



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Hazelton Elementary
Address:	535 W. Jefferson St., Stockton, CA 95206
CDS Code:	6042626
District:	Stockton Unified School District
Principal:	Victor Zamora
Revision Date:	January 8, 2018
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Victor Zamora
Position:	Principal
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SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

English Learner Parent Involvement Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature
Edu Quintana

Signature

Signature

Signature

Signature

Signature

Signature

Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on January 8, 2018.

Attested:

Victor Zamora

Typed Name of School Principal

[Signature]

Signature of School Principal

January 8, 2018

Date

Jose A. Frias

Typed Name of SSC Chairperson

[Signature]

Signature of SSC Chairperson

January 8, 2018

Date

Mission

Insert the school site's mission.

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

Vision

Insert the school site's vision.

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

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

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

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

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

Hazelton has ten (10) 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 and would tell you they would not work any other place, that Hazelton is their home. Hazelton views itself as a family unit working together on a daily basis to meet the many needs of students. You will often find the teaching and classified staff working past 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.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.
- The following are our three top priorities: Raise all student achievement, ensure a safe environment, and parent involvement.
- We have the following major expenditures that support the above priorities: Full time program specialist, Full time counselor, PLC staff development, AVID staff development, collaboration time both during after school, teacher academic conferences, and instructional rounds.

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

1. Having a program specialist and instructional coach helped our school raise all students achievement. Also providing teacher release time for collaboration, curriculum development, AVID staff development, and PLC staff development helped our teachers to collaborate both vertical and horizontal with other grade levels. Having a full-time school counselor helped with school climate and safe learning environment: PBIS, PLUS, school wide behavior plan. Hazelton has an intervention for grades first- third to help our intensive students.
2. Hazelton school has a high percentage of our students that are homeless and transient families. We are in need of a school librarian to allow greater access reading an Accelerated Reader.
3. Release time for teacher to administer one on one student assessments in kindergarten half day instead of a full day substitute. Staff Development in PBIS helped decrease the suspensions as well as structure activities during lunch recess.
4. PBIS student activities were not consistent. The fidelity to Tier 2 (T2) and Tier 3 (T3) has not occurred or was consistent. Last year we had a part-time instructional coach and was not able to provide the support that our teachers needed in the classroom with classroom management.
5. Our program specialist and assistant principal tried to provide support teachers in the classroom with classroom management but with the lack of substitutes it was a challenge to be in the classrooms that really needed the help.
6. The lack of full or timely implementation of supporting new teachers in the classroom had major impact on student learning and discipline issues.
7. We used the following data: MAP, SBAC, suspension data, intervention teacher used the following assessment to monitor student learning, Synergy report of our transient students.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

1. Instructional Coach - Teacher release time (substitute teachers) for collaboration, curriculum development, training, and staff development at the PDC, AVID Staff Development, PLC Staff Development, Instructional rounds, academic conferences, Time for teacher to be released to work with the instructional coach, intervention teacher for grades 1-3.
2. Some students improved their reading skills and other were are not getting resource (RSP) services or placed in a special education class.
3. PBIS student activities. We do not have data to support the claim of improved academic achievement. PBIS student activities. Suspension rate increased. Academic and behavior celebrations. We need to increase the number of students receiving awards and recognition. School-wide behavior plan. It was not implemented with fidelity. We are struggling with very poor student behavior.
4. Not having a full time instructional coach made it difficult to work or provide the help that the teachers needed with classroom management.

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

1. The SSC member assisted in the following data analysis and recommendations: ELA, MATH MAP data, SBAC data, CELDT data,
2. The ELPIC or ELAC committee participated by reviewing the English Learner sections and made the following recommendations: more paraprofessionals to provide extra support to the EL students in the classrooms, more parent conferences throughout the school year to monitor student learning.
3. We will continue sharing out data in our Coffee Hour, ELAC, SSC meetings to monitor our plan throughout the school year.
4. We have the following committees or teams that will help us monitor the planned activities and outcomes: SSC, ELAC, Coffee Hour, PBIS/PLUS, leadership/AVID.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
 - Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
 - Based on this information, what might be some recommendations for future steps to meet this goal?
1. Our school provided PLC and AVID PD. Based on the SBAC results from the last two years we increase the percentage of our students in math from 22 % to 24 %nearly met.
 2. 54 % of the English Learners scored at levels 3 and 4 on the CELDT test and now these students are partially close to reclassification if they meet the MAP criteria.
 3. We have about eleven of our new teachers and were struggling with classroom management and the implementation of PBIS.
 4. This school year we have a PBIS team that is focusing with the implementation of PBIS and a full time instructional coach to assist those teachers with classroom management and best practices. Also continue with the intervention teacher to provide the support to students in first through third grade in reading.

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Based on the SBAC results from the last two school years 15-16 and 16-17 we increase the percentage of students nearly meeting the standards in ELA from 22% to 29%. Also, we reduced the percentage of students not meeting the standards from 63% in 15-16 school year to 56% in the 16-17 school year. Students with disabilities increase significantly +15 points. The Filipino subgroup also increase significantly +47 points which is 3 points above level three.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest needs English Language Arts based on the Spring 2017 CAASPP:

- 61% of the students are performing in reading in the red category or level 1 and 32% of the students are performing in reading in the orange category or level 2.
- 53 % of the students are performing in writing in the red category and 38% of the students are performing in writing in the orange category or level 2.
- 45% of the students are still performing in listening in the red category or level 1 and 43% of the students are performing in research and inquiry in the orange category or level 2.

Greatest needs in Math based on the Spring 2017 CAASPP:

- 62% of the students are performing in math in concepts and procedures in the red category and 22% of the students performing at level 2 or orange category.
- 68% of the students are performing on problem solving and modeling data at level 1 or red category and 29% of the students are at level 2 or orange category.
- 64% of the students are performing on communication and reasoning at level 1 or red category and 34% of the students are at level 2 or orange category.

Action plan:

1. We had our academic conferences and we focus on data analysis both MAP and CAASPP and set a date to have parent conferences and set student goals.
2. Use the PLC 1.5-hour meeting twice a month strictly for Plan, Do, Study, Act based on the 4 PLC questions.
3. Instructional Rounds to support the problem of practice
4. Instructional coach and program specialist will provide ongoing support in the classroom with the new teachers on classroom management.
5. We will continue meeting monthly with the district level PBIS Team to support our PBIS initiatives.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

According to the CA Dashboard, there are no performance gaps as defined; however, we do see there is a gap in the timely reclassification of EL students.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

We had multiple meetings with the following committees to discuss the needs of all students: ELAC, SSC, Parent Coffee Hour, and teacher leadership team. On November 27, the school site council met work on the school plan. The ELAC team met on November 17, to discuss the school plan.

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>1.1 Academic Student Achievement: Language Arts, ELD</p>	<p>Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, AVID conferences, data analysis, etc.</p>	<p># 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</p>	<p>Monthly</p>	<p>\$53,602 (Salary/Benefits) \$5,000 (Instructional Coach Additional Comp) \$16,696 \$52,000 (Substitute Pay) \$33,200 \$24,870 (Conferences) \$15,000 \$15,000 (Teacher Additional Comp.)</p>	<p>Title I LCFF</p>	<p>19101 19500 11700 52150 11500</p>
<p>1.2 Academic Student Achievement: ELA, math, science, social studies, EL</p>	<p>Teacher will be provided support with the implementation of the AVID strategies school wide, such as WICOR, Cornell notes, organization, questioning strategies, student portfolios.</p>	<p># 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</p>	<p>Monthly including RFEP wave 1 and 2)</p>	<p>\$67,002 \$67,002 (Salary/Benefits)</p>	<p>Title I LCFF</p>	<p>19101</p>
<p>1.3 Academic Student Achievement</p>	<p>Supplemental materials and resources to</p>	<p># of student increasing Lexile level</p>	<p>Monthly</p>		<p>Title I LCFF</p>	<p>43110 43200 44000</p>

	support core instruction such as intervention programs (e.g. Accelerated Reader, etc.), project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, dot camera, interactive monitors, etc.)	# of students - independent reading levels # of student usage # of students taking AR test		\$29,365 (Instructional Materials) \$4,550 (Non-Instructional Materials) \$14,000 \$14,137 (Equipment) \$3,000 (Duplicating) \$5,000 (Maintenance Agreement) \$2,000 (Equipment Repair) \$8,370 (License Agreement)		57150 56590 56530 58450
1.4 Academic Achievement: English Learners	Monitor EL progress resulting in reclassification.	# of EL students being monitored # of EL students CELDT 1 # of EL student CELDT 2 # of student RFEP	Monthly	\$35,902 (Salary/Benefits)	LCFF	21101
1.5 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	pre/post assessments culminating project	Monthly	\$16,000 (Field Trip-District Trans)	LCFF	57250

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>2.1 Academic Student Achievement: Language Arts, ELD</p>	<p>Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, AVID conferences, data analysis, etc.</p>	<p># 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</p>	<p>Monthly</p>	<p>\$53,602 (Salary/Benefits) \$5,000 (Instructional Coach Additional Comp) \$16,696 \$52,000 (Substitute Pay) \$33,200 \$24,870 (Conferences) \$15,000 \$15,000 (Teacher Additional Comp.)</p>	<p>Title I LCFF</p>	<p>19101 19500 11700 52150 11500</p>
<p>2.2 Academic Student Achievement: ELA, math, science, social studies, EL</p>	<p>Teacher will be provided support with the implementation of the AVID strategies school wide, such as WICOR, Cornell notes, organization, questioning strategies, student portfolios.</p>	<p># 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</p>	<p>Monthly including RFEP wave 1 and 2)</p>	<p>\$67,002 \$67,002 (Salary/Benefits)</p>	<p>Title I LCFF</p>	<p>19101</p>
<p>2.3 Academic Student Achievement</p>	<p>Supplemental materials and resources to</p>	<p># of student increasing Lexile level</p>	<p>Monthly</p>		<p>Title I LCFF</p>	<p>43110 43200 44000</p>

	support core instruction such as intervention programs (e.g. Accelerated Reader, etc.), project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, dot camera, interactive monitors, etc.)	# of students - independent reading levels # of student usage # of students taking AR test		\$29,365 (Instructional Materials) \$4,550 (Non-Instructional Materials) \$14,000 \$14,137 (Equipment) \$3,000 (Duplicating) \$5,000 (Maintenance Agreement) \$2,000 (Equipment Repair) \$8,370 (License Agreement)		57150 56590 56530 58450
2.4 Academic Achievement: English Learners	Monitor EL progress resulting in reclassification.	# of EL students being monitored # of EL students CELDT 1 # of EL student CELDT 2 # of student RFEP	Monthly	\$35,902 (Salary/Benefits)	LCFF	21101
2.5 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	pre/post assessments culminating project	Monthly	\$16,000 (Field Trip-District Trans)	LCFF	57250

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>3.1 Academic Student Achievement: Language Arts, ELD</p>	<p>Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, AVID conferences, data analysis, etc.</p>	<p># 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</p>	<p>Monthly</p>	<p>\$53,602 (Salary/Benefits) \$5,000 (Instructional Coach Additional Comp) \$16,696 \$52,000 (Substitute Pay) \$33,200 \$24,870 (Conferences) \$15,000 \$15,000 (Teacher Additional Comp.)</p>	<p>Title I LCFF</p>	<p>19101 19500 11700 52150 11500</p>
<p>3.2 Academic Student Achievement: ELA, math, science, social studies, EL</p>	<p>Teacher will be provided support with the implementation of the AVID strategies school wide, such as WICOR, Cornell notes, organization, questioning strategies, student portfolios.</p>	<p># 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</p>	<p>Monthly including RFEP wave 1 and 2)</p>	<p>\$67,002 \$67,002 (Salary/Benefits)</p>	<p>Title I LCFF</p>	<p>19101</p>
<p>3.3 Academic Student Achievement</p>	<p>Supplemental materials and resources to</p>	<p># of student increasing Lexile level</p>	<p>Monthly</p>		<p>Title I LCFF</p>	<p>43110 43200 44000</p>

	support core instruction such as intervention programs (e.g. Accelerated Reader, etc.), project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, dot camera, interactive monitors, etc.)	# of students - independent reading levels # of student usage # of students taking AR test		\$29,365 (Instructional Materials) \$4,550 (Non-Instructional Materials) \$14,000 \$14,137 (Equipment) \$3,000 (Duplicating) \$5,000 (Maintenance Agreement) \$2,000 (Equipment Repair) \$8,370 (License Agreement)		57150 56590 56530 58450
3.4 Academic Achievement: English Learners	Monitor EL progress resulting in reclassification.	# of EL students being monitored # of EL students CELDT 1 # of EL student CELDT 2 # of student RFEP	Monthly	\$35,902 (Salary/Benefits)	LCFF	21101
3.5 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	pre/post assessments culminating project	Monthly	\$16,000 (Field Trip-District Trans)	LCFF	57250

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PLUS program, counseling, structured student engagement activities, etc.	# 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	Monthly	\$25,137 (Salary/Benefits)	LCFF	12151

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PLUS program, counseling, structured student engagement activities, etc.	# 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	Monthly	\$25,137 (Salary/Benefits)	LCFF	12151

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program	# of student being referred for social/emotional issues # of student involved in the	Monthly	\$25,137 (Salary/Benefits)	LCFF	12151

	such as PLUS program, counseling, structured student engagement activities, etc.	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				
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LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>1.1 Parent, Student, and School Engagement</p>	<p>Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent conferences, communication</p>	<p># 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</p>		<p>\$3,734 (Parent Meeting) \$5,000 (Substitute Pay)</p>	<p>Title I LCFF</p>	<p>43400</p>
<p>1.2 Parent, Student, and School Engagement - College Field trips</p>	<p>Increasing parent and student engagement through college and career readiness activities, such as college field trips, college awareness workshops, AVID information nights, etc.</p>	<p># of college readiness activities for parents # of college readiness activities for students # of college fields trips # of parents attending college and career readiness informational events</p>	<p>Trimester</p>	<p>\$604 (Field Trip-District Transportation)</p>	<p>Title I</p>	<p>57250</p>

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>2.1 Parent, Student, and School Engagement</p>	<p>Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent conferences, communication</p>	<p># 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</p>		<p>\$3,734 (Parent Meeting) \$5,000 (Substitute Pay)</p>	<p>Title I LCFF</p>	<p>43400</p>
<p>2.2 Parent, Student, and School Engagement - College Field trips</p>	<p>Increasing parent and student engagement through college and career readiness activities, such as college field trips, college awareness workshops, AVID information nights, etc.</p>	<p># of college readiness activities for parents # of college readiness activities for students # of college fields trips # of parents attending college and career readiness informational events</p>	<p>Trimester</p>	<p>\$604 (Field Trip-District Transportation)</p>	<p>Title I</p>	<p>57250</p>

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>3.1 Parent, Student, and School Engagement</p>	<p>Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent conferences, communication</p>	<p># 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</p>		<p>\$3,734 (Parent Meeting) \$5,000 (Substitute Pay)</p>	<p>Title I LCFF</p>	<p>43400</p>
<p>3.2 Parent, Student, and School Engagement - College Field trips</p>	<p>Increasing parent and student engagement through college and career readiness activities, such as college field trips, college awareness workshops, AVID information nights, etc.</p>	<p># of college readiness activities for parents # of college readiness activities for students # of college fields trips # of parents attending college and career readiness informational events</p>	<p>Trimester</p>	<p>\$604 (Field Trip-District Transportation)</p>	<p>Title I</p>	<p>57250</p>

Section V: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Victor Zamora	Fall 2017	Fall 2019	X			
Debra Barry	Fall 2017	Fall 2019		X		
Erazo Elmer	Fall2017	Fall 2019		X		
Brian Gegarian	Fall 2017	Fall 2019		X		
Marygrace Cordero	Fall 2017	Fall 2019			X	
Jose A. Frias	Fall 2017	Fall 2019				x
Graciela Chairez	Fall 2017	Fall 2019				X
Norma Mejia	Fall 2017	Fall 2019				X
Monica Ramirez	Fall 2017	Fall 2019				X
Rosa Luna	Fall 2017	Fall 2019				X
Numbers of members of each category:			1	3	1	5

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: HAZELTON ELEMENTARY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp			15,000		\$ 15,000.00	Goal 1 - 1
11700	Teacher Substitute			16,696		\$ 16,696.00	Goal 1 - 1
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist			67,002		\$ 67,002.00	Goal 1 - 2
19101	Instructional Coach			53,602		\$ 53,602.00	Goal 1 - 1
19500	Instr. Coach-Add Comp			5,000		\$ 5,000.00	Goal 1 - 1
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
						\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 157,300.00	\$ -	\$ 157,300.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials					\$ -	
43200	Non-Instructional Materials			4,550		\$ 4,550.00	Goal 1 - 3
43400	Parent Meeting		3,775			\$ 3,775.00	Goal 3 - 1
44000	Equipment			14,000		\$ 14,000.00	Goal 1 - 3
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 3,775.00	\$ 18,550.00	\$ -	\$ 22,325.00	
Services							
57150	Duplicating		604			\$ 604.00	Goal 3 - 2
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	Corp Yard					\$ -	
56590	Maintenance Agreement			5,000		\$ 5,000.00	Goal 1 - 3
56530	Equipment Repair			2,000		\$ 2,000.00	Goal 1 - 3
52150	Conference			33,200		\$ 33,200.00	Goal 1 - 1
59140	Telephone					\$ -	
58450	License Agreement					\$ -	
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ 604.00	\$ 40,200.00	\$ -	\$ 40,804.00	
	Total		\$ 4,379.00	\$ 216,050.00	\$ -	\$ 220,429.00	
	Differential		-	-		-	
	2016-17 Carryover		41	58,725		58,766	
	Revised 2017-18 Allocation		4,338	157,325		161,663	
			4,379	216,050		220,429	

SCHOOL NAME: HAZELTON ELEMENTARY
Preliminary Budget Allocation - LCFF
2017-2018

Object	Description	FTE	LCFF/SCE 23030	LCFF/SCE 23031	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			Instructional-SC E/General	Extended Day/Year		
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp		15,000		\$ 15,000.00	Goal 1 - 1
11700	Teacher Substitute		57,000		\$ 57,000.00	Goal 1 - 1; Goal 3 - 1
12151	Counselor		25,137		\$ 25,137.00	Goal 2 - 1
13201	Assistant Principal				\$ -	
19101	Program Specialist		67,002		\$ 67,002.00	Goal 1 - 2
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant		35,902		\$ 35,902.00	Goal 1 - 4
24101	Library Media Clerk				\$ -	
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 200,041.00	\$ -	\$ 200,041.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials		29,365		\$ 29,365.00	Goal 1 - 3
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment		14,137		\$ 14,137.00	Goal 1 - 3
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 29,365.00	\$ -	\$ 29,365.00	
Services						
57150	Duplicating		3,000		\$ 3,000.00	Goal 1 - 3
57250	Field Trip-District Trans		16,000		\$ 16,000.00	Goal 1 - 5
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference		24,870		\$ 24,870.00	Goal 1 - 1
59140	Telephone				\$ -	
58450	License Agreement		8,370		\$ 8,370.00	Goal 1 - 3
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 52,240.00	\$ -	\$ 52,240.00	
	Total		\$ 281,646.00	\$ -	\$ 281,646.00	
	Differential		-		-	
	Allocations		281,646		281,646	