

Hamilton Elementary

10621666120125

Principal's Name: Deborah Marquez

Principal's Signature: *Deborah Marquez*
Deborah Marquez (May 5, 2022 16:23 PDT)

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
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District Goals	
<p>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.</p>	
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



<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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 – Lorena Montano				X	
3. Vice Chairperson – Jeremiah Lee				X	
4. Secretary – Nelly Bigovich			X		
5. DAC Representative – Adam Elmore		X			
6. Marquita White				X	
7. Jessica De La Cruz				X	
8. Evan Nan				X	
9. Sundeep Takhar		X			
10. Sasha Hatanaka		X			
11. Connie Vassiliades		X			
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory
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	 <small>Deborah Marquez (May 5, 2022 16:23 PDT)</small>	May 5, 2022
SSC Chairperson	Lorena Montano	 <small>Lorena Montano (May 5, 2022 17:13 PDT)</small>	May 5, 2022

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 2022/23

Hamilton - 0208

ON-SITE ALLOCATION

3010	Title I	\$76,167 *
7090	LCFF Supplemental & Concentration	\$254,760
7091	LCFF for English Learners	\$34,800
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$139,260
TOTAL 2022/23 ON-SITE ALLOCATION		\$504,987

* 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	\$2,604
Remaining Title I funds are at the discretion of the School Site Council	\$73,563
Total Title I Allocation	\$76,167

Hamilton K-8 2022-2023 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4			7.23 %	2020-2021	10 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		27.69 %	2021-2022	35 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		17.16 %	2021-2022	25 %

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 ELA D2 On Level

Rating Scale:

-Implementation: Full Implementation/Partial Implementation/Little to no Implementation

-Effectiveness: Significantly Effective/Moderately Effective/Slight to No Effectiveness

- Planning of Common Formative Assessments aligned to Essential Standards
 - Implementation- Partial or inconsistent evidence of implementation, varies by grade level.
 - Effectiveness-Slightly effective.
- Quarterly grade level planning days with a focus on the instructional cycle related to Tier 1 and Tier 2 instruction.
 - Implementation-Little to no implementation due to CBA structure.
 - Effectiveness-Slight to no effectiveness.
- Data Chat conferences with analysis of iREADY with an emphasis on EL progress and students receiving SpEd services.
 - Implementation-Fully implemented

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

I-Ready ELA D2 On Level

During the 2021-22 school year the following resource inequities have surfaced:

- Chronic Absenteeism-due to Covid exposure and duration of quarantines
- Chronic Absenteeism-due to mental health and social/emotional challenges
- Lack of immediate access to devices
- Lack of reliable internet connection

I-Ready Math D2 On Level

During the 2021-22 school year the following resource inequities have surfaced:

- Chronic Absenteeism-due to Covid exposure and duration of quarantines
- Chronic Absenteeism-due to mental health and social/emotional challenges
- Lack of immediate access to devices
- Lack of reliable internet connection

- Effectiveness-Significantly effective
- Professional Learning focus of Data Analysis related to Tier 1 and Tier 2 instruction.
 - Implementation-Little to no implementation due to CBA structure.
 - Effectiveness-Slight to no effectiveness.
- Daily incorporation of Tier 1 and Tier 2 instruction.
 - Implementation-Partial implementation
 - Effectiveness-Slightly effective
- Goal Setting, both individual and classroom, to support accountability, growth mindset, and ownership.
 - Implementation-Partial implementation
 - Effectiveness-Slightly effective
- Academic Discourse emphasis to deepen processing and communication.
 - Implementation-Partial or inconsistent
 - Effectiveness-Slightly effective
- Universal Design for Learning focus on student ownership and engagement to support IPG tenet 3.
 - Implementation-Little to no implementation
 - Effectiveness-Slight to no effectiveness
- Blended Learning (PLI) components (Teacher led small group instruction, independent with technology, collaborative group task) implemented during Tier 1 instruction.
 - Implementation-Partial implementation
 - Effectiveness-Slightly effective
- Regional Instructional Leadership Team development of Social Emotional Learning (SEL) competencies.
 - Implementation-Little to no implementation
 - Effectiveness-Slight to no effectiveness

I-Ready Math D2 On Level

- Planning of Common Formative Assessments aligned to Essential Standards
 - Implementation- Partial or inconsistent evidence of implementation, varies by grade level.
 - Effectiveness-Slightly effective.
- Quarterly grade level planning days with a focus on the instructional cycle related to Tier 1 and Tier 2 instruction.
 - Implementation-Little to no implementation due to CBA structure.
 - Effectiveness-Slight to no effectiveness.
- Data Chat conferences with analysis of iREADY with an emphasis on EL progress and students receiving SpEd services.
 - Implementation-Fully implemented
 - Effectiveness-Significantly effective
- Professional Learning focus of Data Analysis related to Tier 1 and Tier 2 instruction.
 - Implementation-Little to no implementation due to CBA structure.
 - Effectiveness-Slight to no effectiveness.
- Daily incorporation of Tier 1 and Tier 2 instruction.
 - Implementation-Partial implementation
 - Effectiveness-Slightly effective
- Goal Setting, both individual and classroom, to support accountability, growth mindset, and ownership.
 - Implementation-Partial implementation
 - Effectiveness-Slightly effective

- Academic Discourse emphasis to deepen processing and communication.
 - Implementation-Partial or inconsistent
 - Effectiveness-Slightly effective
- Universal Design for Learning focus on student ownership and engagement to support IPG tenet 3.
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- Blended Learning (PLI) components (Teacher led small group instruction, independent with technology, collaborative group task) implemented during Tier 1 instruction.
 - Implementation-Partial implementation
 - Effectiveness-Slightly effective
- Regional Instructional Leadership Team development of Social Emotional Learning (SEL) competencies.
 - Implementation-Little to no implementation
 - Effectiveness-Slight to no effectiveness

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

Our students did not take the Spring 2021 CAASPP due to COVID19 school closures. In addition, we did not implement the majority of ELA and Math actions as originally cited due to the challenges and inconsistencies related to the pandemic.

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 2022-23 SPSA.

As we resume instruction that reflects a typical (pre-pandemic) year, goals, metrics, and actions will be fully implemented to support the ELA and Math instructional cycle.

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:

- Based on the feedback, the SSC Team is in favor of continued funding of the existing actions due to the pandemic interruption of learning.
- Concern related to the amount of SEL support required during the 2022-23 school year.
- The significant improvement reflected from the iREADY Diagnostic I data and Diagnostic II data

2 ELAC:

- Based on the feedback, the ELAC Team is in favor of continued funding of the existing actions due to the pandemic interruption of learning.

3 Staff:

- Based on the feedback, the Staff is in favor of continued funding of the existing actions due to the pandemic interruption of learning.
- Concern related to the amount of SEL support required during the 2022-23 school year.
- Concerns expressed regarding attendance.
- Suggestion: Continue to offer the extra 30 minutes after

validates the benefits of in-person instruction versus distance learning.

school for Tier 2 support.

- The significant improvement reflected from the iREADY Diagnostic I data and Diagnostic II data validates the benefits of in-person instruction versus distance learning.

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 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.
 - 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.
 - Purchase subscriptions and site licenses to digital text sources to extend use of complex text.
 - Materials and supplies to support literacy.

- 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.
- CWAS will support students with accessing academics through SEL support.
- Substitutes provided to support planning, SSTs, 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

- Diagnostic (iREADY) will be administered during the first two weeks of school, as appropriate.
- Diagnostic (Pre-KAIG) 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 KAIG and BAS.
- Quarterly (or more) Teacher-Student Chats to set individual goals.
- Quarterly KAIG Data Chats to monitor student progress, set new goals, and create action plans.

As measured by quarterly Kindergarten Assessment of Individual Growth(KAIG), 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 2022
- Diagnostic (Pre-KAIG)- August 2022
- KAIG/BAS Data Chats
 - Q1- October 2022
 - Q2- December 2022
 - Q3- March 2023
 - Q4- June 2023

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 2022 -Diagnostic I
 October 2022 (Diagnostic II)
 January 2023 (Diagnostic III)
 May 2023 (Diagnostic IV)

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).
 - Use of Inquiry questions to support rigor and ownership
 - Direct instruction

- Academic Discourse
- School-wide protocol for annotating text (CLOSE Reading).
- Graphics to support implementation of ELA
- Teachers/TSAs/Instructional Coach will assist in communicating the goals, procedures and objectives of the ELA program to staff, students, and members of the public.
- Instruction will focus on highly-supported literacy strategies including Close Reading sequences with complex text and Text Reconstruction, and foundational skills.
- 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
- Smartboard, 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 KAIG, iREADY, and other multiple measures .
 - Incentives, rewards, or incentive field trips for students for achievement in literacy.
 - Rubrics to assess EL progress in meeting ELPAC standards.
 - CWAS 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 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:

- Implement designated ELD and integrated ELD daily with all EL students,
- 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.
- Flexible seating in classrooms.
- 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.
 - Extra salaries for certificated staff to provide supplemental services for mathematics.
 - Extra salaries for instructional aides/classified to support intervention and extra support for students.
 - Substitutes provided to support planning, SST's, IEPs, data chats, etc.
 - CWAS 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.
 - 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

- Diagnostic (iREADY) will be administered during the first two weeks of school, as appropriate.
- Diagnostic (Pre-KAIG) 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 KAIG.
- Quarterly (or more) Teacher-Student Chats to set individual goals.
- Quarterly KAIG Data Chats to monitor student progress, set new goals, and create action plans.

As measured by quarterly Kindergarten Assessment of Individual Growth(KAIG), 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 2022
- Diagnostic (Pre-KAIG)- August 2022
- KAIG/BAS Data Chats
 - Q1- October 2022
 - Q2- December 2022
 - Q3- March 2023
 - Q4- June 2023

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 2022 -Diagnostic I
 October 2022 (Diagnostic II)
 January 2023 (Diagnostic III)
 May 2023 (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/TSA's/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).
 - CWAS 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 KAIG, 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, 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.
- 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.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	0.50 FTE District - K-8 TSA 0.50 FTE Site - TSA supports all goals and actions.	71,466.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Resources to support instruction- no food or incentives	863.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs provided for supporting academic achievement (planning, SSTs, IEPs, Data Chats, etc).	24,108.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	"Supports all Goal 1 and Goal 3 actions"	47,725.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for teachers supporting EL students. (planning, PL, conferences, etc)	2,411.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors and EL support.	6,191.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL Supplemental resources	6,285.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology	12,216.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics to support academic achievement for EL students.	500.00
G1A1	LCFF: EL	Other Pupil Services	Oth Cls-Supp			Additional EL/ELPAC support	1,963.00
G1A1	One-time School	Instruction	Nc-Equipment			Tech hardware refresh	15,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Supplemental resources for instruction and engagement.	31,965.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Supplemental resources to support instruction. Resources to support safety.	59,837.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Xerox lease/repair	5,000.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sup			Administrator coverage in support of all goals and actions.	6,191.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Nc-Equipment			Admin Tech refresh, if needed.	2,000.00
G1A2	One-time School	Instruction	Teacher-Supp			Contracts to support academic achievement.	6,191.00
G1A2	One-time School	Instruction	Nc-Equipment			: Replacement devices and equipment	35,000.00
G1A2	One-time School	Instruction	Travel			: Grading from the Inside Out Conference and additional PL opportunities that align and support academic achievement.	10,000.00

\$344,912.00

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	✓		81.66 %	2021-2022	90 %

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.

**Student-centered real world learning experience - Site Defined
Exposure to Careers- Virtual/In-person Field Trips**

Rating Scale:

-Implementation: Full Implementation/Partial Implementation/Little to no Implementation

-Effectiveness: Significantly Effective/Moderately Effective/Slight to No Effectiveness

- PreK- Zoo Mobile
 - Implementation- Complete and consistent
 - Effectiveness-Moderately Effective
- TK-No in-person or virtual field trip
- K-No in-person or virtual field trip
- 1st Grade-No in-person or virtual field trip
- 2nd Grade-No in-person or virtual field trip
- 3rd Grade-Bricks4kids/Fresno Art Museum
 - Implementation- Full Implementation
 - Effectiveness-Moderately Effective
- 4th Grade -River Center
 - Implementation- Full Implementation
 - Effectiveness-Moderately Effective
- 5th Grade-No in-person or virtual field trip
- 6th Grade-Wilderness 1-Day Outdoor Camp/Xello
 - Implementation- TBD
 - Effectiveness-TBD
- 7th Grade-Xello
 - Implementation- Full Implementation
 - Effectiveness-Moderately Effective

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

Experiences were planned for a typical (non pandemic) year. Due to Covid19 variant, the majority of experiences were cancelled.

- 8th Grade-School Choice Expo/Xello
 - Implementation- Full Implementation
 - Effectiveness-Moderately Effective

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

The start of the 2021-22 school year reflect a semi-typical return to campus. Field trips were planned, but failed to be executed due to a Covid19 variant spike. This triggered a tightening of restrictions and a cancellation of field trips. Some experiences were able to shift from in-person to virtual. The virtual format allowed for exposure, but in some cases, may not have been as effective as the in-person visits.

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 2022-23 SPSA.

Plans for Goal 2 during the 2022-23 school year will be determined based on the structure of the learning. To meet the needs of our circumstances during the upcoming year, and to extend the learning experience for all our students, the method of exposure to real-world learning experiences will be adjusted accordingly (in-person and virtual).

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 expressed appreciation that field trips were transitioned to a virtual format, as applicable.
SSC inquired about future field trips and planned experiences.

2 ELAC:

Inquiry regarding planning for next year. Will field trips be in-person and/or virtual.

3 Staff:

No questions, concerns or comments.

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

- o Career Cruising
- o Guest presenters
- o Goal setting
- o Tiered levels of support: Attendance interventions supported by Home School Liaison, Social Worker, and CWAS, 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.
- o 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.)
- o All students will be encouraged to participate in a broad range of arts, activities and athletics.
- o Mentor assigned to Tier 2 and Tier 3 students, provided by various classified/certificated staff members.
- o Various events/activities to improve educational outcomes for students to support preparation for college and careers.
- o 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.
- o 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).
- o Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- o Academic Discourse
- o Conflict Mediation/Restorative Practices
- o CWAS and SW will support students with accessing academics through SEL support..
- o Discussions about future plans (college or career) will be facilitated by academic counselors.

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/Virtual Field Trips
- Transportation
- Assemblies
- Career presentations
- Career based discussions
- Graphics to support implementation of exposure to careers
- CWAS and SW 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

Specify enhanced services for low-performing student groups:

Specify enhanced services for SpEd students:

- Provide social inclusion opportunities with same-age peers.

- Language stems
- Collaborative conversations

- 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.
- HSL, SW, Academic Counselor, and CWAS 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
 - Extra salaries for certificated staff to provide supplemental services related to building character..
 - Extra salaries for classified staff to provide supplemental services related to building character.
 - Professional Learning
 - Awareness of FHS Learner Profile
 - Kindness Week
 - Red Ribbon Week
 - Read Across America Week
 - Quarterly Recognition
 - Chaplain Program-character counts
 - School Wide Jobs
 - WOW Awards
 - 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 2022/Spring 2023
- 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
- 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

- CWAS and SW will support students with accessing academics through SEL support.
- TSA's, academic counselor, Family Foundation's clinician, instructional coach, CWAS, 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 CWAS 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 CWAS work with families of students to ensure an understanding of the importance of character building..
- PTA facilitates various family nights to support character building.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	One-time School	Instruction	Teacher-Supp			Teacher supplemental contracts to support academics and engagement.	6,191.00

\$6,191.00

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	✓		51.24 %	2021-2022	25 %
Suspension Rate - Semester 1	✓		6.54 %	2021-2022	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**Overall Attendance Status Percentages during Distance Learning:****Good Attendance- 27.1%****Manageable Attendance-18.7%****Chronic Attendance-28.6%****Severely Chronic-25.2%**

Key factors supporting the current rate can be contributed to the following actions:

Rating Scale:**-Implementation: Full Implementation/Partial Implementation/Little to no Implementation****-Effectiveness: Significantly Effective/Moderately Effective/Slight to No Effectiveness**

- Child Welfare Attendance Specialist support
 - Implementation-Partial and inconsistent
 - Effectiveness-slightly effective
- Attendance Clerk consistently communicating with families regarding attendance expectations.
 - Implementation-Full Implementation
 - Effectiveness-Significantly Effective
- Home School Liaison consistently communicating with families regarding attendance expectations.
 - Implementation-Full Implementation
 - Effectiveness-slight to no effectiveness
- Home visits
 - Implementation-Little to no implementation
 - Effectiveness-Slight to no effectiveness
- Incentives for attendance

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

Chronic Absenteeism during the 2021-22 school year:

- Overall- 53.8% of students fall within the Chronic or Severely Chronic realm
- Repeat exposure to Covid19
- Extended periods of Quarantine
- Parent chose to quarantine students rather than send to school.
- Connectivity issues
- Device issues
- No perceived relationship to school

Suspensions students with 1 or more

Suspension comparison 2019-20 to 2021-22 (In-person) years

2019-2020 Qtr. 1/Qtr. 2/Qtr. 3 = 141 suspensions

2021-2022 Qtr. 1/Qtr. 2/Qtr. 3 = 83 suspensions

- Implementation-No Implementation
- Effectiveness-No Effectiveness
- Goal 2 Field Trips
 - Implementation-Partial and inconsistent
 - Effectiveness-Slightly Effective
- A2A Meetings with Hamilton Team
 - Implementation-Partial and inconsistent
 - Effectiveness-Slightly Effective
- TST Meetings- case manager assignment
 - Implementation-Full Implementation
 - Effectiveness-Significantly Effective
- School-wide Engagement
 - Implementation-Partial and inconsistent
 - Effectiveness-Slightly Effective

Suspensions students with 1 or more

Current data not available as a result of changes in requirements due to COVID-19.

- Weekly class meetings school wide
 - Implementation-Full Implementation
 - Effectiveness-Unknown
- Re-Engagement Strategies utilized by support staff
 - Implementation-Partial or inconsistent
 - Effectiveness-Unknown
- Additional therapist support (Family Foundations-site funded)
 - Implementation-Full Implementation
 - Effectiveness-Moderately effective
- Clubs
 - Implementation-Partial and inconsistent
 - Effectiveness-Unknown
- Positive Incentives
 - Implementation-Partial and inconsistent
 - Effectiveness-Unknown
- Strategic job assignments
 - Implementation-No Implementation
 - Effectiveness-No Effectiveness
- Trauma Informed Sensitivity Training provided to staff by Family Foundations.
 - Implementation-No Implementation
 - Effectiveness-No Effectiveness
- On-boarding of new students (Expectations, Guidelines for Success, etc...)
 - Implementation-Partial and inconsistent
 - Effectiveness-Unknown

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

The inconsistencies related to the pandemic (attendance, staff deficits, Covid guidelines) impacted the ability to complete planned strategies and activities to meet the overall goal.

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 2022-23 SPSA.

Plans for Goal 3 during the 2022-23 school year will be determined based on the structure of the learning. As we hopefully resume a typical year, goals, metrics, and actions will be fully implemented to support the increase of student engagement in their school and community.

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 inquired about the managing of attendance data due to the Covid19 surge and the number of students quarantined.

SSC was surprised at the number of intense mental health protocols which were enacted to date.

Based on prioritization form which was completed by all SSC members, therapists were ranked as the greatest need by majority.

2 ELAC:

SSC was surprised at the number of intense mental health protocols which were enacted to date.

Based on prioritization form which was completed by all SSC members, therapists were ranked as the greatest need by majority.

3 Staff:

Staff inquired about the difference between our HSL and our CWAS.

SSC was surprised at the number of intense mental health protocols which were enacted to date.

Based on prioritization form which was completed by staff members, therapists were ranked as the greatest need by majority.

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 (CWAS, HSL, SW, Academic Counselor, Admin, TSAs, Therapists).
- CWAS and SW will support students with accessing academics through SEL support..

- Extra salaries for certificated staff to provide supplemental services related to attendance.
- Extra salaries 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
- TSA's
- Office personnel
- parents

Timeline:

- Weekly
- Monthly
- Quarterly

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

- Tier 1:
 - Hamilton Hoorays
 - Attendance Hot Line Magnets
 - TSA's 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
 - CWAS 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

Specify enhanced services for low-performing student groups:

- 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 (CWAS, HSL, SW, Academic Counselor, Admin, TSAs, Therapists).
- CWAS 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 CWAS, 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 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.
- CWAS 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

- 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

Owner(s):

- Teachers
- ILT
- Administrators
- Academic Counselor
- SW
- CWAS
- TSA's
- Office personnel
- parents

Timeline:

- Weekly
- Monthly
- Quarterly

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

-

- Tier 1:
 - Guidelines of Success
 - WOW Passes
 - 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.
 - Mentors assigned for check-in/check-out
 - CWAS 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.
 - Site Counselor
 - Job assignments
 - Strategically Assigned Mentors
 - 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

Specify enhanced services for low-performing student groups:

- 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

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, makes 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 goal 2 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.
 - 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.
 - Extra salaries for certificated staff to provide supplemental services related to student engagement.
 - Extra salaries 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 including Peach Blossom, Spelling Bee, Student Leadership, band, strings, choir, after-school program, 4th Grade Recorders, Robotics, Animation, Coding Club, Gardening Club, Drawing and Arts Clubs, Hands-on Science Club, Crazy 8's Clubs, Campus Beautification Club, and other topics addressing STEAM+ areas.
 - Teacher outreach to students and parents via phone calls, emails, and notes home.
 - 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, CWAS, 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.
 - 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.
 - Students/families continuing to struggle with attendance and connectivity to school will be linked with HSL, Child Welfare Attendance Specialist, and/or counselor.
 - 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.
 - 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
 - CWAS 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
- 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 2022

June 2023

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

- Tier 1:
 - Hamilton Hooray
 - Music (K-6)
 - 6th Camp
 - 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.
 - CWAS and SW will support students with accessing academics through SEL support.
 - BSU
 - WEB Leaders
 - Peer Buddies

- 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 CWAS 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 Goal 2-Student Engagement data for the following sub-groups: SpEd and Socioeconomically Disadvantaged.

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.
- 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

- **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 and CWAS work with families of students, who have historically been under-involved in Goal 2, 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).

2022-2023 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	LCFF: EL	Attendance & Social Work Services	Cls Sup-Sup			Social Emotional and Attendance support	3,271.00
G3A2	One-time School	Attendance & Social Work Services	Cls Sup-Sup			Classified SEL Support through supplemental contracts.	6,541.00
G3A3	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance: computer repairs, phone repairs and minor building repairs.	1,500.00
G3A3	Sup & Conc	Instruction	Direct-Food			Food Services	260.00
G3A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : 2 Clinicians 1- 5 days/week 1-3 days/week	74,163.00
G3A3	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : 2 Clinicians 1- 5 days/week 1- 3 days/week	59,837.00

\$145,572.00

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	✓		90.34 %	2021-2022	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.

Staff Survey – Overall Organizational Culture Domain

- Current data was extracted from Panorama based on the Staff Survey during Fall 2021- 90% responded favorably.
- Communication emphasis
- Respect
- Staff and input is valued

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 – Overall Organizational Culture Domain

- Survey data reflects Fall 2021 school year which encompassed distance learning and partial In-Person.

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).

No data for comparison.

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 2022-23 SPSA.

No data for comparison.

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:	2 ELAC:	3 Staff:
No comments, concerns, or questions.	No comments, concerns, or questions.	No comments, concerns, or questions.

Action 1

Title: WORKPLACE DIVERSITY

[Action Details:](#)

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

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

[Owner\(s\):](#)

[Timeline:](#)

- Staff Management Portal on iACHIEVE
- FUSD Recruitment Interview Form
- FUSD Exit Interview Form

- Administration
- Site Hiring Panel (ILT/Admin)
- FUSD Human Resource Department
- Teacher Residency Program

- On-going
- Quarterly
- Lateral Hires
- Overage Hires
- New Teacher Hires

[Describe Direct Services and/or Professional Development to staff, including materials and supplies required \(curriculum and instruction\) in support of hiring and retention:](#)

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

- Provide opportunities for team building with newly hired staff 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.
- 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 Professional Development or Staff Services to support EL students:](#)

[Specify Professional Development or Staff Services to support low-performing student groups:](#)

- Provide Professional Development to newly hired staff in order to build on teacher capacity related to EL

- Provide Professional Development to newly hired staff in order to build on teacher capacity related to SWD

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.

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 and Homeless.
- Provide Professional Learning on Cultural Proficiency, Growth Mindset and technology to best support SWD and Homeless 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 and Homeless students.

2022-2023 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	One-time School	Instruction	Travel			PL Opportunities	500.00

\$500.00

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	✓		88.73 %	2021-2022	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.

Rating Scale:

-Implementation: Full Implementation/Partial Implementation/Little to no Implementation

-Effectiveness: Significantly Effective/Moderately Effective/Slight to No Effectiveness

Family Engagement Domain

Reflection of the 2021-22 school year:

- Translation provided by HSL
 - Implementation- Full implementation
 - Effectiveness-Significantly effective
- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School
 - Implementation- Full implementation
 - Effectiveness-Moderately effective.
- Parent Conferences (Fall 2021)
 - Implementation- Full implementation
 - Effectiveness-Moderately effective.
- Hamilton families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
 - Implementation- Full implementation
 - Effectiveness-Significantly effective
- Parent will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the school year.
 - Implementation- Partial implementation
 - Effectiveness-Slightly effective
- Title I Parent Meeting and Back to School Night will be scheduled in August with notifications going

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 as our 2020-21 parent survey showed 89% positivity.

- home prior to the end of the school year.
 - o Implementation- Full implementation
 - o Effectiveness-Significantly effective
- Each teacher will specifically review each student's iREADY Diagnostic reading level and scores at the fall parent conference.
 - o Implementation- Full implementation
 - o Effectiveness-Significantly effective
- Middle school team will review academic progress with the families during fall parent conferences.
 - o Implementation- Full implementation
 - o Effectiveness-Slightly effective
- Upcoming school events/activities communicated to families through a variety of methods (Hamilton website, marquee, flyers, monthly calendar, School Messenger).
 - o Implementation- Full implementation
 - o Effectiveness-Significantly effective
- A minimum of four SSC/ELAC meetings will be scheduled throughout the school year.
 - o Implementation- Full implementation
 - o Effectiveness-Significantly effective
- Meeting information will be communicated at least 72 hours in advance.
 - o Implementation- Partial implementation
 - o Effectiveness-Slightly effective
- Parents will also be invited to student celebration/recognition assemblies, programs throughout the year.
 - o Implementation- No implementation
 - o Effectiveness-Not effective
- Parent University will work in conjunction with Hamilton to offer on-going parent education provided by the district office.
 - o Implementation- No implementation
 - o Effectiveness-Not effective
- Spring Open House-
 - o Implementation- No implementation
 - o Effectiveness-Not effective

The following will be provided to further support students and families:

- Targeted Action Team (COST) Meetings.
- Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.
- The Rehabilitation Act of 1073, Section 504 Meetings for students identified with a physical or mental disability which limits learning.

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).

Although this is a new goal for 2021-22, numerous actions and opportunities have been previously implemented within the SPSA in other areas to engage and connect with families. The majority of actions were not able to be carried out during the 2020-21 school year due to the challenges related to the pandemic.

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 2022-23 SPSA.

As we hopefully resume a typical year, goals, metrics, and actions will be fully implemented to support family collaboration and engagement.

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.

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

Owner(s):

Timeline:

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

- Administration
- Classified/Certificated Staff
- Parent/Students

- On-going
- Monthly
- Yearly

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- 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 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.
 - CWAS 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:
 - School Messenger is utilized to communicate events, activities, and general information to families on a regular basis. (daily, weekly, etc)
 - Hamilton Hooray is based on attendance. If a student fails to qualify to attend, teacher is required to communicate with parent/guardian.
 - 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, School Messenger, phone calls, Peachjar, social media platforms, school site website, school marquee, and WaaG will be utilized to inform all stakeholders of school events and activities. 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 Direct Service and Opportunities for parents and families to support 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 Direct Service and Opportunities for parents and families to support low-performing student groups:

Family surveys for Fall 2021 reflected approximately 95% parent positivity. Will continue to with family engagement structures and outreach as planned prior to pandemic.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent Participation- Babysitting/Translation	849.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Resources to support parent engagement (required) **No food or incentives**	2,000.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			: Parent Handbooks	989.00
G5A1	Sup & Conc	Instruction	Direct-Graph			: Parent/Student Handbooks	2,011.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Support for parents of EL students. (Babysitting, translation, etc.)	1,963.00

\$7,812.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0208 Hamilton (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	0.50 FTE District - K-8 TSA 0.50 FTE Site - TSA supports all goals and actions.	71,466.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Resources to support instruction- no food or incentives	863.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs provided for supporting academic achievement (planning, SSTs, IEPs, Data Chats, etc).	24,108.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	"Supports all Goal 1 and Goal 3 actions"	47,725.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for teachers supporting EL students. (planning, PL, conferences, etc)	2,411.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors and EL support.	6,191.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL Supplemental resources	6,285.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology	12,216.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics to support academic achievement for EL students.	500.00
G1A1	LCFF: EL	Other Pupil Services	Oth Cls-Supp			Additional EL/ELPAC support	1,963.00
G1A1	One-time School	Instruction	Nc-Equipment			Tech hardware refresh	15,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Supplemental resources for instruction and engagement.	31,965.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Supplemental resources to support instruction. Resources to support safety.	59,837.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Xerox lease/repair	5,000.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sup			Administrator coverage in support of all goals and actions.	6,191.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Nc-Equipment			Admin Tech refresh, if needed.	2,000.00
G1A2	One-time School	Instruction	Teacher-Supp			Contracts to support academic achievement.	6,191.00
G1A2	One-time School	Instruction	Nc-Equipment			: Replacement devices and equipment	35,000.00
G1A2	One-time School	Instruction	Travel			: Grading from the Inside Out Conference and additional PL opportunities that align and support academic achievement.	10,000.00
G2A2	One-time School	Instruction	Teacher-Supp			Teacher supplemental contracts to support academics and engagement.	6,191.00
G3A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Sup			Social Emotional and Attendance support	3,271.00
G3A2	One-time School	Attendance & Social Work Services	Cls Sup-Sup			Classified SEL Support through supplemental contracts.	6,541.00
G3A3	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance: computer repairs, phone repairs and minor building repairs.	1,500.00
G3A3	Sup & Conc	Instruction	Direct-Food			Food Services	260.00
G3A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : 2 Clinicians 1- 5 days/week 1-3 days/week	74,163.00
G3A3	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : 2 Clinicians	59,837.00

G3A3		Guidance & Counseling Services	Subagreements	1- 5 days/week 1- 3 days/week	59,837.00
G4A1	One-time School	Instruction	Travel	PL Opportunities	500.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup	Parent Participation- Babysitting/Translation	849.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Resources to support parent engagement (required) **No food or incentives**	2,000.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph	: Parent Handbooks	989.00
G5A1	Sup & Conc	Instruction	Direct-Graph	: Parent/Student Handbooks	2,011.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup	Support for parents of EL students. (Babysitting, translation, etc.)	1,963.00
					\$504,987.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$76,167.00
Sup & Conc	7090	\$254,760.00
LCFF: EL	7091	\$34,800.00
One-time School	7099	\$139,260.00
Grand Total		\$504,987.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$344,912.00	
G2 - Expand student-centered and real-world learning experiences	\$6,191.00	
G3 - Increase student engagement in their school and community	\$145,572.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$500.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$7,812.00	
Grand Total		\$504,987.00