# Hamilton Elementary

10621666006068

Principal's Name:  Jahmaal  Sawyer  on  behalf  of  Debbie Marquez

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on:  June 12, 2024

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| District Goals | |
|---|---|
| The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation. | |
| Student Goal | Improve academic performance at challenging levels |
| Student Goal | Expand student-centered and real-world learning experiences |
| Student Goal | Increase student engagement in their school and community |
| Staff Goal | Increase recruitment and retention of staff reflecting the diversity of our community |
| Family Goal | Increase inclusive opportunities for families to engage in their students' education |

**Centralized Services** - No Centralized Services are utilized at this time.

## Consolidated Program Assurances

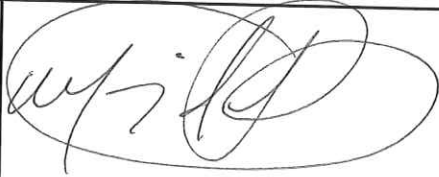| |
|---|
| The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually. |
| The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA. |
| The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year.  Classroom teachers, school staff, parents and students (secondary level only) are also participating members. |
| The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development. |
| The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment.  Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth. |
| School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years. |
| Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact. |
| Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students. |
| The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education. |

## School Site Council

| School Site Council List | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
|---|---|---|---|---|---|
| **Member Name** | | | | | |
| 1. Principal – Jahmaal Sawyer | X | | | | |
| 2. Chairperson – Ezekiel Lopez | | | | | X |
| 3. Secretary – Starliey Martinez | | | | | X |
| 4. Shaterika Winston | | X | | | |
| 5. Monica Bencomo | | | X | | |
| 6. Sara Rivas | | | X | | |
| 7. Tamela Ryatt | | X | | | |
| 8. Melissa McGhee | | X | | | |
| 9. Mary Williams | | | | X | |
| 10. Miriam Limas | | | | X | |
| 11. Maria Garica | | | | X | |
| 12. Lorena Montano | | | | X | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

| Check the appropriate box below: |
|---|
| ☑ ELAC reviewed the SPSA as a school advisory committee. |
| ☐ ELAC voted to consolidate with the SSC. Date_____ . |

**Required Signatures**

| School Name: Hamilton Elementary | | | |
|---|---|---|---|

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

| Title | Print Name Below | Signature Below | Date |
|---|---|---|---|
| Principal | Jahmaal Sawyer | | 5-1-24 |
| SSC Chairperson | Ezekiel Lopez | | 5-1-24 |

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

# Hamilton - 0208

## ON-SITE ALLOCATION

| | | |
|---|---|---:|
| 3010 | Title I | $92,880  * |
| 7090 | LCFF Supplemental & Concentration | $289,110 |
| 7091 | LCFF for English Learners | $42,768 |

**TOTAL 2024/25 ON-SITE ALLOCATION**                                    **$424,758**

| | |
|---|---:|
| *     These are the total funds provided through the Consolidated Application | |
| | |
| *     Title I requires a specific investment for Parent Involvement | |
| Title I Parent Involvement - Minimum Required | $2,752 |
| Remaining Title I funds are at the discretion of the School Site Council | $90,128 |
| Total Title I Allocation | $92,880 |

January 24, 2024

# Hamilton K-8 2024-2025 - SPSA

**Goal 1 - STUDENTS: Improve academic performance at challenging levels.**

## Needs Assessment

### School Quality Review

School Level Dashboard

| Goal 1 Metrics | Required | Current Target | Actual | As Of | Target |
|---|---|---|---|---|---|
| ELPAC - percentage of students who scored 4 | | | 4.1 % | 2023-2024 | 5.2 % |
| ELPI - percentage of students who improved at least one ELPI level (English Learner) | ✔ | | 25.4 % | 2023-2024 | 30 % |
| SBAC ELA - Average distance from standard | ✔ | -40 pts | -45.4 pts | 2023-2024 | -30 pts |
| SBAC ELA - percentage of students met/exceeded standard | ✔ | 33.12 % | 32.5 % | 2023-2024 | 37.5 % |
| SBAC Math - Average distance from standard | ✔ | -88 pts | -88 pts | 2023-2024 | -73 pts |
| SBAC Math - percentage of students met/exceeded standard | ✔ | 20.34 % | 18.7 % | 2023-2024 | 24 % |

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

**1** Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Hamilton K-8 School implemented a comprehensive, balanced literacy program, which reflects an instructional model that uses a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. Specific areas of focus were IPG Tenet 3 Student Ownership which was reflected through establishing strong academic discourse structures, implementation of high-quality Tier 1 instruction, and Blended Learning. Student Ownership through academic discourse started strong with multiple staff PL dedicated to established common understanding and tools to support, however, focus and attention decreased throughout the year and the impact was affected. All ATSI identified student groups (African-American, Hispanic, Students With Disabilities, Socioeconomically Disadvantaged, and English Learners) made gains in ELA as measured by iReady except for African-American students.

- African-American:
  - Diagnostic 1: 8.9% on grade level 91.1% one or more grade levels below

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

One key factor that was identified was a comprehensive RTI program that is aligned site wide. While growth has been made, all identified student groups are making less progress on the SBAC as follows:

- African-American: 16.7% Met/Exceeded Standards
- Hispanic: 32.8% Met/Exceeded Standards
- Students With Disabilities: 8.5% Met/Exceeded Standards
- Socioeconomically Disadvantaged: 30.8% Met/Exceeded Standards
- English Learners: 8.5% Met/Exceeded Standards (47.1% Reclassified EL students Met/Exceeded Standards)

Establishing a site-wide RTI structure, creating a After School Support Center, and focusing on utilizing GVC with fidelity are key factors that impact outcomes for our students.

- - Diagnostic 2: 0% on grade level 100% one or more grade levels below
- Hispanic
  - Diagnostic 1: 15.6% on or above grade level 84.4% one or more grade levels below
  - Diagnostic 2: 29.6% on or above grade level 70.4% one or more grade levels below
- Students With Disabilities
  - Diagnostic 1: 7.6% on or above grade level 92.4% one or more grade levels below
  - Diagnostic 2: 13.4% on or above grade level 86.6% one or more grade levels below
- Socioeconomically Disadvantaged
  - Diagnostic 1: 15.1% on or above grade level 84.9% one or more grade levels below
  - Diagnostic 2: 27.2% on or above grade level 72.8% one or more grade levels below
- English Learners
  - Diagnostic 1: 2.4% on or above grade level 97.6% one or more grade levels below
  - Diagnostic 2: 15.9% on or above grade level 84.1% one or more grade levels below
  - Reclassification: 35.3% of EL students reclassified.

Our current implementation of RTI is not consistent across grade levels, which is one factor impacting student academic outcomes. Additional reflection and data collection from teachers and administration is necessary to determine next steps for improving ELA outcomes. The target for this goal has not been met.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Quarterly data chats with teachers did not occur consistently, and money that was budgeted here was utilized to purchase additional resources for classrooms.
- We site fund one kindergarten paraprofessional to ensure all three teachers have a paraprofessional in their classroom. We have not been able to hire for that position so funds have not been utilized to fulfill that role.
- Incentives were not utilized effectively due to lack of consistent success criteria and utilization of 5-Star Students.
- Lack of sufficient opportunities for consistent parent participation.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

1. Establishment of a robust site-wide RTI system with ongoing data monitoring and adjustment based on student needs.
2. Professional learning to support designated and integrated ELD.
3. Co-planning, development, and implementation of Common Formative Assessments within grade-level teams.
4. Utilizing resources from the Regional Literacy Plan (K-1 Teaching Fellows) to support foundational reading skills.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

| 1 SSC - (Teacher/Staff, Parents, and Secondary Students). | 2 ELAC: | 3 Staff - (Credentialed Staff, Classified Staff, and Administrators): |
|---|---|---|

- Provide additional professional learning for teachers.
- Tutoring services.
- Is Saturday School still an option?

- Provide additional professional learning for teachers.
- Tutoring services.

- Specific training that is grade-level specific to support with ELD instruction
- Access to reading tutor, decodable readers, and Reflex
- Concerns about lack of participation in PTA.
- Utilize incentives from 5 Star for students.

# Action 1

**Title:** ELA/ELD

## Action Details:

- **Hamilton K-8 School will implement a comprehensive, balanced literacy program, which reflects an instructional model that uses a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. As we align our ELA instruction to our Opportunity Snapshot provided by TNTP through our Regional Literacy Plan, we will utilize that feedback to create an aligned MTSS process focused on early literacy skills and site-wide RTI**
- **In alignment with our Regional Literacy Plan, Hamilton will work alongside TNTP to build site-wide coherence by engaging in professional learning and coaching aligned to The Science of Teaching Reading. All teachers in TK-8th grades will complete shared learning around foundational reading skills in order to have common language and establish consistency to address Tier 2 and 3 needs. K-1 teachers will have focused coaching and support to better serve students in their foundational reading skills and increase literacy achievement in K-1.**
- **The instructional expectations will ensure the implementation of high quality, Tier 1 instruction. Tier 1 will include site-wide diagnostic assessments, standards aligned instruction and assessment, and on-going monitoring of student progress utilizing iReady, EdCite, CFA, and SBAC data. The ELA instructional block will also incorporate an effective Tier 2 structure that systematically provides Response to Intervention for students who are at risk and/or functioning below grade level.**
- **Hamilton K-8 School will implement a comprehensive, balanced language acquisition program, which includes Integrated and Designated English Language Development. A comprehensive English language acquisition program will be implemented utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC and common formative assessments. Teacher professional learning will be provided through development and refinement of high quality first instruction. All actions will support an increase in progress related to moving every student a minimum of a language proficiency level per year.**
  - Data analysis and goal setting will be part of the ongoing cycle of instructional improvements. This will take place three-four times throughout the year (Teacher and admin) (Teacher and students)
  - Collect and prepare a variety of data reflecting student learning using iREADY, Common Formative Assessments (CFA), and other relevant data.
  - Professional Learning Community(PLC) process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success as related to the PLC+ Framework.
  - Instructional Cycle Components:
    - Identification of the content standards and benchmarks that will be supported through the Guaranteed and Viable Curriculum (GVC).
    - Content standards are translated into realistic, measurable learning outcomes and are calendared in 4-6 week cycles.
    - Assessment related to the intended learning outcomes measured by CAASSP, IABs, Standards Mastery, and/or other high rigor, evidenced based assessments.
    - Plan effective teaching strategies and instructional activities.
  - Instructional Practice Guide encompasses the core instructional practices that contribute to student learning.
    - Administrative Team Instructional walks utilizing the IPG for site-wide calibration and providing ongoing feedback.
    - Hamilton site focus on Ownership, Academic Discourse and Rigor.
  - Instruction will focus on daily close reading with complex text utilizing the guaranteed viable curriculum (GVC), collaborative conversations, and standards aligned writing tasks in grades K-6.
  - Support provided for (Tier 2/3) students by TSA, academic counselors, instructional coach, and Teaching Fellows (K-1 through Regional Literacy Plan).
  - Materials and supplies to support literacy.
  - Supplemental contracts for certificated staff to provide supplemental services for reading and writing in an After School Learning Center.
  - Supplemental contracts for instructional aides/classified to support intervention and extra support for students.
  - Provide certificated assessors for ELPAC administration from the district.
  - Tier 2 Intervention Specialist will support students with accessing academics through SEL support..
  - Substitutes provided to support planning, SST's, IEPs, data chats, and instructional walks.
  - Graphics to support instruction through anchor charts, reusable graphic organizers, and other related literacy charts.

- Professional Learning Conference/Travel opportunities as identified by site, region, and/or district.
- Co-planning PL with admin and ILT to address data-based needs.

| Reasoning for using this action: | ☑ Strong Evidence | ☐ Moderate Evidence | ☐ Promising Evidence |
|---|---|---|---|

**Explain the Progress Monitoring and data used for this Action**

### Details: Explain the data which will specifically monitor progress toward each indicator target
- iReady Diagnostics
- Diagnostic (Pre-FSA) will be administered during the first two weeks of school.
- Quarterly Admin-Teacher Chats to monitor strengths/challenges, to set class goals, and to set grade level goals, as related to FSA and BAS.
- Quarterly (or more) Teacher-Student Chats to set individual goals.
- FSA Data Chats 3x's per year to monitor student progress, set new goals, and create action plans.

As measured by Functional Skills Assessment (FSA) 3x's per year, On-Track students in ELA will increase 10% per quarter and Mastery will increase 2% per quarter.

### Owner(s):
- Teachers
- TSA's
- Academic Counselors
- Instructional Coach
- Administrators
- Parents

### Timeline:
- Diagnostic (iREADY) - August 2024
- Diagnostic (Pre-FSA)- August 2024
- FSA Data Chats

### Details: Explain the data which will specifically monitor progress toward each indicator target
- Diagnostic (iREADY) will be administered during the first two weeks of school for grades 1-8.
- Quarterly Admin-Teacher Chats to monitor strengths/challenges, to set class goals, and to set grade level goals, as related to iREADY, Interims, and SBAC, as applicable.
- Quarterly Teacher-Student Chats to set individual goals.
- Quarterly Data Chats to monitor student progress, set new goals, and create action plans.

### Owner(s):
- Teachers
- TSA's
- Academic Counselors
- Instructional Coach
- Administrators
- Parents

### Timeline:
August 2024 -Diagnostic I

October 2024 (Diagnostic II)

January 2025 (Diagnostic III)

May 2025 (Diagnostic IV)

### Details: Explain the data which will specifically monitor progress toward each indicator target
- Grades 3-8 Interim Assessment Blocks (IAB)
- Analysis of grade-level Common Formative Assessments
- Ongoing formative assessments
- Quarterly progress monitoring of English Learner redesignation rates
- Tier 2 IS progress monitoring data of students on caseload

### Owner(s):
- Teachers
- Professional Learning Communities
- Administrators
- Tier 2 IS

### Timeline:
Quarterly

### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Tier 1:
  - All students K-8 will participate in Goal Setting.
  - Use of iREADY for Tier 1 (Standards Mastery).
  - Teachers/TSAs/Instructional Coach will assist in communicating the goals, procedures and objectives of the ELA program to staff, students, and members of the public.
  - Instruction will focus on highly-supported literacy strategies including Close Reading sequences with complex text and Text Reconstruction, and foundational skills in alignment with the Regional Literacy Plan

- Graphics, Materials and Supplies to support literacy
- Copy machine lease/maintenance
- Purchase subscriptions and site licenses to digital text sources to extend use of complex text.
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Promethean Board, ELMO, laptop and whiteboard for teacher instruction
- Use of graphic organizers for activities that require scaffolds
- Tier 2:
  - Site-wide Response to Intervention structure
  - Use of iREADY Tier 2 (On-line and Teacher Toolkit)
  - After-school tutoring supplemental teacher contracts for students in grades K-8 who are significantly below grade level, as measured on FSA, iREADY, and EdCite
  - Incentives, rewards, or incentive field trips for students meeting site-established literacy criteria
  - Tier 2 Intervention Specialist will support students with accessing academics through SEL support..
  - Targeted Support Team (TST) utilized for academic, behavioral, attendance, and SEL concerns.
  - MS students with one D or one F will be flagged bi-monthly, and teacher/academic counselor will meet with students to support needs.
  - Students receiving RSP services with D's or F's will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.

- Tier 3:
  - Intervention targets more specific academic deficits and more individual students
  - Targeted Support Team (TST)
  - Special Education Assessment/IEP
  - Behavior Intervention Specialist to support academics.

## Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

- English Learner student population is performing at the lowest level in areas of progress towards English language proficiency. 23% increased at least one ELPI level, 44.3% maintained ELPI levels, and 32.8% decreased at least one ELPI level.

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

- CA Teaching Fellows to support Tier 2 small group instruction/RTI
- Teacher supplemental contracts to support after school EL tutoring and/or PLC planning for EL instruction.

**3. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Implement designated ELD and integrated ELD daily with all EL students,
- Quarterly monitoring of ELL achievement
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP)
- TK-6 Close Reading Sequence daily in K-6 to include reading complex text, writing, listening and speaking utilizing the adopted curriculum.
- Contracts for teachers to offer after-school tutoring for EL students not advancing at least one level per year on the EL standards, or who are not showing progress in literacy
- Provide certificated assessors for ELPAC administration from REA
- Materials and supplies provided to support EL program public awards and incentives presented to EL students as they re-designate

## Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.**

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

- *There are currently no student groups performing in the lowest level of ELA*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

- *Teacher subs to plan ELA, Math & ELD Instruction*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

- CA Teaching Fellows to support Tier 2 small group instruction/RTI
- Para to support foundational skills in Kindergarten
- Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction
- Subs for teacher planning of ELA & Math, peer observations and data chats
- Materials and supplies to support ELA, Math instruction & student incentives
- Technology to support learning

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- TST Team will meet every 2 weeks to review teacher referrals for Tier 2-3 students with

- Re-designation quarterly celebrations for all students re-designated during the course of the year.

academic/SEL/Attendance concerns.

- Academic Coach will support FH Regional Literacy Plan to implement small group instructional for targeted students based on multiple data sources to identify Tier 2-3 students in grades TK-2nd.

- Mentors/Campus Safety Assistant to offer regulating strategies in order to redirect students back to the learning environment whom are identified by individual behavior plans, SST's, TST team, or students demonstrating a pattern of at-risk Tier 2-3 behaviors.

- Common progress monitoring to identify specific areas of need.

**Specify enhanced services for SpEd students:**

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Multiple and flexible opportunities for students to demonstrate their learning.
- Increased use of technology.
- Increased motivation through engagement.
- SpEd students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.

**Specify enhanced services for Socioeconomically Disadvantaged students:**

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Flexible set-up in classrooms.
- Multiple and flexible opportunities for students to demonstrate their learning.
- Increased use of technology.
- Increased motivation through engagement.
- Students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.

## Action 2

**Title:** MATH

### Action Details:

- **Hamilton K-8 School will provide comprehensive, balanced mathematical instruction and will implement mathematical support for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Teacher professional learning will be provided through development and refinement of high quality first instruction, FUSD's Mathematical Instructional Practice Guide, common formative assessments, instructional cycles, all while utilizing PLC's as the driver. All actions will support an increase in progress related to moving every student a minimum of a grade level per year in Mathematics.**
  - School wide use of the Mathematical Practices.
  - Ongoing implementation of the eight required shifts in the Standards of Mathematical Practice, and inherently includes a gradual release of responsibility to students. Teachers will continue to utilize the Swun MLD structures during math instruction with support from our site Academic Coach.
  - Data analysis and goal setting will be part of the ongoing cycle of instructional improvements. This will take place three-four times throughout the year (Teacher and admin) (Teacher and students)

- ○ Collect and prepare a variety of data reflecting student learning using iREADY, Common Formative Assessments (CFA), and other relevant data.
- ○ Professional Learning Community(PLC) process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success as related to the PLC+ Framework
- ○ Instructional Cycle Components:
  - ▪ Identification of the content standards and benchmarks that will be supported through the Guaranteed and Viable Curriculum (GVC).
  - ▪ Content standards are translated into realistic, measurable learning outcomes and are calendared in 4-6 week cycles.
  - ▪ Assessment related to the intended learning outcomes measured by Illuminate, IABs, Standards Mastery, and/or other high rigor, evidenced based assessments.
  - ▪ Plan effective teaching strategies and instructional activities.
  - ▪ Implement planned assessments to determine whether students have met the intended learning outcomes.
- ○ Use of the Math Instructional Practice Guide which encompasses the core instructional practices that contribute to student learning.
- ○ Support provided for (Tier 2/3) students by TSA, academic counselor, instructional coach, and school psychologist.
- ○ Purchase technology including tablets, laptops, projectors, and other needed tech to support site-wide implementation of integrated technology and digital literacy.
- ○ Maintenance on technology, equipment, building, and machines to support literacy and school environment.
- ○ Purchase subscriptions and site licenses to digital resources to support math skill development.
- ○ Supplemental contracts for certificated staff to provide tutoring/intervention services for mathematics.
- ○ Supplemental contracts for instructional aides/classified to support intervention and extra support for students.
- ○ Substitutes provided to support planning, SST's, IEPs, data chats, etc.
- ○ Graphics to support instruction through learning posters, reusable graphic organizers, and other related math materials.
- ○ Professional Learning Conference/Travel opportunities as identified by site, region, and/or district.

| **Reasoning for using this action:** | ☐ Strong Evidence | ☑ Moderate Evidence | ☐ Promising Evidence |
|---|---|---|---|

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

- Diagnostic (iREADY) will be administered during the first two weeks of school, as appropriate.
- Diagnostic (Pre-FSA) will be administered during the first two weeks of school.
- Quarterly Admin-Teacher Chats to monitor strengths/challenges, to set class goals, and to set grade level goals, as related to FSA.
- Quarterly (or more) Teacher-Student Chats to set individual goals.
- Quarterly FSA Data Chats to monitor student progress, set new goals, and create action plans.

As measured by quarterly Kindergarten Assessment of Individual Growth(FSA), On-Track students in Math will increase 10% per quarter and Mastery will increase 2% per quarter.

Owner(s):
- Teachers
- TSA's
- Academic Counselors
- Instructional Coach
- Administrators
- Parents

Timeline:
- Diagnostic (iREADY) - August 2024
- Diagnostic (Pre-FSA)- August 2024
- FSA/BAS Data Chats
  - ○ Q1- October 2024
  - ○ Q2- December 2024
  - ○ Q3- March 2025
  - ○ Q4- June 2025

**Details: Explain the data which will specifically monitor progress toward each indicator target**

- Diagnostic (iREADY) will be administered during the first two weeks of school, as appropriate.
- Diagnostic (iREADY) will be administered quarterly.
- Quarterly Admin-Teacher Chats to monitor strengths/challenges, to set class goals, and to set grade level goals.
- Quarterly (or more) Teacher-Student Chats to set individual goals.
- Quarterly Data Chats to monitor student progress, set new goals, and create action plans.

**Owner(s):**

- Teachers
- TSA's
- Instructional Coach
- Administrators
- Parents

**Timeline:**

August 2024 -Diagnostic I

October 2024 (Diagnostic II)

January 2025 (Diagnostic III)

May 2025 (Diagnostic IV)

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

- - Tier 1:
    - All students K-8 will participate in Goal Setting.
    - Use of iREADY for Tier 1 (Standards Mastery).
    - Use of Inquiry questions to support rigor and ownership
    - Academic Discourse
    - Graphics to support implementation of Mathematics.
    - Teachers/TSAs/Instructional Coach will assist in communicating the goals, procedures and objectives of the math program to staff, students, and members of the public.
    - Materials and Supplies to support mathematics.
    - Technology to support mathematics
    - Copy machine lease/maintenance
    - Purchase subscriptions and site licenses to digital resources to support math achievement.
    - Dry erase markers and whiteboards for group collaboration and checking for understanding
    - Promethean Board, ELMO, laptop and whiteboard for teacher instruction
    - Use of graphic organizers for activities that require scaffolds
    - Graphics to support instruction through learning posters, reusable graphic organizers, and other related math charts.
  - Tier 2:
    - Response to Intervention support within each classroom at students' level..
    - Use of iREADY for Tier 2 (On-line Instruction and Teacher Toolkit).
    - Tier 2 Intervention Specialist will support students with accessing academics through SEL support..
    - After-school tutoring supplemental teacher contracts for students in grades K-6 who are significantly below grade level, as measured on FSA, iREADY, and other multiple measures .
    - Incentives, rewards, or incentive field trips for students for achievement in mathematics.
    - Targeted Support Team (TST) utilized for academic, behavioral, attendance, and SEL concerns.
    - MS students with one D or one F will be flagged bi-monthly, and teacher/academic counselor will meet with students to support needs.
    - Students receiving SpEd services with D's or F's will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.
  - Tier 3:
    - Intervention targets more specific academic deficits and more individual students
    - Targeted Support Team (TST)
    - Special Education Assessment/IEP
    - Behavior Intervention Specialist to support academics.

**Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.**

*All sites are required to speak to how they support English learner students. Sites with English learner students in*

**Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.**

**Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.**

*red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

**1. Identify English learner students in Red and all the areas that they are identified in.**

*Hamilton does not have any student groups performing in Red for this indictor, however, our commitment is to ensure that student performance remains out of the Red indicator levels.*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*Hamilton plans to utilize our Title I funds to ensure a focused and coherent Tier 1 MTSS framework to create a safe and consistent learning environment.*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*Hamilton does not have any student groups performing in Red for this indictor, however, our commitment is to ensure that student performance remains out of the Red indicator levels.*

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Implementation of UDL strategies.
- Academic Discourse
- Language stems
- Integrated ELD
- Designated ELD
- Technology-supported ELD intervention for EL students not progressing one level per year with Intervention
- Teacher Technology-supported math intervention for EL students not meeting standards in grades 4-6 in math.
- ELPAC Goal Setting

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

*Hamilton does not have any student groups performing in Red for this indictor, however, our commitment is to ensure that student performance remains out of the Red indicator levels.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*Hamilton plans to utilize our Title I funds to ensure a focused and coherent Tier 1 MTSS framework to create a safe and consistent learning environment.*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*Hamilton does not have any student groups performing in Red for this indictor, however, our commitment is to ensure that student performance remains out of the Red indicator levels.*

**4. As a site: What are planned actions to support this student group?**

**Specify enhanced services for SpEd students:**

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information. Professional Learning will be identified and implemented that supports with math instruction for ELs
- Universal accommodations are for all students, specifically ELs, Hispanic students, African American students, Socioeconomically Disadvantaged students, and Students with Disabilities.
- Teachers and students will work together to set individual learning goals.
- Flexible set-up in classrooms.
- Multiple and flexible opportunities for students to demonstrate their learning.
- Increased use of personalized learning through technology.
- Increased motivation through engagement.
- SpEd students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.

**Specify enhanced services for Socioeconomically Disadvantaged students:**

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Flexible set-up in classrooms.
- Multiple and flexible opportunities for students to demonstrate their learning.
- Increased use of personalized learning through technology.
- Increased motivation through engagement.
- Students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.

# 2024-2025 SPSA Budget Goal Subtotal

## State/Federal Dept 0208 Hamilton (Locked)

### G1 - Improve academic performance at challenging levels

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------|-------------------|---------|-----------|-----|--------------------------------|--------|
| G1A1 | Title 1 Basic | Instruction | Teacher-Subs | | | Certificated subs for planning, site walks, data chats, etc. to support ELA/ELD and Math instruction. No IEPs | 18,849.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Teacher supplemental contracts. No IEPs | 13,488.00 |
| G1A1 | Title 1 Basic | Instruction | Ins Aide-Reg | Paraprof, Instructional Asst | 0.7500 | | 51,134.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Certificated subs for planning, site walks, data chats, etc. to support ELA/ELD and Math instruction. | 28,927.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials and supplies to support instruction. | 73,365.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials and Supplies to support literacy and math instruction. | 37,744.00 |
| G1A1 | Sup & Conc | Instruction | Oth Equ Mnt | | | Equipment Maintenance | 3,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Technology maintenance. | 3,000.00 |
| G1A1 | Sup & Conc | Instructional Supervision & Admin | Crt Supr-Sub | | | Admin subs. | 1,971.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Subs | | | Subs for EL/ELD teachers. | 1,942.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Supp | | | Certificated EL support and ELPAC Assessors. | 4,904.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | EL supplemental materials. | 15,328.00 |
| G1A1 | LCFF: EL | Instruction | Nc-Equipment | | | Technology supplemental materials for EL students. | 12,216.00 |
| G1A1 | LCFF: EL | Instruction | Direct-Graph | | | Graphics for EL students. | 500.00 |
| G1A1 | LCFF: EL | Other Pupil Services | Oth Cls-Supp | | | Classified EL/ELPAC support. | 5,252.00 |
| G1A2 | Title 1 Basic | Instruction | Nc-Equipment | | | Technology. | 5,407.00 |
| G1A2 | Sup & Conc | Instruction | Off Eq Lease | | | Ricoh lease/repair. | 2,300.00 |

**$279,327.00**

## Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

### Needs Assessment

**School Quality Review**

School Level Dashboard

| Goal 2 Metrics | Required | Current Target | Actual | As Of | Target |
|---|---|---|---|---|---|
| Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain | ✔ | 83 % | 78.3 % | 2023-2024 | 83 % |

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

**1** Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Hamilton K-8 School has benefitted from the second year of having a transitional academic counselor, especially due to the fact that we are a K-8 and that counselor is able to impact and support students on our campus. Increased focus and intentionality on providing opportunities for our intermediate-grade students to engage and be supported by our counselor have opened up more opportunities to be intentional about preparing them for college or career.

Hamilton K-8 also added a CTE Art, Media, and Entertainment course in middle school to expand opportunities for real-world experiences. As part of our Prop 28 funding, we have also planned to add an additional CTE course that would add additional offerings to middle school and allow for expansion to elementary as well. This expansion will provide a true pipeline from K-8 in Arts, Media, and Entertainment and provide a foundation to our students that matriculate to Fresno High that want to participate in their CTE pathways.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Key factors that have contributed to disproportionality has been our lack of explicit marketing of experiences at Hamilton that are targeted towards college and career readiness. We have opportunities to leverage our community partners to provide a wide variety of experiences for students to explore what is available to them throughout the Fresno High region and the city as a whole.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Our vision for the addition of CTE and utilization of our transitional academic counselor was to bring robust opportunities for our students to engage in real-world experiences at a deeper level. In order for us to be more successful with implementation moving forward, Hamilton will have to establish comprehensive operational plans for our initiatives with embedded progress-monitoring tools in order to determine the effectiveness of our plans.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Operationalize site focus of expanding CTE opportunities through Arts, Media, and Entertainment with baseline data metrics to measure success based on a site-developed success criteria.
- Provide transparency through a site-wide calendar of experiences that will occur at a regular cadence throughout the year with an emphasis on college and career readiness and literacy opportunities.
- Leverage community partners in the Fresno High Region to provide support with accessing real-world learning opportunities.
- When analyzing the data broken down by grade level, 5th grade is where we see the largest drop in all four questions pertaining to the real-world experiences domain in the Climate and Culture Survey. Climate and Culture team will develop goals around increasing explicit opportunities for them to engage in more real-world learning experiences.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

| **1** SSC - (Teacher/Staff, Parents, and Secondary Students). | **2** ELAC: | **3** Staff - (Credentialed Staff, Classified Staff, and Administrators): |
|---|---|---|
| - More opportunities on campus.<br>- Career fair.<br>- Career recruiting on campus<br>- Opportunities to visit magnet high schools. | - More school-wide assemblies.<br>- Opportunity to see the other school campuses for high school. | - More clarity for CTE and with SPED as well.<br>- Career Fair during the school day.<br>- Implement recruitment opportunities to provide access to real-world learning opportunities.<br>- Collaboration with Fresno High Region.<br>- More school-wide assemblies.<br>- More interactions between elementary and middle school grade levels. |

# Action 1

**Title:** EXPOSURE TO CAREERS

## Action Details:

- **Hamilton K-8 School will provide career awareness and experiences that promote character and workplace competencies. Opportunities may include exposure to the importance of career planning, job search skills, and technical knowledge. In addition, we will facilitate workplace success by incorporating practices related to analyzing a situation, making reasoned judgments, communicating well, engaging with others to reason through differences of opinion, and intelligently employing the complex tools and technologies that exist or will exist.**
  - Field Trips
  - College and Career Fair
  - Xello
  - Fresno High Regional Career Fair for 6th graders.
  - Guest presenters
  - Goal setting
  - Strategically assigned jobs through Meaningful Work for students at-risk, and in need of a positive connection to adults and school. (Student Valet, Cafeteria Assistant, Campus Beautification, Office Assistant, etc.)
  - Various events/activities to improve educational outcomes for students to support preparation for college and careers.
  - Students continuing to struggle with attendance and connectivity to school will be linked with an on-site staff member to develop a positive adult-student relationship.
  - Identified students who are not responding to universal supports will participate in some or all of the following: referral to academic counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to Targeted Support Team (TST).
  - Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
  - Discussions about future plans (college or career) will be facilitated by academic counselors.
  - K-8 Focused Career Day

- Leveraging community partners to create strategic opportunities/events for career and real-world experiences.
- Expanding arts education using Prop 28 funding to expand CTE Arts, Media, and Entertainment offerings for K-8 grades

| | | | | |
|---|---|---|---|---|
| **Reasoning for using this action:** | ☑ Strong Evidence | ☐ Moderate Evidence | ☐ Promising Evidence |

**Explain the Progress Monitoring and data used for this Action**

### Details: Explain the data which will specifically monitor progress toward each indicator target

- Atlas Engagement tool to determine attendance percentage for career building field trips.
- Quarterly monitoring of engagement for positive social emotional development
- Individual goal setting
- Attendance monitoring
- Students enrolling in CTE Arts, media, Entertainment courses as an elective

### Owner(s):

- Teachers
- TSA's
- Academic Counselors
- Administrators
- Parents

### Timeline:

As data is received:

- Weekly
- Monthly
- Quarterly

### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Field trips/Virtual Field Trips
- Transportation
- Assemblies
- Career presentations
- Career based discussions
- Graphics to support implementation of exposure to careers
- Community/family engagement opportunities.
- Tier 2 Intervention Specialist and Social Worker will support students with accessing academics through SEL support..
- Technology-Media literacy
- Technology-Digital literacy
- Academic competitions focused on 2D and 3D art (murals, photography, and videography).

### Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

The English Learner student population is performing at the lowest level in areas of English Learner Progress and suspension rate.

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

With Title I funds we plan to support English Learners by providing additional access to parent engagement opportunities through Parent University as well as weekly Coffee Hours supported by our HSL. In addition, we are exploring options for utilizing funds to engage our families in quarterly campus events targeting career-focused support.

**3. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

### Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.**

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

- The Students with Disabilities, Homeless and Foster Youth, Hispanic, and African-American student populations are performing at the lowest level in areas of Suspension rate.
  - Students with Disabilities 2023-2024: 17.9%
  - Homeless and Foster Youth 2023-2024: 20%
  - Hispanic 2023-2024: 14%
  - African-American 2023-2024: 22.8%

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support (Specific student group) by...*

**3. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do

- HSL translation of career based information
- Topics related to careers presented to parents through Parent University
- Targeted engagement of families of English Learners in site/community engagement events.

not fund out of the SPSA.

**Specify enhanced services for SpEd students:**

- Provide social inclusion opportunities with same-age peers.
- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations for Students with Disabilities, African-American students, English Learners, Hispanic students, and Socioeconomically Disadvantaged students..
- Teachers and students will work together to set individual goals.
- Increased motivation through engagement.
- Staff creates opportunities for building relationships developed in classrooms and in social and after school settings.
- In school relationships facilitated between students with disabilities and their typical peers.

**Specify enhanced services for Socioeconomically Disadvantaged students:**

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- HSL, SW. Academic Counselor, and Tier 2 Intervention Specialist work with families of students, who have historically been under-involved in career exposure, to engage parents in understanding the importance of career competencies.

# Action 2

**Title:** BUILDING CHARACTER

## Action Details:

- **Hamilton K-8 School will promote career awareness and experiences that promote character and workplace competencies. Students will be encouraged to broaden the scope of expectations for college and career readiness to include healthy behaviors, avoiding risky behaviors, positive mental health, inclusive practices, resilience, a strong work ethic and moral character, social competence, and creativity. The addition of these attributes would help youth prepare to optimize their success, healthy development, and experience in both college and the workplace, and will be provided through direct instruction in each class through Second Step Lessons and/or Morning Meetings as well small group instruction with Tier 2 IS and Hurricane Harbor.**
  - Inclusive Practices
  - Conflict Mediation
  - Career Fair
  - Supplemental contracts for certificated staff to provide services related to building character..
  - Supplemental contracts for classified staff to provide services related to building character.
  - Professional Learning
  - Awareness of FHS Learner Profile
  - Kindness Week
  - Red Ribbon Week
  - Read Across America Week
  - STORM Awards
  - Student Council 6th - 8th Grades
  - Quarterly Recognition
  - School Wide Jobs

- 5-Start Student incentives and Student Store
- Pennies for Patients
- FUSD provided Career Ready Field Trips/Career Assemblies
- Goal 2 Field Trips
- Bullying Prevention Assembly
- Tournament of Technology

| **Reasoning for using this action:** | ☐ Strong Evidence | ☑ Moderate Evidence | ☐ Promising Evidence |
|---|---|---|---|

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

- Monthly monitoring of behavior entries in ATLAS
- Office Referrals reviewed for trends of student behaviors
- Quarterly monitoring of engagement for positive social emotional development
- Student participation in college and/or career related events

Owner(s):

- Teachers
- Academic Counselors
- CSSW
- TSA's
- Administrators
- Parents

Timeline:

- Fall 2024 - Spring 2025
- On-going events

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1

- Teaching the attributes of informal and formal environments.
- Possible monthly focus related to character building
- Having healthy habits and avoiding risk behaviors
- Implementation of Second Step SEL curriculum with fidelity in all grade levels.
- Competencies of conflict resolution, and acting appropriately for the context.
- Support critical thinking and reasoning skills
- Introduction to high school feeder's Learner Profile (Fresno High School)
- Positive Class Recognition & incentives
- Positive Individual Recognition & incentives
- Events/Activities for Social Emotional Learning
- Incentives for positive behavior, classroom incentives, engagement activities
- Graphics to support implementation of building character.

Tier 2

- Tier 2 Intervention Specialist and Clinical School Social Worker will support students with accessing academics through SEL support..
- TSA's, academic counselor, Family Foundation's clinician, instructional coach, Tier 2 Intervention Specialist, HSL, and SW will assist in communicating the goals, procedures and objectives of the building character initiatives to staff, students, and members of the public.
- HSL and Tier 2 Intervention Specialist will support families with struggling students.
- Behavior Contracts
- Peer tutoring
- Social Skills group
- Conflict Resolution

- Mentoring
- Change of schedule
- Calming centers

Tier 3

- Counseling with Clinical School Social Worker
- Target Support Team (TST) referral
- CICO Support
- Functional Behavior Assessments
- Behavior Improvement Plans (BIP)/Behavior Support Plan (BSP)

## Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

*All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

**1. Identify English learner students in Red and all the areas that they are identified in.**

*English Learners had a 73% Favorable Response Rate for the statement "My school prepares me for life with real-world experiences" which is the lowest Favorable Response Rate for any student group.*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*With Title I funds we plan to support English learner students by providing more exposure to career and real-world experiences through quarterly engagement events that will include an annual Career Expo.*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by providing funds through materials and supplies to increase the opportunities to engage in CTE opportunities with our Arts, Media, and Entertainment course offerings in elementary through Prop 28 funding and middle school Arts, Media, and Entertainment electives.*

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Emphasize problem solving and literacy activities
- Provide technical knowledge and basic skills required for understanding
- Interaction and communication which promotes the speaking, listening, and cultural skills essential for success
- Use of HSL for parent communication with parents of English Learners
- Outreach through school and HSL to increase participation
- Quarterly ELAC and SSC meetings to include Social Emotional focus and activities and learning provided for student SEL growth.

## Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.**

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

*Hamilton does not have any student groups performing in Red for this indictor, however, our commitment is to ensure that student performance remains out of the Red indicator levels.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*Hamilton plans to utilize our Title I funds to ensure a focused and coherent Tier 1 MTSS framework to create a safe and consistent learning environment.*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*Hamilton does not have any student groups performing in Red for this indictor, however, our commitment is to ensure that student performance remains out of the Red indicator levels.*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

**Specify enhanced services for SpEd students:**

- Provide social inclusion opportunities with same-age peers.
- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual goals.
- Increased motivation through engagement.
- Staff creates opportunities for building relationships developed in classrooms and in social and after school settings.
- In school relationships facilitated between students with disabilities and their typical peers.
- Peer Buddies

**Specify enhanced services for Socioeconomically Disadvantaged students:**

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- TSAs, admin, academic counselor, Family Foundation's clinician, instructional coach, HSL, SW and Tier 2 Intervention Specialist work with families of students to ensure an understanding of the importance of character building..
- PTA facilities various family nights to support character building.

## Goal 3 - STUDENTS: Increase student engagement in their school and community.

### Needs Assessment

**School Quality Review**

School Level Dashboard

| Goal 3 Metrics | Required | Current Target | Actual | As Of | Target |
|---|---|---|---|---|---|
| Chronic Absenteeism - Semester 1 | ✔ | | 32.6 % | 2023-2024 | 25 % |
| Suspension Rate - Semester 1 | ✔ | 5 % | 9.2 % | 2023-2024 | 5 % |
| Suspension Rate - Semester 1 (African American) | ✔ | | 22.8 % | 2023-2024 | 8 % |
| Suspension Rate - Semester 1 (English Learner) | ✔ | | 5.7 % | 2023-2024 | 5 % |
| Suspension Rate - Semester 1 (Hispanic) | ✔ | | 8.6 % | 2023-2024 | 5 % |
| Suspension Rate - Semester 1 (Socioeconomically Disadvantaged) | ✔ | | 10.2 % | 2023-2024 | 5 % |
| Suspension Rate - Semester 1 (Students w/ Disabilities) | ✔ | | 7.8 % | 2023-2024 | 4 % |

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

**1** Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism:

Hamilton implemented 5 Star Students this year with a focus on positive incentives for Tier 1 behaviors, including attendance. This action started strong, however, logistical challenges hindered our efforts. Our team has been brainstorming to create a comprehensive plan to create a streamlined plan for the 24-25 SY. In addition to the implementation of 5 Star Students, Hamilton has provided support through our Tier 2 IS, TST, HSL, Family Foundations therapists, and Attendance Clerk. Interventions for students moving towards chronic absenteeism included bi-monthly attendance monitoring facilitated by the Tier 2 IS, individual and small group meetings with Tier 2 IS and/or Family Foundations therapists, weekly check-ins for our African American students involved with A4 and AASLA, SART attendance meetings for students that continue to not show attendance progress, and home visits by our HSL. Hamilton's current chronic absenteeism rate is 32.6% which has improved from 35.7% during the 22-23 SY.

Suspension Rate:

Hamilton has continued to utilize our site-wide expectations and Guidelines for Success as our foundation for behavior expectations. In addition, we received a 1.0 FTE to start our Re-engagement Center that we call Hurricane Harbor. The goal is to have other alternatives to suspension in order to reteach expectations and provide additional support to students through targeted SEL instruction using the SEL competencies.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Key factors that have contributed to disproportionality.

Chronic Absenteeism:

There has been a lack of a coherent plan to address chronic absenteeism that utilizes our MTSS components (Tier 2 IS, Hurricane Harbor, HSL, Attendance Clerk, and attendance incentives). Because of this, we have not strategically targeted students prior to them meeting the threshold for chronic absenteeism. We will continue to disaggregate data in order to better identify specific students and student groups that need additional interventions.

Suspensions:

Inconsistent implementation of CHAMPS, Second Step, site-wide levels of misbehavior, and clarity of supports/use of Hurricane Harbor. Hamilton has scheduled additional school connectedness events to increase opportunities for positive engagement on campus.

Hamilton currently utilizes the Second Step curriculum site-wide. Elementary classes utilize the first 30 minutes of their day to either complete Second Step lessons or conduct SEL check ins. These have not been implemented with fidelity, however, and we have worked with our Climate and Culture specialist to have regular data updates on lesson completion in order to increase its effectiveness. We have also seen an increase of incidents of substance use in middle school specifically that has led to increased suspensions. Hamilton's current suspension rate for all students is 9.2% which is broken down as follows:

- African American: 22.8%
- English Learners: 5.7%
- Hispanic: 8.6%
- Students with Disabilities: 7.8%
- Socioeconomically Disadvantaged: 10.2%

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The major differences between intended and actual implementation were challenges with engagement, motivation, and attendance. Attendance was the most significant factor that led to a cascading affect that impacted student engagement, work completion, and limiting opportunities to participate in positive school experiences.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Proactively meet with the families of students that have had a history of chronic absenteeism to set goals and establish expectations at the beginning of the year.
- Establish attendance and behavior attendance structures and incentives monthly that are connected to our use of 5-Star Students, with the goal of incentivizing students with 96% attendance or higher, or students that are showing improvement in their attendance.
- Admin and teacher team participating in the Safe and Civil National Conference to improve site-wide MTSS structures and establish a coherent system with our new resources.
- Regularly scheduled community engagement events at least quarterly to bring families and the community together.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC - (Teacher/Staff, Parents, and Secondary Students).

- Attendance incentives.
- Student recognition.
- Tier II IS to support with SEL/SEL Check-ins
- Free resources for students.

**2** ELAC:

- Attendance incentives.
- School and community engagement.
- Attendance education class/meeting/workshop.

**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Hurricane Harbor is not what was wanted. We need better implementation.
- Transfer students need a BIP with consequences. Should be held accountable.
- Do more school/community engagement.
- Perfect attendance incentives (Kona Ice Vouchers, etc.),

assemblies, student of the month, etc.
- New student "welcome" or orientation.

## Action 1

**Title:** ATTENDANCE

### Action Details:

Hamilton K-8 School will create a positive identification with school, sense of belonging, communication, and norms to develop greater participation in school life for students and families. We will work together to provide a comprehensive, tiered system of supports to students and families that address the reasons for student absences.  By establishing positive school/work habits, all students will benefit from the maximum instructional minutes resulting in academic success, connectedness to school, and improve middle school and high school readiness.  Staff will promote and coordinate with students and families regarding deficiencies in behavior, attendance, academic achievement, health and medical issues, and other related matters.

- All classrooms hold Class Meetings/Morning Meetings weekly, grades TK-8
- Parent Meetings related to Attendance.
- Home visits
- School wide implementation of Second Step to teach social skills, self-monitoring skills, and other non-cognitive skills
- School wide Climate and Culture procedures for common areas and classrooms will be implemented in all classrooms and by all stakeholders
- Quarterly behavior incentives in grades K-8 for students with positive behavior for the quarter including treats, incentive trips/events supported by ASB funds.
- Tiered levels of supports:  social skills/counseling provided for (tier 2/3) students by staff, and support staff (Tier 2 Intervention Specialist, HSL, CSSW, Academic Counselor, Admin, TSAs,).
- Tier 2 Intervention Specialist and CSSW will support students with accessing academics through SEL support..
- Supplemental Contracts for certificated staff to provide supplemental services related to attendance.
- Supplemental Contracts for classified staff to provide supplemental services related to attendance..
- Implement use of Behavior Support Plans, informal behavior plans and incentives for students approaching at-risk status.
- Strategically assigned jobs to  at-risk students, in order to positively connect them to school or an adult.

| **Reasoning for using this action:** | ☑ Strong Evidence | ☐ Moderate Evidence | ☐ Promising Evidence |
|---|---|---|---|

**Explain the Progress Monitoring and data used for this Action**

| Details: Explain the data which will specifically monitor progress toward each indicator target | Owner(s): | Timeline: |
|---|---|---|
| - Monthly monitoring of suspensions and office referral data to identify at risk students | - Administrators<br>- ILT/CCT<br>- Academic Counselors<br>- CSSW<br>- HSL<br>- Tier 2 IS | - Monthly |
| Details: Explain the data which will specifically monitor progress toward each indicator target<br>- Weekly (MS)/Quarterly monitoring of D's and F's | Owner(s):<br>- Administrators<br>- Academic Counselors<br>- Teachers<br>- Tier 2 IS | Timeline:<br>Weekly |

| Details: Explain the data which will specifically monitor progress toward each indicator target | Owner(s): | Timeline: |
|---|---|---|
| • Quarterly monitoring of Engagements | • Administrators<br>• Campus Culture Director<br>• Climate and Culture Team | • Quarterly |

| Details: Explain the data which will specifically monitor progress toward each indicator target | Owner(s): | Timeline: |
|---|---|---|
| Weekly monitoring of attendance | • Administration<br>• HSL<br>• Attendance Clerk<br>• Tier 2 IS | • Weekly |

## Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Tier 1:
  - Storm Awards
  - Provide a wide variety of clubs, sports, and after-school engagement opportunities.
  - Establish quarterly family/community engagement events.
  - TSA's will assist in communicating the goals, procedures and objectives of the attendance programs/initiatives to staff, students, and members of the public.
  - Technology, materials and supplies to support instruction in character building, Growth Mindset, Emotional Intelligence, and Olweus Anti-Bullying curriculum and related social emotional support material.
  - SEL instruction (Second Step)
  - Materials and supplies to support social-emotional learning.
- Tier 2:
  - Incentives for behavior contracts, classroom incentives for attendance and academic performance
  - Individual outreach
  - Clinical School Social Worker
  - Academic Counselor-MS
  - Attendance Site Meeting
  - Tier 2 Intervention Specialist and SW will support students with accessing academics through SEL support.

- Tier 3:
  - School Psychologist
  - Home visits made by support staff (Wellness Checks)
  - FUSD Wellness Center
  - Referrals to outside agencies

## Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

*All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

**1. Identify English learner students in Red and all the areas that they are identified in.**

*23% of the English Learner student population is currently rated at Chronic or Severely Chronic.*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

## Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.**

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

*Hamilton does not have any student groups performing in Red for this indictor, however, our commitment is to ensure that student performance remains out of the Red indicator levels.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

With Title I funds we plan to support English learner students by utilizing our HSL to provide attendance support through weekly Coffee Hours. Hamilton will also provide regular Parent Information Nights, and will use funds to purchase necessary materials and supplies and provide supplemental contracts to support staff.

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

With 7090 or 7091 funds we plan to support English learner students by utilizing our HSL to provide attendance support through weekly Coffee Hours. Hamilton will also provide regular Parent Information Nights, and will use funds to purchase necessary materials and supplies and provide supplemental contracts to support staff.

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Use of HSL for parent communication with parents of English Learners and babysitting.
- Utilizing ParentSquare translation services to enable ongoing communication with families in their preferred language.

Hamilton plans to utilize our Title I funds to ensure a focused and coherent Tier 1 MTSS framework to create a safe and consistent learning environment.

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

Hamilton does not have any student groups performing in Red for this indictor, however, our commitment is to ensure that student performance remains out of the Red indicator levels.

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Identified student groups are English Learners, Hispanic students, African-American Students, Students with Disabilities, and Socioeconomically Disadvantaged students.
- Attendance is integrated into IEP discussions.
- Tiered levels of supports for SWD and Homeless: social skills/counseling provided for (tier 2/3) students by staff, and support staff (Tier 2 Intervention Specialist, HSL, SW, Academic Counselor, Admin, TSAs, Therapists).
- Tier 2 Intervention Specialist and SW will support Homeless students with accessing academics through SEL support.
- Implement use of Behavior Support Plans, informal behavior plans and incentives for students approaching at-risk status.
- Strategically assigned jobs to at-risk students, in order to positively connect them to school or an adult.

# Action 2

**Title:** SUSPENSIONS

### Action Details:

Hamilton K-8 School will continue implementation of the School Culture and Climate components creating a sense of unity, belonging, and pride amongst staff, students, parents, and community members. The Tiered System of Social-Emotional Supports, will positively impact suspension and expulsion rates, attendance rates and stakeholder surveys. With the support of our Tier 2 Intervention Specialist, HSL, TSA, academic counselor, and Clinical School Social Worker, Hamilton will implement Re-Engagement strategies, which will support struggling students, and actively support at-risk students with behavior modification and self management. Clinical School Social Worker will provide support to students, with an overarching goal of keeping students in the classroom, rather than suspending, as appropriate. Hamilton will continue to develop/refine Tier 1 systems, structures and procedures in order to promote a positive culture of learning with high expectations (Hamilton's Guidelines for Success, Class Meetings/Second Step/OLWEUS) and attend local and/or national conferences that emphasize MTSS strategies that support reducing suspensions.

- Students will receive continued effective implementation of Safe and Civil components.
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to Target Support Team (TST).
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP, SPED Assessment, etc.
- Use WEB students to lead incoming 7th graders
- Tier 2 IS, Reengagement center teacher, and Clinical School Social Worker assigned for check-in/check-out
- On-boarding for new middle school students coming to Hamilton on a transfer.
- Inclusive Practices
- Provide Conflict Resolution Training for identified students, as needed.
- Support Staff will provide support in the areas of structure, academic counseling and goal setting, and social emotional support
- At-risk students are strategically assigned jobs to support connectivity to school and adult.
- Tier 2 Intervention Specialist and Clinical School Social Worker will support students with accessing academics through SEL support..

| Reasoning for using this action: | ☑ Strong Evidence | ☐ Moderate Evidence | ☐ Promising Evidence |
|---|---|---|---|

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

- Monthly monitoring of suspensions and office referral data to identify at risk students
- Bi-weekly monitoring of students receiving services from Tier 2 IS and CSSW.
- Weekly (MS)/Quarterly monitoring of D's and F's
- Quarterly monitoring of Engagements

Owner(s):
- Teachers
- ILT
- Administrators
- Academic Counselor
- CSSW
- Tier 2 Intervention Specialist
- TSA's
- Office personnel
- parents

Timeline:
- Weekly
- Monthly
- Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Tier 1:
  - Guidelines of Success
  - WOW Passes
  - STORM Awards
  - Class Meetings/Morning Meetings
  - Progressive Discipline System
  - Technology, materials and supplies to support instruction in character building, Growth Mindset, Emotional Intelligence, Second Step, and Olweus Anti-Bullying curriculum and related social emotional support material.
  - CCT and TST will analyze PowerBI misbehavior data to determine which types of misbehaviors are seen most frequently to target interventions.
- Tier 2:
  - Incentives for meeting goals of behavior contracts
  - TSA's and support staff will assist in counseling students and communicating the goals, procedures and objectives of the implementation of Hamilton's Guidelines of Success to staff, students, and members of the public.
  - Tier 2 Intervention Specialist and CSSW will support students with accessing academics through SEL support.
  - Small skill-building groups supported by Tier 2 IS to support with direct instruction of conflict-management skills, building positive peer relationships, anti-bullying, etc.
  - Re-entry meetings and mediation supported by Tier 2 IS following any student to student conflicts including fights.
  - TSA's and Support Staff will assist in counseling students and communicating the goals, procedures and objectives of the implementation of Hamilton's Guidelines of Success to staff, students, and members of the public.
  - Site Counselor
  - Targeted Support Meeting (TST)

- Tier 3:
  - School Psychologist
  - Targeted Support Meeting (TST)
  - Multi-disciplinary Team (ICET)
  - Tier 3 Behavior Intervention Specialists
  - Ongoing use of Center for African American Suspensions when our African American students are suspended.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

*All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

**1. Identify English learner students in Red and all the areas that they are identified in.**

*English Learner student population is performing at the lowest level in areas of suspensions for at least one day at 16.2%.*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*With Title I funds we plan to support English learner students by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by...*

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Use of HSL for parent communication with parents of English Learners
- Promotion of clubs/activities that promote cultural engagement

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.**

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

*The following student population is performing at the lowest level in areas of (suspensions:*

- African American: 27.7% suspended at least one day.
- English Learners: 16.2% suspended at least one day.
- Hispanic: 14% suspended at least one day.
- Socioeconomically Disadvantaged: 15% suspended at least one day.
- Students with Disabilities: 17.9% suspended at least one day.

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support (Specific student group) by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support (Specific student group) by...*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Identified student groups are English Learners, Hispanic students, African-American Students, Students with Disabilities, and Socioeconomically Disadvantaged students.
- Provide social inclusion opportunities with same-age peers.
- Tier 1 instructional support provided by Instructional Coach
- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual goals.
- Increased motivation through engagement in arts, activities, and athletics
- SpEd students with D's or F's will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.
- Staff creates opportunities for building relationships developed in classrooms and in social and after school settings.
- Intentional inclusion of SPED students with their GenEd Peers in guaranteed grade-level fieldtrips

## Action 3

**Title:** STUDENT ENGAGEMENT

### Action Details:

- **Hamilton K-8 School will implement and encourage the development and building of relationships with students to demonstrate the importance of a caring adult. In addition to the Social-Emotional component, the Universal Design for Learning (UDL) instructional strategies make learning more accessible in general education classrooms, thus encouraging students to make choices and have ownership in their learning. As**

**students' academic motivation increases, the opportunity and interest in extracurricular activities is heightened. All Student Engagement efforts, are meant to provide positive identification with school, sense of belonging, communication, and norms to develop greater participation in school life for students.**

- Teachers will also hold weekly Class Meetings/Morning Meetings (a minimum of 30 minutes), where a variety of topics will be discussed to ensure that students feel safe at school.
- Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1).
- All students will be encouraged to participate in a broad range of arts, activities and athletics.
- Student Engagement data collected and monitored to ensure high levels of participation.
- Supplemental pay contracts will be provided to teachers, paraprofessionals, and other staff members to instruct and supervise students in clubs, and other activities, outside the instructional day.
- Implement full offering of sports for elementary and middle school students, including football, basketball, volleyball, softball, cross country, and Special Olympics events throughout the year.
- Supplemental Contracts for certificated staff to provide supplemental services related to student engagement.
- Supplemental Contracts for classified staff to provide supplemental services related to student engagement.
- Contract provided to support Intramural Sports during lunch recess for grades 4-6.
- A wide variety of extra-curricular engagements are offered.
- Participation by 1-3 staff members in the California Association of Directors of Athletics (CADA) Conference supporting the teaching and developing of leadership skills students will use for the rest of their lives as they learn to serve their schools, communities, and families
- Tiered levels of support: Attendance interventions supported by Home School Liaison, Tier 2 Intervention Specialist, and SW, including home visits, A2A conferences with administrator, personal phone contacts from teachers and administrators, parent and student informal attendance conferences, student attendance meetings with administrator.
- Strategically assigned jobs for students at-risk, and in need of a positive connection to adults and school. (Student Valet, Cafeteria Assistant, Campus Beautification, Office Assistant, etc.)
- All student will have the opportunity to earn awards and incentives to encourage academic success.
- Recognition will be given to students to foster attendance, school spirit, and participation in Goal 2 activities.
- Various events/activities to improve educational outcomes for students to support preparation for college and careers.
- Students/families continuing to struggle with attendance and connectivity to school will be linked with HSL, Child Welfare Attendance Specialist, and/or counselor (Family Foundation).
- All students will receive continued effective implementation of Safe and Civil components.
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to Targeted Support Team (TST).
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- Use WEB students to lead transition for incoming 7th graders and build connections with students that transfer to Hamilton K-8.
- Provide Conflict Resolution Training for identified students.
- Counselor provided support in the areas of structure, academic counseling and goal setting, and social emotional support
- PowerPoints and access to the internet to access videos or data related to social emotional skills
- Tier 2 Intervention Specialist and SW will support students with accessing academics through SEL support..
- Substitutes provided to support planning.

| **Reasoning for using this action:** | ☐ Strong Evidence | ☑ Moderate Evidence | ☐ Promising Evidence |
| --- | --- | --- | --- |

**Explain the Progress Monitoring and data used for this Action**

## Details: Explain the data which will specifically monitor progress toward each indicator target

- Quarterly monitoring of Engagements using Atlas tools to monitor subgroups and to identify students/groups not participating in engagements
- Monthly monitoring of attendance rate with report to admin team for identified student groups (English Learners, Hispanic students, African-American Students, Students with Disabilities, and Socioeconomically Disadvantaged students).
- Monitor at-risk students to ensure engagement in school extracurricular activities.
- Monitor Students with Disabilities to ensure engagement in school extracurricular activities.
- Monitor Socioeconomically Disadvantaged students to ensure engagement in school extracurricular activities.

## Owner(s):

- Certificated personnel
- Classified personnel
- Administrators
- Support Staff
- Parents
- Community Members
- Cross Functional Pivot Team

## Timeline:

- October 2024
- December 2024
- March 2025
- May 2025

## Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Tier 1:
  - STORM Awards
  - Music (K-6)
  - Guaranteed Fieldtrips K-6
  - WOW Passes
  - Rallies
  - Assemblies
  - Materials and supplies to support clubs, athletics, arts, and activities
  - Graphics to support implementation and advertisement of Goal 2 activities
  - Maintenance for playground and fields used by clubs Incentives and awards for engagement for students in a wide array of activities
  - Classroom and individual incentives for attendance.
  - Materials and supplies for goal-setting and monitoring attendance with students.
- Tier 2:
  - Music (MS)
  - Student Valets
  - Intramural Sports during lunch recess for grades 4-8.
  - Coaching in athletics for 4-6 students within district organized sports programs
  - Materials and supplies to support designated clubs, athletics, arts, and activities outside the school day.
  - Technology to support Goal 2 and STEM topics in clubs.
  - Tier 2 Intervention Specialist and SW will support students with accessing academics through SEL support.
  - BSU
  - WEB Leaders
  - Tournament of Technology
  - Art Hop Showcase
  - Leadership Classes
  - Middle School Dances
  - Supplemental/Extra pay contracts for certificated and/or classified employees to offer a wide array of choices for student engagement outside of the school day.
- Tier 3:

- African-American Leadership Cohort-UC Merced
- Middle School Ambassadors
- Social Skills
- Special Olympics-Basketball

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

*All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

**1. Identify English learner students in Red and all the areas that they are identified in.**

*English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 3 English learner students are identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*With Title I funds we plan to support English learner students by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by...*

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- HSL, SW, and Tier 2 Intervention Specialist work with families of EL students, who have historically been under-involved in Goal 2, to engage parents in understanding the role of Goal 2 in students' academic success.
- Monthly monitoring of Student Engagement data for the following sub-groups: SPED, EL, African American, Hispanic, and Socioeconomically Disadvantaged.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.**

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

*The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support (Specific student group) by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support (Specific student group) by...*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- **Specify enhanced services for at-risk student groups (English Learners, Hispanic Students, African-American Students, Students with Disabilities, and Socioeconomically Disadvantaged Students,**
  - Provide social inclusion opportunities with same-age peers.
  - Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
  - Universal accommodations are for all students, not just students with IEPs or 504s.
  - Teachers and students will work together to set individual goals.
  - Increased motivation through engagement.
  - SpEd students with D's or F's will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.
  - Staff creates opportunities for building relationships developed in classrooms and in social and after school settings.
  - In school relationships facilitated between students with disabilities and their typical peers.
  - Peer Buddies
  - Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
  - HSL and Tier 2 Intervention Specialist work with families of students, who have historically been under-involved in Student Engagement opportunities, to engage parents in understanding the role of Goal 2 in students' academic success.
  - PTA facilities various family nights to support engagement (Reading Around the World, Arts and Craft Night).

- Identified student groups are English Learners, Hispanic students, African-American Students, Students with Disabilities, and Socioeconomically Disadvantaged students.

- Identified student groups are English Learners, Hispanic students, African-American Students, Students with Disabilities, and Socioeconomically Disadvantaged students.

# 2024-2025 SPSA Budget Goal Subtotal

## State/Federal Dept 0208 Hamilton (Locked)

### G3 - Increase student engagement in their school and community

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|---|---|---|---|---|---|---|---|
| G3A1 | Sup & Conc | Attendance & Social Work Servic | Crt Pupl-Reg | Clinical School Social Worker | 0.5000 | Site to split fund with .5 FTE from baseline staffing and .5 FTE from site funds. | 96,103.00 |
| G3A2 | Sup & Conc | Instruction | Travel | | | : 10 person team attending Safe and Civil National Conference. | 40,000.00 |
| G3A2 | LCFF: EL | Attendance & Social Work Servic | Cls Sup-Sup | | | Social-emotional/attendance support. | 1,050.00 |

**$137,153.00**

## Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

### Needs Assessment

**School Quality Review**

School Level Dashboard

| Goal 4 Metrics | Required | Current Target | Actual | As Of | Target |
|---|---|---|---|---|---|
| Fall Climate & Culture staff survey - percent favorable in organizational culture domain | ✔ | 94.44 % | 84.7 % | 2023-2024 | 85.8 % |

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

**1** Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Our current goals did not align with our intended outcomes as we had initially thought. Our focus was on improving teacher knowledge and effectiveness with Tier 1 instruction, when we need to shift that focus to ensuring that teachers are having opportunities to engage with each other and be celebrated for the work they do. As a result, we have seen a decline in our Organizational Environment data from 85% during the Fall Survey to 79% during the Spring Survey.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Resources have not been utilized to target ongoing opportunities to increase staff morale. This includes not having a comprehensive calendar of events/opportunities to engage staff in a meaningful way in order to target specific domains in the survey.

Direct planning and structures need to be implemented with focus on the following questions:

1. This school prepares me to meet my students' needs: 76% Favorable Responses (Down 17% from Fall 2023).
2. I see the connection between my role and the district's mission and vision for students: 83% Favorable Responses (down 10% from Fall 2023).
3. Adults at this school model the social emotional skills we expect from students: 82% Favorable Responses (Down 14% from Fall 2023)
4. We have a culture that provides staff with the following: Feedback to improve and grow: 76% Favorable Responses (Down 11% from Fall 2023).
5. We have a culture that provides staff with the following: Recognition for the work we do: 75% Favorable Responses (Up 4% from Fall 2023, still below 80%).
6. We have a culture that provides staff with the following: Opportunities to be involved in planning and decision making: 75% Favorable Responses (Down 4% from Fall 2023).

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The major difference between the intended and actual implementation of this goal came down to not targeting the best lever to improve the overall responses to this Climate and Culture domain. Because the focus was not targeted, we were not focused on addressing the specific needs highlighted by staff.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will utilize 6 specific questions in the Organizational Culture Domain to progress monitor monthly with staff, and to target opportunities within those domains to increase positive responses in the Climate and Culture Survey. We will provide funding to establish ongoing staff appreciation efforts, involve staff in more planning opportunities with admin, and increase overall positive interactions with staff.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

| **1** SSC - (Teacher/Staff, Parents, and Secondary Students). |
| --- |
| • Find ways to support new and veteran teachers.<br>• Celebrate teachers more often. |

| **2** ELAC: |
| --- |
| • Highlight teacher culture and celebrations. |

| **3** Staff - (Credentialed Staff, Classified Staff, and Administrators): |
| --- |
| • Retention for new teachers: support vs. increased responsibilities/work<br>• Admin team: Support check in monthly to offer guidance.<br>• Involve teachers in decision making process through existing teams like ILT, CCT, SBC. |

## Action 1

**Title:** WORKPLACE DIVERSITY

### Action Details:

**As new team members are added to our Hamilton Staff, we will hire through a lens of diversity. Diversity and inclusion has been a priority for our site, in regards to students, therefore it must apply to the adults in our system as well. We view diversity and inclusion as understanding, accepting, and valuing differences between people of different races, ethnicities, genders, ages, religions, disabilities, and sexual orientations, as well as differences in personalities, skill sets, experiences, and knowledge base.**

| **Reasoning for using this action:** | ☐ Strong Evidence | ☑ Moderate Evidence | ☐ Promising Evidence |
| --- | --- | --- | --- |

**Explain the Progress Monitoring and data used for this Action**

| Details: Explain the data which will specifically monitor progress toward each indicator target | Owner(s): | Timeline: |
| --- | --- | --- |
| • Monthly monitoring of 6 specific questions in the Organizational Culture Domain.<br>• Comparison and demographic data that compares student makeup to staff makeup.<br>• Monthly staff recognition and/or celebrations.<br>• Intentional recruitment of qualified staff that reflect the diversity of Hamilton K-8 and it's community | • Administration<br>• Site Hiring Panel (ILT/Admin)<br>• FUSD Human Resource Department<br>• Teacher Residency Program | • On-going<br>• Quarterly |

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Increase Recruitment/Retain newly hired staff to reflect diversity of community:

- Provide opportunities for team building with newly hired staff, including materials and supplies, equipment and administrative subs, to create a strong connection between the staff, the campus, and the community.
- Provide Professional Development to newly hired staff in order to build on teacher capacity.
- Establish ongoing staff appreciation efforts.
- Involve staff in more planning opportunities with admin through existing teaming structures (SBC, ILT, CCT).
- Increase overall positive interactions with staff.
- Create a quarterly needs assessment for newly hired teachers to provide individualized support and address teacher needs.
- On-going communication with HR for placement of new hires, lateral transfers or overage transfers to help match qualification and diversity of potential candidates to site needs.
- On-going communication with Manager(s) in the Teacher Residency Program to ensure recruitment of qualified BCLAD teachers.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Provide Professional Development to newly hired staff in order to build on teacher capacity related to EL strategies for Technology, Social Emotional Learning, and support with GVC, utilization of IPG, and FUSD Math/ELA Planning Resources.
- Provide Professional Learning on Cultural Proficiency, Growth Mindset and technology to best support EL students.
- Provide opportunities to network with teachers from other FUSD sites and/or regions on best practices, common formative assessments, and lesson plans to support EL students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Identified student groups are English Learners, Hispanic students, African-American Students, Students with Disabilities, and Socioeconomically Disadvantaged students.
- Provide Professional Development to newly hired staff in order to build on teacher capacity related to SWD and Homeless students.
- Promote strategies for Technology, Social Emotional Learning, and support with GVC, utilization of IPG, and FUSD Math/ELA Planning Resources to support SWD, African American, Hispanic, ELs, and socioeconomically disadvantaged students
- Provide Professional Learning on Cultural Proficiency, Growth Mindset and technology to best support SWD, African American, Hispanic, ELs, and socioeconomically disadvantaged students
- Provide opportunities to network with teachers from other FUSD sites and/or regions on best practices, common formative assessments, and lesson plans to support SWD, African American, Hispanic, ELs, and socioeconomically disadvantaged students

## Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

### Needs Assessment

**School Quality Review**

School Level Dashboard

| Goal 5 Metrics | Required | Current Target | Actual | As Of | Target |
|---|---|---|---|---|---|
| Fall Climate & Culture family survey - percent favorable in family engagement domain | ✔ | 92.83 % | 83.5 % | 2023-2024 | 84.6 % |

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

**1** Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Overall, Hamilton has executed the goals laid out for engaging families at Hamilton through use of ParentSquare and EduText for communication, hosting events including back to school night and Museum Night (open house), ELAC meetings, Parent Coffee Hour, and SSC meetings. As a result, Hamilton has received 84% Favorable Responses on our Family Engagement Domain.

Hamilton has identified gaps in providing opportunities to bring family and community to our site in positive ways. The Climate and Culture Team has worked throughout the year to plan and implement ways to do that better. As a result, Hamilton did not meet its target of 92% Favorable Responses in the Family Engagement Domain.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

While there were no areas of significant disproportionality, Hamilton will utilize ongoing metrics to measure family engagement. We will identify our at-risk student groups throughout our other goal areas and provide targeted communication to encourage participation in our site-wide events.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The overall implementation of our plan has been positive. Our goal is to always increase parent and family engagement, so we will continue to proactively add new connection opportunities based on the feedback of our educational partners.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Leverage Hamilton's centennial to establish ongoing engagement events on site.
- Utilizing our Regional Literacy Plan focus to have literacy-focused site engagements.

- Seek feedback from staff and families for opportunities for families to be on campus including dances, evening family events, movie nights, paint nights, etc.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC - (Teacher/Staff, Parents, and Secondary Students).

- Look for chances to work with local businesses and organizations.
- Hold more family events on campus.
- Classes for parents on campus after school.

**2** ELAC:

- Classes or workshops to support parents with their kids.
- Cultural celebrations involving families.
- Family dances.

**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

- More PTA support.
- Events specific for PS-1 (younger students) with the opportunities for all grade levels.
- Improve event feedback.
- More opportunities to engage (father/daughter dance, popcorn/movie night on lawn, etc.)

## Action 1

**Title:** FAMILY ENGAGEMENT

### Action Details:

**Hamilton K-8 will provide and promote relationships with families, support overall family well-being and children's healthy development. As families are engaged and partnerships are created, the common focus becomes helping children grow and thrive.**

| **Reasoning for using this action:** | ☐ Strong Evidence | ☑ Moderate Evidence | ☐ Promising Evidence |
|---|---|---|---|

**Explain the Progress Monitoring and data used for this Action**

### Details: Explain the data which will specifically monitor progress toward each indicator target

- Parent Sign-In Logs
- Parent Input on Needs Assessment
- Parent Questionnaires
- Parent Volunteers
- Count of Attendees
- Contacts through ParentSquare

### Owner(s):

- Administration
- Classified/Certificated Staff
- Parent/Students

### Timeline:

- On-going
- Monthly
- Yearly

### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Tier 1:
  - During parent conferences, an overview of goal setting will be provided to family. All students K-8 will participate in Goal Setting.

- During parent conferences, an overview of iREADY Diagnostic I data will be provided to family. iREADY data sheets will be sent home following each Diagnostic.
  - Purchase books and materials for Literacy Nights to give away to families to build at-home libraries.
  - Campus beautification through new signage in preparation for centennial celebration.
  - Family engagement events (dances, movie night, etc.)
  - Materials for parent support workshops and classes.
  - Recruitment of parent volunteers for field trips and classroom support.
  - Crossing guard support.
  - Parent feedback sessions quarterly.
- Tier 2:
  - Parent meetings for students who are having academic, attendance, or behavior concerns with academic counselors and admin to partner for student success.
  - As permission is granted, after-school tutoring may be offered. Supplemental teacher contracts for students in grades K-6 who are significantly below grade level, as measured on KAIG, iREADY, and other multiple measures.
  - Parents/guardians will be informed when an incentives, rewards, or field trips are applicable to their student for achievements.
  - Parent workshops to support knowledge around 504 and IEP process and requirements.

- Tier 3:
  - Communication to parent/guardian as related to intervention targets specific to academic deficits and individual students.
  - Targeted Support Team (TST), parent may be contacted based on next steps.
  - Parent/guardian is required to participate in Special Education Assessment/IEP process.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Increase parent involvement in SSC, ELAC, and DELAC.
- Provide Home School Liaison (HSL)
- Provide certificated assessors for ELPAC administration.
- EL Afterschool Tutoring
- Materials and supplies provided to support family participation.
- Translation
- Babysitting

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Family surveys for Fall 2022 reflected 81% positive responses. Hamilton will continue to provide family engagement structures and outreach as planned, with specific focus on at-risk student groups: English Learners, Hispanic students, African-American Students, Students with Disabilities, and Socioeconomically Disadvantaged students.

# 2024-2025 SPSA Budget Goal Subtotal

## State/Federal Dept 0208 Hamilton (Locked)

### G5 - Increase inclusive opportunities for families to engage in their students' education

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|---|---|---|---|---|---|---|---|
| G5A1 | Title 1 Basic | Parent Participation | Cls Sup-Sup | | | Babysitting and translation services. | 1,050.00 |
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Parent engagement - No Food, No Incentives | 2,752.00 |
| G5A1 | Title 1 Basic | Parent Participation | Direct-Graph | | | Parent-student handbooks. | 200.00 |
| G5A1 | Sup & Conc | Instruction | Direct-Graph | | | Parent-Student Handbooks | 2,000.00 |
| G5A1 | Sup & Conc | Instruction | Direct-Food | | | Food services. | 200.00 |
| G5A1 | Sup & Conc | Attendance & Social Work Servic | Local Mileag | | | Mileage to support family/community engagement. | 500.00 |
| G5A1 | LCFF: EL | Parent Participation | Cls Sup-Sup | | | Translation and babysitting. | 1,576.00 |

**$8,278.00**

05/13/2024

# 2024-2025 Budget for SPSA/School Site Council

## State/Federal Dept 0208 Hamilton (Locked)

| Action | Funding | Spending Activity | Expense | Personnel | Fte | Vendor / Purpose Of Expenditure | Budget |
|--------|---------|-------------------|---------|-----------|-----|--------------------------------|--------|
| G1A1 | Title 1 Basic | Instruction | Teacher-Subs | | | Certificated subs for planning, site walks, data chats, etc. to support ELA/ELD and Math instruction. No IEPs | 18,849.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Teacher supplemental contracts. No IEPs | 13,488.00 |
| G1A1 | Title 1 Basic | Instruction | Ins Aide-Reg | Paraprof, Instructional Asst | 0.7500 | | 51,134.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Certificated subs for planning, site walks, data chats, etc. to support ELA/ELD and Math instruction. | 28,927.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials and supplies to support instruction. | 73,365.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials and Supplies to support literacy and math instruction. | 37,744.00 |
| G1A1 | Sup & Conc | Instruction | Oth Equ Mnt | | | Equipment Maintenance | 3,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Technology maintenance. | 3,000.00 |
| G1A1 | Sup & Conc | Instructional Supervision & Admin | Crt Supr-Sub | | | Admin subs. | 1,971.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Subs | | | Subs for EL/ELD teachers. | 1,942.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Supp | | | Certificated EL support and ELPAC Assessors. | 4,904.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | EL supplemental materials. | 15,328.00 |
| G1A1 | LCFF: EL | Instruction | Nc-Equipment | | | Technology supplemental materials for EL students. | 12,216.00 |
| G1A1 | LCFF: EL | Instruction | Direct-Graph | | | Graphics for EL students. | 500.00 |
| G1A1 | LCFF: EL | Other Pupil Services | Oth Cls-Supp | | | Classified EL/ELPAC support. | 5,252.00 |
| G1A2 | Title 1 Basic | Instruction | Nc-Equipment | | | Technology. | 5,407.00 |
| G1A2 | Sup & Conc | Instruction | Off Eq Lease | | | Ricoh lease/repair. | 2,300.00 |
| G3A1 | Sup & Conc | Attendance & Social Work Service | Crt Pupl-Reg | Clinical School Social Worker | 0.5000 | Site to split fund with .5 FTE from baseline staffing and .5 FTE from site funds. | 96,103.00 |
| G3A2 | Sup & Conc | Instruction | Travel | | | : 10 person team attending Safe and Civil National Conference. | 40,000.00 |
| G3A2 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Sup | | | Social-emotional/attendance support. | 1,050.00 |
| G5A1 | Title 1 Basic | Parent Participation | Cls Sup-Sup | | | Babysitting and translation services. | 1,050.00 |
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Parent engagement - No Food, No Incentives | 2,752.00 |
| G5A1 | Title 1 Basic | Parent Participation | Direct-Graph | | | Parent-student handbooks. | 200.00 |
| G5A1 | Sup & Conc | Instruction | Direct-Graph | | | Parent-Student Handbooks | 2,000.00 |
| G5A1 | Sup & Conc | Instruction | Direct-Food | | | Food services. | 200.00 |
| G5A1 | Sup & Conc | Attendance & Social Work Service | Local Mileag | | | Mileage to support family/community engagement. | 500.00 |
| G5A1 | LCFF: EL | Parent Participation | Cls Sup-Sup | | | Translation and babysitting. | 1,576.00 |

05/13/2024

$424,758.00

| Funding Source Totals | Unit # | Budget Totals |
|---|---|---|
| Title 1 Basic | 3010 | $92,880.00 |
| Sup & Conc | 7090 | $289,110.00 |
| LCFF: EL | 7091 | $42,768.00 |
| **Grand Total** | | **$424,758.00** |

| Goal Totals | Budget Totals |
|---|---|
| G1 - Improve academic performance at challenging levels | $279,327.00 |
| G3 - Increase student engagement in their school and community | $137,153.00 |
| G5 - Increase inclusive opportunities for families to engage in their students' education | $8,278.00 |
| **Grand Total** | **$424,758.00** |

05/13/2024