

Hamilton Elementary

10621666120125

Principal's Name: Jahmaal Sawyer

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Jahmaal Sawyer', is written over a large, loopy blue oval. The signature is fluid and cursive.

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

Table of Contents	
Topic	Details
Cover Page	CDS Code with Signature
Table of Contents	Listing of SPSA Contents and District Goals
Centralized Services	N/A
School Site Council Assurances	Consolidated Program Assurances
School Site Council (SSC)	Members list
Required Signatures	Principal and SSC Chairperson
Budget	Site Allocations
School Quality Review Process	- Needs Assessment: Data Analysis and identification of needs and goals - Actions designed to meet needs and targeted goals - Budget allocations and planned expenditures
Additional Documents	SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum

District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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

School Site Council

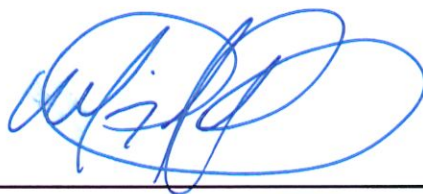
School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Jahmaal Sawyer	X				
2. Chairperson - Sara Rivas		X			
3. Vice Chairperson – Stacie Rancano		X			
4. Secretary – Leticia Barajas			X		
5. Debbie Johnson		X			
6. Helen Zaragoza			X		
7. Robert Walkup				X	
8. Mariah Madrigal				X	
9. Sandra Medina				X	
10. Lizeth Castaneda				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures**School Name: Hamilton K-8**

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		4/8/26
SSC Chairperson	Sara Rivas		4/8/26

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

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

FY 2026/27

Hamilton - 0208

ON-SITE ALLOCATION

3010	Title I	\$96,462 *
7090	LCFF Supplemental & Concentration	\$268,416
7091	LCFF for English Learners	\$39,560

TOTAL 2026/27 ON-SITE ALLOCATION

\$404,438

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,796
Program Budget	\$93,666
Total Title I Allocation	\$96,462

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Hamilton K-8 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		30.1 %	2025-2026	31.2 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		19.1 %	2025-2026	20.2 %	↑
Goal 1	ELPAC - percentage of students who scored 4		10.8 %	2024-2025	11.9 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)	45.9 %	55.7 %	2024-2025	56.8 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	46.2 %	65.4 %	2024-2025	66.5 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		46.2 %	2025-2026	47.3 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		48.1 %	2025-2026	49.2 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		46.4 %	2025-2026	47.5 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		63.8 %	2025-2026	64.9 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		63.1 %	2025-2026	64.2 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		39.8 %	2025-2026	40.9 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		37.5 %	2025-2026	38.6 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		54 %	2025-2026	55.1 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-32.9 pts	-44.1 pts	2024-2025	-29.1 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)	-63.1 pts	-92.5 pts	2024-2025	-77.5 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		33.3 %	2024-2025	38.3 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-69 pts	-85.5 pts	2024-2025	-70.5 pts	↑

Goal 1	SBAC Math - Average distance from standard (Long-Term English Learner)		-167 pts	2024-2025	-152 pts	↑
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-121.7 pts	2024-2025	-106.7 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		18.8 %	2024-2025	23.8 %	↑
Goal 2	Chronic Absenteeism - (African American)	35 %	43.6 %	2024-2025	15 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	31 %	19.8 %	2025-2026	15 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	89.4 %	88 %	2025-2026	89.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	98.1 %	82 %	2025-2026	83.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		81 %	2025-2026	83 %	↑
Goal 2	Suspension Rate - (African American)		27.5 %	2024-2025	15 %	↓
Goal 2	Suspension Rate - (English Learner)		7.1 %	2024-2025	5 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	14.07 %	7.9 %	2025-2026	5 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Goal 1

Hamilton K-8’s primary academic problem of practice is that core instruction and intervention systems are not yet producing enough accelerated growth and proficiency in ELA/ELD and Math for all students, particularly in overall proficiency, SBAC performance, and outcomes for student groups including English learners, long-term English learners, and students with disabilities. While several indicators are near target, the site remains below target in ELA proficiency, Math proficiency, ELPAC/ELPI outcomes, i-Ready stretch growth, and SBAC distance from standard, indicating a need for stronger Tier 1 instruction, tighter intervention systems, and more consistent use of data to respond to student need.

Goal 2

Hamilton K-8’s climate and culture problem of practice is that current systems for attendance, behavior support, and student connectedness are not yet strong enough to consistently reduce chronic absenteeism and suspension rates, especially for African American students and English learners, while also improving student, staff, and family perception data. Although some survey indicators are close to target, chronic absenteeism and suspension metrics remain above goal, suggesting a need for stronger preventive systems, more consistent student support structures, and improved engagement with families and student groups most impacted.

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

- Core instruction is not yet consistently delivering standards-aligned instruction with enough differentiation, language development, and checks for understanding across classrooms.

- Intervention systems are not yet deployed site wide to allow them to be accurately progress monitored, or aligned tightly enough to identified student needs in ELA/ELD and Math.
- Staff use of assessment data, particularly IAB/FIABs, to adjust instruction and respond quickly to unfinished learning is not yet consistent across grade levels and content areas.
- Attendance and behavior systems need stronger proactive, preventative, and restorative structures, especially for students with the highest rates of absenteeism and suspension.
- Family partnership and student connectedness efforts are in place, but they are not yet producing the level of engagement needed to move key climate and attendance indicators to target.

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.

- A stronger, more consistent Tier 1 instructional model in ELA/ELD and Math that includes grade-level rigor, structured language supports, engagement strategies, and frequent formative assessment.
- A clearly defined intervention system with designated staff responsibilities, protected intervention time, regular progress monitoring cycles, and adjustments based on student performance data.
- Additional support and targeted planning for student groups with the greatest need, including English learners, long-term English learners, students with disabilities, African American students, and students with high absenteeism or repeated behavior incidents.
- Strengthened MTSS structures for attendance and behavior that include early identification, case management, counseling, restorative practices, and family outreach.
- More intentional opportunities for student voice, family engagement, and school connectedness, paired with stronger communication and follow-up systems to address barriers to attendance, behavior, and engagement.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

ELA/ELD

Partially Implemented

The current SPSA implementation in ELA/ELD appears to be partially in place. Site efforts through targeted actions aligned with our Regional Literacy Plan with TNTP are producing some growth, as shown by ELPI outcomes above 55 percent and i-Ready ELA stretch and typical growth rates that are relatively close to target. However, overall ELA proficiency and SBAC distance from standard remain below desired levels, which suggests that implementation has not yet been consistent enough to produce full grade-level mastery for all students. The site should continue strengthening early literacy, designated and integrated ELD, intervention, and data-based instructional adjustment.

MATH

Partially Implemented

Math implementation appears partially in place but not yet yielding enough proficiency gains. Although i-Ready Math growth indicators are near target, overall proficiency remains low and SBAC Math indicators remain well below target, suggesting that current efforts have supported some student growth but have not yet translated into strong grade-level outcomes. The site should strengthen standards-based math instruction, intervention, use of math discourse, and reteaching cycles aligned to identified standards gaps.

EXPOSURE TO CAREERS

Fully Implemented

Exposure to careers as been strengthened in multiple ways to increase opportunities for students. These include an on-site Career Fair led by our academic counselors, expanded offerings for CTE through Prop 28 for our Arts, Media, and Entertainment courses that align with the CTE pathway at Fresno High School, leadership and community engagement opportunities through our Community Schools Grant, and service-learning opportunities provided through our Leadership courses. These opportunities have provided students with increased exposure to college and career opportunities, and provided them with real-world experiences with community partners.

BUILDING CHARACTER

Partially Implemented

Implementation appears partial. The need for stronger character-building and social-emotional systems is reflected indirectly through suspension, attendance, and student wellness perception data. Increased focus on alignment and implementation of explicit SEL instruction will improve our overall outcomes for metrics aligned to character development. Additionally, the site will continue to refine current initiatives that target character development through positive incentives, volunteering opportunities, and engagement with the school and broader community. Current data suggests that character development efforts are present, however, strengthening current initiatives will influence schoolwide student behavior and connectedness to achieve the desired level.

ATTENDANCE

Partially Implemented

Attendance implementation is in place but needs to be intensified. The site has leveraged the AIM team monitoring structures in collaboration with the TST, and current data is showing continued improvement in chronic absenteeism, particularly with African-American students. While improvement has been seen, current efforts are not yet producing sufficient improvement and increased focus on improving earlier intervention, stronger family outreach, and more individualized attendance supports are needed.

SUSPENSIONS

Partially Implemented

Behavior and suspension-related systems are implemented, but results show they are not yet strong enough to reduce suspension rates to target. The site has focused heavily on aligning site-wide incentives to our "High School Ready" criteria (2.0 GPA, 95% attendance or higher, and minimal office referrals each quarter) to bring clarity to student expectations and provide positive incentives for following those expectations. Site-wide CHAMPS expectations were also developed and posted in all common areas of campus to reinforce expectations in those areas throughout campus. Lastly, 5-Star Students has been fully deployed in 7th and 8th grades, and provides teachers and administration multiple opportunities to provide students with positive reinforcement through 5-Star Points that students are able to redeem for school swag, snacks, and other incentives through the "Hamazon Store" (Hamilton Amazon). Ongoing deployment of 5-Star will continue in a gradual-implementation model for elementary starting with 6th grade and moving down.

STUDENT ENGAGEMENT

Partially Implemented

Student engagement is reflected indirectly through student wellness survey results, attendance, and behavior outcomes. Since these indicators remain below target or above desired thresholds, engagement efforts should be strengthened through student voice structures, relationship-centered practices, relevant instruction, and expanded opportunities for belonging and leadership. As stated above, the site has focused heavily on aligning site-wide incentives to our "High School Ready" criteria (2.0 GPA, 95% attendance or higher, and minimal office referrals each quarter) to bring clarity to student expectations and provide positive incentives for following those expectations. Site-wide CHAMPS expectations were also developed and posted in all common areas of campus to reinforce expectations in those areas throughout campus. Lastly, 5-Star Students has been fully deployed in 7th and 8th grades, and provides teachers and administration multiple opportunities to provide students with positive reinforcement through 5-Star Points that students are able to redeem for school swag, snacks, and other incentives through the "Hamazon Store" (Hamilton Amazon). Additionally, all middle-school teachers have received training on the use of 5-Star to assign passes for students who are participating in clubs, activities, and athletics, and students are provided with points for participation in these events. Ongoing deployment of 5-Star will continue in a gradual-implementation model for elementary starting with 6th grade and moving down.

WORKPLACE DIVERSITY

Fully Implemented

Hamilton continues to focus on strengthening its already highly-diverse workplace through our hiring processes throughout the year with the goal of our staff population being reflective of our student population. Additionally, the experience levels of our staff is very broad which provides a combination of veteran knowledge and experience with new methods and practices from staff with 10 or fewer years of experience. These factors combine to create an environment that provides students and staff with experiences that are reflective of the community in which they serve.

FAMILY ENGAGEMENT

Partially Implemented

Family engagement implementation appears partially effective but still in need of strengthening. Family survey favorability is close to target, indicating that foundational efforts are in place, but the site has not yet reached the target. New efforts to expand our family engagement have been bolstered through the award of the Community Schools Grant at the end of the 24-25 school year and is now in the first full year of implementation. This combined with our ongoing efforts with Parent Coffee Hours, family math and literacy nights, PTA, SSC, ELAC, and our Community Schools Advisory Committee will support as we continue building two-way communication, family education opportunities, and outreach to families of students with the highest academic, attendance, and behavior needs.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

ELA/ELD

Partially Effective

ELA/ELD actions are partially effective because several measures are close to target and English learner progress indicators show moderate success. However, the site remains below target in ELA proficiency, ELPAC performance, and SBAC distance from standard, which means current actions related to Teacher Clarity and assessment alignment with IAB/FIAB are improving, however the desired level student performance/proficiency has not yet been met.

MATH

Partially Effective

Math actions are partially effective because growth metrics are relatively close to target, but overall proficiency and SBAC performance remain significantly below target. This indicates that students are making some progress, but the current plan has not yet produced strong enough outcomes in grade-level math achievement. The site began professional development in alignment with Building Thinking Classrooms as well as standards-aligned instruction with early indications showing improved student outcomes, however, more time is needed to determine a higher level of effectiveness.

EXPOSURE TO CAREERS

Effective

Exposure to careers has been effective due to the increased opportunities for students to engage with college and career experiences on site. This includes the expansion of CTE course offerings through Prop 28 funding, site Career Fairs, community engagement through our Community Schools Grant, and site-based leadership opportunities.

BUILDING CHARACTER

Partially Effective

This action appears partially effective because student wellness and climate indicators suggest some positive systems are in place, but suspension and absenteeism data show that schoolwide character-building and social-emotional supports are not yet strong enough to influence outcomes consistently. The site has focused resources on daily SEL instruction across all grade levels, ongoing Tier 2 and 3 interventions through our Intervention Specialist, Reengagement Center Teacher, and School Social Worker, and updating processes and feedback for TST, which have all helped to increase the effectiveness of services provided to students. However, more opportunities to bring students together in other forums to build deeper understanding of the supports available to them on campus and how they can access them are not currently in place, which has impacted how students perceive what resources are available to them.

ATTENDANCE

Partially Effective

Attendance actions are not yet sufficiently effective. Chronic absenteeism remains above target overall and for African American students, indicating that existing attendance systems have not produced the level of improvement required. Because the overall rate is close to target, the action may be described as partially effective, but student group results indicate a stronger response is necessary. A comprehensive plan specifically for identified student groups has not been developed, which has resulted in this action only being partially effective.

SUSPENSIONS

Partially Effective

Suspension data has continued to improve over the past three school years due to increased focus on student intervention, positive incentives, and campus culture initiatives. Ongoing efforts are still needed to improve effectiveness and create sustainable improvement in the suspension rate, particularly for African-American students, ELs, and Students with Disabilities. The site Climate and Culture Team has focused their work this year on providing incentives and recognition for students who consistently meet site and classroom expectations, revisited site-wide recognition process including our STORM awards to ensure those characteristics become more integrated into the culture of our site, and improve communication and consistent implementation of Tier 1 and 2 student behaviors to prevent higher levels of misbehavior.

STUDENT ENGAGEMENT

Partially Effective

Student engagement actions are partially effective. Student wellness perception data are below target, and attendance and suspension data suggest many students are not yet experiencing the level of connection and support needed for full engagement. Significant efforts have been implemented to increase student engagement opportunities including expanding our use of 5-Star Students to better track student engagement on a daily basis, provide opportunities for students to sign in to events and activities, and incentivizes participation in site-wide student engagement opportunities (i.e. dress up days, Red Ribbon Week, conferences, etc.).

WORKPLACE DIVERSITY

Effective

Site employment data reflects effective hiring practices are in place that reflect the students and community in which the site serves. Focus on intentional hiring practices that include maintaining a diverse staff should be continued.

FAMILY ENGAGEMENT

Partially Effective

Family engagement actions are partially effective because family survey results are close to target, indicating that many families feel positively connected to the school. PTA engagement has been low the past two years despite ongoing efforts to recruit members and improve regular events/activities for families and staff. The implementation of our Community Schools Program has also served to improve engagement opportunities for our families in Literacy and Math Nights, food distributions, informational meetings during Coffee Hours related to family resources and academic supports, and others have been consistent, which has also supported additional opportunities to build connections with our families and community.

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.

Next school year, Hamilton K-8 will refine its SPSA by narrowing focus on the highest leverage needs identified through the current dashboard. In Goal 1, the site will strengthen Tier 1 instruction in ELA/ELD and Math, increase the consistency of designated interventions, and use regular data cycles to monitor growth for English learners, long-term English learners, students with disabilities, and students below standard. In Goal 2, the site will strengthen MTSS systems for attendance, behavior, and student engagement through earlier intervention, stronger restorative and relationship-based supports, and more targeted family outreach for students with the highest rates of absenteeism and suspension. The site will also identify clearer implementation measures for actions such as exposure to careers, building character, and workplace diversity so that effectiveness can be more accurately monitored during the year.

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:	ELAC:	Staff:
SSC, ELAC, and Community Schools Advisory Committee ranked the three positions we site fund in order of most to least important as we determined budget priorities. Those ranked as follows: 1. Kinder Aide (43% of respondents' 1st choice) 2. Clinical School Social Worker (42% of respondents' 2nd choice) 3. Prep Buyout for REC Teacher (57% of respondents' 3rd choice) Additional feedback for budget prioritization needs were in the following areas: 1. Reduce travel and conference spending.	SSC, ELAC, and Community Schools Advisory Committee ranked the three positions we site fund in order of most to least important as we determined budget priorities. Those ranked as follows: 1. Kinder Aide (43% of respondents' 1st choice) 2. Clinical School Social Worker (42% of respondents' 2nd choice) 3. Prep Buyout for REC Teacher (57% of respondents' 3rd choice) Additional feedback for budget prioritization needs were in the following areas: 1. Reduce travel and conference spending.	Staff ranked the three positions we site fund in order of most to least important as we determined budget priorities. Those ranked as follows: 1. Kinder Aide (43% of respondents' 1st choice) 2. Clinical School Social Worker (38% of respondents' 2nd choice) 3. Prep Buyout for REC Teacher (21% of respondents' 3rd choice) Additional feedback for budget prioritization needs were in the following areas: 1. Reduce travel and conference spending.

2. Eliminate or reduce planning days (currently providing full-day planning days 4 times per year).
3. Reduce or eliminate \$350 site allocation to teachers due to the allotment they receive from FTA.

2. Eliminate or reduce planning days (currently providing full-day planning days 4 times per year).
3. Reduce or eliminate \$350 site allocation to teachers due to the allotment they receive from FTA.

2. Eliminate or reduce planning days (currently providing full-day planning days 4 times per year).
3. Reallocate funds from REC Teacher prep buyout to funding additional tutors.
4. Reduce funding related to food at staff Buyback/PLs.



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Early Literacy

Action Details

Early Literacy

- In alignment with our Regional Literacy Plan, Hamilton will work alongside TNTP maintain site-wide coherence by engaging in professional learning and coaching aligned to The Science of Teaching Reading. K-2 teachers will continue to receive targeted coaching and support by admin, academic coach, and TNTP partners to continue strengthening foundational reading skills instruction 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, CFAs, and mCLASS data. The ELA instructional block will also incorporate an site-wide Response to Intervention structure to support students who are at risk and/or performing below grade level.
- Professional Learning will focus on improving designated and integrated ELD instruction aligned ELD standards and the ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC and common formative assessments.

Direct Instructional Services

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:
 - K-2 Goal Setting aligned to TNTP Instructional Cycle Tool
 - 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)
 - Materials and supplies to support literacy.
 - Substitutes provided to support planning, SST's, IEPs, data chats, and instructional walks.
- Tier 2:
 - Establish site-wide Response to Intervention structure
 - Incentives for students meeting site-established literacy criteria (Meeting typical and Stretch Growth goals in iReady, mastering domains in TK/K FSA)
 - Tier 2 Intervention Specialist will support students with accessing academics through SEL support..
 - Targeted Support Team (TST) will support with identifying and responding to academic, behavioral, attendance, and SEL concerns.
 - Support provided for (Tier 2/3) students by TSA, Literacy Coach, and Teaching Fellows (K-1 through Regional Literacy Plan).

- Tier 3:
 - RTI targets more specific academic deficits identified through site-based assessments.
 - 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.

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:
 - 49% of ELs progressed at least one ELPI Level in 2025-2026.
 - 31.5% of ELs maintained ELPI Levels in 2025-2026.
 - 19.2% of ELs decreased at least one ELPI Level in 2025-2026.

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

- 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?

- Monitor and ensure consistent designated ELD and integrated ELD instruction with all students
- Quarterly monitoring of EL progress
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP)
- 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
- Materials and supplies provided to support EL program public awards and incentives presented to EL students as they re-designate
- Re-designation 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.

African American (AA):

- Materials and supplies for parent engagement opportunities and training.
- Technology to support individual and small group instruction and interventions.

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.

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.
- Prep Buyout 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.
- Prep Buyout 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.
- Prep Buyout 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 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Hamilton will continue to expand Family Engagement opportunities for the Early Literacy Goal by utilizing site funds along with Community Schools Grant funding to expand Family Literacy Nights for K-2 families, with specific focus on providing families with tools to reinforce RFS development at home.

Professional Learning

Describe Professional Learning related to this action.

K-2 teachers will continue to engage in PL with TNTP focused on strengthening RFS instruction as part of our Regional Literacy Plan. Site PL will also align by focusing on PLC alignment for planning, instruction, assessment, and RTI.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

Medium-Term (Change in Behavior or Performance)

Want to see

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 achieve these changes by focusing in the short term on continuing to provide professional learning for teachers to support their diverse learners. Site ILT and Leadership team will progress monitor iReady, TK/K FSA, and mCLASS.

Outcomes monitored by administration, teachers, and ILT, and will be measured by 80% of classroom observation feedback 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.

Shape these behaviors...

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

District-aligned assessments including TK/K FSA, iReady, and mCLASS.

Student outcomes will be measured between assessments to determine growth, identify gaps aligned to standards, and adjust instruction to ensure students are performing on grade level.

Outcomes monitored by administration, academic coach, teachers, and ILT.

Outcomes measured by:

- Interim L1: From 51.8% at Diagnostic 3 in 2025 to 55% at Diagnostic 3 in 2026
- Interim L2: From 37% at FSA 3 in 2025 to 63% at FSA3 in 2026

Outcomes monitored by Admin and Teachers.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Literacy Intervention

Action Details

Literacy Intervention

- Tier 1 will include site-wide diagnostic assessments, standards aligned instruction and assessment, and on-going monitoring of student progress utilizing iReady, District Interim Assessments, 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.
- Professional Learning will focus on improving designated and integrated ELD instruction aligned ELD standards and the ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC and common formative assessments.

Direct Instructional Services

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, FIABs, and District Interim Assessments.
 - 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 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).
 - 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 instruction.
 - Substitutes provided to support planning, SST's, IEPs, data chats, and instructional walks.
- Tier 2:
 - Establish 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 IAB/FIABs.
 - Incentives for students meeting site-established literacy criteria (Meeting typical and Stretch Growth goals in iReady, standards mastery in FIABs, mastering domains in TK/K FSA)
 - Tier 2 Intervention Specialist will support students with accessing academics through SEL support..
 - Targeted Support Team (TST) will support with identifying and responding to academic, behavioral, attendance, and SEL concerns.
 - Support provided for (Tier 2/3) students by TSA, Literacy Coach, and Teaching Fellows (K-1 through Regional Literacy Plan).

- Tier 3:
 - RTI targets more specific academic deficits identified through site-based assessments.
 - 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.

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:
 - 49% of ELs progressed at least one ELPI Level in 2025-2026.
 - 31.5% of ELs maintained ELPI Levels in 2025-2026.
 - 19.2% of ELs decreased at least one ELPI Level in 2025-2026.

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

- 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?

- Monitor and ensure consistent designated ELD and integrated ELD instruction with all students
- Quarterly monitoring of EL progress
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP)
- 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
- Materials and supplies provided to support EL program public awards and incentives presented to EL students as they re-designate
- Re-designation 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.

African American (AA):

- Materials and supplies for parent engagement opportunities and training.
- Technology to support individual and small group instruction and interventions.

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.

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.
- Prep Buyout 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.
- Prep Buyout 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.
- Prep Buyout 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Hamilton will continue to expand Family Engagement opportunities for the Literacy Intervention Goal by utilizing site funds along with Community Schools Grant funding to expand Family Literacy Nights for 3rd - 8th grade students, focusing on developing strong literacy habits at home and connecting families to site and community-based resources.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning will focus on rigorous standards-aligned instruction that uses district assessments to progress monitor and adjust instruction. Specific attention will be placed on designated and integrated ELD and use of IABs/FIABs to assess and progress monitor students' mastery of standards, and to provide targeted RTI for students identified as needing Tier 2 and 3 support.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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

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

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

We will achieve these changes by focusing on professional learning for staff to support their diverse learners. Site ILT and Leadership team will progress monitor iReady and FIABs. All 3rd-8th grade teams/content areas will utilize CAASPP platform for FIABs as Common Formative Assessments.

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.

Outcomes monitored by administration, teachers, and ILT and are as follows:

3-6 Stretch Growth: 45% by D2 in 2026

7th Interim Growth: From 28.7% at Interim B 2026 to 50% at Interim B 2027

8th Interim Growth: From 74% at Interim B 2026 to 80% at Interim B 2027

Shape these behaviors...

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

District-aligned assessments including iReady, IAB/FIAB, Interim assessments, and SBAC.

Student outcomes will be measured between assessments to determine growth, identify gaps aligned to standards, and adjust instruction to ensure students are improving their improving at least one performance band in assessed standards.

Outcomes monitored by administration, teachers, and ILT.

And ultimately achieve these impacts.

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

Overall ELA SBAC performance will improve from -48 to -33DFS.

- 3rd Grade: -31 to -25
- 4th Grade: -48 to -35
- 5th Grade: -39 to -30
- 6th Grade: -18 to -10
- 7th Grade: -65 to -50
- 8th Grade: -59 to -44

Outcomes measured by improving Distance From Standard.

Outcomes monitored by administration, teachers, and ILT.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation **No Food or Incentives**	2,796.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	This position will be filled by Leslie Quintana (1089816) **Budget lines for personnel include salaries and related benefits	57,296.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	86,460.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease and Repair	9,000.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Equipment Maintenance	5,000.00
G1A2	Title 1 Basic	Parent Participation	Cons Svc/Oth			TBD : Parent Student Handbooks and Informational Materials (Direct Graphics). Graphics Dept closing, moved from object 5725 to 5899.	738.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts (Tutoring and Targeted Student Support) **Budget lines for personnel include salaries and related benefits	24,540.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Site Licenses and Books	8,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Ricoh Supplies	11,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance - Technology	3,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Certificated Subs (EL Planning, PL, Data Chats) **Budget lines for personnel include salaries and related benefits	1,940.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Certificated Supplemental (EL Support and ELPAC Assessors) **Budget lines for personnel include salaries and related benefits	4,908.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies (EL Supplemental Materials and Supplies)	15,295.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Materials and Supplies - Technology (Tablets, Headsets, Licenses)	7,816.00
G1A2	LCFF: EL	Instruction	Cons Svc/Oth			TBD : Graphics for EL Services. Graphics Dept closing, moved from object 5725 to 5899.	500.00
G1A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified Supplemental (Translation and Babysitting) **Budget lines for personnel include salaries and related benefits	1,560.00
G1A2	LCFF: EL	Other Pupil Services	Oth Cls-Supp			Classified Supplemental (EL/ELPAC Support) **Budget lines for personnel include salaries and related benefits	6,501.00

\$246,350.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Attendance

Action Details

Health & Wellness

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.

Direct Instructional Services

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 alignment to regional "High School Ready" criteria, which includes 95% attendance rate or higher.
 - Site-wide quarterly 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.
 - Attendance Intervention Meetings (AIM) held twice a month to monitor and respond to student 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. Expanded opportunities for family and community resources will be available through our Community Schools program.

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. These sessions will be facilitated by our HSL and Community Schools Coordinator.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Listening sessions to identify high-leverage needs and develop strategic supports to address those needs.
- Community Schools Advisory Committee, SSC, PTA, and ELAC.
- Family Engagement events quarterly.

Professional Learning

Describe Professional Learning related to this action.

Professional learning will focus on Tier 1 SEL needs to ensure staff are equipped to support students and direct them to appropriate supports for higher-level needs.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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 chronic absenteeism rate monthly compared to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, and teacher.

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 chronic absenteeism rate by semester compared to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, and teacher.

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 chronic absenteeism rate from 22.1% in 2025-2026 to 20% in 2026-2027

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, and teacher.

Outcomes monitored by Admin Team, Teachers, and TST utilizing EveryDay Labs with the goal of reducing chronic absenteeism rate 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 (21.9% or below and 20% or below respectively).

Outcomes monitored by Admin Team, Teachers, and TST utilizing EveryDay Labs.

Outcomes monitored by Admin Team, Teachers, and TST utilizing EveryDay Labs .

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Suspension Rate

Action Details

Life Skills

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, Community Schools Coordinator, 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.

Direct Instructional Services

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 and REC teacher 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 REC 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Listening sessions to identify high-leverage needs and develop strategic supports to address those needs.
- Community Schools Advisory Committee, SSC, PTA, and ELAC.
- Family Engagement events quarterly.

Professional Learning

Describe Professional Learning related to this action.

Professional learning focused on implementing SEL curriculum with fidelity in all grade levels.

Progress Monitoring: Outcomes

Reasoning for using this action:

Strong 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.

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.

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.

Outcomes monitored by Admin Team, TST, and CCT, with ongoing focus on reducing the overall suspension rate to 5% or less by the end of 2026, and reducing the suspension rate for African American students by 2% overall.

Outcomes monitored by Admin Team, TST, and CCT.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Engagement

Action Details

Life Skills

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.

Direct Instructional Services

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
 - Young Men of Character
 - Girl Power

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Listening sessions to identify high-leverage needs and develop strategic supports to address those needs.
- Community Schools Advisory Committee, SSC, PTA, and ELAC.
- Family Engagement events quarterly.

Professional Learning

Describe Professional Learning related to this action.

Targeted PL for student engagement sponsors to improve effectiveness of their clubs and activities, support with data tracking, and increase overall student engagement.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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

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.

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.

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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Health & Wellness

Hamilton will continue to expand and refine its offerings in performing arts through our Band, Choir, and Orchestra instruction, and in visual/digital arts through our Arts, Media, and Entertainment courses. These courses will provide students with opportunities to engage in visual and performing arts throughout their time at Hamilton, and will also provide exposure to college and career opportunities through performance and competitions. Increasing student engagement in visual and performing arts has consistently shown a positive correlation with long-term student outcomes.

Direct Instructional Services

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

- Site-wide offering of elementary music instruction.
- Arts, Media, and Entertainment elective course in middle school aligned with the CTE pathway at Fresno High School.
- Materials and supplies to support instruction (instruments, storage, computers, software, registration and travel for events/competitions, etc.).
- Standards-aligned curriculum and materials.

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.

Not required to speak to this section for Prop 28.

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Art/Performance showcases at various events including:

- Winter and Spring music showcases.
- Tournament of Technology.
- Digital art competitions.
- Museum Night (Open House).

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

Increased student engagement in visual and performing arts:

- Students consistently and enthusiastically engage in their music curriculum.
- Students engage in elective course offerings for Arts, Media, and Entertainment courses and participate in digital media competitions.
- Measured by: admin and teacher observations, consistent attendance, and survey responses.
- Monitored by admin, teacher, academic counselors, and Campus Culture Director.

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.

Improved self-regulation, self-efficacy, and teamwork:

- Students will demonstrate improved ability to face and overcome adversity, manage emotions, and work collaboratively to achieve a common goal.
- Measured by teacher observations, reduced office-discipline referrals, improved academic performance.
- Monitored by admin, teachers, academic counselors, and Campus Culture Director.

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.

Enhanced School Climate and Culture:

- Improved campus culture that celebrates student achievement through visual and performing arts, increased sense of belonging, and improved perception of their overall school experience.
- Measured by improved climate and culture survey results, student attendance, student and family engagement, and reduction in suspensions.
- Monitored by admin and Campus Culture Director.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified Supplemental (Translation and Babysitting) **Budget lines for personnel include salaries and related benefits	1,365.00
G2A1	Sup & Conc	Attendance & Social Work Service	Local Mileage			Local Mileage	600.00
G2A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sup			Classified Supplemental (SEL and Attendance Support for EL Students) **Budget lines for personnel include salaries and related benefits	1,040.00
G2A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	This allocation is for a Prep Buyout for our REC Teacher Andrew Barbo (1065716) **Budget lines for personnel include salaries and related benefits	13,740.00
G2A3	Title 1 Basic	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.5000	Split funded - 0.50 FTE Hamilton and 0.50 FTE DPI **Budget lines for personnel include salaries and related benefits	91,563.00
G2A3	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs for PL and Data Chats **Budget lines for personnel include salaries and related benefits	41,780.00
G2A3	Sup & Conc	Instruction	Direct Trans			Field Trip Transportation	6,000.00
G2A3	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Direct Graphics (Handbooks, Informational Materials, Site-wide Graphics). Graphics Dept closing, moved from object 5725 to 5899.	2,000.00

\$158,088.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0208 Hamilton (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0208	1110	2495	2260	Cls Sup-Sup					G2A1	Classified Supplemental (Translation and Babysitting) **Budget lines for personnel include salaries and related benefits	1,365.00
060	3010	0208	1110	2495	4300	Mat & Supp					G1A1	Parent Participation **No Food or Incentives**	2,796.00
060	3010	0208	1110	2495	5899	Cons Svc/Oth					G1A2	TBD : Parent Student Handbooks and Informational Materials (Direct Graphics). Graphics Dept closing, moved from object 5725 to 5899.	738.00
060	3010	0208	1110	3130	1210	Crt Pupil-Reg	Clinical School Social Worker	E231	Vang, Ta	0.5000	G2A3	Split funded - 0.50 FTE Hamilton and 0.50 FTE DPI **Budget lines for personnel include salaries and related benefits	91,563.00
030	7090	0208	1110	1000	1110	Teacher-Regu	Teacher, Middle School	T065	(New/Open Position)	0.1250	G2A2	This allocation is for a Prep Buyout for our REC Teacher Andrew Barbo (1065716) **Budget lines for personnel include salaries and related benefits	13,740.00
030	7090	0208	1110	1000	1120	Teacher-Subs					G2A3	Certificated Subs for PL and Data Chats **Budget lines for personnel include salaries and related benefits	41,780.00
030	7090	0208	1110	1000	1160	Teacher-Supp					G1A2	Supplemental Contracts (Tutoring and Targeted Student Support) **Budget lines for personnel include salaries and related benefits	24,540.00
030	7090	0208	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Vang, Stacy	0.7500	G1A1	This position will be filled by Leslie Quintana (1089816) **Budget lines for personnel include salaries and related benefits	57,296.00
030	7090	0208	1110	1000	4200	Bks & Ref					G1A2	Site Licenses and Books	8,000.00
030	7090	0208	1110	1000	4300	Mat & Supp					G1A2	Ricoh Supplies	11,000.00
030	7090	0208	1110	1000	4300	Mat & Supp					G1A1	Materials and Supplies	86,460.00
030	7090	0208	1110	1000	5631	Off Eq Lease					G1A1	Copier Lease and Repair	9,000.00
030	7090	0208	1110	1000	5635	Oth Equ Mnt					G1A1	Equipment Maintenance	5,000.00
030	7090	0208	1110	1000	5721	Direct Trans					G2A3	Field Trip Transportation	6,000.00
030	7090	0208	1110	1000	5723	Direct-Maint					G1A2	Direct Maintenance - Technology	3,000.00
030	7090	0208	1110	1000	5899	Cons Svc/Oth					G2A3	*Other* : Direct Graphics (Handbooks, Informational Materials, Site-wide Graphics). Graphics Dept closing, moved from object 5725 to 5899.	2,000.00
030	7090	0208	1110	3130	5211	Local Mileag					G2A1	Local Mileage	600.00
030	7091	0208	4760	1000	1120	Teacher-Subs					G1A2	Certificated Subs (EL Planning, PL, Data Chats) **Budget lines for personnel include salaries and related benefits	1,940.00
030	7091	0208	4760	1000	1160	Teacher-Supp					G1A2	Certificated Supplemental (EL Support and ELPAC Assessors) **Budget lines for personnel include salaries and related benefits	4,908.00
030	7091	0208	4760	1000	4300	Mat & Supp					G1A2	Materials and Supplies (EL Supplemental Materials and Supplies)	15,295.00
030	7091	0208	4760	1000	4400	Nc-Equipment					G1A2	Materials and Supplies - Technology (Tablets, Headsets, Licenses)	7,816.00
030	7091	0208	4760	1000	5899	Cons Svc/Oth					G1A2	TBD : Graphics for EL Services. Graphics Dept closing, moved from object 5725 to 5899.	500.00
030	7091	0208	4760	2495	2260	Cls Sup-Sup					G1A2	Classified Supplemental (Translation and Babysitting) **Budget lines for personnel include salaries and related benefits	1,560.00
030	7091	0208	4760	3130	2260	Cls Sup-Sup					G2A1	Classified Supplemental (SEL and Attendance Support for EL Students) **Budget lines for personnel include salaries and related benefits	1,040.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$96,462.00
Sup & Conc	7090	\$268,416.00
LCFF: EL	7091	\$39,560.00
Grand Total		\$404,438.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$246,350.00
G2 - The Whole Child (SEL and Engagement)	\$158,088.00
Grand Total	\$404,438.00