

Hamilton Elementary

10621666120125

Principal's Name: Deborah Marquez

Principal's Signature:

A handwritten signature in cursive script, reading "Deborah A. Marquez". The signature is written in black ink and is positioned to the right of the printed text "Principal's Signature:". The first letter "D" is large and loops around the first part of the name.

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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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 subgroups 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 (DAC and 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.

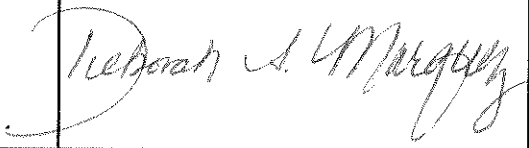
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Deborah Marquez	X				
2. Chairperson – Jeremiah Lee				X	
3. Lorena Montano				X	
4. Shala Silvera				X	
5. Nellie Bigovich			X		
6. Sasha Hatanaka		X			
7. Adam Elmore		X			
8. Connie Vasilliades		X			
9. Josh Wright				X	
10. Alyson Dale			X		
11. Jahmaal Sawyer (Acting Principal 9-27-22 to 5-1-23)	X				
12.					
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:			
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	Deborah Marquez		5/12/23
SSC Chairperson	JEREMIAH LEE		5/12/23

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 2023/24

Hamilton - 0208

ON-SITE ALLOCATION

3010	Title I	\$91,395 *
7090	LCFF Supplemental & Concentration	\$290,786
7091	LCFF for English Learners	\$40,608
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$28,454</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$451,243

* 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	\$2,708
Remaining Title I funds are at the discretion of the School Site Council	<u>\$88,687</u>
Total Title I Allocation	\$91,395

Hamilton K-8 2023-2024 - 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
i-Ready ELAD2 proficiency - percentage of students on/above		35 %	31.03 %	2022-2023	35 %
SBAC ELA - Average distance from standard	✓		-50 pts	2021-2022	-40 pts
SBAC ELA - percentage of students met/exceeded standard	✓		28.12 %	2021-2022	33.12 %
SBAC Math - Average distance from standard	✓		-98 pts	2021-2022	-88 pts
SBAC Math - percentage of students met/exceeded standard	✓		15.34 %	2021-2022	20.34 %

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.

I-Ready ELAD2 on Level

- Planning of Common Formative Assessments Aligned to Essential Standards
- Quarterly grade level planning days focused on the instructional cycle related to Tier 1 and Tier 2 instruction.
- Data Chat conferences with analysis of iReady data. Emphasis on EL progress and students receiving SPED services.
- Professional Learning focus of Data Analysis related to Tier 1 and Tier 2 Instruction. Limited implementation of this action.
- Daily incorporation of Tier 1 and Tier 2 instruction.
- Individual and classroom goal setting to support accountability, growth mindset and student ownership.
- Emphasis on Academic Discourse structures to deepen student understanding and ownership.
- Universal Design for Learning (UDL) focus on student ownership and engagement to support IPG

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

SBAC ELA

Strategies to accelerate and support learning of Students with Disabilities, African-American and Hispanic students, English Language Learners, students that are Socioeconomically Disadvantaged.

- Implementation of PLI strategies site wide to provide targeted small-group instruction in math, reading, writing, and foundational skills.
- Clear understanding of grade-level standards, with scaffolding to support struggling learners while maintaining grade-level rigor.
- Establish a schedule with Designated ELD block and/or grade-level deployment for Designated and Integrated ELD within the master schedule.
- Increase PL in ELD standards across all content areas.

SBAC Mathematics

- Daily Tier 1 instruction was inconsistent in addressing gaps in learning due to higher levels of

- Tenet 3.
- Blended Learning (PLI) structures (Teacher led small group instruction, independent practice with technology, and collaborative group task) implemented during Tier 1 instruction.
- Hispanic - 25%Met/Exceeded**
- EL - 4.4%Met/Exceeded**
- Socioeconomically Disadvantaged - 24.7%Met/Exceeded**
- Student With Disability - 13.6%Met/Exceeded**

Effectiveness: Academic discourse was a site-wide focus area this year, with multiple staff PLs focused on understanding the need for content-driven dialogue between students as well as creating tools to support academic discourse in the classroom. The focus on academic discourse and IPG Tenet 3 has led to this action being moderately effective.

I-Ready Math D2 on Level

- Planning of Common Formative Assessments Aligned to Essential Standards
- Quarterly grade level planning days focused on the instructional cycle related to Tier 1 and Tier 2 instruction.
- Data Chat conferences with analysis of iReady data. Emphasis on EL progress and students receiving SPED services.
- Professional Learning focus of Data Analysis related to Tier 1 and Tier 2 Instruction. Limited implementation of this action.
- Daily incorporation of Tier 1 and Tier 2 instruction.
- Individual and classroom goal setting to support accountability, growth mindset and student ownership.
- Emphasis on Academic Discourse structures to deepen student understanding and ownership.
- Universal Design for Learning (UDL) focus on student ownership and engagement to support IPG Tenet 3.
- Blended Learning (PLI) structures (Teacher led small group instruction, independent practice with technology, and collaborative group task) implemented during Tier 1 instruction
- Math Lesson Design implemented K-8th Grade
- Hispanic - 15.5 %Met/Exceeded**
- EL - 4.4%Met/Exceeded**
- Socioeconomically Disadvantaged - 15.8%Met/Exceeded**
- Student With Disability - 8.9%Met/Exceeded**

Effectiveness: Hamilton K-8 is in its 4th year of MLD implementation. We have been able to fully incorporate all grade levels into the MLD structure during the implementation process, and now we are moving towards a systematic approach to planning and delivering math instruction to ensure that students access their grade-level curriculum at a high level. This action has seen moderate effectiveness.

- chronic absenteeism.
- Ongoing learning as MLD is integrated throughout the K-8 continuum.

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).

- Inconsistent staffing of paraprofessionals for both GE and SPED classes.
- Incentives were not utilized effectively due to inconsistent success criteria.

- Inconsistent communication to ensure parent involvement and participation.
- District-funded .5 TSA (site split funds additional .5) to support academic testing and interventions.
- District-funded TSA supports academic interventions and provides support to SPED teams to ensure students are meeting IEP goals.
- District-funded Instructional Coach provides direct support to teachers to increase implementation of Tier 1 strategies.
- District-funded Academic Counselors provide goal-setting and academic planning support to students in 6th - 8th grade.

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 2023/24 SPSA.

- Site will be more intentional with monitoring disproportionality amongst students group through targeted MTSS intervention.
- Co-planning professional learning with Instructional Leadership Team (ILT), Climate and Culture Team (CCT), and site administration
 - Implementation of grade-level norms to develop and schedule Common Formative Assessments to supplement IABs/FIABs.
 - Professional learning focused on ELD standards and ELPAC assessment for integrated and designated ELD.
 - Continued professional development to increase consistency of MLD implementation.
 - TSA and Instructional Coach will lead ongoing professional development and interventions to support gains in both Math and ELA

Step 4: Educational Partner Involvement. Share the data 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: • Ongoing concern for SEL needs, specifically for student mental health support. • Expanded support by Academic Counselors into elementary grades.	2 ELAC: • Parent workshops (Parent University, etc.)	3 Staff: • Increased support with Tier 1 and 2 academics. • Release time for PLC planning • Academic intervention support.
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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 strengthen our personalized and collaborative teaching practices, we are confident that students will go from passively receiving knowledge to engaging in active choices where they have ownership in learning. All actions will support an increase in progress related to moving every student a minimum of a grade level per year in ELA/Literacy.
- 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, an on-going measure of student progress, and will incorporate personalized learning through our Blended Learning Approach. Hamilton's Blended Learning Approach is comprised of (3) components: Teacher Led Small Group, Technology, Collaborative Group Task. The ELA instructional block will also incorporate an effective Tier 2 support that systematically provide 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 regular 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 4 Guiding Questions.
- 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.
- UDL strategies will support high quality lesson design and builds in flexibility that can be adjusted for every student's strengths and needs.
 - Information is presented in more than one way, including text, audio and hands-on, and other flexible formats.
 - Teaching to a variety of learning styles.
 - Flexible opportunities for assessment are utilized, oral presentations, group projects, written, technology based, all supporting what knowledge students have acquired.
- Instructional Practice Guide encompasses the core instructional practices that contribute to student learning.
 - Administrative Team Instructional walks utilizing the IPG Data collection tool for calibration of team to provide ongoing feedback.
 - Hamilton site focus on Ownership, Academic Discourse and Rigor.
- Instruction will focus on daily close reading with complex text, guaranteed viable curriculum (GVC), collaborative conversations, and standards aligned writing tasks in grades 1-6 all year, and beginning no later than Q3 in kindergarten.
- Support provided for (Tier 2/3) students by TSA, academic counselor, Family Foundation's clinician, 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.
- Materials and supplies to support literacy and VAPA.
- Extra salaries for certificated staff to provide supplemental services for reading and writing.
- Extra salaries 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, etc.
- 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.
- Students supported during testing administrations with nutritious snacks.
- Instructional Leadership Team (ILT) regional development of Social Emotional Learning (SEL) and the correlation of International Baccalaureate (IB) Approaches to Learning (ATL).
- On-going training related to Blended Learning (Personalized Learning) components which support Tier 1 instruction.

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

- iReadyDiagnostics
- 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 per year to monitor student progress, set new goals, and create action plans.

As measured by Functional Skills Assessment (FSA) 3x 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 2023
- Diagnostic (Pre-FSA)- August 2023
- 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 2023 -Diagnostic I
October 2023 (Diagnostic II)
January 2024 (Diagnostic III)
May 2024 (Diagnostic IV)

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

Grades 3-8 Interim Assessment Blocks (IAB)

Owner(s):

- Teachers
- Professional Learning Communities
- Administrators

Timeline:

Quarterly

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

- Tier 1:
 - On-going emphasis related to Universal Design for Learning (UDL) Instructional Model.
 - All students K-8 will participate in Goal Setting.
 - Use of iREADY for Tier 1 (Standards Mastery).
 - Academic Discourse
 - Graphics to support implementation of ELA
 - Teachers/TSA's/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.
 - Graphics, Materials and Supplies to support literacy
 - Technology to support literacy
 - Copy machine lease/maintenance
 - Purchase subscriptions and site licenses to digital text sources to extend use of complex text.
 - All students K-8 will participate in Blended Learning/Personalized Learning.
 - 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:
 - Response to Intervention support within each classroom at students' level..

- Use of iREADY Tier 2 (On-line and Teacher Toolkit)
 - 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 measures .
 - Incentives, rewards, or incentive field trips for students for achievement in literacy.
 - Rubrics to assess EL progress in meeting ELPAC standards.
 - 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-weekly, 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.

MTSS model will provide interventions and support to ELs, Hispanic, African-American, Socioeconomically Disadvantaged students, and Students with Disabilities

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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 components, Math Lesson Design, 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.
 - Implementation of Swun Math Lesson Design which matches the eight required shifts in the Standards of Mathematical Practice, and inherently includes a gradual release of responsibility to students.
 - 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 4 Guiding Questions.
 - 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.
 - UDL strategies will support high quality lesson design and builds in flexibility that can be adjusted for every student's strengths and needs.
 - 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, Family Foundation's clinician, 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 text sources to extend use of conceptual understanding.
 - Materials and supplies to support mathematics instruction.
 - 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.
 - Tier 2 Intervention Specialist will support students with accessing academics through SEL support.
 - 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.
 - Students supported during testing administrations with nutritious snacks.
 - On-going training related to Blended Learning (Personalized Learning) components which support Tier 1 instruction.

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 2023
- Diagnostic (Pre-FSA)- August 2023
- FSA/BAS Data Chats
 - Q1- October 2023
 - Q2- December 2023
 - Q3- March 2024
 - Q4- June 2024

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 2023 -Diagnostic I
October 2023 (Diagnostic II)
January 2024 (Diagnostic III)
May 2024 (Diagnostic IV)

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

- - Tier 1:
 - Site-wide implementation of Swun Math Lesson Design which will be supported through FUSD' Math Coaches and Swun Math Consultants.
 - On-going emphasis of Universal Design for Learning (UDL) strategies.
 - 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
 - Direct instruction
 - 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 text sources to extend use of complex text.
 - All students K-8 will participate in Blended Learning/Personalized Learning.
 - Dry erase markers and whiteboards for group collaboration and checking for understanding
 - Smartboard, 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 weekly, 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:

- 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

Specify enhanced services for low-performing student groups:

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.
- 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.

2023-2024 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	Mat & Supp			Support for instruction (VAPA). **No incentives or food **	10,710.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST/IEP, Climate and Culture, ILT, Data chats, conferences.	24,008.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500		52,399.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional supplies (GW, Art Supplies, American Music, Goal 2 {A-Mark}, safety supplies, etc.	93,631.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for EL related supports	1,951.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			EL support/ELPAC Assessors	4,928.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL Supplemental	13,147.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Tech to Support EL Students	12,216.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics for EL Students	500.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation and babysitting	1,573.00
G1A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Sup			Social-Emotional support/Attendance	1,049.00
G1A1	LCFF: EL	Other Pupil Services	Oth Cls-Supp			Additional EL support	5,244.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	"0.50 FTE District - K-8 TSA 0.50 FTE Site - TSA supports all goals and actions."	76,728.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Xerox Lease and Repair	2,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance/Tech	3,000.00
G1A2	One-time School	Instruction	Teacher-Supp			Teacher Supplemental	493.00
G1A2	One-time School	Instruction	Nc-Equipment			Replacement	100.00

\$303,677.00

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	✓	90 %	76.33 %	2022-2023	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.

- Return of guaranteed field trips for K-6th grade
- 7th grade - Xello
- 8th grade - School Choice Expo/Xello

Effectiveness: With the lifting of pandemic restrictions, Hamilton K-8 was able to return to pre-pandemic activities. The return of the guaranteed enrichment trips provided by the Student Engagement department allowed students to experience field trips that were absent since 2020. In addition, the academic counselors were able to resume utilizing tools like Xello and the School Choice Expo to connect students to career opportunities. Altogether, these activities have led to Hamilton students rating Exposure to Careers in the student survey at 81% favorable.

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

- The full return to campus along with the significantly reduced impact of Covid 19 allowed for a more positive implementation of the district-provided field trips.

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).

- While impacts of the Pandemic were significantly reduced, there were still restrictions to activities from the start of school until October 10th. As the year went on and restrictions were gradually lifted, students were able to return to engaging in clubs, sports, and other on-campus activities at pre-pandemic levels.

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 2023/24 SPSA.

- Leveraging Campus Culture Director and Climate and Culture Specialist to increase student engagement and positive opportunities for students to engage in meaningful learning opportunities.

- Create opportunities to leverage community partners to provide real-world experiences for students.

Step 4: Educational Partner Involvement. Share the data 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: • Increased opportunities for hands on learning experiences. • Leverage magnet status to increase opportunities for meaningful real-world experiences.	2 ELAC: • Increase application of practical skills for career readiness. • Home School Liaison (HSL) support with recruiting EL students and their families during Parent Meetings.	3 Staff: • Reestablish a focused magnet program that will provide real-world learning opportunities.
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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
 - Tiered levels of support: Attendance interventions supported by Home School Liaison, Social Worker, and Tier 2 Intervention Specialist, 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 students will be encouraged to participate in a broad range of arts, activities and athletics, with specific focus on expanding equitable opportunities for kindergarten.
 - Mentor assigned to Tier 2 and Tier 3 students, provided by various classified/certificated staff members.
 - 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.
 - Academic Discourse
 - Tier 2 Intervention Specialist and SW will support students with accessing academics through SEL support..
 - Discussions about future plans (college or career) will be facilitated by academic counselors.
 - K-8 Focused Career Day

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

- Data related to attendance percentage for career building field trips.
- Monthly monitoring of behavior entries in ATLAS
- Office Referrals reviewed for trends of student behaviors
- Quarterly monitoring of engagement for positive social emotional development
- Individual goal setting
- Attendance monitoring

Owner(s):

- Teachers
- TSA's
- Academic Counselors
- SW
- 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/Vrtual Field Trips
- Transportation
- Assemblies
- Career presentations
- Career based discussions
- Graphics to support implementation of exposure to careers
- Tier 2 Intervention Specialist and Social Worker will support students with accessing academics through SEL support..
- Technology-Media literacy
- Technology-Digital literacy

Specify enhanced services for EL students:

- HSL translation of career based information
- Topics related to careers presented to parents through Parent University
- Language stems
- Collaborative conversations

Specify enhanced services for low-performing student groups:

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.
- 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.
- 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.**
 - 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
 - STORMAwards
 - Student Council 6th - 8th Grades
 - Quarterly Recognition
 - School Wide Jobs
 - WOW Passes, STORMAwards, 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
- SW
- TSA's
- Administrators
- Parents

Timeline:

- Fall 2023/Spring 2024
- 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 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 Therapist
- Target Support Team (TST) referral
- Pull out supports
- Functional Behavior Assessments
- Behavior Improvement Plans (BIP)/Behavior Support Plan (BSP)

Specify enhanced services for EL students:

- 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:

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	✓	25 %	40.11 %	2022-2023	35 %
Section Attendance - Semester 1 - percentage of students with 90% and above			50.16 %	2022-2023	55.16 %
Suspension Rate - Semester 1	✓	5 %	7.51 %	2022-2023	5 %

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

- Tier II Intervention Specialist Support
- Regular communication by Attendance Clerk regarding attendance expectations.
- Home School Liaison conducts home visits for students who are chronically absent to schedule attendance meetings with counselors, admin, and teachers to provide support interventions.
- Attendance Incentives
- Student Engagement Field Trips.
- TST meetings 2x per month
- School-wide student engagement in clubs and activities.

2022-2023 Chronic Absenteeism

- African American: 34.09%(15 students) Chronic or Severely Chronic
- English Learner: 32.1%(26 students) Chronic or Severely Chronic
- Hispanic: 35.15%(226 students) Chronic or Severely Chronic
- Student With Disabilities: 49.2%(62 students) Chronic or Severely Chronic

Suspensions

- School-wide weekly class meetings
- Re-engagement Strategies utilized by support staff
- Site-funded mental health supports (Family Foundations)
- Clubs
- Positive Incentives
- Meaningful Work

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

Chronic Absenteeism

- Overall, 36% of students are either Chronic or Severely Chronic in absenteeism in 2022-23.
- During Quarter 1, COVID 19 quarantine protocols were still in place which led to increased absences due to illness.
- TST, CCT, and admin team will work to systematize weekly attendance meetings to target interventions to decrease chronic absenteeism.
- 76% of students responded favorably to student engagement in the School Climate and Culture survey in Spring 2023 (down from 82% in Fall 2022), with the lowest responses being in the responses to "I have a voice and feel heard at my school" and "students at this school care about each other" (62% and 47% respectively).

- Trauma Informed Training provided by Family Foundations.
- New-student onboarding to include connection with WEB and/or Leadership Student (Expectations, Guidelines for Success, etc.)
- High School readiness events.

2022-2023 Suspensions

- Hamilton K-8 has a suspension rate of 9.1%
- **Hispanic: 125 suspension entries**
- **African American: 22 suspension entries**
- **English Learners: 20 suspension entries**
- **Student With Disabilities: 56 suspension entries**

Effectiveness: The most significant impact on the effectiveness of this action was the loss of our CWAS. Without that consistent support, students in need of Tier 2 interventions were not all serviced adequately and led to some escalations in behaviors and absenteeism.

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).

- Ongoing professional learning for Climate and Culture Team in support of school goals in alignment with Safe and Civil Rubric
- Reduced frequency of student recognition due to ongoing Pandemic protocols during Quarter 1 led to a decrease in spending for student recognition activities.
- Consistent implementation of Morning Meetings and daily SEL instruction using Second Step curriculum.

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 2023/24 SPSA.

- Quarterly Academic Recognition
- STORM Awards for students that exemplify positive character traits
- School-wide implementation of Second Step and Morning Meetings K-8 with fidelity
- Purchase of Spirit T-Shirts and swag bags for all students to increase sense of belonging
- Establish Student Council 6th - 8th grade.
- Add high school readiness events along with college and career events.

Step 4: Educational Partner Involvement. Share the data 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: SSC recognized the high-level of need for ongoing support with	2 ELAC: ELAC was surprised by the number of intense mental health	3 Staff: Staff was concerned with inconsistency of protocols in place for TST
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mental health clinicians due to the number of students referred for emergency care. Based on budget prioritization, SSC determined that funding for therapists was the greatest need by the majority	protocols which have been put in place. Based on budget prioritization, ELAC determined that funding for therapists was the greatest need by the majority	and other Tier II supports. Based on budget prioritization, Staff determined that funding for therapists was the greatest need by the majority of staff members completing needs assessment.
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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, SW, Academic Counselor, Admin, TSAs, Therapists).
- Tier 2 Intervention Specialist and SW 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

- Monthly monitoring of suspensions and office referral data to identify at risk students
- Weekly (MS)/Quarterly monitoring of D's and F's
- Quarterly monitoring of Engagements
- Weekly monitoring of attendance

Owner(s):

- Teachers
- ILT/CCT
- Academic Counselors
- SW
- HSL
- Administrators
- TSAs
- Office personnel
- parents

Timeline:

- Weekly
- Monthly
- Quarterly

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

- Tier 1:
 - Storm Awards
 - Attendance Hot Line Magnets
 - TSAs will assist in communicating the goals, procedures and objectives of the attendance programs/initiatives to staff, students, and members of the public.
 - Chronic absences monitored
 - 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.
 - Graphics to support attendance
- Tier 2:
 - Incentives for behavior contracts, classroom incentives for attendance and academic performance
 - Individual outreach
 - Therapist
 - 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
 - Legal intervention-SARB

Specify enhanced services for EL students:

- 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.

Specify enhanced services for low-performing student groups:

- 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, Family Foundation's clinician and 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.

Family Foundations will continue to 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).

- 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 II, SPED Assessment, etc.
- Trauma Informed Sensitivity Training in conjunction with Kaiser Permanente grant through Family Foundations will continue to be an emphasis.
- Use WEB students to lead incoming 7th graders
- Mentors 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 SW 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	Owner(s):	Timeline:
• Monthly monitoring of suspensions and office referral data to identify at risk students • Use of the Planned Discussion Protocol from DPI with students with multiple suspensions. • Weekly (MS)/Quarterly monitoring of D's and F's • Quarterly monitoring of Engagements	• Teachers • ILT • Administrators • Academic Counselor • SW • Tier 2 Intervention Specialist • TSA's • Office personnel • parents	• 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.
- Tier 2:
 - Incentives for behavior contracts, classroom incentives for attendance and academic performance.
 - 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 SW will support students with accessing academics through SEL support.
- 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.
- Home School Liaison to support attendance
- Site Counselor
- Targeted Support Meeting (TST)
- Tier 3:
 - School Psychologist
 - Targeted Support Meeting (TST)
 - Multi-disciplinary Team (ICET)
 - Tier 3 Behavior Intervention Specialists

Specify enhanced services for EL students:

- 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:

- 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 SpEd students 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:

December 2023
June 2024

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

- Tier 1:

- STORMAwards
- 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:

- 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:

- **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 facilitates 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.

2023-2024 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	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting and Translating	1,049.00
G3A1	One-time School	Attendance & Social Work Services	Cls Sup-Sup			SEL support provided by HSL or Tier II Specialist	105.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Full time (Amanda)- \$83,600 Split funded (Raul) -56%- \$27,906	111,506.00
G3A2	One-time School	Instruction	Mat & Supp			: Safety Guidelines and Additional Needs to Support Instruction **No incentives or food **	5,002.00
G3A2	One-time School	Instruction	Travel			Conferences	500.00
G3A3	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : 3 Days per week 44% Raul - \$22,254 (Split Funded)	22,254.00

\$140,416.00

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 %	90.19 %	2022-2023	94.44 %

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.

- Teachers will receive professional learning determined by site data: ELPAC/English Assessments, EL Redesignation Goal-setting Report, Common Formative Assessments, iReady, and SBAC.
- Common Formative and Summative Assessments (formal and informal)
- Staff professional learning focused on PLCs, common grading practices, common assignments/assessments.
- Sub release days to support grade-level planning/alignment.
- Designated ELD training to support language acquisition

Effectiveness: Ongoing training and support for staff in order to create an equity-centered site has been moderately effective. It will be important to continue to provide PL and regular conversation regarding the diversity of our school and the community.

2

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

Staff Survey - Organizational Culture Domain

- 2021-2022: 90.34% of responses were favorable for organizational structure.
- 2022-2023: 90.19% of responses were favorable for organizational structure, however, current survey data indicates a 17 point decrease in this domain which highlights a need for focused attention on staff support and morale.

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).

- Culturally Proficient Practices discussed during Professional Learning were implemented inconsistently due to leadership team not all being fully trained.

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 2023/24 SPSA.

- Professional Learning to support Culturally Responsive Teaching Practices.

- Allocate resources and support for additional intervention (PL support, funds for conferences)
- Staff PL aligned to regional focus on Assessment Equity
- Staff PL supporting backwards mapping and standards-aligned planning with Academic Coach

Step 4: Educational Partner Involvement. Share the data 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: No comments, concerns, or questions	2 ELAC: No comments, concerns, or questions	3 Staff: No comments, concerns, or questions
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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 • Staff Management Portal on iACHIEVE • FUSD Recruitment Interview Form • FUSD Exit Interview Form • Intentional recruitment of qualified staff that reflect the diversity of Hamilton K-8 and it's community	Owner(s): • Administration • Site Hiring Panel (ILT/Admin) • FUSD Human Resource Department • Teacher Residency Program	Timeline: • On-going • Quarterly • Lateral Hires • Overage Hires • New Teacher Hires
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Describe Direct Services to Staff in support of 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.
- Regular celebration of staff that highlight the mission and vision of Hamilton K-8
- Provide Professional Learning on Cultural Proficiency, Growth Mindset and Technology.
- 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 Staff in support of EL students:

- 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 Staff to support low-performing student groups:

- 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

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Nc-Equipment			Technology	10.00
G4A1	Sup & Conc	Instruction	Direct-Food			Food Service	200.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sup			Admin Subs	2,032.00

\$2,242.00

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 %	85.98 %	2022-2023	92.83 %

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.

Family Engagement Domain

- Translation services provided by Home School Liaison
- Teachers with the support of the Academic Counselors will provide parents with a review of EDUTEXT.
- Regular cadence of school to home communication using ParentSquare
- Families will be provided with the Student/Parent Handbook.
- Using Atlas to connect families to their student's grades, attendance, etc. during Back to School Night, the first ELAC meeting, and the first SSC meeting of the year.
- Title I Parent Meeting at Back to School Night
- Teacher review of iReady diagnostics results with parents at Fall Parent Conference
- A minimum of four SSC and ELAC meetings
- Create opportunities for families to engage with the school community on a regular basis through various means.
- Spring Open House

Effectiveness: The strategies above have been moderately effective in providing a baseline for communication and engagement of families. Moving forward, Hamilton K-8 will be more intentional in creating opportunities to bring families and community partners to the site more frequently.

2

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

Family Engagement Domain

- There was no disproportionality within subgroups in the 2022-23 survey. Family engagement was 81% for positive responses.
- Identified at-risk student groups are English Learners, Hispanic students, African-American Students, Students with Disabilities, and Socioeconomically Disadvantaged students.

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).

- With the addition of our second Academic Counselor, we have been able to set the foundation for a streamlined set of supports that will help students as they matriculate through Hamilton.
- Hamilton was a pilot site for ParentSquare, which has provided a single location for school to home communication which streamlined our school to home communication.

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 2023/24 SPSA.

- Refocus on a variety of parent engagement opportunities.
 - Ongoing and refined use of ParentSquare to provide communication to families.
 - Regular updates to school website to ensure it is up to date with the most current information regarding the school.

Step 4: Educational Partner Involvement. Share the data 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:

- Family Education/Support Nights
- Social Nights hosted by PTA

2 ELAC:

- Parent workshops
- Tutoring support

3 Staff:

- School engagement activities (Back to School Night, Open House, PTA events, athletic events, music performances/concerts.
- Other school centered activities (Dances, 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 Services to Families in support of students, including materials and supplies required (curriculum and instruction):

- Tier 1:
 - Site-wide implementation of Swun Math Lesson Design and parent communication related to the topics and expectations.
 - 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.
 - Use of Inquiry questions to support rigor and ownership
 - Teachers/TSAs/Instructional Coach/Academic Counselors 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 text sources to extend use of complex text.
- Tier 2:
 - Response to Intervention support will be communicated with families in order to support students at their instructional level.
 - Use of iREADY for Tier 2 (On-line Instruction and Teacher Toolkit). Expectations and use will be communicated to families.
 - Tier 2 Intervention Specialist and SW will support students with accessing academics through SEL and include parents/guardians in the process.
 - 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.
 - MS students with one D or one F will be flagged weekly, and teacher/academic counselor will meet with students to support needs. Academic Counselor will communicate with parent/guardian regarding student's progress.
 - Students receiving SpEd services with D's or F's will be flagged weekly, and RSP teacher/academic counselor will meet with students and communicate with families to support needs.
- 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.
- Parent notification of Field trips/Virtual Field Trips
- Permission required by parent/guardian if student is being transported.
- Academic Counselor provides information related to career based results.
- Graphics to support implementation of exposure to careers
- Technology-Media literacy for families
- Technology-Digital literacy for families
- Tier 1:
 - ParentSquare is utilized to communicate events, activities, and general information to families on a regular basis. (daily, weekly, etc).
 - Music-Parents are notified of participation. If a student is utilizing an instrument, parent/guardian is required to grant permission.
 - Parent meeting is held regarding 6th Grade Camp
 - Materials and supplies to support clubs, athletics, arts, and activities
 - Graphics to support implementation and advertisement of Goal 2 activities
- Tier 2:
 - Music (MS)-parent communication and permission required
 - Student Valets-parent communication and permission required
 - Materials and supplies to support designated clubs, athletics, arts, and activities outside the school day. Parent communication and permission required to participate following dismissal.
 - BSU-parent communication and permission required
 - WEB Leaders-parent communication and permission required
 - Tournament of Technology-parent communication and permission required

- Art Hop Showcase-parent communication and permission required
- Tier 3:
 - African-American Leadership Cohort-UC Merced-parent communication and permission required
 - Middle School Ambassadors-parent communication and permission required
 - Social Skills class supports students who have been diagnosed with Autism. Participation is channeled through the IEP process in which parents are required to participate.
 - Special Olympics-Basketball-parent communication and permission required

Critical partners in moving student achievement:

- Title I meetings will provide all stakeholders the opportunity to understand the goals, allocation of funding sources, parent involvement, and parent rights under Title I.
- Parent emails, EduText, ParentSquare, social media platforms, school site website, school marquee. All parent communication will be provided in English and Spanish, as needed.
- ELAC meetings will provide stakeholders the opportunity to understand the process of initial/summative ELPAC scores, understand how to interpret the ELPAC summative score and how to prepare students of ELLs to become proficient in reading, writing, listening and speaking.
- Students' academic performance, social emotional needs, and overall site program improvement plans will be evaluated quarterly with stakeholder. SSC meetings will be scheduled during the most convenient time of day for the majority of families.

Specify enhanced services for Families of EL students:

- 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 Families of low-performing student groups:

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.

2023-2024 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	Mat & Supp			Support for parent meetings and communications. **No incentives or food **	2,708.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics	200.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			Direct Graphics-Parent/Student Handbook	2,000.00

\$4,908.00

2023-2024 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	Mat & Supp			Support for instruction (VAPA). **No incentives or food **	10,710.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST/IEP, Climate and Culture, ILT, Data chats, conferences.	24,008.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500		52,399.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional supplies (GW, Art Supplies, American Music, Goal 2 {A-Mark}), safety supplies, etc.	93,631.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for EL related supports	1,951.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			EL support/ELPAC Assessors	4,928.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL Supplemental	13,147.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Tech to Support EL Students	12,216.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics for EL Students	500.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation and babysitting	1,573.00
G1A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Sup			Social-Emotional support/Attendance	1,049.00
G1A1	LCFF: EL	Other Pupil Services	Oth Cls-Sup			Additional EL support	5,244.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	"0.50 FTE District - K-8 TSA 0.50 FTE Site - TSA supports all goals and actions."	76,728.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Xerox Lease and Repair	2,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance/Tech	3,000.00
G1A2	One-time School	Instruction	Teacher-Supp			Teacher Supplemental	493.00
G1A2	One-time School	Instruction	Nc-Equipment			Replacement	100.00
G3A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting and Translating	1,049.00
G3A1	One-time School	Attendance & Social Work Services	Cls Sup-Sup			SEL support provided by HSL or Tier II Specialist	105.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Full time (Amanda)- \$83,600 Split funded (Raul) -56%- \$27,906	111,506.00
G3A2	One-time School	Instruction	Mat & Supp			: Safety Guidelines and Additional Needs to Support Instruction **No incentives or food **	5,002.00
G3A2	One-time School	Instruction	Travel			Conferences	500.00
G3A3	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : 3 Days per week 44% Raul - \$22,254 (Split Funded)	22,254.00
G4A1	Sup & Conc	Instruction	Nc-Equipment			Technology	10.00
G4A1	Sup & Conc	Instruction	Direct-Food			Food Service	200.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sup			Admin Subs	2,032.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Support for parent meetings and communications. **No incentives or food **	2,708.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics	200.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			Direct Graphics-Parent/Student Handbook	2,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$91,395.00
Sup & Conc	7090	\$290,786.00
LCFF: EL	7091	\$40,608.00
One-time School	7099	\$28,454.00
Grand Total		\$451,243.00

\$451,243.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$303,677.00
G3 - Increase student engagement in their school and community	\$140,416.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$2,242.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,908.00
Grand Total	\$451,243.00