

## Hamilton Elementary

106216661201251

Principal's Name: Debbie Marquez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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<b>District Goals</b>	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**


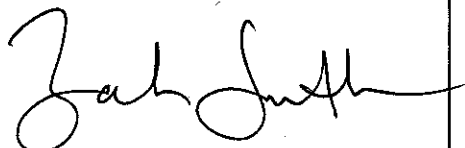
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement 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 Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Deborah Marquez</b>	X				
2. <b>Chairperson – Zachary Smith</b>				X	
3. <b>Jeremy Isch</b>				X	
4. <b>Kyle Guerrero</b>				X	
5. <b>Sandra Escobedo</b>				X	
6. <b>Shivone Diaz</b>				X	
7. <b>Mari Abe</b>		X			
8. <b>Courtnee Gehris</b>		X			
9. <b>Karren Rector</b>		X			
10. <b>Yolanda Curtis</b>			X		
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name:</b>			
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 Single Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Debbie Marquez		3/22/18
<b>SSC Chairperson</b>	Zachary Smith		3/22/18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Hamilton - 0208

**ON-SITE ALLOCATION**

3010	Title I	\$66,895 *
7090	LCFF Supplemental & Concentration	\$270,342
7091	LCFF for English Learners	\$46,482
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$383,719</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,574
Remaining Title I funds are at the discretion of the School Site Council	\$65,321
Total Title I Allocation	\$66,895

## Hamilton K-8 2018-2019 - Single Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	11.852	18.852
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	26.325	36.325
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	17.616	27.616
One D or F on Any Report Card (grades 2-12)	60.719	53.719

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

##### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Planning of CFA aligned to Essential Standards
- Quarterly grade level planning days, with a focus on the instructional cycle
- Data Chat conferences with analysis of interim and EL progress
- Professional Learning focus on Data Analysis
- Regional ILT- development of Accountable Communities utilizing data to target instructional needs
- Certificated tutor for RtI
- Awards Assemblies - Academic Recognition

##### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Planning of CFA aligned to Essential Standards
- Quarterly grade level planning days
- Data Chat conferences with analysis of interim and EL progress
- Professional Learning focus on Data Analysis
- Regional ILT- development of Accountable Communities utilizing data to target instructional needs
- Awards Assemblies - Academic Recognition

##### EL Reclassification Rate (All grade levels)

- Identification of English Learner students

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

##### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Data pulled from the Core Index Matrix shows the following % for each subgroup in ELA:

- African American - 9.5%
- Asian - 72.7%
- Hispanic/Latino - 23.4%
- English Language Learners - 4.8%
- Social- Economically Disadvantaged Students - 25.2%

The significant subgroups with significant disproportionality are African-American and ELs. The needs for these identified group are being supported through strategic intervention, district initiative and targeted instruction.

##### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Data pulled from the Core Index Matrix shows the following % for each subgroup in MATH:

- African American - 0%
- Asian - 27.3%
- Hispanic/Latino - 15.6%
- English Language Learners - 3.2%

- Collaborative conversations
- Visual supports
- Strategic and multiple opportunities to use verbal skills
- Front load lessons with vocabulary

**One D or F on Any Report Card (grades 2-12)**

- Planning of CFA aligned to Essential Standards
- Response to Intervention (RtI)
- Evaluate current instructional practices and implement additional best practices, especially those designed to support struggling students

- Social- Economically Disadvantaged Students - 16.8%

The significant subgroups with significant disproportionality are African-American and ELs. The needs for these identified group are being supported through strategic intervention, district initiative and targeted instruction.

**EL Reclassification Rate (All grade levels)**

Data pulled from the Core Index Matrix shows the following Reclassification % for significant subgroup:

- Hispanic- 3%

**One D or F on Any Report Card (grades 2-12)**

Data pulled from the ATLAS Dashboard shows the site-wide 60% for the D's and F's.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1 SSC:**

Continue with Current Instructional Plan and Services:

- Continue instructional program with Adopted Curriculum
- Continued interest in International Baccalaureate (IB) for future instructional program design
- Continued development of Technology
- Focus on growth, as related to data

**2 ELAC:**

In the process of establishing a functioning ELAC.

**3 Staff:**

Continue with Current instructional plan and services:

- (1) (.4375) Certificated tutor
- Partial funding for TSA to support district initiatives and Re-Engagement Center/Strategies
- HSL (0.4375) for parent outreach and interpreting
- Counseling for at-risk students or social skill training
- Sub release for teacher observations
- Sub release for Teacher Planning Days
- Additional grade level planning hours
- Conferences
- Materials and supplies
- Technology- upgrades/replacement/material
- Professional reading/ growth
- Supplemental contracts- certificated and classified
- ELPAC assessors
- Graphics

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Actions funded through Title One provided for parent interaction, education and knowledge of the instructional program and social-emotional supports (Re-Engagement Center/strategies) for targeted student success. Our 2018-19 plan will continue to support the social-emotional needs of students through the funding of a significant portion of our site counselor.



## Action 1

Title: ELA/ELD

### Action Details:

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- Hamilton K-8 School will implement a comprehensive, balanced literacy program, which includes: ELA-Response to Intervention model (tiered levels of support), English Language Development, thinking skills, foundational skills, instructional cycle, and FUSD's Literacy Instructional Practice Guide components. The three-tiered response to intervention system will be implemented beginning with students in Kindergarten. Tier one and two levels of instruction will be provided by the classroom teacher utilizing the adopted curriculum, Wonders. Tier three intervention will be provided by a part time certificated tutor and (2) Teaching Fellows to support identified students. Language Arts/Literacy instruction for all students will align with high impact instructional strategies incorporated within all content areas. All actions will support an increase in progress related to moving every student a minimum of a grade level per year in ELA/Literacy.
- Hamilton K-8 School will implement a comprehensive, balanced language acquisition program, which includes Integrated and Designated English Language Development. A comprehensive English language acquisition program will be implemented utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC and regular common formative assessments. Teacher professional learning will be provided through development and refinement of high quality first instruction. All actions will support an increase in progress related to moving every student a minimum of a language proficiency level per year.
  - Continue school wide integrated literacy, aligned with regional goals.
  - Instruction will continue to focus on daily close reading with complex text, guaranteed viable curriculum (GVC), collaborative conversations, and standards aligned writing tasks in grades 1-6 all year, and beginning no later than Q3 in kindergarten.
  - Foundational, language, and grammar skills taught through active mini-lessons from the adopted program and taken to application immediately through text and writing.
  - Administrative Team Continuous cycle of review around Problem of Practice (Accountable Communities- 4 Grounding Questions)
  - Administrative Team Instructional walks utilizing the IPG Data collection tool for calibration of team to provide ongoing feedback
  - Alignment with Regional Team through continued focus on writing, ELA and Mathematics and continued PL and development of Accountable Communities
  - Implement integrated SBAC-aligned assessments that support and inform standards-based instruction through use of online tools and site-based refinement of prompts, formative assessments, and Common Assignments.
  - Support provided for (tier 2/3) students by TSA, school site counselor, in collaboration with additional time (.20 FTE) funded for school psychologist.
  - Tiered Levels of Support: grade level deployment after 6 week cycles, CT (4375 FTE) intervention for RtI, implement a comprehensive reading/writing intervention program for students significantly below grade level on the Interim Assessment and KAIG for grades K-6 based on EOY 2017-18 administration.
  - Tier 2 Intervention to include standards-based lessons using a preview/review model in six week cycles, measured by BPST and/or BAS, Spelling Inventories for grade 1, and through formative standards based assessments created for the intervention program.
  - Two Teaching Fellows to support K-3 in identified areas, up to 16 hours per week.
  - After-school tutoring opportunities for students in grades K-6 significantly below grade level on KAIG, Interim, and DRP through supplemental contracts with teachers. Instruction will focus on highly-supported literacy strategies including Close Reading sequences with complex text and Text Reconstruction, and foundational skills.
  - Moderately below students will receive focused instruction that supports the California State Standards through a menu of Close Reading, integrated literacy lessons, text reconstructions, writing instruction, and digital literacy/researching that support standards found in our adopted program.
  - Purchase technology including tablets, laptops, projectors, and other needed tech to support site-wide implementation of integrated technology and digital literacy.
  - Maintenance on technology, equipment, building, and machines to support literacy and school environment.
  - Purchase subscriptions and site licenses to digital text sources to extend use of complex text.
  - Extra salaries for certificated staff to provide supplemental services for reading and writing.
  - Extra salaries for instructional aides/classified to support intervention and extra support for students.
  - Provide certificated assessors for ELPAC administration from REA
  - Substitutes provided to support planning, SST's, IEPs, data charts, etc.
  - Graphics to support instruction through anchor charts, reusable graphic organizers, and other related literacy charts.
  - Professional Learning Conference/Travel opportunities as identified by FUSD and Fresno High Region
  - Testing administrations supported with district snack program Incentives for students for achievement in literacy Professional Learning book studies for ILT.
  - Education Elements Training, which will support high quality lesson design.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

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

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

- Admin data chats quarterly with teachers grades K-6 to monitor standards of strength and challenge, to set goals, and to identify intervention level (reteach, AC plan to reteach, intervention, after-school tutoring, or non-ID RSP, as appropriate)
- DRP and Interim review of students meeting standards and nearly meeting standards KAIG 1, 2, 3 review of students mastering and students nearly mastering
- Review intervention data with intervention team every 8 weeks, after each session to determine program effectiveness and to re-align or exit students in groups
- Interim Assessment review of students meeting standards and nearly meeting standards
- Ongoing formative assessment

As measured by Smarter Balance Assessment Consortium (SBAC) Spring 2018, students meeting or exceeding grade level standards on ELA will increase 10%, from 26% to 36%.

Owner(s):

- Teachers
- TSA's
- Administrators
- Parents

Timeline:

- KAIG end of Q1, 2, 3
- Interim and DRP reviews after fall and spring administrations
- Admin/Teacher Data Chats quarterly
- Spring 2019

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

As measured by FUSD Interim I, Fall 2018, students meeting or exceeding grade level standards on ELA will increase 5%:

1st grade - from 32.8% to 37.8%.

2nd grade- from 32.2% to 37.2%.

3rd grade- from 27.4% to 32.4%.

4th grade- from 35.6% to 40.6%.

5th grade- from 28.4% to 33.4%.

6th grade- from 31% to 36%.

7th grade- from 21.2% to 26.2%.

8th grade- from 35.4% to 40.4%.

As measured by FUSD Interim II, Winter 2019, students meeting or exceeding grade level standards on ELA will increase 5%:

1st grade - from 33.8% to 38.8%.

2nd grade- from 35.9% to 40.9%.

3rd grade- from 43.2% to 48.2%.

4th grade- from 28.2% to 33.2%.

5th grade- from 32.8% to 37.8%.

6th grade- from 26.8% to 31.8%.

7th grade- from 24.2% to 29.2%.

8th grade- from 24.6% to 29.6%.

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

As measured by the KAIG I, Fall 2018, students on track in ELA will increase 3%, from 23.3% to 26.3%.

As measured by the KAIG II, Winter 2019, students on track in ELA will increase 3%, from 26.3% to 29.3%.

As measured by the KAIG III, Spring 2019, students on track in ELA will increase 3%, from 29.3% to 32.3%.

As measured by the KAIG IV, Spring 2019, students on track in ELA will increase 3%, from 32.3% to 35.3%.

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

- Tier 1:
  - Use of Inquiry questions to support rigor and ownership Projects based learning incorporated into instruction.
  - Direct instruction
  - Reflection Journals

**Owner(s):**

- Teachers
- TSA's
- Administrators
- Parents

**Timeline:**

October 2018 (Interim I)

January 2019 (Interim II)

**Owner(s):**

- Teachers
- TSA's
- Administrators
- Parents

**Timeline:**

October 2018

December 2018

March 2019

June 2019

**Specify enhanced services for EL students:**

- Implement designated ELD and integrated ELD daily with all EL students,
- TK-6 Close Reading Sequence daily in K-6 to include reading complex text, writing, listening and speaking utilizing the adopted curriculum Implement
- EL after school homework help for all EL's in grade 4-6 through after school support EL tutoring through Teaching Fellows as needed in grades 1-6
- Contracts for teachers to offer after-school tutoring for EL students not advancing at least one level per year

- Graphics to support implementation of ELA
- TSA's will assist in communicating the goals, procedures and objectives of the ELA program to staff, students, and members of the public.
- Instruction will focus on highly-supported literacy strategies including Close Reading sequences with complex text and Text Reconstruction, and foundational skills.
- Materials and Supplies to support literacy
- Technology to support literacy
- Copy machine lease/maintenance
- Purchase subscriptions and site licenses to digital text sources to extend use of complex text.
- All students K-8 will participate in Response to Intervention (RtI), which will be identified throughout the instructional cycle calendars (flex days).
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Smartboard, ELMO, laptop and whiteboard for teacher instruction
- Use of graphic organizers for activities that require scaffolds
- Tier 2:
  - 1 Certificated Tutors to tutor Tier 2 students in reading comprehension, foundational skills, and writing in grades K-6
  - Two Teaching Fellows support K-3 in identified areas, up to 16 hours per week.
  - After-school tutoring for students in grades K-6 significantly below grade level on KAIG, Interim, and DRP through supplemental contracts with teachers.
  - Incentives, rewards, or incentive field trips for students for achievement in literacy
  - Rubrics to assess EL progress in meeting ELPAC standards. .
  - Small group instruction will be provided for identified and non-identified students within the classroom to support students who are not meeting grade level criteria, (D's/F's).
  - MS students with one D or one F will be flagged weekly, and teacher/academic counselor will meet with students to support needs.
- Tier 3:
  - Intervention targets more specific academic deficits and more individual students
  - Student Success Team
  - Special Education Assessment/IEP

#### Explain the actions for Parent Involvement (required by Title I):

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- Translation provided by HSL, as needed.
- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and fall Parent Conferences.
- Hamilton families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parent will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the school year.
- Title I Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the first quarter.
- Each elementary teacher will specifically review each student's reading level and scores at the fall parent conference.
- Middle school team will review academic progress with the families during fall parent conferences.
- Upcoming school events/activities communicated to families through a variety of methods (Hamilton website, marquee, flyers, monthly calendar, School Messenger).
- A minimum of four SSC/ELAC meetings will be scheduled throughout the school 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 educational study trip at the end of the year for all students re-designated during the year

#### Describe Professional Learning related to this action:

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- **Reading Comprehension/Literacy**
  - English Learners/Special Populations/sub groups
    - Examining appropriate scaffolding in order to provide strategic support that moves learners toward independence.
    - Integration of CAELD standards and CAELA CCSS in providing English Learner instruction.
    - Tracking and monitoring academic progress of our Long Term English Learners.
  - Curriculum Development -1 planning day per quarter
    - Planning - Essential standards instructional cycle planning
  - PLC/Professional Learning:
    - Collaboration to identify essential standards
    - Focus on Tenet 2a and 2b (Challenging Content) when creating lessons.
    - Collaboration related to common formative assessments.
    - Data analysis
    - Learning by Doing components
    - Gathering evidence of current levels of student learning

- Meeting information will be communicated at least 72 hours in advance.
- Parents will also be invited to student celebration/recognition assemblies, programs throughout the year.
- Parent University will work in conjunction with Hamilton to offer on-going parent education provided by the district office.
- Spring Open House
- The following will be provided to further support students and families:
  - Student Success Team (SST) Meetings.
  - Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.
  - The Rehabilitation Act of 1073, Section 504 Meetings for students identified with a physical or mental disability which limits learning.
- Developing strategies and ideas to build on strengths and address weaknesses in that learning
- Implementing those strategies and ideas
- Analyzing the impact of the changes to discover what was effective and what was not
- Applying new knowledge in the next cycle of continuous improvement
- Conference opportunities which support our PLC work.
- Education Elements (PLi Training)
- Reading Comprehension/Literacy
  - Response to Intervention-
    - Intervention structures
    - Using Data
    - Sustainability
- Reading Comprehension/Literacy
  - Site Leadership Team (ILT)
    - IPG-How does it live in a classroom?
    - Instructional Cycle

## Action 2

Title: MATH

### Action Details:

- Hamilton K-8 School will provide comprehensive, balanced mathematical instruction and will implement mathematical support for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Teacher professional learning will be provided through development and refinement of high quality first instruction, FUSD's Mathematical Instructional Practice Guide components, common formative assessments, instructional cycles, all while utilizing PLC's as the driver. All actions will support an increase in progress related to moving every student a minimum of a grade level per year in Mathematics.
  - Continue school wide use of the Mathematical Practices and focused reteaching.
  - Administrative Team Continuous cycle of review around Problem of Practice (Accountable Communities- 4 Grounding Questions)
  - Alignment with Regional Team through continued focus on writing, ELA and Mathematics and continued PL and development of Accountable Communities
  - Implement integrated SBAC-aligned assessments that support and inform standards-based instruction through use of online tools, formative assessments, and Common Assignments.
  - Extra salaries for teachers to offer after-school tutoring in math in grades K-6.
  - Extra salaries for instructional aides/classified to support intervention and extra support for students.
  - Support provided for (tier 2/3) students by TSA, school site counselor, in collaboration with additional time (.20 FTE) funded for school psychologist.
  - Graphics to support instruction through anchor charts, reusable graphic organizers, and other related math charts.
  - Substitutes provided to support planning, SST's, IEPs, data charts, etc.
  - Education Elements Training, which will support high quality lesson design.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Interim Assessment results in math will be monitored and analyzed after the fall and spring administration of these assessments
- Data chats with teachers and AC teams will address deficits and areas to reteach as a whole, and individual student needs.
- Review of quarterly KAIG Math assessments with AC teams and individual teachers to determine strengths and areas to reteach, and to identify students for intervention in math

As measured by Smarter Balance Assessment Consortium (SBAC) Spring 2018, students meeting or exceeding grade level standards on Math will increase 10%, from 17% to 27%.

Owner(s):

- Teachers
- TSA's
- Administrators
- Parents

Timeline:

Spring 2019

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

As measured by FUSD Interim I, Fall 2018, students meeting or exceeding grade level standards on Math will increase 5%:

1st grade - from 37.3% to 42.3%.

2nd grade- from 25.9% to 30.9%.

3rd grade- from 15.5% to 20.5%.

4th grade- from 34.2% to 39.2%.

5th grade- from 16.7% to 21.7%.

6th grade- from 17.1% to 22.1%.

7th grade- from 0% to 10%.

7th grade Accl.- from 41.4% to 46.4%.

8th grade- from 11.1% to 16.1%.

8th grade Accl.- from 58.1% to 63.1%.

As measured by FUSD Interim II, Winter 2019, students meeting or exceeding grade level standards on Math will increase 5%:

1st grade - from 44.6% to 49.6%.

2nd grade- from 42.9% to 47.9%.

3rd grade- from 36.3% to 41.3%.

4th grade- from 31.4% to 36.4%.

5th grade- from 13.6% to 18.6%.

6th grade- from 23% to 28%.

7th grade- from 3.1% to 8.1%.

7th grade Accl.- from 48.3% to 53.3%.

8th grade- from 5.3% to 10.3%.

8th grade Accl.- from 46.7% to 51.7%.

**Owner(s):**

- Teachers
- TSA's
- Administrators
- Parents

**Timeline:**

October 2018 (Interim I)

January 2019 (Interim II)

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

As measured by the KAIG I, Fall 2018, students on track in Math will increase 3%, from 4.1% to 7.1%.

As measured by the KAIG II, Winter 2019, students on track in Math will increase 3%, from 7.1% to 10.1%.

As measured by the KAIG III, Spring 2019, students on track in Math will increase 3%, from 10.1%.to 13.1%

As measured by the KAIG IV, Spring 2019, students on track in Math will increase 3%, from 13.1% to 16.1%.

**Owner(s):**

- Teachers
- TSA's
- Administrators
- Parents

**Timeline:**

October 2018

December 2018

March 2019

June 2019

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

- - Tier 1:
    - Use of Inquiry questions to support rigor and ownership Projects based learning incorporated into instruction.
    - Direct instruction
    - Reflection Journals
    - Graphics to support implementation of Math.
    - Access to laptops or tablets for group and individual math projects
    - TSA's 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 mathematical practices
    - Technology to support mathematics
    - All students K-8 will participate in Response to Intervention (RtI), which will be identified throughout the instructional cycle calendars (flex days).
    - Dryerase markers and whiteboards for group collaboration and checking for understanding
    - Smartboard, ELMO, laptop and whiteboard for teacher instruction
    - Use of manipulatives for activities that require scaffolds
    - Graphics to support instruction through anchor charts, reusable graphic organizers, and other related math charts.
    - Powerpoints and access to the internet to access videos or data related to mathematical skills
  - Tier 2:
    - Extra salaries for teachers to offer after-school tutoring in math in grades K-6.
    - Extra salaries for instructional aides/classified to support intervention and extra support for students.
    - After-school tutoring for students in grades K-6 significantly below grade level on KAIG, Interim, and DRP through supplemental contracts with teachers.
    - Incentives, rewards, or incentive field trips for students for achievement in mathematics
    - Small group instruction will be provided for identified and non-identified students within the classroom to support students who are not meeting grade level criteria, (D's/F's).
    - MS students with one D or one F will be flagged weekly, and teacher/academic counselor will meet with students to support needs.
  - Tier 3:
    - Intervention targets more specific academic deficits and more individual students
    - Student Success Team
    - Special Education Assessment/IEP

Explain the actions for Parent Involvement (required by Title I):

- Translation provided by HSL, as needed.
- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and fall Parent Conferences.
- Hamilton families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parent will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the school year.

Specify enhanced services for EL students:

- Collaborative Talk
- Academic vocabulary
- Language stems
- Integrated ELD
- Designated ELD
- Technology-supported ELD intervention for EL students not progressing one level per year with Intervention
- Teacher Technology-supported math intervention for EL students not meeting standards in grades 4-6 in math

Describe Professional Learning related to this action:

- **Mathematics:**
  - PLC:
    - Planning for implementation of the district adopted material, Go Math, as a tool to supplement and support mathematical grade level standards.
    - Collaboration to identify essential standards
    - Common formative assessments
    - Planning and collaboration related to continuing the development and refinement of



- Title I Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the first quarter.
- Each elementary teacher will specifically review each student's reading level and scores at the fall parent conference.
- Middle school team will review academic progress with the families during fall parent conferences.
- Upcoming school events/activities communicated to families through a variety of methods (Hamilton website, marquee, flyers, monthly calendar, School Messenger).
- A minimum of four SSC/ELAC meetings will be scheduled throughout the school year.
- Meeting information will be communicated at least 72 hours in advance.
- Parents will also be invited to student celebration/recognition assemblies, programs throughout the year.
- Parent University will work in conjunction with Hamilton to offer on-going parent education provided by the district office.
- Spring Open House
- The following will be provided to further support students and families:
  - Student Success Team (SST) Meetings.
  - Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.
  - The Rehabilitation Act of 1073, Section 504 Meetings for students identified with a physical or mental disability which limits learning.
- increased rigor and challenging content.
  - Coherence and Progression of mathematics standards and instruction Interim assessment sequencing and planning
- Mathematics Professional Learning:
  - Conference opportunities which support our PLC work.
  - Conceptual Learning
  - Learning By Doing components
    - Gathering evidence of current levels of student learning
    - Developing strategies and ideas to build on strengths and address weaknesses in that learning
    - Implementing those strategies and ideas
    - Analyzing the impact of the changes to discover what was effective and what was not
    - Applying new knowledge in the next cycle of continuous improvement
- Application to IPG Tenets 1-3
- Deconstructing the CA Mathematics CCSS Coordination of CCSS and Coherence Map (Achievethecore.org)
- Professional learning on the 5E's model for math instruction as seen in the adopted materials and to support past professional learning offered at district level in math
- Structures appropriate for math Professional Learning on ways to incorporate the Mathematical Practices fully and consistently
- Mathematics Leadership Team (ILT)
  - IPG-How does it live in a classroom?
  - Interim data analysis Instructional Cycle
  - Provide training and opportunities to determine and align site-wide grading policies.
  - Mathematics Buyback Days -
    - IPG components
    - Provide continued development opportunities and support to connect the mathematical practices to the mathematical content.

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	K-8 TSA - 0.50 FTE District Funded TSA position supports all the following Goals and actions: <ul style="list-style-type: none"> <li>• SPSA-Goals:</li> <li>o 1-Action 1 &amp; 2</li> <li>o 4-Action 1 &amp; 2</li> </ul>	64,424.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting and Translation	489.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3125	Also Supports Goal 1 and Action 1 & 2	34,421.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for planning /SST's/IEPs/Climate & Culture/ILT/Data chats/PL conferences/peer observatoins	29,286.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts	539.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for Teachers	7,182.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental materials and/or supplies for ELA/Math.	39,013.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental materials and/or supplies for ELA and Math	1,544.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology - hardware refresh	33,000.00
G1A1	Sup & Conc	Instruction	Travel			: Staff learning to support PLC's, lesson design, and SEL	10,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office equipment lease- Xerox lease and repair	8,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance for technology to support instruction.	1,300.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support instruction	3,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLi Professional Learning to support lesson design	12,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : (2) Teaching Fellows= \$17,000 per year. (\$17.95 per hour - 157 days x 3 hours/day= 471 hours/year = \$8455. ) **Actual Quote Amount \$17,383.68	17,384.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Nc-Equipment			Technology -admin refresh	50.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500	Also Support the Following Goals & Actions <ul style="list-style-type: none"> <li>o Goal 1 Action 1 &amp; 2</li> <li>o Goal 2 Action 1</li> <li>o Goal 3 Action 1 &amp; 2</li> <li>o Goal 4 Action 1 &amp; 2</li> </ul>	7,617.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250	Also Supports Goal 1 and Action 1 & 2	13,768.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for EL planning/PL/Conferences/etc	294.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher supplemental contracts for EL	1,017.00

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Teacher-Supp			related supports	1,017.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Supplemental materials and/or supplies to support EL students and parents (including Save Mart PO's)	757.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology -hardware	8,942.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics for EL students	100.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors from REA	4,000.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			EL based support for babysitting and translation	1,162.00
G1A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.1875	Also Support the Following Goals & Actions o Goal 1 Action 1 & 2 o Goal 2 Action 1 o Goal 3 Action 1 & 2 o Goal 4 Action 1 & 2	5,712.00
G1A1	LCFF: EL	Other Pupil Services	Oth Cls-Supp			Additional EL/ELPAC support	1,467.00

**\$306,468.00**

**Goal 2 - All Students will engage in arts, activities, and athletic**

**School Quality Review**

**School Level Dashboard**

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	72.014	79.014

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Goal 2 Participation Rate</b></p> <p>According to the 2017-18 ATLAS report, there has been a 28% participation rate of Hamilton K-8 grade students.</p> <ul style="list-style-type: none"> <li>• Team Sports (football, volleyball, cross country, basketball, softball)</li> <li>• Field Trips</li> <li>• Tournament of Technology</li> <li>• Student Leadership</li> <li>• Kpop Club</li> <li>• Spirit Club</li> <li>• Yearbook Club</li> <li>• Band</li> <li>• Strings</li> <li>• Choir</li> <li>• 4th grade recorders</li> <li>• After-school program</li> <li>• Special Olympics</li> <li>• Awards Assemblies - Recognition</li> <li>• Grade Level Performances</li> <li>• School-Wide Special Assemblies</li> </ul>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Goal 2 Participation Rate</b></p> <p>Data pulled from the 2017-18 ATLAS report shows the following percent for each subgroup:</p> <ul style="list-style-type: none"> <li>• African American - 46%</li> <li>• Asian - 35%</li> <li>• Foster Youth - 18%</li> <li>• Hispanic/Latino - 33%</li> <li>• Students with disabilities - 22%</li> <li>• White - 46%</li> </ul> <p>The subgroup with significant disproportionality is our Foster Youth. The needs for this identified group are being supported though monthly student engagement clubs for all students, as well as, strategic recruiting.</p>
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**Step 2:** 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.

<p><b>1</b> SSC:</p> <p>Continue with Current Instructional Plan and Services:</p> <ul style="list-style-type: none"> <li>• Continue instructional program with Adopted Curriculum</li> </ul>	<p><b>2</b> ELAC:</p> <p>In the process of establishing a functioning ELAC.</p>	<p><b>3</b> Staff:</p> <p>Continue with Current instructional plan and services:</p> <ul style="list-style-type: none"> <li>• (1) (.4375) Certificated tutor</li> </ul>
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- Continued interest in International Baccalaureate (IB) for future instructional program design
- Continued development of Technology
- Focus on growth, as related to data

- Partial funding for TSA to support district initiatives and Re-Engagement Center/Strategies
- HSL (0.4375) for parent outreach and interpreting
- Counseling for at-risk students or social skill training
- Sub release for teacher observations
- Sub release for Teacher Planning Days
- Additional grade level planning hours
- Conferences
- Materials and supplies
- Technology- upgrades/replacement/material
- Professional reading/ growth
- Supplemental contracts- certificated and classified
- ELPAC assessors
- Graphics

## Action 1

### Title: STUDENT ENGAGEMENT

#### Action Details:

- Hamilton K-8 School will implement and encourage the development and building of relationships with students to demonstrate the importance of a caring adult. Students will participate in bimonthly elective activities provided by staff members to engage students and to provide opportunities for students and staff to build positive relationships. Teachers will also hold weekly class meetings (a minimum of 30 minutes) on the first day of each week, where a variety of topics will be discussed to ensure that students feel safe at school. Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1). All students will be encouraged to participate in a broad range of arts, activities and athletics. Supplemental pay contracts will be provided to teachers, paraprofessionals, and other staff members to instruct and supervise students in clubs, and other activities. All goal 2 efforts, are meant to provide positive identification with school, sense of belonging, communication, and norms to develop greater participation in school life for students.
  - Implement full offering of sports for boys and girls and Special Ed students including football, basketball, volleyball, softball, cross country Special Olympics events throughout the year for Special Education students
  - Extra salaries for certificated staff to provide supplemental services related to student engagement.
  - Extra salaries for classified staff to provide supplemental services related to student engagement.
  - A wide variety of extra-curricular engagements are offered including Peach Blossom, Spelling Bee, Student Council, Student Leadership, band, strings, choir, after-school program, 4th Grade Recorders, Peer Mediation, Robotics, Animation, Coding Club, Gardening Club, Drawing and Arts Clubs, Hands-on Science Club, Crazy 8's Clubs, and other topics addressing STEAM+ areas.
  - Monitoring attendance to ensure interventions for all students with poor attendance, and involvement in Goal 2.
  - Teacher outreach to students and parents via postcards, phone calls, and notes home.
  - Tiered levels of support: Attendance interventions through Home School Liaison contracts and home visits, A2A conferences with principal, personal phone contacts from teachers and administrators, parent and student informal attendance conferences, student attendance meetings with principal
  - Strategically assign jobs to students at-risk for a positive connection to adults and school
  - All student will have the opportunity to earn awards and incentives to encourage academic success.
  - Recognition will be given to students to foster attendance, school spirit, and participation in Goal 2 activities.
  - Mentoring
  - Various events/activities to improve educational outcomes for African American students to support preparation for college and careers.
  - All students in grades TK-8 will participate in a minimum of one extracurricular club per semester, which will meet two times per month.
  - Students continuing to struggle with attendance and connectivity to school will be linked with an on-site staff member to develop a positive adult-student relationship, strategic involvement in peer mediation, and strategic involvement Student Valet.
  - Students/families continuing to struggle with attendance and connectivity to school will be linked with HSL, Child Welfare Attendance Specialist, and/or counselor.
  - All students will receive continued effective implementation of Safe and Civil components.
  - Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to SSTs.

- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- Use WEB students to lead incoming 6th graders
- WEB meeting with 6th grade student to teach leadership skills and social emotional skills
- WEB Meetings quarterly to track progress Continue with Quarterly Behavior Assemblies to reteach expectations school wide.
- Provide Peer Mediation/Conflict resolution training for identified students
- Counselor provided support in the areas of structure, academic counseling and goal setting, and social emotional support
- PowerPoints and access to the internet to access videos or data related to social emotional skills
- Substitutes provided to support planning..

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

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

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

Owner(s):

Timeline:

- Quarterly monitoring of Engagements using Atlas tools to monitor subgroups and to identify students/groups not participating in engagements
- Monthly monitoring of attendance rate with report to admin team
- Monitor at-risk students and those disproportionately represented to ensure engagement at school quarterly

- Certificated personnel
- Classified personnel
- Administrators
- Parents
- Community Members

- December 2018
- June 2019

By June 2019, the number of TK-8th grade students who are engaged in Goal 2 activities will increase 10% from 72% to 80% as measured by ATLAS Student Engagement Tool.

Benchmarks:

By the end of semester 1, TK-8 grade students who are engaged in Goal 2 activities will increase 5%, from 72% to 77%, as measured by ATLAS Student Engagement Tool.

By the end of semester 2, TK-8 grade students who are engaged in Goal 2 activities will increase 5%, from 77% to 82%, as measured by ATLAS Student Engagement Tool.

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

Specify enhanced services for EL students:

- Tier 1:
  - Hamilton Hooray
  - Club Hamilton
  - Rallies
  - Assemblies
  - Instruction in activities for all TK-8 students.
  - Materials and supplies to support clubs, athletics, arts, and activities
  - Graphics to support implementation and advertisement of Goal 2 activities
  - Maintenance for playground and fields used by clubs Incentives and awards for engagement for students in a wide array of activities

- TSA's and HSL will work with families of EL students, who have historically been under-involved in Goal 2, to engage parents in understanding the role of Goal 2 in students' academic success.
- Monthly monitoring of Goal 2/Student Engagement data for the following sub-groups: SpEd, Foster Youth, African-American, EL Students.

- Classroom and individual incentives for attendance Materials and supplies for goal-setting and monitoring attendance with students
- TSAs will assist in communicating the goals, procedures and objectives of the Goal 2 program to staff, students, and members of the public.
- Tier 2:
  - Peer mediators
  - Student Valets
  - Coaching in athletics for 4-6 students within district organized sports programs
  - Materials and supplies to support designated clubs, athletics, arts, and activities outside the school day.
  - Technology to support Goal 2 and STEM topics in clubs
  - 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:
  - Officer's Club
  - African-American Leadership Cohort
  - Middle School Ambassadors

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#### Explain the actions for Parent Involvement (required by Title I):

- Translation provided by HSL, as needed, related to Goal 2 information.
- Hamilton families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students, which provides Goal 2 information.
- Upcoming school events/activities communicated to families through a variety of methods (Hamilton website, marquee, flyers, monthly calendar, School Messenger).
- Parents will also be invited to student celebration/recognition assemblies, programs throughout the year.

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#### Describe Professional Learning related to this action:

- WEB Leader training. Additional staff will be trained as WEB advisors and coordinators to create a comprehensive yearlong program to serve middle school students.
- Support staff attendance at conferences related to student engagement.
- Coaches will use a reflective tool in collaboration with the Athletic Director to set goals for program and monitor progress.

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

## G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct-Food			Direct Food-treats for events	200.00

**\$200.00**



**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**School Quality Review**

**School Level Dashboard**

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	95.652	100
Exposure to Careers - 4th Grade	0	7
Exposure to Careers - 6th Grade	97.727	100
Exposure to Careers - 8th Grade	36.134	43.134

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Exposure to Careers - 3rd Grade**

Field Trip

- Fresno Art Museum
- Scout Island School
- Bricks for Kids (2 times)

School:

- Philharmonic Performance

**Exposure to Careers - 4th Grade**

Field Trip:

- Young Chef's Academy
- Monterrey Bay Aquarium

School:

- 4th grade Link Up Concert
- Philharmonic Performance

**Exposure to Careers - 6th Grade**

Field Trip:

- 6th grade camp
- Community College visit

School

- Science: Kids Invent

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Exposure to Careers - 3rd Grade**

There was no disproportionality found within any subgroup

**Exposure to Careers - 4th Grade**

Data reflects significant disproportionality found with 4th grade, however all 4th grade students participated in events. Data reflected is incorrect.

**Exposure to Careers - 6th Grade**

There was no disproportionality found within any subgroup

**Exposure to Careers - 8th Grade**

There was no disproportionality found within any subgroup

- Roosevelt School of Arts-Founding Fathers Show
- Philharmonic Performance

**Exposure to Careers - 8th Grade**

Field Trip:

- Building Your Future- Fresno Convention Center

School

- Fresno High
- Monterey State University
- Change Makers

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Continue with Current Instructional Plan and Services:

- Continue instructional program with Adopted Curriculum
- Continued interest in International Baccalaureate (IB) for future instructional program design
- Continued development of Technology
- Focus on growth, as related to data

**2** ELAC:

In the process of establishing a functioning ELAC.

**3** Staff:

Continue with Current instructional plan and services:

- (1) (.4375) Certificated tutor
- Partial funding for TSA to support district initiatives and Re-Engagement Center/Strategies
- HSL (0.4375) for parent outreach and interpreting
- Counseling for at-risk students or social skill training
- Sub release for teacher observations
- Sub release for Teacher Planning Days
- Additional grade level planning hours
- Conferences
- Materials and supplies
- Technology- upgrades/replacement/material
- Professional reading/ growth
- Supplemental contracts- certificated and classified
- ELPAC assessors
- Graphics

**Action 1**

**Title:** BUILDING CHARACTER

**Action Details:**

- Hamilton K-8 School will promote career awareness and experiences that promote character and workplace competencies. Students will be encouraged to broaden the scope of expectations for college and career readiness to include healthy behaviors, avoiding risky behaviors, positive mental health, 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.

- Teacher launch of school wide theme to promote character traits and Growth Mindset
- Extra salaries for certificated staff to provide supplemental services related to building character..
- Extra salaries for classified staff to provide supplemental services related to building character.
- Professional Learning
- Character Counts Week
- Kindness Week
- Red Ribbon Week
- Read Across America Week
- Student of the Month(Hurricane Table) lunch with administrator
- MS Readiness
- HS Readiness
- Quarterly Recognition
- Peer Mediation
- Champlain Program-character counts
- School Wide Jobs
- WOW Awards
- Pennies for Patients
- FUSD provided Career Ready Field Trips/Career Assemblies
- Goal 2 Field Trips
- Bullying Prevention Assembly
- Student Council
- Tournament of Technology
- Spelling Bee
- Class Meeting

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

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

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

Owner(s):

- Teachers
- TSA's
- Administrators
- Parents

Timeline:

- Fall 2018/Spring 2019
- On-going events

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

- Teaching the attributes of informal and formal environments.
- Possible monthly focus related to character building
- Having healthy habits and avoiding risk behaviors
- Competencies of conflict resolution, and acting appropriately for the context.
- Support critical thinking and reasoning skills
- Calendar of Character Counts Pillar trait monthly emphasis

Specify enhanced services for EL students:

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

- Positive Class Recognition & incentives
- Positive Individual Recognition & incentives
- Assemblies for Social Emotional Learning
- Incentives for positive behavior, classroom incentives, engagement activities
- Graphics to support implementation of building character.
- TSA's will assist in communicating the goals, procedures and objectives of the building character initiatives to staff, students, and members of the public.
- 

for student SEL growth.

**Explain the actions for Parent Involvement (required by Title I):**

- Title I Parent Meeting and Back to School Night will be opportunities to inform parents/guardians of importance of character building.
- Parent University will work in conjunction with Hamilton to inform parents of the building of character instruction, events, and/or opportunities.
- Upcoming school events/activities communicated to families through a variety of methods (Hamilton website, marquee, flyers, monthly calendar, School Messenger).
- Translation provided by HSL, as needed, related to building character

**Describe Professional Learning related to this action:**

- Awareness of character building components
- Lesson design related to character building lessons.
- Support staff attendance at conferences related to building characters.
- Skills and competencies related to college and/or career related success in the following areas:
  - Physical development
  - Psychological development
  - Social development
  - Cognitive development

## Action 2

**Title:** EXPOSURE TO CAREERS

**Action Details:**

- Hamilton K-8 School will provide career awareness and experiences that promote character and workplace competencies. Opportunities may include exposure to the importance of career planning, job search skills, and technical knowledge.
  - Field Trips
  - College and Career Fair
  - Career Cruising
  - Guest presenters
  - Goal setting
  - Discussions about future plans (college or career)

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

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

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

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

**Owner(s):**

- Teachers
- TSA's
- Administrators
- Parents

**Timeline:**

As data is received:

- Monthly
- Weekly
- Quarterly

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

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- Field trips
- Transportation
- Assemblies
- Career presentations
- Career based discussions
- Graphics to support implementation of exposure to careers
- Technology use for college or career research
- TSA's will assist in communicating the goals, procedures and objectives of the exposure to careers initiatives to staff, students, and members of the public.

**Explain the actions for Parent Involvement (required by Title I):**

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- Home School Liaison to support parent contact and translation
- Parent Outreach with Admin Team
- Information distribution through School Messenger, Flyers, newsletters, monthly calendars, and marquee
- School to Home Communication on developing Character Counts traits and Growth Mindset, encouraging the connection between home and school
- Parent English Classes, ELAC, and SSC meetings to increase parent involvement and awareness of career focus.

**Specify enhanced services for EL students:**

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

**Describe Professional Learning related to this action:**

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- Introduction of work world expectations to students
- Introduction to online opportunities to explore careers.

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

## G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sup			Classified supplemental contracts to support SEL . Example: SEL Club	122.00

**\$122.00**

**Goal 4 - All Students will stay in school on target to graduate**

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	15.51	13.51
Suspensions Per 100	25.122	22.122

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Chronic Absenteeism**

The chronic absenteeism rate of Hamilton K-8 School is slightly below the district average. Key factors supporting the current rate can be contributed to:

- Positive connections with staff and students
- Attendance Clerk and HSL consistently reaching out to families to monitor student absenteeism
- CWA support
- Incentives for attendance
- Goal 2 Field Trips
- College/ Career Readiness
- A2A meetings with Admin team
- Parent meetings
- Awards Assemblies
- School Wide Engagements (See Goal 3)

**Suspensions Per 100**

Analysis of key factors that have contributed to the performance outcomes have included:

- Weekly class meetings school wide
- Re-Engagement Strategies
- Additional counseling support (site funded)
- Clubs
- Positive Incentives
- Strategic job assignments

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Chronic Absenteeism**

Data pulled from the Core Index Matrix shows the following % for significant subgroup:

- Students with disabilities - 11%
- ELL- 14%
- Low SES- 14%
- Hispanic/Latino - 15%
- White - 9%

According to the Core Index Matrix, there are no significant disproportionality for any subgroups.

**Suspensions Per 100**

Data pulled from the Core Index Matrix shows the following % for significant subgroup:

- Students with disabilities- 32%
- ELL- 12%
- Low SES- 20.2%
- African American - 20%
- Hispanic/Latino - 18.7%
- White - 20%

The significant subgroup with significant disproportionality is Students with Disabilities. The needs for this identified group are being supported through individual IEP's and targeted instruction.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Continue with Current Instructional Plan and Services:

- Continue instructional program with Adopted Curriculum
- Continued interest in International Baccalaureate (IB) for future instructional program design
- Continued development of Technology
- Focus on growth, as related to data

**2** ELAC:

In the process of establishing a functioning ELAC.

**3** Staff:

Continue with Current instructional plan and services:

- (1) (.4375) Certificated tutor
- Partial funding for TSA to support district initiatives and Re-Engagement Center/Strategies
- HSL (0.4375) for parent outreach and interpreting
- Counseling for at-risk students or social skill training
- Sub release for teacher observations
- Sub release for Teacher Planning Days
- Additional grade level planning hours
- Conferences
- Materials and supplies
- Technology- upgrades/replacement/material
- Professional reading/ growth
- Supplemental contracts- certificated and classified
- ELPAC assessors
- Graphics

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Actions funded through Title One provided for parent interaction, education and knowledge of the instructional program and social-emotional supports (Re-Engagement Center/strategies) for targeted student success. Our 2018-19 plan will continue to support the social-emotional needs of students through the funding of a significant portion of our site counselor.

**Action 1**

**Title:** ATTENDANCE

**Action Details:**

Hamilton K-8 School will create a positive identification with school, sense of belonging, communication, and norms to develop greater participation in school life for students and families. A school wide attendance incentive program will be implemented to promote perfect attendance, with a focus on chronic absenteeism. Saturday School will provide extended learning opportunities for students, and recover lost instructional time for absentee students. 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. A Home School Liaison for 3.5 hours each day will promote and coordinate with students and families regarding deficiencies in behavior, attendance, academic achievement, health and medical issues, and other related matters.

- All classrooms hold Class Meetings weekly, grades TK-8
- School wide implementation of Second Step to teach social skills, self-monitoring skills, and other non-cognitive skills
- School wide Culture and Climate procedures for common areas and classrooms will be implemented in all classrooms and by all stakeholders
- Quarterly behavior incentives in grades K-8 for students with positive behavior for the quarter including treats, incentive trips/events supported by ASB funds.
- Tiered levels of supports: Re-Engagement Center or strategies, social skills/counseling provided for (tier 2/3) students by TSA, school site counselor, in collaboration with additional time (.20 FTE) funded for school psychologist.
- Extra salaries for certificated staff to provide supplemental services related to attendance.
- Extra salaries for classified staff to provide supplemental services related to attendance..



- Implement use of Behavior Support Plans, informal behavior plans and incentives for students approaching at-risk status.
- Strategically assigned jobs to at-risk students, in order to positively connect them to school or an adult.
- Saturday School

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

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

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

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

##### Owner(s):

- Teachers
- ILT
- Administrators
- TSA's
- Office personnel
- parents

##### Timeline:

- Weekly
- Monthly
- Quarterly

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

- Tier 1:
  - Hamilton Hooray
  - Club Hamilton
  - Attendance Hot Line Magnets
  - TSA's will assist in communicating the goals, procedures and objectives of the attendance programs/initiatives to staff, students, and members of the public.
  - Chronic absences monitored
  - Technology, materials and supplies to support instruction in character building, Growth Mindset, Emotional Intelligence, and Olweus Anti-Bullying curriculum and related social emotional support material.
  - Materials and supplies to support social-emotional learning.
  - Graphics to support attendance
  - Opportunity for Saturday Academy attendance for absent students.
  - Ice Cream –ATTENDANCE classroom board
  -
- Tier 2:
  - Incentives for behavior contracts, classroom incentives for attendance and academic performance
  - Individual outreach
  - Site Counselor
  - Attendance Site Meeting
  - CWA- Social Worker
  - Middle School Readiness
  - High School Readiness
- Tier 3:
  - School Psychologist, increase of one day per week. (.20 FTE) to collaborate regarding high risk

##### Specify enhanced services for EL students:

- Use of HSL for parent communication with parents of English Learners

students

- Home visits made by office staff
- Legal intervention-SARB

**Explain the actions for Parent Involvement (required by Title I):**

- Home School Liaison to support parent contact and translation for at-risk students
- Parent outreach with Admin team/TSA's
- Student/Parent Handbook through Graphics for parent communication

**Describe Professional Learning related to this action:**

- School Climate and Culture ongoing training
- Support staff attendance at conferences related to Climate and Culture.
- Social Emotional Learning training and coaching support from school counselor, Climate and Culture Team, Admin Team, and DPI personnel.
- Continued Growth Mindset and Emotional Intelligence PL for staff
- Saturday School training for personnel

**Action 2**

**Title:** SUSPENSIONS

**Action Details:**

Hamilton K-8 School will continue implementation of the School Culture and Climate components creating a sense of unity, belonging, and pride amongst staff, students, parents, and community members. The Tiered System of Social-Emotional Supports, will positively impact suspension and expulsion rates, attendance rates and stakeholder surveys. Hamilton will continue to implement a Re-Engagement Center, which will support strategies for struggling students, and actively support at-risk students with behavior modification. Family Foundations will continue to provide support to students, with a overarching goal of keeping students in the classroom, rather than suspending, as appropriate. Hamilton will continue to develop/refine 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, middle school and high school readiness).

- Students will receive continued effective implementation of Safe and Civil components.
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to SSTs.
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- Use WEB students to lead incoming 6th graders
- WEB meeting with 6th grade student to teach leadership skills and social emotional skills
- WEB Meetings quarterly to track progress
- Continue with Quarterly Behavior Assemblies/Events to reteach expectations school wide.
- Provide Peer Mediation/Conflict resolution training for identified students
- Counselor provided support in the areas of structure, academic counseling and goal setting, and social emotional support
- At-risk students are strategically assigned jobs to support connectivity to school and adult.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

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

- Monthly monitoring of suspensions and office referral data to identify at risk students
- Quarterly monitoring of D's and F's
- Quarterly monitoring of Engagements

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

- Tier 1:
  - Guidelines of Success
  - WOW Passes
  - Middle School Readiness
  - High School Readiness
  - Class Meetings
  - Behavior Expectation Assemblies
  - Progressive Discipline System
  - Technology, materials and supplies to support instruction in character building, Growth Mindset, Emotional Intelligence, and Olweus Anti-Bullying curriculum and related social emotional support material.
- Tier 2:
  - Incentives for behavior contracts, classroom incentives for attendance and academic performance.
  - TSA's will assist in counseling students and communicating the goals, procedures and objectives of the implementation of Hamilton's Guidelines of Success to staff, students, and members of the public.
  - Re-Engagement Center
  - TSA's will assist in counseling students and communicating the goals, procedures and objectives of the implementation of Hamilton's Guidelines of Success to staff, students, and members of the public.
  - Site Counselor
  - Job assignments
  - Strategically Assigned Mentors
  - COST Meeting
- Tier 3:
  - School Psychologist, increase of one day per week. (.20 FTE) to collaborate regarding high risk students
  - SST
  - Multi-disciplinary Team

Explain the actions for Parent Involvement (required by Title I):

- Home School Liaison to support parent contact and translation for at-risk students
- Parent outreach with Admin team/TSA's
- Student/Parent Handbook through Graphics for parent communication

Owner(s):

- Teachers
- ILT
- Administrators
- TSA's
- Office personnel
- parents

Timeline:

- Weekly
- Monthly
- Quarterly

Specify enhanced services for EL students:

- Use of HSL for parent communication with parents of English Learners

Describe Professional Learning related to this action:

- Tiered Levels of Msbehavior
- School Climate and Culture ongoing training
- Support staff attendance at conferences related to Climate and Culture.

- Social Emotional Learning training and coaching support from school counselor, Climate and Culture Team, Admin Team, and DPI personnel.
- Continued Growth Mindset and Emotional Intelligence PL for sta

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and/or supplies to support parent participation (magnets, PO's , etc) **NO FOOD, NO INCENTIVES**	1,982.00
G4A1	Sup & Conc	Instruction	Direct-Graph			: Graphics- Parent Handbook and other supplemental materials	5,000.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1375	<ul style="list-style-type: none"> <li>• SPSA-Goals:</li> <li>o 1-Action 1 &amp; 2</li> <li>o 2- Action 1</li> <li>o 3- Action 1</li> <li>o 4-Action 1 &amp; 2</li> </ul>	20,108.00
G4A1	LCFF: EL	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.0625	<ul style="list-style-type: none"> <li>• SPSA-Goals:</li> <li>o 1-Action 1 &amp; 2</li> <li>o 2- Action 1</li> <li>o 3- Action 1</li> <li>o 4-Action 1 &amp; 2</li> </ul>	9,141.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations -21 hours per week of counseling services	39,900.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			Counselor Evaluation Fee 2%	798.00

**\$76,929.00**

## 2018-2019 Budget for SPSA/School Site Council

### State/Federal Dept 0208 Hamilton (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	K-8 TSA - 0.50 FTE District Funded TSA position supports all the following Goals and actions: • SPSA-Goals: o 1-Action 1 & 2 o 4-Action 1 & 2	64,424.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting and Translation	489.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3125	Also Supports Goal 1 and Action 1 & 2	34,421.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for planning /SST's/IEPs/Climate & Culture/ILT/Data chats/PL conferences/peer observatoins	29,286.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts	539.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for Teachers	7,182.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental materials and/or supplies for ELA/Math.	39,013.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental materials and/or supplies for ELA and Math	1,544.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology - hardware refresh	33,000.00
G1A1	Sup & Conc	Instruction	Travel			: Staff learning to support PLC's, lesson design, and SEL	10,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office equipment lease- Xerox lease and repair	8,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance for technology to support instruction.	1,300.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support instruction	3,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI Professional Learning to support lesson design	12,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : (2) Teaching Fellows= \$17,000 per year. (\$17.95 per hour - 157 days x 3 hours/day= 471 hours/year = \$8455. ) **Actual Quote Amount \$17,383.68	17,384.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Nc-Equipment			Technology -admin refresh	50.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500	Also Support the Following Goals & Actions o Goal 1 Action 1 & 2 o Goal 2 Action 1 o Goal 3 Action 1 & 2 o Goal 4 Action 1 & 2	7,617.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250	Also Supports Goal 1 and Action 1 & 2	13,768.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for EL planning/PL/Conferences/etc	294.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher supplemental contracts for EL related supports	1,017.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Supplemental materials and/or supplies to support EL students and parents (including Save Mart PO's)	757.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology -hardware	8,942.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics for EL students	100.00

G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors from REA	4,000.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			EL based support for babysitting and translation	1,162.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1875	Also Support the Following Goals & Actions o Goal 1 Action 1 & 2 o Goal 2 Action 1 o Goal 3 Action 1 & 2 o Goal 4 Action 1 & 2	5,712.00
G1A1	LCFF: EL	Other Pupil Services	Oth Cls-Supp			Additional EL/ELPAC support	1,467.00
G2A1	Sup & Conc	Instruction	Direct-Food			Direct Food-treats for events	200.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sup			Classified supplemental contracts to support SEL . Example: SEL Club	122.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and/or supplies to support parent participation (magnets, PO's , etc) **NO FOOD, NO INCENTIVES**	1,982.00
G4A1	Sup & Conc	Instruction	Direct-Graph			: Graphics- Parent Handbook and other supplemental materials	5,000.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1375	• SPSA-Goals: o 1-Action 1 & 2 o 2- Action 1 o 3- Action 1 o 4-Action 1 & 2	20,108.00
G4A1	LCFF: EL	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.0625	• SPSA-Goals: o 1-Action 1 & 2 o 2- Action 1 o 3- Action 1 o 4-Action 1 & 2	9,141.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations -21 hours per week of counseling services	39,900.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			Counselor Evaluation Fee 2%	798.00
							<b>\$383,719.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$66,895.00
Sup & Conc	7090	\$270,342.00
LCFF: EL	7091	\$46,482.00
<b>Grand Total</b>		<b>\$383,719.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$306,468.00
G2 - All students will engage in arts, activities, and athletics	\$200.00
G3 - All students will demonstrate the character and competencies for workplace success	\$122.00
G4 - All students will stay in school on target to graduate	\$76,929.00
<b>Grand Total</b>	<b>\$383,719.00</b>