture focused on improving student outcomes. Teams will learn ways to develop a focus on learning and will examine practices that improve school culture, enhance teacher efficacy and establish schoolwide supports for student learning. We know that school leadership matters. But it's not just any leadership that matters. Teams will learn to focus their limited time and resources on the most impactful leadership actions for creating equitable school systems and improved student learning.

- Resource days for teachers

- Hazelton School Fair- Every school year 8th grade students visit the high school in person but due COVID we invited different high school to do a short a presentation about the different opportunities. Here is the list of the high school that present at our Hazelton school fair: Health career Academy, Pacific Law, Weber Institute

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Staff were limited on in-person professional development experiences and support from district personnel/third party coaches. **Root Cause/Why:** Due to COVID, the district was limiting the amount of visitors that were allowed to come onto our campus.

Needs Statement 2 (Prioritized): We did not have an instructional coach throughout the year. **Root Cause/Why:** The instructional coaches were all pulled into the classroom to help with VA.

Needs Statement 3 (Prioritized): Achievement gaps continue to exist with our subgroups: black, latinos, EL student with disabilities requiring the need for additional support in the forms of small group or with a paraprofessional **Root Cause/Why:** lack of classroom support to assist with interventions

Needs Statement 4 (Prioritized): The average reading scores across k-8 are two or more grade level below in reading complex grade level texts. **Root Cause/Why:** Lack of foundational and decoding skills are not targeted enough

Parental Engagement

Parental Engagement Summary

Hazelton conducted multiple surveys this school year at different school wide events such as the Back to School Night/Title 1 and Ice Cream social events which took place in July and August 2021 to collect input from students, parents, and the learning community on best times and dates, focus topics, interests, and school safety and programs. Hazelton implemented and our students, parents, staff, and the community participated in the following activities: unity Day, Mindfulness Workshop, School Site Council/Comprehensive Needs Assessment meetings, Summer Bridge, Halloween parade, Academic Awards Assemblies, Literacy virtual Family Night, Individual Teacher-Parent Conferences, Parent Coffee Hours, ELAC Meetings, Spring Book Fair, Annual Read In, etc based on the data that had been collected.

Based on the data collected parents have asked for more support with the used of technology equipment at home. Many parents do not have extra computers or chromebooks at home for them to join virtual meetings and relied on the assistance of their kinds to help them log in the virtual meetings after school. Parents have requested more help in their primary language to communicate with their kids teacher. Our community assistant have offered more support at parent conferences, IEP meetings, before school and after school dismissal to provide extra assistance to parents in their primary language. With a high percentage of our chronic absenteeism the community assistant and the admin team have done more home visit to provide assistance to parents. Also we have taken instructional materials to students to their home and provided one on one tech support with the use of their technology equipment. Also we have focus on safety and cyberbullying. We had parents meetings to reviewed school wide expectations with the use of social media. Every morning we have our student council members do school announcements and school pledge. This reminds all students, staff, and parents of the school expectations: Be safe, Be respectful, Be responsible.

Due to COVID-19 Health and Safety Guidelines, most of the events at Hazelton were hosted virtually and a couple was hybrid or in-person. Upon the request of the parents, our community assistant, School Council, Mental Health Clinician, and/or Child Welfare and Attendance person at Hazelton have or will provide community resources and professional development opportunities for our parents and guardians such as the Clothes Closet, Attendance Workshop, Mental Health Workshop, Parenting Classes, etc.... Also parents connected with their child's teacher(s) where the teacher(s) and parent(s) meet to discuss the child's i-Ready diagnostic results, develop and review ELA and Math learning goals.

- *Parent Coffee Hours, once a month from 8:00 – 9:00 AM, parent training topics to be determined by the group (Title I presentation will be repeated)*
- *School Site Council (SSC) meetings to be held once a month from 2:10 – 3:10 PM (meeting time determined by SSC)*
- *English Learner Advisory Committee (ELAC) meetings to be held monthly from 8:00 – 9:00 AM required topics will be discussed (meeting time determined by ELAC)*
- *Ice cream Social - This was an opportunity for parents to meet the teachers in person and enjoyed an ice cream with other families.*
- *EPIC (Supporting Parents in Influenced their children) EPIC is a 4 week course offered to all parents of SUSD students, at no cost, through the Mental Health & Behavior Support Services Department. It is based on the teachings of the Parent Project, a course designed to help parents effectively work with their strong-willed children and teens. To further engage our families, we gave them the opportunity to give back to their community. This was accomplished by getting them involved in a Thanksgiving Can Food Drive.*

To provide our families with resources, we collaborated with the local food bank to put together a Farmer's Market for parents. This event occurs every other Friday and it allows parents to come to school to receive food. During the Farmer's Market, parents are also educated about healthy food and how to create a balanced diet.

Parental Engagement Strengths

Hazelton Elementary School's SSC and ELAC reviewed and revised our Title I Parent and Family Engagement Policy. The SSC also revises the Parent and Family Engagement Compact at a spring SSC meeting to be distributed and signed at the beginning of the next school year. All parents are given the opportunity to provide their input with regards to Hazelton's parent involvement policy via a parent survey distributed in the students' first day packets.

Parents receive explanation of curriculum, academic assessments and proficiency levels during:

- *Back to School Night-teachers discuss curriculum and assessments and provide parents with the child's grade level standards*
- *During Parent Coffee Hours topics of assessments and grade level expectations are discussed*
- *During Parent/Student, Academic Conferences students' academic progress is discussed*
- *SSC and ELAC members receive an overview of Hazelton's district and state testing results*
- *EPIC(Supporting Parents in Influenced their children)-EPIC is a 4 week course offered to all parents of SUSD*

students, at no cost, through the Mental Health & Behavior Support Services Department. It is based on the teachings of the Parent Project, a course designed to help parents effectively work with their strong-willed children and teens.

To provide our families with resources, we collaborated with the local food bank to put together a Farmer's Market for parents. This event occurs every other Friday and it allows parents to come to school to receive food. During the Farmer's Market, parents are also educated about healthy food and how to create a balanced diet.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): A small percentage of our parents attended virtual parents meeting schoolwide. **Root Cause/Why:** Lack of technology equipment and internet/ parents need more one on one help with tech support

Needs Statement 2 (Prioritized): We had very little participation from parents in all of our parent meetings. **Root Cause/Why:** The majority of our parents are Spanish speaking and prefer in person meetings.

School Culture and Climate

School Culture and Climate Summary

Hazelton school begins the school year with an Social Ice Cream to welcome the students and parents. This school year we had our virtual Back to school nigh by grade level. Every teacher reviewed the school year expectations and curriculum. Throughout the school year all grade level host parents conferences to inform parents of the kids academic progress. ELAC and parent coffee hour are scheduled once a month.

PLUS Forum Surveys with both staff and students. The PLUS team have monthly meetings to address school wide issues based on the PLUS surveys. Also teacher has participated on a PLUS meeting to address issues that were affecting their grade level teams.

PBIS survey- The PBIS oversees the key areas of school culture and climate for the school campus: discipline referrals, staff culture, student culture. According to the surveys students feel safe in the school campus.

LCAP Surveys- This surveys were done by staff and parents to allocate funds on different areas that are impacting the school culture and climate.

Based on data collected from the above surveys parents have asked for more support with their kids to support their kids learning, one on one tutoring, help with their kids homework or class assignments. With the 43% chronic absenteeism the admin team has focus on doing home visit to support families. Students have signed up for the afterschool program and academic hour two days a week. For parents who has expressed their concerns about safety we have hired more yard duty assistants and the admin team and supporting staff have provided more constant supervision at all times. Stakeholder have been involved in the planning process through the School Site Council, Comprehensive Support and Improvement, and English Language Advisory Committee meetings to address some of their concerns about safety and chronic absenteeism. Also the first Day of School packets containing school-wide norms, expectations, and student conduct were sent to the families over the summer. Parent Rights Under Title 1, Parent Involvement, School Achievement Data and AVID, Single Plan for Student Achievement, Title 1 Funding, Title 1 Parental Involvement Policy, and School Parent and Family Engagement Compact were topics that were shared with students, parents, staff, and the learning community back in August 2021 during Back to School Night and Title 1 meeting.

- Chronic Absenteeism:

- Students are recognized for their trimester perfect attendance. honor roll, most improved, principal's award, student of the month, life skills, perfect attendance lunch with the principal/ surprise
- PBIS Incentives to promote good choices.
- Super recess/ fun Fridays
- PLUS lunch activities
- PLC's to promote a positive and safe learning environment.

- Student Suspension

- Number of suspension for the month of March 22 in comparison to 0 days of suspension in February 2021.
- Progressive discipline strategies and interventions.
- SST, CARE meetings,
- Parent contact and documentation.
- Restorative practices and logical consequences.

School Culture and Climate Strengths

Hazelton received a grant for \$50,000 from Antone and Marie Raymus Education Fund for the purchase of outdoor tables and benches for STEM projects. The plan to use these funds is to create outdoor seating areas that can be used for stem projects in grade K-8. We are an AVID school and we're also in the process of incorporating NGSS into our daily lessons. By purchasing outdoor seat areas for STEM projects, we'll be better able to do lessons with our students that incorporate AVID strategies and support the implementation of NGSS in our lessons. These benches and tables will be also use for school wide events with parent for a picnic lunch with parents. This will help us to connect with the community and parents.

Counselors provided social and emotional lessons to support to all k-8 classes.

PLUS Forums- This teams conducts PLUS forums once a month and it focus on issues and challenges that many of our students are having schoolwide.

License Agreement PBIS System Rewards – assisted teachers in providing positive reinforcement of behaviors and characteristics supporting school climate. Along with the morning announcements done by the school site council students they review the daily expectations schoolwide every morning. Using the PBIS rewards teacher give points to students for parcitipating in class and also communicate with the parents anytime a student gets a point for following the school expectations (Be safe, Be respectful, Be Responsible).

Migrant Program Tutors- This school year we had migrant tutors providing virtual support to our migrant students.

Student School Site Council- The last two school year we had a school site council and this team meets every two weeks to address school wide concerns or challenges. A middle school teacher is leading this team. This team provides good input to the admin team to improve our school culture and climate.

Can food drive- Hazelton had a succesful Can Food Drive and 1,446 were collected.

Hazelto School Fair- Every school year 8th grade students visit the high school in person but due COVID we invited different high school to do a short a presentation about the different opportunities. Here is the list of the high school that present at our Hazelton school fair: Health career Academy, Pacific Law, Webber Institute

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Small percentage of parents participating in virtual meetings **Root Cause/Why:** Parents work long hours and do not have the time to participate in parent conferences or schoolwide events

Needs Statement 2 (Prioritized): We had a difficult time recruiting staff to assist with PBIS Events. **Root Cause/Why:** Due to COVID restrictions and staff working long hours, we weren't able to get enough staff to help with PBIS Events.

Needs Statement 3 (Prioritized): We didn't have enough subs to help with covering classes for PBIS Events. **Root Cause/Why:** Due to COVID concerns and restrictions, there weren't enough subs available to cover classes to allow teachers to help with PBIS Events.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA: By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 10 %. EL: By EOY 2023, per ELPAC, increase the number of students who reclassify by 10 students Math: By EOY 2023, per iReady Diagnostic 3 Growth Report, 10 % of Grade K-3 students will achieve iReady annual typical growth goals.

Identified Need

All K-8 grade teachers did not received ongoing PD support this school year.

Staff were limited on in-person professional development experiences and support from district personnel/third party coaches.

We did not have an instructional coach throughout the year.

Achievement gaps continue to exist with our subgroups: black, latin, EL student with disabilities requiring the need for additional support in the forms of small group or with a paraprofessional

The average reading scores across k-8 are two or more grade level below in reading complex grade level texts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students performing at 2 or more grade levels below	ELA 37% of students Math 35% of students	ELA 27% of students Math 25% of students
Number of students reclassifying to Fluent English Proficient	4 RFEP students	14 RFEPS

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conferences, AVID conferences, data analysis, ELD, intervention teacher for k-8 grades, etc. Utilize substitutes to pull out teacher's/ grade levels on a monthly basis. Consultants (\$20,000) - Title I: Solution Tree, Program specialist, instructional coaches will provide ongoing support with the Professional Learning Community process, demo lessons, co-teach, and data analysis (Plan, Do, Study, Act). Six teachers will join the principals team in leading a professional learning culture focused on improving student outcomes. Teams will learn ways to develop a focus on learning and will examine practices that improve school culture, enhance teacher efficacy and establish school wide supports for student learning. We know that school leadership matters. But it's not just any leadership that matters. Teams will learn to focus their limited time and resources on the most impactful leadership actions for creating equitable school systems and improved student learning. This is a PLC program through UC Davis. Six full-days of professional development throughout the 22-23 school year: Tentative dates: September, October, November, January, March, April. A cohort model of collegial support among 25-30 K-12 principals, as well as coaching support between sessions. All Network sessions will be held from 8:30 am - 4:00 pm at or near Solano County Office of Education, Fairfield, CA. Fee: \$3000 per principal and \$500 per teacher leader. (\$7500) Teacher Additional Comp Pay Calculation (Object Code 11500): 32 teacher's X 5 hours X \$60 rate of pay = \$9600 (Allocating \$10000) - Title I Additional compensation for teacher - SIPPS Implementation for grades 4-8. This is a supplemental reading program that will target student on reading during tier 2. 20 teachers times 20 hours \$60 an hour Allocating \$24,963- LCFF Program Specialist Pay Calculation (Object Code 19500): 1 program specialist X 60 hours X \$70 rate of pay = \$4200 - LCFF Substitute Pay Calculation (Object Code 11700): 32 teachers, 30 days X \$250 rate of pay = \$7,500 - LCFF Intervention teacher (teacher substitute) for reading- Grades k-3 and 4-8- small group instruction for students working below grade level. Substitute Pay Calculation for intervention support: 1 substitute X 180 days X \$200 rate of pay = \$26,000 - LCFF # of co teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended # of PLC meetings with the following grade levels: third, fourth, and fifth. The administration team, program specialist, and instructional coaches (2 @ .5 FTE Instructional Coaches - Centralized Service) will work with the following grade levels: kinder through eight to create CFAs, SMART Goals, commitments, identify the essential skills for their specific grade level. # of lesson studies with the following grade levels: kinder through eighth grade.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$0	50643 - Title I
\$10,000	50643 - Title I
\$0	23030 - LCFF (Site)
\$26,000	23030 - LCFF (Site)
\$28,337	50643 - Title I
\$10,974	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will be provided support with the implementation of the AVID strategies school wide, such as WICOR, Cornell notes, organization, questioning strategies, student portfolios. Hazelton School implements AVID school-wide strategies to all students. In grades 7th-8th have the opportunity to select AVID as an elective course. Students in grades K-6 are learning AVID strategies as they are integrated into the subject matter and instructional delivery. Hazelton has an AVID Leadership/Instruction team working on school-wide strategies, such as focused notetaking, marking the text, and levels of inquiry. Grade levels commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. The team is working on refining these areas and will be providing staff development for the new school year. In addition, grade levels utilize the AVID articulation matrix as a tool for implementing WICOR strategies, for notetaking, use of agendas/planners, and levels of thinking and questioning at different grade levels. Hazelton also focuses on the organizational piece of WICOR, teaching students study skills and how to be organized with organizational tools such as binders(ebinders), folders, planners, and materials. Hazelton AVID funds assist with providing the resources and materials required for students to be successful in the organizational component of the program. The goal is for all Hazelton teachers to attend an AVID Summer Institute training for full implementation of the program/strategies. Duplicating instructional materials, student resources, planners (57150) --\$4500--LCFF Duplicating instructional materials, student resources, planners (57150) --\$5,000--Title I Equipment - Interactive SMART boards, copier, poster maker, laminator, etc. LCFF \$ 80,193 Title1 \$78,298 Installation \$5800 LCFF Maintenance agreements (56590)--\$4,500 -LCFF Instructional materials (\$11,626 - Title I, \$10000 - LCFF) - Title I include: AVID specific project materials - planners, binders, AVID specific organization and writing project material, poster/chart paper, markers, colored paper, interactive projectors, documents cams. ****General supplies are unallowable using State & Federal funds.**** .5 FTE - (\$79577) Title I Program Specialist provides Title I federally sponsored activities such as professional development support to teachers, scaffolding instruction, support training with parent on home instructional strategies, AVID coordinator, PLUS coordinator/advisor, coordinates extended day (tutoring) and extended year (summer school) and I-Ready. If the PS position is unfilled we will reallocate funds for the purpose of achieving the same goals intended for this strategy to alternative object items such as equipment, instructional materials, conferences, teacher additional comp. etc. .5 FTE - LCFF (79577) non-federally sponsored activities relating to test coordination with SBAC, ELPAC. # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of EL students # of RFEP students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$4,500	23030 - LCFF (Site)
\$4,500	23030 - LCFF (Site)
\$15,405	50643 - Title I
\$52,602	23030 - LCFF (Site)
\$0	50643 - Title I
\$0	23030 - LCFF (Site)
\$0	50643 - Title I

\$80,193	23030 - LCFF (Site)
\$78,298	50643 - Title I
\$5,800	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide students with opportunities to increase reading proficiency through small group and individualized instruction including supporting EL practices that promote both literacy skills, foundational mathematics skills, and math fluency. Library Media Assist (3.5 hours - LCFF - \$22,350) will conduct Accelerated Reader training for grades K-8th grades to support implementation. Training will include reading level analysis, how to set individual goals, create communication of student progress with parents, and a reward system for goals met. The Library Media Assist will also guide students in the selection of books leveled and conduct read-aloud demonstrating proper reading strategies. The Library Media Assist will help coordinate school wide literacy events that assist and promote students' exposure to literature and foster a love for reading. Purchase of books to enhance/expand classroom libraries and school library. The Library Media Assist will track and schedule library usage promoting increase of access. Library will work additional hours as needed to assist with planning literacy night, picnic lunch reading time with parents, book club for students, etc 80 hours X \$50- \$4,000 LCFF Not to exceed 80 hours per school year. License Agreements: Library Media Assist will support the implementation of Accelerated Reader (\$11,000 - Title I) by providing reading Lexile goals and progression of goals to teachers and students. One Bilingual Assistants (1 FTE Bilingual assistant Instructional - Centralized Service paid by the district) will pull out EL students for 20 minutes daily reinforcing ELA and math basic concepts taught. Coordinate using substitutes for teachers to conduct PLC meetings to create Common Formative Assessments, (Plan, Do, Study, Act) SMART Goal at least three times Substitute/Teacher (Staff) Pay Calculation: 40 of days/hours X \$200 rate of pay = \$8,000 - LCFF # of EL students being monitored # of EL students ELPAC 1 # of EL student ELPAC 2 # of student RFEP

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$7,000	23030 - LCFF (Site)
\$10,163	50643 - Title I
\$8,000	23030 - LCFF (Site)
\$500	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide students with hands on experiential learning opportunities to supplement core instruction and AVID requirements through field trips, guest speakers, traveling exhibits, etc. Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating and Science Technology Engineering Mathematics (STEM) projects to include STEM project materials. Students will explore and conduct analysis of world history, culture, and geography through field trips, guest speakers and exhibits. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM-specific materials including project materials, science-specific project materials. \$12,000 - Title I - Instructional Materials pre/post assessments culminating project.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$14,500	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide students opportunities to: *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teacher and preschooler, *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

We only had one of instructional rounds and academic conferences we conducted this school year. The academic conferences helped 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. Also 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 school 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 instead of two we are supposed to have. However the instructional bilingual paraprofessional provided small group support to EL students. Also we hire our intervention teacher for K-3 only for 7 months due to the shortage of subs school district wide.

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. Also with the training that we have received from CAPS 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)

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goal for Suspension: (Must be a SMART Goal) Suspension - By June 30, 2023, decreased the suspensions for all students by 15% for all students. By June 30, 2023, decreased the suspension for African American students by 10% to 5%. By June 30, 2023, decreased the suspension for Homeless Youth by 10% to 15% . School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By June 30, 2023, decrease chronic absenteeism for All Students by 30 % to 25% . By June 30, 2023, decreased chronic absenteeism for the Homeless by 20 % to 50 % . By June 30, 2023, decreased chronic absenteeism for African Americans students by 30 % to 25%.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of suspension in the following grade levels: 4th -8th		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through the PLUS program, counseling, structured student engagement activities, etc. Provide training to staff on restorative practices. Implement the Mindful Life Project school wide to empower students and educators with mindfulness based programming that builds self-awareness, self-regulation, perseverance, resilience and social-emotional intelligence that enable them to thrive in their classrooms, school and their community. Structured student engagement Activities consultant to provide mentoring and leadership support to students. (2 Coaches - Centralized Service) Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PLUS, PBIS, and Counseling. PLUS elective class will provide forums twice a month, targeting grade levels as needed. Provide restorative circles training for teachers and staff. Provide equity training for staff and teachers. Professional development on PBIS in the classroom. PBIS tiers of support for key students, including "Game Room" on Friday which provides a structured play time for students to experience and practice positive peer and adult interactions. Assemblies for students to build self-esteem and promote healthy habits. Counselor Classroom Presentations addressing topics such as social-emotional learning, bullying, and friendship. A team of teachers (4) will attend ASCA conference. This conference will support the Hazelton team in maintaining a nationally recognized comprehensive school counseling program that supports all students socially, academically, and for their future. This conference will provide them with the professional development needed to continue to close achievement gap and address student needs through MTSS and other best practices in SELS and college career readiness (LCFF \$20,000). Incentives for positive behavior and attendance Social-Emotional Support: Provide students with a variety of tools to utilize in the classroom to assist with student self-monitoring. Alternative seating such as wobble chairs, wobble seats for students with ADHD. Materials and supplies to create "cool-down stations" in the classrooms to support students with self-regulation. Supply teachers with squeeze balls, calming sand, etc. to help with student de-escalation. License Agreement - (\$3,000 - LCFF) PBIS System Rewards and training for teachers to use the license- assist in the positive reinforcement of behaviors and characteristics supporting school climate and posters. ****Incentives/gifts/appreciation . "events"/entertainment is unallowable using State and Federal funds. \$750 - LCFF professional development on the use of PBIS System rewards # of student being referred for social/emotional issues # of student involved in the PLUS program # of students academically engaged # of students successful in the classroom of PLUS meeting # of student attending school # of student attending on time # of discipline referrals # of students suspended Suspension - Outcome data *Number of suspensions April equals 18 African American and Latino - suspensions- 81 * Daily average of student referrals- 17 * Incident type-highest is caused, tempted, physical injury and bullying: number of incidents: 40 and 31 * Grade level incidents- 7th, 8th grade 6th, 5th and 4th * Number of students earning positive rewards- 30 weekly Hazelton Hawks raffle tickets drawn K-8 grades.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$0	23030 - LCFF (Site)
\$2,313	23030 - LCFF (Site)
\$9,458	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Suspensions -4th, 5th 6th 7th and 8th Grade Students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Attendance - All Students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Based on what it was implemented this school year it reduced the numbers on our suspension at the beginning of the school year with only four suspensions the first month of school. The following grade level had the highest suspensions: 4th, 5th, 7 and 8th grade. We were not able to to implement most of the activities that we planned for this school year due to the supporting staff covering classes due to the lack of sub teachers and COVID. This school year Hazelton received a \$50,000 grant to purchased benches and tables for STEM projector/outdoor learning. These tables will help to provide seating for parents and students (Social Ice cream, parent conferences, picnic with the parents, chess club, or any our learning projects).

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 but our mental health clinician provided extra support to teachers. Also we did not use the consultant to provide mentoring and leadership support to students. However this school year we started the student council team that was lead by a middle school teacher and provided some help to plan other school events on creating a safe an learning environment.

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 22-23 school year 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.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal) By June of 2023, Hazelton School will reach 10 % of parent participation in parent conferences by June 2023.

Identified Need

We had very little participation from parents in all of our parent meetings.

Small percentage of parents participating in virtual meetings

We didn't have enough subs to help with covering classes for PBIS Events.

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent conferences, communication Increase parent engagement activities through student-led academic conferences that encourage parent and teacher relationships. Increasing parent and student engagement through college and career readiness activities, such as college field trips, college awareness workshops, AVID information nights, etc. Increase parent engagement activities through student-led academic conferences that encourage parent and teacher relationships. School counselors, community assist, and program specialist will assist to increase school to home communications through one-one-one outreach, utilizing School Messenger, PeachJar, website, and social media. Community Assistant (.7500 FTE) will reach out to families to make contact with parents to invite them to these events. Community Assistant will support data-driven parent/teacher conferences in outreach and attendance with parents through hands-on activities and strategies for parents to replicate at home. Additional comp for whole group meeting occurring after hours. .7500 FTE Community Assistant - \$62,661 - Title I - 22901 Expand the Parent Coffee Hour to focus on specific grade levels to increase parent student school engagement activities. Adding another parent meeting in the afternoon for parents that are not able to come to the morning coffee meetings. Monthly lunch with parents/Students- Parents will be invited to monthly lunches with their kids. This will be a time for parents to talk to teachers. Record and upload ELAC/Coffee hour for parents to view and get the information they need. Provide information and support in signing up for being a volunteer at the beginning of the year at our ice cream social and Back to school night events. Utilize school messenger and letters home to communicate with parents. Add volunteer activities to the monthly calendar. Increase the number of parents participating in Parent Teacher Conferences, ELAC meetings, and Coffee Hours Parent Meetings: Parent Coffee Hours, PTA Meetings and Events, ELAC and SSC, Picnic with the parents, with additional staffing to support meetings/events outside regular working hours. Provide light snacks and refreshments, parent training materials such as: chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do. Community Additional Comp Calculations: 1 X 5 hours X \$50 rate of pay = \$1000 - Title I Parent Meetings (Object Code 22500): \$1,500 -Title I Books: Books will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Parents will utilize the books to gain understanding and learn positive parenting skills. These skills will transfer to the parents' ability to help their children at home and provide a positive environment that is conducive to learning. Books (Object Code 43110) - \$1000 - Title I Parent Meeting (\$1,000 - Title I - 43400): Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. Books (\$1,000 - Title I - 43110): Books will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Materials for parent and student involvement activities, such as literacy night, science night, STEM, Fall Festival, Baile Folklorico and Halloween parade, # of parents contacted # of meetings coordinated # of parents attending # of students served # of students making academic growth # of parents attending ESL classes # of parents completing ESL classes # of parents attending conference # of parents training Virtual and Drive through Halloween parade-Virtual Parent Coffee Classes: Virtual and Drive-through Family Nights (Math/Science, AVID, and Literacy) 2022-2023 *Incentives/gifts/appreciation "events"/entertainment are not allowable using State & Federal funds.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$62,661	50643 - Title I

\$1,500	50647 - Title I - Parent
\$1,087	50647 - Title I - Parent
\$1,500	50647 - Title I - Parent

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

This school year we had our coffee hour, SSC, ELAC , and parent conferences virtual and an average of 4-8 parents were present. We also had our community assistant and mental health clinician taught an EPIC class for parents. This class was open for the parents school district wide and had an average of 25 present. Also this was done both English and Spanish which helped our Spanish speaking parents. Our community assistant has been great helped providing tech support to our families. This year we have a screen projector that displays all of the school events as well 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 CABA conference due to the COVID guidelines. We had an opportunity for parents to participate in the CABA 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.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$223,451.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$435,291.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50643 - Title I	\$219,364.00
50647 - Title I - Parent	\$4,087.00

Subtotal of additional federal funds included for this school: \$223,451.00

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 (\$)
23030 - LCFF (Site)	\$211,840.00

Subtotal of state or local funds included for this school: \$211,840.00

Total of federal, state, and/or local funds for this school: \$435,291.00