

Hamilton Elementary

10621666120125

Principal's Name: Jahmaal Sawyer

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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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


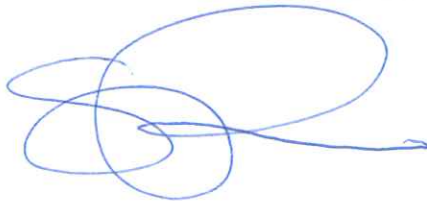
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</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 rewritten 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 - Jahmaal Sawyer	X				
2. Chairperson - Sara Rivas		X			
3. Vice-Chairperson - Stacie Rancano		X			
4. Secretary - Leticia Barajas			X		
5. PAC Representative - Mary Williams				X	
6. Sylvia Hollins				X	
7. Yocasta Arismendy Coplin				X	
8. Sherry Barajas				X	
9. Lizeth Castaneda				X	
10. Monica Bencomo			X		
11. Helen Zaragoza			X		
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Hamilton Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jahmaal Sawyer		March 12, 2025
SSC Chairperson	Sara Rivas		March 12, 2025

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

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

FY 2025/26

Hamilton - 0208

ON-SITE ALLOCATION

3010	Title I	\$96,048 *
7090	LCFF Supplemental & Concentration	\$298,200
7091	LCFF for English Learners	\$48,510

TOTAL 2025/26 ON-SITE ALLOCATION **\$442,758**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,784
Program Budget	\$93,264
Total Title I Allocation	<u>\$96,048</u>

ESSA Assistance Status: Not Identified for Assistance

Hamilton K-8 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✓	30 %	44.8 %	2023-2024	45.9 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		45.1 %	2023-2024	46.2 %
SBAC ELA - Average distance from standard	✓	-30 pts	-47.9 pts	2023-2024	-32.9 pts
SBAC ELA - Average distance from standard (African American)	✓		-87.1 pts	2023-2024	-72.1 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-75.1 pts	2023-2024	-60.1 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-78.1 pts	2023-2024	-63.1 pts
SBAC ELA - percentage of students met/exceeded standard	✓	37.5 %	30.4 %	2023-2024	35.4 %
SBAC Math - Average distance from standard	✓	-73 pts	-84 pts	2023-2024	-69 pts
SBAC Math - Average distance from standard (English Learner)	✓		-113.7 pts	2023-2024	-98.7 pts
SBAC Math - percentage of students met/exceeded standard	✓	24 %	21.2 %	2023-2024	26.2 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, students are not proficient in reading or math as identified by iReady and SBAC results.

School wide iReady (D2) ELA Data:

- Overall, 33% on Grade Level
- K-2, 39.4% on Grade Level
- 3-6, 29.3% on Grade Level
- SBAC 23-24 School Year 3-8, 31.7% on Grade Level, DFS -45.5 pts

African American students, English Learners, and Students with Disabilities are scoring significantly lower than the overall student population in ELA:

- ELA - Average distance from standard (African American) -104 pts
- ELA - Average distance from standard (Students w/ Disabilities) -102 pts.
- ELA - Average distance from standard (English Learners) -98 pts.

Based on the metrics in this current goal, students are not performing on grade level in Math as identified by SBAC.

School wide iReady (D2) Math Data:

- Overall, 21.8% on Grade Level
- K-2, 22.2% on Grade Level
- 3-6, 21.1% on Grade Level
- For SBAC 23-24 School Year 3-8, 23.22% on Grade Level, DFS -77.8 pts

African American students, English Learners, and Students with Disabilities are scoring significantly lower than the overall student population in Math:

- Math - Average distance from standard (African American) -126 pts
- Math - Average distance from standard (Students w/ Disabilities) -121 pts.
- Math - Average distance from standard (English Learners) - 141

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

ELA: Students are showing gaps in foundational literacy skills which contribute to Reading Comprehension Skill deficits.

ELA: Students need access to not only grade-level and standards-aligned texts and tasks, but students also need opportunities to accelerate their learning beyond grade level.

Math: Instructional focus in skills such as number sense, conceptual math understanding, and problem-solving skills need to be leveraged in alignment with grade-level math standards.

Math: Instruction in mathematical foundational skills needs to be included in grade-level and accelerated math instruction to ensure students understand grade-level word problems and math tasks.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

In order to improve student performance in ELA and Math, particularly with African-American students, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, Hamilton will:

- Continue to strengthen Tier 1 Instruction with targeted Professional Learning and ongoing alignment with the PLC process.
 - ELA (K-2): Professional Learning for teachers to support ongoing development of foundational skills, phonemic awareness, reading fluency, writing, vocabulary, and comprehension strategies.
 - ELA (K-8): Professional Learning for teachers focused on utilizing Claims and Targets to support standards-aligned grade-level instruction. Begin using FIAB's and IAB's to increase academic rigor, and provide ongoing support in the PLC process.

- Math (K-8): Professional Learning for teachers focused on utilizing Claims and Targets to support instruction. Begin using FIAB's and IAB's to increase academic rigor, and provide ongoing support in the PLC process.
- Strengthen and expand Tier II and Tier III targeted interventions for students far below grade level.
- Provide structure to allow for skill acceleration in ELA and Math.
- Provide professional development for teachers on effective instructional strategies in ELA and Math including Culturally Responsive Teaching to meet the needs of all students including students with disabilities, English Learners, and African American Students.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ELA/ELD

Partially Implemented

Action was partially implemented due to inconsistent observation and feedback from site administration. ELA actions were too broad making PLC alignment and progress monitoring difficult. PLC CFA data cycles were not completed with fidelity across grade levels. Administration did not implement PLC data chats with grade levels.

Action 2: MATH

Partially Implemented

Action was partially implemented. As a site, we moved away from utilizing MLD though some grade levels continue to use the structure. RTI structure to ensure balance between teaching grade-level content and standards while providing foundational math skills for students performing below grade level are not present as a site.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ELA/ELD

Partially Effective

Actions were partially effective because growth in ELA achievement has not increased at a rate that will meet our district goals. English Learners decreased by 0.2% in SBAC proficiency, however, improved in DFS by 7.7 points from 2023. Students with Disabilities increased by 5.4% in SBAC proficiency and slightly improved in DFS by 1.9 points from 2023. African American students decreased by 6.5% in SBAC proficiency and decreased in DFS by 16 points from 2023; the largest decrease in DFS by any student group.

Action 2: MATH

Partially Effective

Actions were partially effective because growth in Math achievement has not increased at a rate that will meet our district goals. English Learners increased by 3.4% in SBAC proficiency and improved in DFS by 1.5 points from 2023. Students with Disabilities increased by 1.6% in SBAC proficiency and improved in DFS by 25.7 points; the largest increase in DFS by any student group. African American students increased by 6.4% in SBAC proficiency (the largest proficiency increase by any student group) and improved in DFS by 14.5 points.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- ELA: Continue to develop a site-aligned RTI system to support students that are performing below standard based.
- ELA: Expand on Regional Literacy Plan work with TNTP and ensure that Foundational Reading Skills strategies are implemented with fidelity in K-2nd grades to ensure students are on grade level when entering 3rd grade.
- Math: Continue to utilize MLD structures K-8 that have led to math improvement in iReady and SBAC.

Section D: 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.

SSC:

- Additional supports for EL Students and parents.
- Increase incentives for academic achievement
- Add tutoring or more after school support.

ELAC:

- Celebration for EL Reclassification with family and student.
- More opportunities for parents to engage in the school.
- Language acquisition support outside of the school day.
- Continue using ELPAC assessors during ELPAC testing.
- Goal setting with EL students focused on reclassification.

Staff:

- Increase incentives for student motivation.
- Invest in interventions supports.
- Find opportunities to work with families to show them how to support their students at home.
- Continue to use MLD structures in all grade levels.

Action 1 :

ELA/ELD

Action Details:

- In alignment with our Regional Literacy Plan, Hamilton will work alongside TNTP to build site-wide coherence by engaging in professional learning and coaching aligned to The Science of Teaching Reading. All teachers in TK-8th grades will complete shared learning around foundational reading skills in order to have common language and establish consistency to address Tier 2 and 3 needs. K-2 teachers will have focused coaching and support to better serve students in their foundational reading skills and increase literacy achievement in K-2.
- Tier 1 will include site-wide diagnostic assessments, standards aligned instruction and assessment, and on-going monitoring of student progress utilizing iReady, EdCite, CFA, and SBAC data. The ELA instructional block will also incorporate an effective Tier 2 structure that systematically provides Response to Intervention for students who are at risk and/or performing below grade level.
- A comprehensive English language acquisition program will be implemented utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC and common formative assessments. Teachers will be provided with job-embedded professional learning as well as ongoing feedback to support English language acquisition

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1:
 - All students K-8 will participate in Goal Setting aligned to iReady, FSA, and/or FIABs

- Subscriptions and site licenses to digital text sources to extend use of complex text.
- 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 Focused Interim Assessment Battery (FIABs).
- Ongoing job-embedded professional learning to refine the PLC+ process to ensure ongoing instructional cycles that are data driven and focused on student outcomes.
- Professional Learning Community(PLC) process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success as related to the PLC+ Framework.
- Materials and supplies to support literacy.
- Provide certificated assessors for ELPAC administration from the district.
- Substitutes provided to support planning, SST's, IEPs, data chats, and instructional walks.
- **Tier 2:**
 - Site-wide Response to Intervention structure
 - Use of iREADY Tier 2 (On-line and Teacher Toolkit)
 - After-school tutoring supplemental teacher contracts for students in grades K-8 who are significantly below grade level, as measured on FSA, iREADY, and CAASPP (IAB/FIAB)
 - Incentives, rewards, or incentive field trips for students meeting site-established literacy criteria (Meeting typical and Stretch Growth goals in iReady, standards mastery in FIABs, meeting skills in TK/K FSA)
 - Tier 2 Intervention Specialist will support students with accessing academics through SEL support.
 - Targeted Support Team (TST) utilized for academic, behavioral, attendance, and SEL concerns.
 - MS students with one D or one F will be flagged bi-monthly, and teacher/academic counselor will meet with students to support needs.
 - Students receiving RSP services with D's or F's will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.
 - Support provided for (Tier 2/3) students by TSA, Literacy Coach, and Teaching Fellows (K-1 through Regional Literacy Plan).
- **Tier 3:**
 - Intervention targets more specific academic deficits and more individual students
 - Targeted Support Team (TST)
 - Special Education Assessment/IEP
 - Support provided for (Tier 2/3) students by TSA, Literacy Coach, and Teaching Fellows (K-1 through Regional Literacy Plan).

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

- English Learner Progress Indicator (ELPI) has improved in all categories:
 - 47% of ELs progressed at least one ELPI Level in 2024.
 - 36.4% of ELs maintained ELPI Levels in 2024.
 - 16.7% of ELs decreased at least one ELPI Level in 2024.

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

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

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

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

- Materials and supplies provided to support EL program public awards and incentives presented to EL students as they re-designate
- Re-designation quarterly celebrations for all students re-designated during the course of the year.

Student Groups

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

Students with Disabilities (SWD):

- Materials and supplies for parent engagement opportunities and training.
- Technology to support individual and small group instruction and interventions.
- Kinder paraprofessional to ensure all classes have additional adult support.

African American (AA):

- Materials and supplies for parent engagement opportunities and training.
- Technology to support individual and small group instruction and interventions.
- Kinder paraprofessional to ensure all classes have additional adult support.

English Learner (EL):

- Materials and supplies for parent engagement opportunities and training.
- Technology to support individual and small group instruction and interventions.
- Classified contracts for translation support.
- Kinder paraprofessional to ensure all classes have additional adult support.

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

Students with Disabilities (SWD):

- Certificated subs for quarterly planning days, data chats, job-embedded PL, etc.
- Books and site licenses (Polaris for ALPS)
- Materials and supplies to support instruction, incentives for improved student performance, and academic intervention.
- Clinical School Social Worker to support tiered interventions in SEL.
- Supplemental contract for REC teacher to ensure coverage all day.

African American (AA):

- Certificated subs for quarterly planning days, data chats, job-embedded PL, etc.
- Books and site licenses.
- Materials and supplies to support instruction, incentives for improved student performance, and academic intervention.
- Clinical School Social Worker to support tiered interventions in SEL.
- Supplemental contract for REC teacher to ensure coverage all day.

English Learner (EL):

- Certificated subs for quarterly planning days, data chats, job-embedded PL, etc.
- Books and site licenses.
- Materials and supplies to support instruction, incentives for improved student performance, and academic intervention.
- Clinical School Social Worker to support tiered interventions in SEL.

- Supplemental contract for REC teacher to ensure coverage all day.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

- Ensure all students have access to their grade-level curriculum aligned to the rigor of the standards, and that any modification is aligned to a student's IEP goals.?
- Professional learning to ensure teachers and support staff understand IEP goals, their roles in supporting students in meeting their goals, and compliance expectations.

African American (AA):

- Ensure all students have access to their grade-level curriculum aligned to the rigor of the standards, and that any modification is aligned to a student's IEP goals.?
- Continue to leverage supports through A4 including AASLA and A4 mentoring programs.

English Learner (EL):

- Ensure all students have access to their grade-level curriculum aligned to the rigor of the standards, and that any modification is aligned to a student's IEP goals.?
- Continue to leverage the EL department for best practices for academic support for EL students.
- Professional learning to align on ELD standards and expectations during core instruction.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will achieve these changes by focusing in the short term on building teacher capacity to support their diverse learners. Site ILT and Leadership team will progress monitor iReady, TK/K FSA, and FIABs. All 3rd-8th grade content areas will utilize CAASPP platform for FIABs by Quarter 2.</p> <p>Release time will be provided to teachers to allow for classroom observations of their peers for best practices and grade-level alignment. We expect to see research-based best practices increased in classrooms based on observations of teachers implementing those strategies in 80% of classroom observations.</p> <p>Classroom observations will align to focus areas to ensure 80% of classroom observations and feedback are specific to improving foundational literacy skills in K-2 (measured by classes rating 'yes' on Foundational Skills Look-For Tool), and academic rigor aligned to grade-level standards in all grades.</p> <p>Outcomes monitored by administration, teachers, and ILT specific to reduction of D/F grades at Quarter 2 from 2024-2025 SY to 2025-2026 SY as follows:</p> <ol style="list-style-type: none"> 1. LA-R 3: From 28% to 20% 2. LA-R 4: From 26% to 18% 3. LA-R 5: From 14% to 8% 4. LA-R 6: From 28% to 20% 5. LA-W 3: From 24% to 16% 6. LA-W 4: From 33% to 25% 7. LA-W 5: From 19% to 11% 8. LA-W 6: From 35% to 27% 9. English 7: From 28% to 20% 10. English 7 G: Not to exceed 5% 11. English 8: From 43% to 30% 12. English 8 G: From 9% to 5%

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>District-aligned assessments including TK/K FSA, iReady, IAB/FIAB, Interim assessments, and SBAC.</p> <p>Student outcomes will be measured between assessments to determine growth, identify gaps aligned to standards, and adjust instruction to ensure students are improving their DFS on SBAC by 15 points or better.</p> <p>Outcomes monitored by administration, teachers, and ILT.</p>

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>ELA SBAC performance will improve from -49.10 to -34 DFS.</p> <p>Outcomes measured by improving Distance From Standard.</p> <p>Outcomes monitored by administration, teachers, and ILT.</p>

Action 2 :

MATH

Action Details:

Hamilton K-8 School will provide comprehensive, balanced mathematical instruction and will implement mathematical support for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Teacher professional learning will be provided through development and refinement of high-quality first instruction, FUSD's Mathematical Instructional Practice Guide, common formative assessments, instructional cycles, all while utilizing the PLC+ framework as the driver.

By June 2025, Hamilton will decrease the distance from standard in math from -85.91 to -70.91.

- o School wide use of the Mathematical Practices.
- o Ongoing implementation of the eight required shifts in the Standards of Mathematical Practice, and inherently includes a gradual release of responsibility to students.
- o Data analysis and goal setting will be part of the ongoing cycle of instructional improvements. This will take place four times throughout the year (Teacher and admin) (Teacher and students)
- o Collect and prepare a variety of data reflecting student learning using iREADY, Common Formative Assessments (CFA),FIABs, and other relevant data.
- o Professional Learning Community (PLC) process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring
- o Use of the Math Instructional Practice Guide which encompasses the core instructional practices that contribute to student learning.
- o Support provided for (Tier 2/3) students by TSA, academic counselor, instructional coach, and school psychologist.
- o 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.
- o Purchase subscriptions and site licenses to digital resources to support math skill development
- o Supplemental contracts for certificated staff to provide tutoring/intervention services for mathematics.
- o Supplemental contracts for instructional aides/classified to support intervention and extra support for students.
- o Substitutes provided to support planning, SST's, IEPs, data chats, etc.
- o Graphics to support instruction through learning posters, reusable graphic organizers, and other related math materials.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- o Tier 1:
 - All students K-8 will participate in quarterly goal setting with teacher.
 - Use of iREADY for Tier 1 support.
 - Ongoing implementation of Academic Discourse including accountable talk, sentence frames, partner and small group discussions, and presentations.
 - Graphics to support implementation of Mathematics.
 - Teachers/TSAs/Instructional Coach will assist in communicating the goals, procedures and objectives of the math program to staff, students, and members of the public.
 - Materials and Supplies to support mathematics.
 - Technology to support mathematics
 - Purchase subscriptions and site licenses to digital resources to support math achievement.
 - Materials and supplies need to support Tier 1 classroom instruction.
 - Use of graphic organizers for activities that require scaffolds
- o Tier 2:
 - Response to Intervention support within each classroom at students' level..
 - Use of iREADY for Tier 2 (On-line Instruction and Teacher Toolkit).
 - Tier 2 Intervention Specialist will support students with accessing academics through SEL support..
 - After-school tutoring supplemental teacher contracts for students in grades K-8 who are significantly below grade level, as measured on FSA, iREADY, IABs and FIABs, and other measures .
 - Incentives, rewards, or incentive field trips for students for achievement in mathematics.
 - Targeted Support Team (TST) utilized for academic, behavioral, attendance, and SEL concerns.
 - MS students with one D or one F will be flagged bi-monthly, and teacher/academic counselor will meet with students to support needs.
 - Students receiving SpEd services with D's or F's will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.
 - Targeted Support Team (TST)
- o Tier 3:
 - Intervention targets more specific academic deficits and more individual students

- Special Education Assessment/IEP

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

In 2024, EL students were -113.7 points distance from standard which marked a 15.1 point decline from 2023. In order to support students identified as ELs, Hamilton will implement the following enhanced supports:

- RTI/small group support for identified students who have the most significant DFS scores.
- Language stems to support language acquisition along with math acquisition.
- 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 math.
- ELPAC Goal Setting

Student Groups

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

Students with Disabilities (SWD):

- Academic counselors will support ILT and admin team in progress monitoring of academic performance, including D/F rates, with targeted interventions for SWD who are not making academic progress including tutorial, small-group instruction, and purchase of additional supplemental resources.

African American (AA):

- Academic counselors will support ILT and admin team in progress monitoring of academic performance, including D/F rates, with targeted interventions for African American students who are not making academic progress including tutorial, small-group instruction, and purchase of additional supplemental resources.

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

Students with Disabilities (SWD):

- Funds will be used for teacher release time for planning, observing other teachers, and engaging in job-embedded PL in order to identify and support SWD during Tier 1 instruction and develop additional strategies to support Tier 2 intervention and small-group instruction with identified students.

African American (AA):

- Funds will be used for teacher release time for planning, observing other teachers, and engaging in job-embedded PL in order to identify and support SWD during Tier 1 instruction and develop additional strategies to support Tier 2 intervention and small-group instruction with identified students.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

- Engage in Professional Learning for teachers to learn and implement evidence-based instructional strategies that support math acquisition for SWD.

African American (AA):

- Continue to utilize mentoring support through A4 including AASLA, BSU, and leadership conferences. These supports will serve to better develop hard and soft skills needed for AA students to be successful including goal setting, tutoring, progress monitoring, with a specific focus on Math instruction.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Conduct regular classroom observations using IPG as a framework along with site observation and feedback tool.

Walkthroughs and feedback on site-wide focus areas, with feedback provided after 80% of classroom observations.

Progress will be monitored by Principal, VP, ILT, teachers, and site Leadership Team specific to reduction of D/F grades at Quarter 2 from 2024-2025 SY to 2025-2026 SY as follows:

1. Math 3: From 17% to 9%
2. Math 4: From 26% to 18%
3. Math 5: From 32% to 24%
4. Math 6: From 37% to 29%
5. Math 7: From 7% to 5%
6. Math 7 Accelerated: From 10% to 5%
7. Math 8: From 47% to 22%
8. Algebra I: From 18% to 12%

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

District benchmark assessments, iReady diagnostics, IAB/FIAB, and Interim assessments.

Data chats with teachers and students will improve outcomes for students as measured by growth in diagnostic and formative assessments.

Progress will be monitored by Principal, VP, ILT, teachers, and site Leadership Team.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

SBAC Results.

Outcomes measured by decrease in the distance from meeting standards in Math from -85.91 to -70.91.

Progress will be monitored by Principal, VP, ILT, teachers, and site Leadership Team.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies - \$369 **No food or incentives**	369.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated supplemental contracts for tutoring and targeted student support.	30,651.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500		53,168.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			For Teacher Subs. **No IEPs**	239.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs for Planning Days, Data Chats, etc.	52,478.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	87,853.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology (Tablets and Headphones)	5,407.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Ricoh Lease/Repair	8,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Certificated Subs (EL Planning, PL, Data Chats)	1,938.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Certificated Supplemental (EL Support and ELPAC Assessors)	4,904.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies (EL Supplemental Materials and Supplies)	19,788.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Materials and Supplies - Technology (Tablets, Headsets, Licenses)	12,216.00
G1A2	LCFF: EL	Instruction	Direct-Graph			Graphics for EL Services	500.00
G1A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified Supplemental (Translation and Babysitting)	1,571.00
G1A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Sup			Classified Supplemental (SEL and Attendance Support for EL Students)	1,047.00
G1A2	LCFF: EL	Other Pupil Services	Oth Cls-Supp			Classified Supplemental (EL/ELPAC Support)	6,546.00
G1A3	Sup & Conc	Instruction	Bks & Ref			Books and Site Licenses (Reflex/Frax, Polaris for ALPS)	7,700.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			: Ricoh Lease and Supplies (Office, Flex Room, ALPS)	5,500.00
G1A3	Sup & Conc	Instruction	Oth Equ Mnt			Other Equipment and Site Maintenance	3,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance (Technology)	3,000.00

\$305,875.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	83 %	79.2 %	2024-2025	85 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Hamilton's POP: Hamilton K-8 school increased favorable responses to the Fall Climate & Culture student survey in student-centered/real-world experiences domain by 5% (from 76% in 2024 to 81% in 2025), however, we did not reach our target of 83%. Question 3 (My school teaches lessons in ways that connect to my life) increased by 9%, however, this question had the lowest overall percentage of favorable responses at 71%.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Explicit connections between content and how it connects to students' lives is not consistently articulated.
2. Opportunities for students to engage in clubs/activities during and after school, particularly our elementary students, are limited.
3. Club/activity participation is limited due to lack of coaches and club sponsors.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Hamilton will continue to provide opportunities to support students and families in creating real-world experiences to improve favorable responses on the Fall Climate and Culture survey.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: EXPOSURE TO CAREERS

Fully Implemented

This actions was fully implemented. Students across grade levels had multiple field trip opportunities as well as real-world experiences on site through CTE and Arts integration with Prop 28 funding. Hamilton was able to create an aligned CTE pathway by funding a second CTE - Arts, Media, and Entertainment teacher utilizing Prop 28 funds and provide daily access to real-world skills in 3rd - 8th grades. Academic Counselors also planned and hosted a site-wide career fair and recruited businesses, local non-profit organizations, community leaders, and others to discuss different career opportunities.

Action 2: BUILDING CHARACTER

Partially Implemented

This action was partially implemented. Second Step (K-5) and School Connect (6-8) were utilized site wide, however, some classes were inconsistent in their implementation. Professional Learning for SEL instruction was limited. Reinforcement of site wide Tier 1 systems and structures as well as the utilization of Tier 2 resources (Hurricane Harbor, Tier 2 IS) were inconsistent.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: EXPOSURE TO CAREERS

Partially Effective

Action was partially effective due to the increase in favorable responses on the Fall Climate and Culture survey of 5% but not meeting the target of 83%.

Action 2: BUILDING CHARACTER

Partially Effective

Action was partially effective due to 100% of staff not meeting lesson completion benchmarks in Second Step and School Connect. Administration was also inconsistent in utilizing Tier 2 resources like Hurricane Harbor with fidelity and communicating actions and next steps with staff.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. Professional development and ongoing progress monitoring will be reviewed and refined to ensure that 100% of students are receiving consistent SEL instruction through Second Step and School Connect.
2. Communication systems and structures will be reviewed and refined to ensure that each referral and follow-up actions are clearly communicated to the referring teacher.
3. Hamilton will begin planning with Fresno High School to articulate a clear pathway for students to ensure the CTE-AME courses provide a logical progression for students that attend Hamilton and move on to Fresno High.
4. Where Everyone Belongs (WEB) will be integrated into our course offerings for 8th grade students. WEB provides valuable leadership and mentorship skills to 8th grade students as they support incoming 7th graders to ensure a successful transition to middle school.

Section D: 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.

SSC:

- Find ways to incorporate opportunities to connect community partners with the school to grow student centered and real-world experiences.
- More opportunities for families to be involved in school events and volunteer on campus.
- Increase events with families.

ELAC:

- Provide more opportunities for parents to make connections to school activities and their connection to real-world experiences.
- More opportunities for families to be involved in school events and volunteer on campus.
- Continue/Increase events with families.

Staff:

- Second Step/School Connect PL
- Vertical articulation of CTE classes with Fresno High.
- Provide more service learning opportunities.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Transportation for field trips
- Various events/activities to improve educational outcomes for students to support preparation for college and careers..
- Engagement in district-sponsored college and career trips and activities.
- Assemblies, presentations, field trips, and Move Up Days to support future plans (college or career) will be facilitated by academic counselors.
- Leveraging community partners to create strategic opportunities/events for career and real-world experiences.
- Expanding arts education using Prop 28 funding to expand CTE Arts, Media, and Entertainment offerings for K-8 grades
- Technology to develop media and digital literacy.
- Academic competitions focused on 2D and 3D art (murals, photography, and videography).

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Staff will communicate with EL students and their families regularly when the school is hosting college and career focused events.
- Engagement Tool data will be monitored to ensure EL students are engaging in outreach events.

Student Groups

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

Contracts for HSL and classified staff to support with outreach and support and site outreach events as well as translation support to ensure equitable access to school events.

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

These funds will be used for supplemental contracts, outreach, translation support for verbal and print materials to ensure EL students and their families have access to the information needed to participate in site outreach events.

As a site: What are the planned actions to support this student group?

The Engagement Tool will be monitored regularly to identify disproportionate participation in college and career related events, and increase outreach to those participating at a lower rate.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Monitoring of the Engagement Tool to compare levels of engagement in real-world learning opportunities.

Outcomes measured using the Engagement Tool in Atlas reports.

Outcomes monitored by Principal, VPs, and Academic Counselors.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Student engagements will continue to be monitored and compared to previous year's data to determine participation trends.

Outcomes measure using the Engagement Tool in Atlas reports.

Outcomes monitored by Principal, VPs, and Academic Counselors.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Positive responses to the statement "my school prepares me for life with real-world experiences" will increase from 65% to 80% in Spring 2026.

Outcomes monitored through Engagement Tool and Panorama Climate and Culture Survey.

Outcomes monitored by Principal, VPs, and Academic Counselors.

Action 2 :

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 avoiding risky behaviors, positive mental health, inclusive practices, resilience, a strong work ethic and moral character, social competence, and creativity. The addition of these attributes would help youth prepare to optimize their success, healthy development, and experience in both college and the workplace, and will be provided through direct instruction in each class through Second Step Lessons (K-5), School Connect (6-8), and Morning Meetings as well small group instruction with Tier 2 IS and Hurricane Harbor.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- Daily SEL Instruction using Second Step (K-5th), School Connect (6th-8th) and Morning Meetings.
- Consistent use of CHAMPS structures within the classroom and common areas of campus.
- Awards and Incentives for students who demonstrate strong character competencies.
- TSA's, academic counselor, Family Foundation's clinician, instructional coach, Tier 2 Intervention Specialist, HSL, and CSSW will assist in communicating the goals, procedures and objectives of the building character initiatives to staff, students, and members of the public.
- Targeted Support Team will identify students with specific SEL needs and pair them with an appropriate intervention.

Tier 2 and 3

- Tier 2 Intervention Specialist and site-funding for Clinical School Social Worker to support students with accessing academics through SEL support.
- Prep buyout for Re-Engagement Center Teacher to ensure access to supports throughout the day.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

SEL instruction will incorporate the social and cultural norms of EL students and other cultures. Culturally Responsive Practices will continue to be taught during PL sessions to reinforce our commitment to the diversity of our community.

Student Groups

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

Incentives and celebrations for students who regularly demonstrate character competencies including individual and group events, field trips, etc.

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

Incentives and celebrations for students who regularly demonstrate character competencies including individual and group events, field trips, etc.

As a site: What are the planned actions to support this student group?

Incentives and celebrations for students who regularly demonstrate character competencies including individual and group events, field trips, etc.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Students will engage in SEL instruction daily as measured by Second Step and School Connect lessons completed by teacher.

Outcomes monitored by Tier 2 IS and Admin with a goal of reducing Level 1 and 2 misbehaviors by 20% by the end of quarter 2.

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Site-wide expectations will be consistently reinforced by all adults on campus, and students will engage with staff and their peers appropriately.

Outcomes measured by Student Discipline PowerBI

Outcomes monitored by Tier 2 IS and Admin

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We will continue to monitor lesson completing in Second Step and School Connect to ensure fidelity to our SEL curriculum.

Outcomes measured by Student Discipline PowerBI.

Outcomes monitored by Tier 2 IS and Admin

2025-2026 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	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts and REC support. **No IEPs**	4,170.00
G2A2	Title 1 Basic	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.5000		87,239.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts and REC support.	28,643.00

\$120,052.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		31.6 %	2023-2024	31 %
Chronic Absenteeism - (African American)	✓		38.5 %	2023-2024	35 %
Chronic Absenteeism - (Long-Term English Learner)	✓		31.3 %	2023-2024	28 %
Suspension Rate	✓	5 %	14.4 %	2023-2024	14.07 %
Suspension Rate - (Hispanic)	✓	5 %	14.2 %	2023-2024	13.87 %
Suspension Rate - (Socioeconomically Disadvantaged)	✓	5 %	15.1 %	2023-2024	14.77 %
Suspension Rate - (White)	✓		8.8 %	2023-2024	8.47 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

1. While Hamilton has seen a reduction in Chronic absenteeism since last year (from 31.6% in 23/24 to 26.8% in 24/25), our target student populations of African American students and Long-Term English Learners remain disproportionately high (24.4% for African American students and 24.3% for Long-Term English Learners).
2. Hamilton has seen a reduction in overall suspensions since last year (from 186 in 23/24 to 81 in 24/25), however, suspension for Hispanic, Socioeconomically Disadvantaged, and White students has not improved (and in the case of white students has increased by 3.7%).

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. 65% of students reported they "have a voice and feel heard at my school." This represents a significant gap in students' sense of belonging and engagement in the school community as a whole.
2. 56% of students reported positively that "students at this school care about each other," which indicates a need for opportunities to build a sense of community amongst students and increase engagement opportunities for all students.
3. Site-wide alignment with Tier 1 instruction and behavior support has been inconsistently implemented.

4. Low family participation in attendance meetings, parent/family engagement opportunities, etc.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Chronic Absenteeism:

- Develop a Targeted Attendance Team within our TST to focus solely on monitoring and supporting students that are chronically absent. This team would be composed of our Attendance Secretary, HSL, Tier 2 IS, site admin, and CA
- Continue utilizing HSL for home visits to support students and families that are chronically absent.
- Solicit feedback from our school community to determine barriers to student attendance and develop action plans based on that feedback.

Suspension Rate:

- Continue to strengthen Tier 1 academic and SEL instruction through the consistent use of CHAMPS, Teachers' Encyclopedia, Second Step, School Connect, and Classroom Management Plans to align with increased student engagement and academic rigor.
- Develop ongoing communication plan, professional learning, and alignment with levels of misbehavior to ensure consistent discipline practices based on student behavior data and office referrals.
- Consistently pairing student discipline with interventions to reduce chronic misbehaviors.
- Utilize existing teaming structures like ILT and SBC to determine potential investments in mentors, supplemental contracts for student support, and other interventions that can extend beyond the school day.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ATTENDANCE

Partially Implemented

Chronic absenteeism has improved due to increased positive attendance interventions including quarterly attendance incentives, site-wide attendance focus, climate and culture activities happening more frequently, and leveraging student leaders. While these actions have resulted in improved attendance, the attendance plan was not targeted and focused enough to support the most impacted student groups, resulting in minimal improvement for African American students and Long Term English Learners.

Action 2: SUSPENSIONS

Fully Implemented

Hamilton's suspension rate has decreased significantly from 23/24 to 24/25, which is currently 6.6%. In addition, the improvements in suspension rates for Hamilton has allowed the site to move out of ATSI status for our identified student groups. Hamilton will continue to focus on the strategies that have been successful in reducing suspensions and lean into ongoing supports for African American, English Learners, Homeless and Foster, and Socioeconomically Disadvantaged students.

Action 3: STUDENT ENGAGEMENT

Partially Implemented

The student engagement domain continues to improve, however, we have not returned to pre-pandemic levels of positive student responses on the Climate and Culture survey, specifically in student voice (65% positive response rate) and peer-to-peer relationships (56% positive response rate). In spite of increased student engagement opportunities through incentives, activities, expanded CTE course offerings, and more community

events, these two domains remain significantly lower than the other domains for Student Engagement.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ATTENDANCE

Partially Effective

Improving Chronic Absenteeism was partially effective because our overall rate improved by 5% from 23/24, however, attendance rates for African American and Long Term English Learners have both remained disproportionately high. Site-wide actions focused on consistent implementation of SEL curriculum, home visits, attendance incentives, attendance interventions, and MTSS supports for Tier 2 and 3 students, however, focused progress monitoring and interventions of identified students was inconsistent.

Action 2: SUSPENSIONS

Effective

Reducing our suspension rate overall as well as with African American, English Learners, and Students with Disabilities was effective. We have continued to develop our MTSS structures with a focus on Tier 1 expectations in the classroom as well as all common areas on campus, refine systems for our Reengagement Center (Hurricane Harbor), align Tier 2 supports with our TST and Tier 2 IS, and provide incentives for positive behavior, which has allowed Hamilton to move out of ATSI status.

Action 3: STUDENT ENGAGEMENT

Partially Effective

Increasing student engagement in school and the community has been partially effective as measured by the Climate and Culture Survey. 77% of students responded favorably in the student engagement domain during the Fall 2024 survey, which is still below our highest favorable response rate of 85% in Fall 2021. We anticipate favorable responses to increase during the Spring 2025 survey based on increased focus on site activities, family engagements, incentives, and clubs and activities that are student driven.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Provide supplemental contracts for increased family supports for attendance, behavior, and student engagements.
- Additional incentives for improving student attendance, behavior, and engagement outcomes.
- PL to fully implement 5 Star Students site wide to increase student attendance, behavior, and engagement outcomes.

Section D: 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.

SSC:

- Provide ways for families to make up student attendance.
- Continue to fund Social Worker to support with SEL for students that get suspended.
- Provide learning for parents to support with attendance, behavior, and student engagement on campus.

ELAC:

- Continue funding for CSSW and REC teacher.
- Continue HSL supports for families and students to have access to resources.

Staff:

- Continue funding for CSSW and REC teacher.
- Better communication with teachers after discipline referrals, TST, and interventions.
- Continue work with CCT and Tier 1.

Action 1 :

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, multi-tiered system of supports (MTSS) 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1:
 - Daily SEL Instruction through School Connect and Second Step.
 - School-wide behavior expectations will be taught at the beginning of the year, and reinforced throughout the school year through multiple digital formats.
 - Site-wide incentives for attendance.
- Tier 2:
 - Individual outreach for students that are categorized as Manageable (90.01% - 94.99%), Chronic (80% - 90%), or Severely Chronic (79.99% and below) in their attendance.
 - Clinical School Social Worker will support student/families with resources and support.
 - HSL will conduct home visits for students at-risk of becoming chronically absent.
- Tier 3:
 - FUSD Wellness Center
 - Referrals to outside agencies

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

CSSW, HSL, and Academic Counselors will work together to provide targeted support for EL students to increase their sense of belonging and to provide resources to the students and their families.

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

African American (AA):

Classified supplemental contracts to hold listening sessions with identified student groups to identify barrier to attendance and develop supports to overcome those barriers.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

African American (AA):

Funds will be used to purchase resources to encourage increased family engagement opportunities that will provide valuable resources to families to meet their most immediate needs and encourage increased attendance by their students.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

African American (AA):

Increase opportunities for families to access resources that will meet their needs to ensure students are attending school every day.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Decrease in chronic absenteeism rate monthly compared to last year.</p> <p>Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, and teacher.</p> <p>Outcomes monitored by Admin Team, Teachers, and TST with the goal of reducing students marked as Chronic or Severely Chronic for attendance to 20% or below by the end of each quarter. Specific attention will be paid to African American and Hispanic students, who showed the highest rate of students marked Chronic or Severely Chronic for their attendance (30% or below and 20% or below respectively).</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Decrease in chronic absenteeism rate by semester compared to last year.</p> <p>Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, and teacher.</p> <p>Outcomes monitored by Admin Team, Teachers, and TST</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Decrease in chronic absenteeism rate from this year to last year.</p> <p>Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, and teacher.</p> <p>Outcomes monitored by Admin Team, Teachers, and TST</p>

Action 2 :

SUSPENSIONS

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1:
 - Daily SEL Instruction utilizing Second Step and School Connect.
 - Progressive Discipline System aligned to Discipline Guidelines practices.
 - 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.
 - Incentives for students who consistently meet behavior expectations.
 - Bullying Prevention program, including but not limited to assemblies, lessons, spirit wear, incentives, rewards, rallies, etc.
- Tier 2:
 - Tier 2 Intervention Specialist and CSSW will support students with accessing academics through SEL support.

- Small skill-building groups supported by Tier 2 IS to support with direct instruction of conflict-management skills, building positive peer relationships, anti-bullying, etc.
- Re-entry meetings and mediation supported by Tier 2 IS following any student to student conflicts including fights.
- Targeted Support Meeting (TST)
- Tier 3:
 - Identified students will receive ongoing small skill-building group support with Re-Engagement Center teacher and Tier 2 IS.
 - Ongoing use of Center for African American Suspensions when our African American students are suspended.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Our HSL and Academic Counselors will identify EL students who are at-risk for suspensions to provide support services and increase a sense of belonging and school connectedness.

Student Groups

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

White (WH):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Funds will be used to purchase materials to support individual and small skill-building groups focused on SEL competencies with our Tier 2 IS and REC Teacher.

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

White (WH):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Funds will be utilized in 7090 to improve services and communication with families of our identified student groups. These funds will also be used to increase family engagement and recognition for students meeting establish behavior goals.

As a site: What are the planned actions to support this student group?

White (WH):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Our Tier 2 IS and REC Teacher will conduct re-entry meetings when students return from suspension. REC will continue to be used as an alternative to out of school suspension.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Decrease in suspensions monthly compared to last year.

Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.

Outcomes monitored by Admin Team, TST, and CCT, with ongoing focus on reducing suspensions overall to 40 or less by the end of quarter 2, and reducing the suspension rate for African American students by 4% overall.

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Decrease in suspensions by semester compared to last year.

Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.

Outcomes monitored by Admin Team, TST, and CCT.

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Decrease in suspension overall from last year to this year.

Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.

Outcomes monitored by Admin Team, TST, and CCT.

Action 3 :

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 supports, the Universal Design for Learning (UDL) instructional strategies make learning more accessible in general education classrooms, thus encouraging students to make choices and have ownership in their learning. As students' academic motivation increases, the opportunity and interest in extracurricular activities is heightened. All Student Engagement efforts, are meant to provide positive identification with school, sense of belonging, communication, and norms to develop greater participation in school life for students.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1:
 - Rallies, Assemblies, site-wide events.
 - Materials and supplies to support clubs, athletics, arts, and activities as well as student incentives
 - Graphics to support implementation and advertisement of Student Engagement 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, behavior, and engagements.
 - Materials and supplies for goal-setting and monitoring attendance with students.
- Tier 2:

- Meaningful Work opportunities (Student Valet, etc.)
- 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.
- 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 Student Leadership Academy
 - Middle School Ambassadors
 - Special Olympics

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Increase engagement of EL through targeted engagement opportunities that reflect the diverse cultures our students bring to campus. These engagements will provide an opportunity for our EL students to feel seen and celebrated as part of the larger school community.

Student Groups

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

Multiple Races (MR):

Hispanic (HI):

African American (AA):

Supplemental contracts for classified staff to support student engagement opportunities during lunch and after school for targeted student groups.

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

Multiple Races (MR):

Hispanic (HI):

African American (AA):

7090 funds will be used to purchase incentives for students with the goal of teachers pairing with a student who is not currently participating in a Student Engagement activity.

As a site: What are the planned actions to support this student group?

Multiple Races (MR):

Hispanic (HI):

African American (AA):

Expand our current Student Engagement offerings to extend beyond the school day and to include as many opportunities for family to be involved as well. Targeted student groups will also be provided with resources to meet their specific identified needs.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Increase the number of students actively engaged in Arts, Activities, or Athletics.

Outcomes measured by monthly progress monitoring of Engagement Tool.

Outcome monitored by Admin Team, CCD, and CCT.

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Increase the number of students actively engaged in Arts, Activities, or Athletics from last year.

Outcomes measured by monthly progress monitoring of Engagement Tool.

Outcomes monitored by Admin Team, CCD, and CCT.

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Increase the number of students actively engaged in Arts, Activities, or Athletics from this year to last year.

Outcomes measured by monthly progress monitoring of Engagement Tool.

Outcomes monitored by Admin Team, CCD, and CCT.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Local Mileage	600.00
G3A3	Sup & Conc	Instruction	Travel			Conferences, PL, and Travel	10,000.00
G3A3	Sup & Conc	Instruction	Direct-Food			Food Services	200.00

\$10,800.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	85.8 %	97 %	2024-2025	98.1 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

While there has been a significant increase in the Organizational Culture Domain in the Staff Climate and Culture Survey (86% in Spring 2024 to 97% in Fall 2024), there was also a significant decrease in staff completing the survey (52 respondents in Spring 2024 to 11 respondents Fall 2024). Due to the low number of respondents in the Fall 2024 survey, the opportunity for there to be a large margin of error in the results exists.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- The long-term absence of the site principal and leadership transition resulted in inconsistency and anxiety for staff.
- Poor communication of the importance of completing the Staff Climate and Culture Survey as it pertains to site goal setting and SPSA planning.
- Inconsistent engagement of staff in culture and morale building throughout the school year.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Utilizing existing teaming structures (ILT, SBC, PTA, SSC, and CCT) to involve more staff in developing short and long-term plans to improve the overall organizational structure.
2. Responsiveness to staff feedback in a clear and consistent manner from administration and site leadership teams.
3. Professional learning to continue to develop as a staff in MTSS.
4. Increase opportunities for staff to connect with each other and the overall school community.
5. Recruitment and retention of staff that reflect the diversity of the school community.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: WORKPLACE DIVERSITY

Partially Implemented

Workplace diversity at Hamilton is partially implemented. We continue to recruit and retain a diverse staff with the goal of the staff being reflective of the student populations we serve. We continue to look at existing systems and structures that can be modified or updated to ensure staff participates in both Climate and Culture Surveys, as well as providing increased opportunities for staff to connect with each other and the school community, in order to provide our site teams with actionable data to improve Hamilton's Organizational Environment

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: WORKPLACE DIVERSITY

Effective

Based on the data from the Organizational Environment domain in the Fall Staff Climate and Culture Survey this action has been effective. We are mindful that the small sample size of Staff Survey Responses does potentially skew the data, so Hamilton will continue to invest in refining systems on site and fostering deeper connections between staff in order to increase survey response rates and ensure that we are sustaining a strong organizational environment.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Leveraging Community Partners to provide opportunities for staff to engage in wellness and self-care engagements.
- Invest in resources to highlight teachers and teams that are excelling in academics, SEL, and engagement of their students.

Section D: 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.

SSC:

- Continue to find ways to celebrate the staff.
- Celebrate the cultures of the students at Hamilton.
- Hire staff that reflects the school community.

ELAC:

- Increase communication in home languages utilizing HSL for support.
- Professional learning for teachers to support EL students across subject areas.

Staff:

- Increase sense of community with staff.
- More timely support and feedback.
- Hold students and staff to high expectations.
- Celebrate school accomplishments more.

Action 1 :

WORKPLACE DIVERSITY

Action Details:

As new team members are added to our Hamilton Staff, we want to do what we can to hire staff that reflect the diversity of our school community. 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

- No funds will be utilized from 3010.

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

- Materials and supplies to promote student and staff engagement.
- Materials and supplies to promote cultural experiences on site.

- Funding for spirit wear and site branding.
- Funding for staff events.

As a site: What are the planned actions to support this student group?

- Planned events throughout the year to support staff engagement and morale.
- Continue with monthly "staff socials."
- Staff SEL check-ins/chats.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We will see an increase in staff participation and positive responses on the Climate and Culture Staff Survey from Fall to Spring.

Outcomes measured by staff participation. There will be an increase in 3% favorable responses.

Outcomes monitored by Admin team, ILT, and CCT

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We will see an increase in staff participation and positive responses on the Climate and Culture Staff Survey from Fall to Spring.

Outcomes measured by staff participation. There will be an increase in 3% favorable responses.

Outcomes monitored by Admin team, ILT, and CCT

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We will see an increase in staff participation and positive responses on the Climate and Culture Staff Survey from last year to this year.

Outcomes measured by staff participation. There will be an increase in 6% favorable responses.

Outcomes monitored by Admin team, ILT, and CCT

Current Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	84.6 %	88.3 %	2024-2025	89.4 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Hamilton's favorable responses to the Family Engagement domain remains consistent (currently 86%), however three questions within the domain have declined by 5 or more points.

- I feel like I am a partner in making decisions at my child's school. - 9 points to 74%
- I feel like I am a part of my child's learning journey at their school. - 5 points to 85%
- My child's school provides meaningful family engagement opportunities and encourages participation. - 7 points to 80%

In addition, family engagement rates in the Climate and Culture Survey are very low compared to our student population (40 respondents for a student population of approximately 845 students).

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Consistent family engagement opportunities outside of PTA and SSC have not been available to families.
2. Many families are not aware of the various opportunities to partner with the school in decision making and school events (i.e. PTA, SSC).
3. Lack of messaging related to Climate and Culture survey and its role in our ongoing decision-making process.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Consistent communication plan for all survey distributions with information on what the survey is and why it's important for them to complete.
2. Leverage our families feedback to determine the types of family engagements they're interested in having on campus.
3. At all school events, provide information for families to know the available engagement opportunities for them to partner in the site decision-making process.

Section B: Investigation

SECTION B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: FAMILY ENGAGEMENT

Partially Implemented

Leveraging Hamilton's Centennial was an area of focus this year. In addition, we focused on utilizing regional literacy funds to increase literacy-focused family engagements and engaging families and staff for ideas to increase opportunities for families to be on campus. We held our first Centennial Event as a Trunk or Treat in the fall, and had over 300 families attend. We were not able to hold our regional literacy nights on site, however, which is why this goal was partially implemented.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: FAMILY ENGAGEMENT

Partially Effective

Family participation in events we've held so far has increased and been positive. However, since we have not held the regional literacy nights and haven't increased opportunities for family voice, this goal was partially effective.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Continue to develop our calendar of family engagement events and establish systems to sustain them for long-term success.
- Partner with CIPL and Parent University to create learning opportunities for families to engage with the school and better support their students at home.
- Purchase incentives and resources that encourage family engagement and provides families with useful resources to support their students at home.

Section D: 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.

SSC:

- Provide more events like the Trunk or Treat for families to be on campus.
- Provide resources for families to better support their students

ELAC:

- Have more informational/engagement opportunities with parents (engagement hours).
- Create opportunities for families to walk classrooms.

Staff:

- Increase family engagement opportunities.
- More involvement from teachers in PTA, etc.
- Hold more celebrations for the kids doing well academically

at home.

- Use Community School grant to support our families and local community.

- More information to parents how they support their child at home.

and socially/behaviorally.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1:
 - During parent conferences, an overview of goal setting will be provided to family. All students K-8 will participate in Goal Setting.
 - During parent conferences, an overview of iREADY Diagnostic I data will be provided to family. iREADY data sheets will be sent home following each Diagnostic.
 - Purchase books and materials for Literacy Nights to give away to families to build at-home libraries.
 - Campus beautification through new signage, graphics, and facility upgrades.
 - Family engagement events (dances, movie night, etc.)
 - Materials for parent support workshops and classes.
 - Recruitment of parent volunteers for field trips and classroom support.
 - Crossing guard support.
 - Parent feedback sessions quarterly.
- Tier 2:
 - Parent meetings for students who are having academic, attendance, or behavior concerns with academic counselors and admin to partner for student success.
 - As permission is granted, after-school tutoring may be offered. Supplemental teacher contracts for students in grades K-6 who are significantly below grade level, as measured on KAIG, iREADY, and other multiple measures.
 - Parents/guardians will be informed when incentives, rewards, or field trips are applicable to their student for achievements.
 - Parent workshops to support knowledge around 504 and IEP process and requirements.
- Tier 3:
 - Communication to parent/guardian as related to intervention targets specific to academic deficits and individual students.
 - Targeted Support Team (TST), parent may be contacted based on next steps.
 - Parent/guardian is required to participate in Special Education Assessment/IEP process.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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 and Babysitting for parents.

Student Groups

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

- Provide materials and supplies to support HSL in parent outreach and engagement.

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

- Funds will be allocated to support parent engagement hours that will provide resources to families to better support their student and home with academics.
- Utilize funds to increase on-campus family engagement events and student celebrations.

As a site: What are the planned actions to support this student group?

- Ensure consistent communication with parents.
- Increase opportunities for parent engagement during and after school.
- Utilize CSSW to support with students in need of additional SEL supports, and providing families with access to resources within the community.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We will see an increase in favorable responses on the Family Climate and Culture Survey from Fall to Spring.

Outcomes measured by family engagement domain will increase by 3% in favorable responses.

Outcomes monitored by Admin team, CCT, and CCD.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We will see an increase in favorable responses on the Family Climate and Culture Survey from Fall to Spring.

Outcomes measured by family engagement domain will increase by 3% in favorable responses.

Outcomes monitored by Admin team, CCT, and CCD.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We will see an increase in favorable responses on the Family Climate and Culture Survey from last year to this year.

Outcomes measured by family engagement domain will increase by 6% in favorable responses.

Outcomes monitored by Admin team, CCT, and CCD.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting and Translation - 1,047	1,047.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Minimum \$2,784 **No food or incentives**	2,784.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Parent Student Handbooks (Direct Graphics)	200.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics (Parent-Student Handbooks)	2,000.00

\$6,031.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0208 Hamilton (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies - \$369 **No food or incentives**	369.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated supplemental contracts for tutoring and targeted student support.	30,651.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500		53,168.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			For Teacher Subs. **No IEPs**	239.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs for Planning Days, Data Chats, etc.	52,478.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	87,853.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology (Tablets and Headphones)	5,407.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Ricoh Lease/Repair	8,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Certificated Subs (EL Planning, PL, Data Chats)	1,938.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Certificated Supplemental (EL Support and ELPAC Assessors)	4,904.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies (EL Supplemental Materials and Supplies)	19,788.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Materials and Supplies - Technology (Tablets, Headsets, Licenses)	12,216.00
G1A2	LCFF: EL	Instruction	Direct-Graph			Graphics for EL Services	500.00
G1A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified Supplemental (Translation and Babysitting)	1,571.00
G1A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sup			Classified Supplemental (SEL and Attendance Support for EL Students)	1,047.00
G1A2	LCFF: EL	Other Pupil Services	Oth Cls-Supp			Classified Supplemental (EL/ELPAC Support)	6,546.00
G1A3	Sup & Conc	Instruction	Bks & Ref			Books and Site Licenses (Reflex/Frax, Polaris for ALPS)	7,700.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			: Ricoh Lease and Supplies (Office, Flex Room, ALPS)	5,500.00
G1A3	Sup & Conc	Instruction	Oth Equ Mnt			Other Equipment and Site Maintenance	3,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance (Technology)	3,000.00
G2A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts and REC support. **No IEPs**	4,170.00
G2A2	Title 1 Basic	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.5000		87,239.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts and REC support.	28,643.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Local Mileage	600.00
G3A3	Sup & Conc	Instruction	Travel			Conferences, PL, and Travel	10,000.00
G3A3	Sup & Conc	Instruction	Direct-Food			Food Services	200.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting and Translation - 1,047	1,047.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Minimum \$2,784 **No food or incentives**	2,784.00

G5A1	Title 1 Basic	Parent Participation	Direct-Graph	Parent Student Handbooks (Direct Graphics)	2,000.00
G5A1	Sup & Conc	Instruction	Direct-Graph	Direct Graphics (Parent-Student Handbooks)	2,000.00
					\$442,758.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$96,048.00
Sup & Conc	7090	\$298,200.00
LCFF: EL	7091	\$48,510.00
Grand Total		\$442,758.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$305,875.00	
G2 - Expand student-centered and real-world learning experiences	\$120,052.00	
G3 - Increase student engagement in their school and community	\$10,800.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$6,031.00	
Grand Total		\$442,758.00