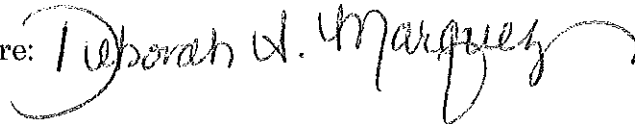


Hamilton Elementary

10621666120125

Principal's Name: Deborah Marquez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

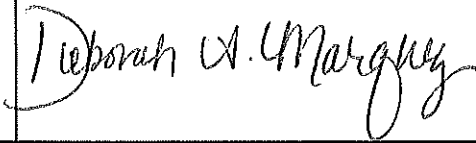
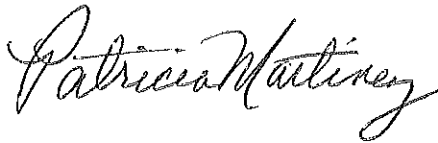
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Deborah Marquez	X				
2. Chairperson - Patricia Martinez				X	
3. Matt Abajian				X	
4. Marisela Maldonado				X	
5. Angelica Figueroa				X	
6. Jeremy Isch				X	
7. Amanda Hoff		X			
8. Grant Galloway		X			
9. Connie Vassiliades		X			
10. Courtnee Gehris		X			
11. Yolanda Curtis			X		
12. Delia Nuno (Guest) VP					
13. Jahmaal Sawyer (Guest) VP					
14.					
15.					

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

Required Signatures

School Name: Hamilton Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Deborah Marquez		March 24, 2021
SSC Chairperson	Patricia Martinez		March 24, 2021

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Hamilton - 0208

ON-SITE ALLOCATION

3010	Title I	\$83,030 *
7090	LCFF Supplemental & Concentration	\$269,346
7091	LCFF for English Learners	\$38,475
7099	School Opening Support <i>(New! One-time funds)</i>	\$30,422
TOTAL 2021/22 ON-SITE ALLOCATION		\$421,273

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$2,166
Remaining Title I funds are at the discretion of the School Site Council	\$80,864
Total Title I Allocation	\$83,030

Hamilton K-8 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		38.11 %	2020-2021	45.11 %
I-Ready Math D2 On Level		25.35 %	2020-2021	32.35 %
I-Ready ELAD2 On Level (Students With Disabilities)		12.07 %	2020-2021	19.07 %
I-Ready Math D2 On Level (Students With Disabilities)		14.06 %	2020-2021	21.06 %
I-Ready ELAD2 On Level (Homeless)		0 %	2020-2021	7 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELAD2 On Level

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

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

I-Ready ELA D2 On Level

During Distance Learning the following resource inequities have surfaced:

- Chronic Absenteeism-families managing numerous challenges during the pandemic.
- Lack of immediate access to devices
- Lack of reliable internet connection

I-Ready ELA D2 On Level (Homeless)

During Distance Learning the following resource inequities have surfaced:

- Lack of an environment that facilitates learning.
- Chronic Absenteeism-families managing numerous challenges during the pandemic.
- Lack of immediate access to devices
- Lack of reliable internet connection

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

I-Ready ELA D2 On Level (Homeless)

We currently have 2 students that fall under the Homeless subgroup. In comparing Diagnostic 2 (2019-2020) and Diagnostic 2 (2020-2021) we have had no change in data. The iREADY data reflects both students are functioning 2+ grade levels behind. Distance learning has stalled implementation which has impacted the effectiveness and outcomes for this targeted subgroup.

I-Ready ELA D2 On Level (Students With Disabilities)

In comparing Diagnostic 2 (2019-2020) and Diagnostic 2 (2020-2021) there has been a positive impact related to our students that receive Special Education services.

	D2 (2019-2020)	D2 (2020-2021)
Above GL	0	3.45%
On Level:	6.7%	8.62
1 GL behind	17.98%	24.14%
2 GL behind	75.28%	63.79%

Distance Learning has facilitated consistent implementation of focused interventions, thus leading to moderately effective support.

I-Ready Math D2 On Level

- Planning of Common Formative Assessments aligned to Essential Standards
 - Implementation- Partial or inconsistent evidence of implementation, varies by grade level.

I-Ready ELA D2 On Level (Students With Disabilities)

During Distance Learning the following resource inequities have surfaced:

- Inability to support various learning disabilities through the virtual learning format.
- Chronic Absenteeism-families managing numerous challenges during the pandemic.
- Lack of immediate access to devices
- Inability to provide support services (OT, APE, etc...)
- Lack of reliable internet connection

I-Ready Math D2 On Level

During Distance Learning the following resource inequities have surfaced:

- Chronic Absenteeism-families managing numerous challenges during the pandemic.
- Lack of immediate access to devices
- Lack of reliable internet connection

I-Ready Math D2 On Level (Students With Disabilities)

During Distance Learning the following resource inequities have surfaced:

- Inability to support various learning disabilities through the virtual learning format.
- Chronic Absenteeism-families managing numerous challenges during the pandemic.
- Lack of immediate access to devices
- Inability to provide support services (OT, APE, etc...)
- Lack of reliable internet connection

- o Effectiveness-Slightly effective.
- Quarterly grade level planning days with a focus on the instructional cycle related to Tier 1 and Tier 2 instruction.
 - o Implementation-Little to no implementation due to Distance Learning structure.
 - o Effectiveness-Slight to no effectiveness.
- Data Chat conferences with analysis of iREADY with an emphasis on EL progress and students receiving SpEd services.
 - o Implementation-Little to no implementation due to Distance Learning structure.
 - o Effectiveness-Slight to no effectiveness.
- Professional Learning focus of Data Analysis related to Tier 1 and Tier 2 instruction.
 - o Implementation-Little to no implementation due to Distance Learning structure.
 - o Effectiveness-Slight to no effectiveness.
- Daily incorporation of Tier 1 and Tier 2 instruction.
 - o Implementation-Partial implementation
 - o Effectiveness-Slightly effective
- Goal Setting, both individual and classroom, to support accountability, growth mindset, and ownership.
 - o Implementation-Partial implementation
 - o Effectiveness-Slightly effective
- Academic Discourse emphasis to deepen processing and communication.
 - o Implementation-Partial or inconsistent
 - o Effectiveness-Moderately effective
- Universal Design for Learning focus on student ownership and engagement to support IPG tenet 3.
 - o Implementation-Partial implementation
 - o Effectiveness-Slightly effective
- Blended Learning (PLi) components (Teacher led small group instruction, independent with technology, collaborative group task) implemented during Tier 1 instruction.
 - o Implementation-Partial implementation
 - o Effectiveness-Slightly effective
- Regional Instructional Leadership Team development of Social Emotional Learning (SEL) competencies.
 - o Implementation-Partial implementation
 - o Effectiveness-Slightly effective, Lead Teachers only

I-Ready Math D2 On Level (Students With Disabilities)

In comparing Diagnostic 2 (2019-2020) and Diagnostic 2 (2020-2021) there has been a positive impact related to our students that receive Special Education services.

	D2 (2019-2020)	D2 (2020-2021)
Above GL	0%	0%
On Level:	7%	14%
1 GL behind	30%	23%
2 GL behind	63%	63%

Distance Learning has facilitated consistent implementation of focused interventions, thus leading to moderately effective support.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Our students did not take the Spring 2020 CAASPP due to COVID19 school closures. In addition, we did not implement the majority of ELA and Math actions as originally cited due to the shift from in person learning to distance learning.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As we resume in person instruction, goals, metrics, and actions will be fully implemented to support the ELA and Math instructional cycle.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Based on the feedback, the SSC Team is in favor of continued funding of existing actions due to the interruption of In-person learning.
- Distance Learning has proved the importance of exposing the students to technology in the early years (TK, K)
- Concern related to the amount of SEL support required during the 2021-22 school year.
- The validity of the iREADY data is skewed due to the numerous factors related to distance learning.
- Previous years technology allocations were substantiated during the 1:1 device distribution.

2 ELAC:

No functioning ELAC at this time.

3 Staff:

- Based on the feedback, the majority of the staff is in favor of continued funding of existing actions due to the interruption of In-person learning.
- The transition from Distance Learning during the 2021-22 will require as much SEL support as possible.
- Continue to emphasize the importance of parent involvement in education and student participation.
- The concern related to replenishing the devices as we return to In-person learning due to loss, damage, etc.
- The data is extremely limited and the validity of the iREADY data is skewed due to the numerous factors related to distance learning.

Action 1

Title: ELA/ELD

Action Details:

- **Hamilton K-8 School will implement a comprehensive, balanced literacy program, which reflects an instructional model that uses a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. As we strengthen our personalized and collaborative teaching practices, we are confident that students will go from passively receiving knowledge to engaging in active choices where**

they have ownership in learning. All actions will support an increase in progress related to moving every student a minimum of a grade level per year in ELA/Literacy.

- The instructional expectations will ensure the implementation of high quality, Tier 1 instruction. Tier 1 will include site-wide diagnostic assessments, standards aligned instruction and assessment, an on-going measure of student progress, and will incorporate personalized learning through our Blended Learning Approach. Hamilton's Blended Learning Approach is comprised of (3) components: Teacher Led Small Group, Technology, Collaborative Group Task. The ELA instructional block will also incorporate an effective Tier 2 support that systematically provide Response to Intervention for students who are at risk and/or functioning below grade level.
- Hamilton K-8 School will implement a comprehensive, balanced language acquisition program, which includes Integrated and Designated English Language Development. A comprehensive English language acquisition program will be implemented utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC and regular common formative assessments. Teacher professional learning will be provided through development and refinement of high quality first instruction. All actions will support an increase in progress related to moving every student a minimum of a language proficiency level per year.
 - Data analysis and goal setting will be part of the ongoing cycle of instructional improvements. This will take place three-four times throughout the year (Teacher and admin) (Teacher and students)
 - Collect and prepare a variety of data reflecting student learning using iREADY, Common Formative Assessments (CFA), and other relevant data.
 - Professional Learning Community(PLC) process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success as related to the 4 Guiding Questions.
 - Instructional Cycle Components:
 - Identification of the content standards and benchmarks that will be supported through the Guaranteed and Viable Curriculum (GVC).
 - Content standards are translated into realistic, measurable learning outcomes and are calendared in 4-6 week cycles.
 - Assessment related to the intended learning outcomes measured by Illuminate, IABs, Standards Mastery, and/or other high rigor, evidenced based assessments.
 - Plan effective teaching strategies and instructional activities.
 - Implement planned assessments to determine whether students have met the intended learning outcomes.
 - Continued training related to foundations of Universal Design for Learning (UDL) Principles. UDL training which will support high quality lesson design and builds in flexibility that can be adjusted for every student's strengths and needs.
 - Information is presented in more than one way, including text, audio and hands-on, and other flexible formats.
 - Teaching to a variety of learning styles.
 - Flexible opportunities for assessment are utilized, oral presentations, group projects, written, technology based, all supporting what knowledge students have acquired.
 - Instructional Practice Guide encompasses the core instructional practices that contribute to student learning.
 - Administrative Team Instructional walks utilizing the IPG Data collection tool for calibration of team to provide ongoing feedback.
 - Hamilton site focus on Ownership, Academic Discourse and Rigor.
 - Instruction will focus on daily close reading with complex text, guaranteed viable curriculum (GVC), collaborative conversations, and standards aligned writing tasks in grades 1-6 all year, and beginning no later than Q3 in kindergarten.
 - Support provided for (Tier 2/3) students by TSA, school site counselor, in collaboration with additional time (.20 FTE) funded for school psychologist.
 - Purchase technology including tablets, laptops, projectors, and other needed tech to support site-wide implementation of integrated technology and digital literacy.
 - Maintenance on technology, equipment, building, and machines to support literacy and school environment.
 - Purchase subscriptions and site licenses to digital text sources to extend use of complex text.
 - Materials and supplies to support literacy.
 - Extra salaries for certificated staff to provide supplemental services for reading and writing.
 - Extra salaries for instructional aides/classified to support intervention and extra support for students.
 - Provide certificated assessors for ELPAC administration from the district.
 - RCA will support students with accessing academics through SEL support..
 - Substitutes provided to support planning, SSTs, IEPs, data chats, etc.
 - Graphics to support instruction through anchor charts, reusable graphic organizers, and other related literacy charts.
 - Professional Learning Conference/Travel opportunities as identified by site, region, and/or district.
 - Students supported during testing administrations with nutritious snacks.
 - Instructional Leadership Team (ILT) regional development of Social Emotional Learning (SEL) and the correlation of International Baccalaureate (IB) Approaches to Learning (ATL).
 - On-going training related to Blended Learning (Personalized Learning) components which support Tier 1 instruction.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action**Details: Explain the data which will specifically monitor progress toward each indicator target**

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

As measured by quarterly Kindergarten Assessment of Individual Growth(KAIG), On-Track students in ELA will increase 10% per quarter and Mastery will increase 2% per quarter.

Owner(s):

- Teachers
- TSA's
- Administrators
- Parents
- Cross Functional Pivot Team

Timeline:

- Diagnostic (iREADY) - August 2021
- Diagnostic (Pre-KAIG)- August 2021
- KAIG/BAS Data Chats
 - Q1- October 2021
 - Q2- December 2021
 - Q3- March 2022
 - Q4- June 2022

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

- Diagnostic (iREADY) will be administered during the first two weeks of school for grades 1-8.
- Quarterly Admin-Teacher Chats to monitor strengths/challenges, to set class goals, and to set grade level goals, as related to iREADY, Interims, and SBAC, as applicable.
- Quarterly Teacher-Student Chats to set individual goals.
- Quarterly Data Chats to monitor student progress, set new goals, and create action plans.

Owner(s):

- Teachers
- TSA's
- Administrators
- Parents
- Cross Functional Pivot Team

Timeline:

August 2021 -Diagnostic I
 October 2021 (Diagnostic II)
 January 2022 (Diagnostic III)
 May 2022 (Diagnostic IV)

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

- Tier 1:
 - On-going training related to Universal Design for Learning (UDL) Instructional Model.
 - All students K-8 will participate in Goal Setting.
 - Use of iREADY for Tier 1 (Standards Mastery).
 - Use of Inquiry questions to support rigor and ownership
 - Direct instruction
 - Academic Discourse
 - School-wide protocol for annotating text (CLOSE Reading).
 - Graphics to support implementation of ELA
 - 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 Blended Learning/Personalized Learning.
 - Dry erase markers and whiteboards for group collaboration and checking for understanding
 - Smartboard, ELMO, laptop and whiteboard for teacher instruction
 - Use of graphic organizers for activities that require scaffolds
- Tier 2:
 - Response to Intervention support within each classroom at students' level..
 - Use of iREADY Tier 2 (On-line and Teacher Toolkit)

- After-school tutoring supplemental teacher contracts for students in grades K-6 who are significantly below grade level, as measured on KAIG, iREADY, and other multiple measures .
 - Incentives, rewards, or incentive field trips for students for achievement in literacy.
 - Rubrics to assess EL progress in meeting ELPAC standards.
 - RCA will support students with accessing academics through SEL support.
 - Targeted Support Team (TST) utilized for academic, behavioral, attendance, and SEL concerns.
 - MS students with one D or one F will be flagged weekly, and teacher/academic counselor will meet with students to support needs.
 - Students receiving SpEd services with D's or F's will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.
- Tier 3:
 - Intervention targets more specific academic deficits and more individual students
 - Targeted Support Team (TST)
 - Special Education Assessment/IEP
 - Behavior Intervention Specialist to support academics.

Specify enhanced services for EL students:

- Implement designated ELD and integrated ELD daily with all EL students,
- TK-6 Close Reading Sequence daily in K-6 to include reading complex text, writing, listening and speaking utilizing the adopted curriculum.
- Contracts for teachers to offer after-school tutoring for EL students not advancing at least one level per year on the EL standards, or who are not showing progress in literacy
- Provide certificated assessors for ELPAC administration from REA
- Materials and supplies provided to support EL program public awards and incentives presented to EL students as they re-designate
- Re-designation quarterly celebrations for all students re-designated during the course of the year.

Specify enhanced services for low-performing student groups:

Specify enhanced services for SpEd students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Flexible set-up in classrooms.
- Multiple and flexible opportunities for students to demonstrate their learning.
- Increased use of technology.
- Increased motivation through engagement.
- SpEd students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.

Specify enhanced services for Socioeconomically Disadvantaged students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Flexible set-up in classrooms.
- Multiple and flexible opportunities for students to demonstrate their learning.
- Increased use of technology.
- Increased motivation through engagement.
- Students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.

Action 2

Title: MATH

Action Details:

- Hamilton K-8 School will provide comprehensive, balanced mathematical instruction and will implement mathematical support for all students aligned to the Common Core State Standards with an emphasis on conceptual

mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Teacher professional learning will be provided through development and refinement of high quality first instruction, FUSD's Mathematical Instructional Practice Guide components, common formative assessments, instructional cycles, all while utilizing PLC's as the driver. All actions will support an increase in progress related to moving every student a minimum of a grade level per year in Mathematics.

- School wide use of the Mathematical Practices.
 - Implementation of Swun Math Lesson Design which matches the eight required shifts in the Standards of Mathematical Practice, and inherently includes a gradual release of responsibility to students.
 - Data analysis and goal setting will be part of the ongoing cycle of instructional improvements. This will take place three-four times throughout the year (Teacher and admin) (Teacher and students)
 - Collect and prepare a variety of data reflecting student learning using iREADY, Common Formative Assessments (CFA), and other relevant data.
 - Professional Learning Community(PLC) process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success as related to the 4 Guiding Questions.
- Instructional Cycle Components:
 - Identification of the content standards and benchmarks that will be supported through the Guaranteed and Viable Curriculum (GVC).
 - Content standards are translated into realistic, measurable learning outcomes and are calendared in 4-6 week cycles.
 - Assessment related to the intended learning outcomes measured by Illuminate, IABs, Standards Mastery, and/or other high rigor, evidenced based assessments.
 - Plan effective teaching strategies and instructional activities.
 - Implement planned assessments to determine whether students have met the intended learning outcomes.
- Continued training related to foundations of Universal Design for Learning (UDL) Principles. UDL training which will support high quality lesson design and builds in flexibility that can be adjusted for every student's strengths and needs.
- Use of the Math Instructional Practice Guide which encompasses the core instructional practices that contribute to student learning.
- Support provided for (Tier 2/3) students by TSA, school site counselor, in collaboration with additional time (.20 FTE) funded for school psychologist.
- Purchase technology including tablets, laptops, projectors, and other needed tech to support site-wide implementation of integrated technology and digital literacy.
- Maintenance on technology, equipment, building, and machines to support literacy and school environment.
- Purchase subscriptions and site licenses to digital text sources to extend use of conceptual understanding.
- Materials and supplies to support mathematics instruction.
- Extra salaries for certificated staff to provide supplemental services for mathematics.
- Extra salaries for instructional aides/classified to support intervention and extra support for students.
- Substitutes provided to support planning, SST's, IEPs, data chats, etc.
- CWAS will support students with accessing academics through SEL support.
- Graphics to support instruction through learning posters, reusable graphic organizers, and other related math materials.
- Professional Learning Conference/Travel opportunities as identified by site, region, and/or district.
- Students supported during testing administrations with nutritious snacks.
- Instructional Leadership Team (ILT) regional development of Social Emotional Learning (SEL) and the correlation of International Baccalaureate (IB) Approaches to Learning (ATL).
- On-going training related to Blended Learning (Personalized Learning) components which support Tier 1 instruction.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

As measured by quarterly Kindergarten Assessment of Individual Growth(KAIG), On-Track students in Math will increase 10% per quarter and Mastery will increase 2% per quarter.

Owner(s):

- Teachers
- TSA's
- Administrators
- Parents
- Cross Functional Pivot Team

Timeline:

- Diagnostic (iREADY) - August 2021
- Diagnostic (Pre-KAIG)- August 2021
- KAIG/BAS Data Chats
 - Q1- October 2021
 - Q2- December 2021
 - Q3- March 2022
 - Q4- June 2022

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

- Diagnostic (iREADY) will be administered during the first two weeks of school, as appropriate.
- Diagnostic (iREADY) will be administered quarterly.
- Quarterly Admin-Teacher Chats to monitor strengths/challenges, to set class goals, and to set grade level goals.
- Quarterly (or more) Teacher-Student Chats to set individual goals.
- Quarterly Data Chats to monitor student progress, set new goals, and create action plans.

Owner(s):

- Teachers
- TSA's
- Administrators
- Parents
- Cross Functional Pivot Team

Timeline:

August 2021 -Diagnostic I
 October 2021 (Diagnostic II)
 January 2022 (Diagnostic III)
 May 2022 (Diagnostic IV)

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

- - Tier 1:
 - Site-wide implementation of Swun Math Lesson Design which will be supported through FUSD' Math Coaches and Swun Math Consultants.
 - On-going training of Universal Design for Learning (UDL) Instructional Model.
 - All students K-8 will participate in Goal Setting.
 - Use of iREADY for Tier 1 (Standards Mastery).
 - Use of Inquiry questions to support rigor and ownership
 - Direct instruction
 - Academic Discourse
 - Graphics to support implementation of Mathematics.
 - 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 mathematics.
 - Technology to support mathematics
 - Copy machine lease/maintenance
 - Purchase subscriptions and site licenses to digital text sources to extend use of complex text.
 - All students K-8 will participate in Blended Learning/Personalized Learning.
 - Dry erase markers and whiteboards for group collaboration and checking for understanding
 - Smartboard, ELMO, laptop and whiteboard for teacher instruction
 - Use of graphic organizers for activities that require scaffolds
 - Graphics to support instruction through learning posters, reusable graphic organizers, and other related math charts.

- Tier 2:
 - Response to Intervention support within each classroom at students' level..
 - Use of iREADY for Tier 2 (On-line Instruction and Teacher Toolkit).
 - RCA will support students with accessing academics through SEL support.
 - After-school tutoring supplemental teacher contracts for students in grades K-6 who are significantly below grade level, as measured on KAIG, iREADY, and other multiple measures .
 - Incentives, rewards, or incentive field trips for students for achievement in mathematics.
 - Targeted Support Team (TST) utilized for academic, behavioral, attendance, and SEL concerns.
 - MS students with one D or one F will be flagged weekly, and teacher/academic counselor will meet with students to support needs.
 - Students receiving SpEd services with D's or F's will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.
- Tier 3:
 - Intervention targets more specific academic deficits and more individual students
 - Targeted Support Team (TST)
 - Special Education Assessment/IEP
 - Behavior Intervention Specialist to support academics.

Specify enhanced services for EL students:

- Implementation of UDL instructional model.
- Academic Discourse
- Language stems
- Integrated ELD
- Designated ELD
- Technology-supported ELD intervention for EL students not progressing one level per year with Intervention
- Teacher Technology-supported math intervention for EL students not meeting standards in grades 4-6 in math.
- ELPAC Goal Setting

Specify enhanced services for low-performing student groups:

Specify enhanced services for SpEd students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Flexible set-up in classrooms.
- Multiple and flexible opportunities for students to demonstrate their learning.
- Increased use of personalized learning through technology.
- Increased motivation through engagement.
- SpEd students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.

Specify enhanced services for Socioeconomically Disadvantaged students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Flexible set-up in classrooms.
- Multiple and flexible opportunities for students to demonstrate their learning.
- Increased use of personalized learning through technology.
- Increased motivation through engagement.
- Students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	K-8 TSA Split - 0.50 FTE Hamilton Title I / 0.50 District Title I TSA supports all Goals.	67,930.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology and tech support equipment	8,530.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning, SSTs, Data chats, peer observation, IEPs, conferences, PL, and Climate & Culture.	23,419.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology-Hardware	59,823.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Xerox lease/repair to support all goals.	7,500.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Nc-Equipment			Admin refresh which supports all goals.	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Planning, SSTs, Data chats, peer observation, IEPs, conferences, PL, and Climate & Culture.	4,683.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			EL support	1,496.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Contract to support 3-5 days of ELPAC assessment	4,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL student resources	855.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology- devices and support equipment	16,400.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics for EL students	769.00
G1A1	LCFF: EL	Other Pupil Services	Oth Cls-Supp			EL/ELPAC support	1,522.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Tech to support devices distributed during distance learning.	10,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials to support instruction. No food or incentives.	1,400.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for math and/or ELA/ELD	8,951.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Expenditures to support ELA and Math Goals: GW, Smartboards (repairs/purchase), School specialty (Art supplies), American Music (repair/purchases), A-Mark, etc.)	46,220.00
G1A2	Sup & Conc	Instruction	Travel			PL to support all Goals	500.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Device maintenance/repair	1,300.00

\$267,298.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Exposure to Careers- Virtual Field Trips

- PreK- Chaffe Zoo (Site funded)
 - Implementation- Complete and consistent
 - Effectiveness-Moderately Effective
- TK-Chaffee Zoo
 - Implementation- Complete and consistent
 - Effectiveness-Moderately Effective
- K- Chaffee Zoo
 - Implementation- Complete and consistent
 - Effectiveness-Moderately Effective
- 1st Grade-San Joaquin River
 - Implementation- Complete and consistent
 - Effectiveness-Moderately Effective
- 2nd Grade-Fossil Discovery Center
 - Implementation- Complete and consistent
 - Effectiveness-Moderately Effective
- 3rd Grade-Fossil Discovery Center/Chaffee Zoo/Fresno Art Museum
 - Implementation- Complete and consistent
 - Effectiveness-Moderately Effective
- 4th Grade -Monterey Bay Aquarium/Chaffee Zoo
 - Implementation- Complete and consistent
 - Effectiveness-Moderately Effective
- 5th Grade-Wilderness Outdoor Camp/Good Company Players (Founding Fathers & Mothers)
 - Implementation- Complete and consistent
 - Effectiveness-Moderately Effective
- 6th Grade-Wilderness Outdoor Camp

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

Student-centered real world learning experience - Site Defined

Students in grades 7 and 8 did not participate in virtual field trips. Middle school students failed to benefit from the experiences and activities which were provided to the elementary students.

- o Implementation- Complete and consistent
- o Effectiveness-Moderately Effective

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The physical school closure, as result of COMD-19, impacted the ability to complete planned strategies and activities to meet the overall goal. All in-person field trips were cancelled. We were able to shift our field trips from in-person to virtual. The virtual format allowed for exposure, but in some cases, may not have been as effective as the in-person visits.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Plans for Goal 2 during the 2021-22 school year will be determined based on the structure of the learning. To meet the needs of our new learning platforms (in-person, asynchronous, virtual, and/or simultaneous) and to extend the learning experience for all our students, the method of exposure to real-world learning experiences will be adjusted accordingly.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC expressed appreciation that field trips were transitioned to a virtual format.

2 ELAC:

No functioning ELAC at this time.

3 Staff:

Staff appreciated that the virtual field trips opportunities were provided to all elementary grade levels. Concern was voiced regarding middle school being excluded from field trips.

Action 1

Title: EXPOSURE TO CAREERS

Action Details:

- Hamilton K-8 School will provide career awareness and experiences that promote character and workplace competencies. Opportunities may include exposure to the importance of career planning, job search skills, and technical knowledge. In addition, we will facilitate workplace success by incorporating practices related to analyzing a situation, making reasoned judgments, communicating well, engaging with others to reason through differences of opinion, and intelligently employing the complex tools and technologies that exist or will exist.
 - o Field Trips
 - o College and Career Fair
 - o Career Cruising
 - o Guest presenters
 - o Goal setting

- o Tiered levels of support: Attendance interventions supported by Home School Liaison and Behavior Intervention Specialist, including home visits, A2A conferences with administrator, personal phone contacts from teachers and administrators, parent and student informal attendance conferences, student attendance meetings with administrator.
- o Strategically assigned jobs for students at-risk, and in need of a positive connection to adults and school. (Student Valet, Cafeteria Assistant, Campus Beautification, Office Assistant, etc.)
- o All students will be encouraged to participate in a broad range of arts, activities and athletics.
- o Mentor assigned to Tier 2 and Tier 3 students, provided by various classified/certificated staff members.
- o Various events/activities to improve educational outcomes for students to support preparation for college and careers.
- o Students continuing to struggle with attendance and connectivity to school will be linked with an on-site staff member to develop a positive adult-student relationship.
- o Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to Targeted Action Team (COST).
- o Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- o Academic Discourse
- o Conflict Mediation/Restorative Practices
- o CWAS will support students with accessing academics through SEL support.
- o 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
- Individual goal setting
- Attendance monitoring

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):

- Field trips
- Transportation
- Assemblies
- Career presentations
- Career based discussions
- Graphics to support implementation of exposure to careers
- CWAS will support students with accessing academics through SEL support.
- Technology-Media literacy
- Technology-Digital literacy

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Specify enhanced services for SpEd students:

- Provide social inclusion opportunities with same-age peers.
- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.

- Teachers and students will work together to set individual goals.
- Increased motivation through engagement.
- Staff creates opportunities for building relationships developed in classrooms and in social and after school settings.
- In school relationships facilitated between students with disabilities and their typical peers.
- Peer Buddies

Specify enhanced services for Socioeconomically Disadvantaged students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- HSL and CWAS work with families of students, who have historically been under-involved in career exposure, to engage parents in understanding the importance of career competencies.

Action 2

Title: BUILDING CHARACTER

[Action Details:](#)

- Hamilton K-8 School will promote career awareness and experiences that promote character and workplace competencies. Students will be encouraged to broaden the scope of expectations for college and career readiness to include healthy behaviors, avoiding risky behaviors, positive mental health, inclusive practices, resilience, a strong work ethic and moral character, social competence, and creativity. The addition of these attributes would help youth prepare to optimize their success, healthy development, and experience in both college and the workplace.
 - Inclusive Practices
 - Conflict Mediation
 - Career Fair
 - Extra salaries for certificated staff to provide supplemental services related to building character..
 - Extra salaries for classified staff to provide supplemental services related to building character.
 - Professional Learning
 - Awareness of FHS Learner Profile
 - Kindness Week
 - Red Ribbon Week
 - Read Across America Week
 - Quarterly Recognition
 - Chaplain Program-character counts
 - School Wide Jobs
 - WOW Awards
 - Pennies for Patients
 - FUSD provided Career Ready Field Trips/Career Assemblies
 - Goal 2 Field Trips
 - Bullying Prevention Assembly
 - Tournament of Technology

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

- Teachers
- TSA's
- Administrators
- Parents

Timeline:

- Fall 2021/Spring 2022
- On-going events

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

Tier 1

- Teaching the attributes of informal and formal environments.
- Possible monthly focus related to character building
- Having healthy habits and avoiding risk behaviors
- Competencies of conflict resolution, and acting appropriately for the context.
- Support critical thinking and reasoning skills
- Introduction to high school feeder's Learner Profile (Fresno High School)
- Positive Class Recognition & incentives
- Positive Individual Recognition & incentives
- Assemblies for Social Emotional Learning
- Incentives for positive behavior, classroom incentives, engagement activities
- Graphics to support implementation of building character.

Tier 2

- CWAS will support students with accessing academics through SEL support..
- TSA's will assist in communicating the goals, procedures and objectives of the building character initiatives to staff, students, and members of the public.
- HSL and CWAS will support families with struggling students.
- Behavior Contracts
- Peer tutoring
- Social Skills group
- Conflict Resolution
- Mentoring
- Re-Engagement Center
- Calming centers

Tier 3

- Therapist
- Target Support Team (TST) referral
- Change of class schedule
- Pull out supports
- Functional Behavior Assessments
- Behavior Improvement Plans (BIP)/Behavior Support Plan (BSP)

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

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

Specify enhanced services for SpEd students:

- Provide social inclusion opportunities with same-age peers.
- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual goals.
- Increased motivation through engagement.
- Staff creates opportunities for building relationships developed in classrooms and in social and after school settings.
- In school relationships facilitated between students with disabilities and their typical peers.
- Peer Buddies

Specify enhanced services for Socioeconomically Disadvantaged students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- HSL and CWAS work with families of students to ensure an understanding of the importance of character building..
- PTA facilitates various family nights to support character building.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	One-Time School	Attendance & Social Work Service	Cls Sup-Sup			Supplemental support for SEL provided by CWAS and HSL	5,072.00

\$5,072.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.**Needs Assessment****School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		16.13 %	2020-2021	14.13 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (Students with Disabilities)		23.08 %	2020-2021	21.08 %
Suspensions students with 1 or more (Students With Disabilities)		0 %	2020-2021	0 %
Chronic Absenteeism (Homeless)		100 %	2020-2021	98 %
Suspensions students with 1 or more (Homeless)		0 %	2020-2021	0 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Overall Attendance Status Percentages during Distance Learning:

Good Attendance- 60%

Manageable Attendance-20%

Chronic Attendance-11%

Severely Chronic-9%

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

- Child Welfare Attendance Specialist support
 - Implementation-Complete and consistent
 - Effectiveness-Very Effective
- Attendance Clerk consistently communicating with families regarding attendance expectations.
 - Implementation-Complete and consistent
 - Effectiveness-Very Effective
- Home School Liaison consistently communicating with families regarding attendance expectations.
 - Implementation-Complete and consistent
 - Effectiveness-Very Effective
- Home visits

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

Chronic Absenteeism

Chronic Absenteeism during Distance Learning:

Overall- 156/870 students fall within the Chronic or Severely Chronic realm

- No working contact number or means of communication with family.
- Connectivity issues
- Device issues
- No perceived relationship to school

Chronic Absenteeism (Homeless)

Homeless Youth- 6/870 students fall within the Chronic or Severely Chronic realm

- No working contact number or means of communication with family.
- Lack of internet access
- Lack of a device
- No perceived relationship to school

Chronic Absenteeism (Students with Disabilities)

Students with Disabilities- 31/870 students fall within the Chronic or Severely Chronic realm.

- No working contact number or means of communication with family.

- Implementation-Partial and inconsistent
- Effectiveness-Moderately Effective
- SNRO may support a home visit, as needed.
 - Implementation-No Implementation
 - Effectiveness-No Effectiveness
- Incentives for attendance
 - Implementation-No Implementation
 - Effectiveness-No Effectiveness
- Goal 2 Field Trips
 - Implementation-Complete and consistent
 - Effectiveness-Moderately Effective
- A2A Meetings with Hamilton Team
 - Implementation-Partial and inconsistent
 - Effectiveness-Moderately Effective
- TST Meetings- case manager assignment
 - Implementation-Complete and consistent
 - Effectiveness-Very Effective
- School-wide Engagement (see Goal 3)
 - Implementation-Partial and inconsistent
 - Effectiveness-Moderately Effective
- Opportunity for Saturday Academy attendance
 - Implementation-No Implementation
 - Effectiveness-No Effectiveness

Chronic Absenteeism (Homeless)

Attendance Status Percentages for Homeless Students during Distance Learning:

6 Homeless students

100% are Severely Chronic

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

- Child Welfare Attendance Specialist support
 - Implementation-Complete and consistent
 - Effectiveness-Very Effective
- Attendance Clerk consistently communicating with families regarding attendance expectations.
 - Implementation-Complete and consistent
 - Effectiveness-Very Effective
- Home School Liaison consistently communicating with families regarding attendance expectations.
 - Implementation-Complete and consistent
 - Effectiveness-Very Effective
- Home visits
 - Implementation-Partial and inconsistent
 - Effectiveness-Moderately Effective
- SNRO may support a home visit, as needed.
 - Implementation-No Implementation
 - Effectiveness-No Effectiveness
- Incentives for attendance

- Connectivity issues
- Device issues
- No perceived relationship to school

Suspensions students with 1 or more

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

Suspensions students with 1 or more (Homeless)

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

Suspensions students with 1 or more (Students With Disabilities)

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

- Implementation-No Implementation
- Effectiveness-No Effectiveness
- Goal 2 Field Trips
 - Implementation-Complete and consistent
 - Effectiveness-Moderately Effective
- A2A Meetings with Hamilton Team
 - Implementation-Partial and inconsistent
 - Effectiveness-Moderately Effective
- TST Meetings- case manager assignment
 - Implementation-Complete and consistent
 - Effectiveness-Very Effective
- School-wide Engagement (see Goal 3)
 - Implementation-Partial and inconsistent
 - Effectiveness-Moderately Effective
- Opportunity for Saturday Academy attendance
 - Implementation-No Implementation
 - Effectiveness-No Effectiveness

Chronic Absenteeism (Students with Disabilities)

Attendance Status Percentages for Students with Disabilities during Distance Learning:

115 Students

Good Attendance- 61%

Manageable Attendance-15%

Chronic Attendance-13%

Severely Chronic-11%

- Child Welfare Attendance Specialist support
 - Implementation-Complete and consistent
 - Effectiveness-Very Effective
- Attendance Clerk consistently communicating with families regarding attendance expectations.
 - Implementation-Complete and consistent
 - Effectiveness-Very Effective
- Home School Liaison consistently communicating with families regarding attendance expectations.
 - Implementation-Complete and consistent
 - Effectiveness-Very Effective
- Home visits
 - Implementation-Partial and inconsistent
 - Effectiveness-Moderately Effective
- SNRO may support a home visit, as needed.
 - Implementation-No Implementation
 - Effectiveness-No Effectiveness
- Incentives for attendance
 - Implementation-No Implementation
 - Effectiveness-No Effectiveness
- Goal 2 Field Trips
 - Implementation-Complete and consistent

- Effectiveness-Moderately Effective
- A2A Meetings with Hamilton Team
 - Implementation-Partial and inconsistent
 - Effectiveness-Moderately Effective
- TST Meetings- case manager assignment
 - Implementation-Complete and consistent
 - Effectiveness-Very Effective
- School-wide Engagement (see Goal 3)
 - Implementation-Partial and inconsistent
 - Effectiveness-Moderately Effective
- Opportunity for Saturday Academy attendance
 - Implementation-No Implementation
 - Effectiveness-No Effectiveness

Suspensions students with 1 or more

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

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

Suspensions students with 1 or more (Homeless)

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

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

- Weekly class meetings school wide
 - Implementation-Complete and consistent
 - Effectiveness-Unknown

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

In addition to the supports listed above, the following supports are implemented to assist with homelessness:

- On-going communication with Project Access Social Worker.
 - Implementation-Complete and consistent
 - Effectiveness-Unknown
- Check in-check out with CWAS, or assigned adult.
 - Implementation-Complete and consistent
 - Effectiveness-Unknown
- RCA will support students with accessing academics through SEL support.
 - Implementation-No Implementation
 - Effectiveness-No Effectiveness
- Formal/informal Behavior Contracts
 - Implementation-No Implementation
 - Effectiveness-No Effectiveness

Suspensions students with 1 or more (Students With Disabilities)

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

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

- Weekly class meetings school wide
 - Implementation-Complete and consistent
 - Effectiveness-Unknown
- Re-Engagement Strategies utilized by support staff
- Additional therapist support (Family Foundations-site funded)
 - Implementation-Complete and consistent

- Effectiveness-Unknown
- Clubs
 - Implementation-Partial and inconsistent
 - Effectiveness-Unknown
- Positive Incentives
 - Implementation-Partial and inconsistent
 - Effectiveness-Unknown
- Strategic job assignments
 - Implementation-No Implementation
 - Effectiveness-No Effectiveness
- Trauma Informed Sensitivity Training provided to staff by Family Foundations.
 - Implementation-No Implementation
 - Effectiveness-No Effectiveness
- On-boarding of new students (Expectations, Guidelines for Success, etc...)
 - Implementation-Partial and inconsistent
 - Effectiveness-Unknown

In addition to the supports listed above, the following supports are implemented to assist students receiving Special Education services:

- Behavior addressed/promoted during IEP Meetings.
 - Implementation-Complete and consistent
 - Effectiveness-Unknown
- School Psychologist on-going contact with parent/guardian.
 - Implementation-Complete and consistent
 - Effectiveness-Unknown
- ERMS referral, as needed.
 - Implementation-Complete and consistent
 - Effectiveness-Unknown

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The physical school closure, as result of COMD-19, impacted the ability to complete planned strategies and activities to meet the overall goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Plans for Goal 3 during the 2021-22 school year will be determined based on the structure of the learning. As we resume in person instruction, goals, metrics, and actions will be fully implemented to support the increase of student engagement in their school and community.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC inquired about supports for low attendance and who is supporting students with chronic absenteeism.

SSC acknowledged the invalidity of the suspension data.

2 ELAC:

No functioning ELAC at this time.

3 Staff:

Staff expressed frustration with on-going efforts to promote and encourage attendance during Distance Learning with the chronically absent students.

SSC acknowledged the invalidity of the suspension data.

Action 1

Title: ATTENDANCE

Action Details:

Hamilton K-8 School will create a positive identification with school, sense of belonging, communication, and norms to develop greater participation in school life for students and families. We will work together to provide a comprehensive, tiered system of supports to students and families that address the reasons for student absences. By establishing positive school/work habits, all students will benefit from the maximum instructional minutes resulting in academic success, connectedness to school, and improve middle school and high school readiness. 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/Morning Meetings weekly, grades TK-8
- Parent Meetings related to Attendance.
- Home visits
- School wide implementation of Second Step to teach social skills, self-monitoring skills, and other non-cognitive skills
- School wide Climate and Culture procedures for common areas and classrooms will be implemented in all classrooms and by all stakeholders
- Quarterly behavior incentives in grades K-8 for students with positive behavior for the quarter including treats, incentive trips/events supported by ASB funds.
- Tiered levels of supports: social skills/counseling provided for (tier 2/3) students by staff, school site counselor, in collaboration with additional time (.20 FTE) funded for school psychologist.
- CWAS will support students with accessing academics through SEL support.
- Extra salaries for certificated staff to provide supplemental services related to attendance.
- Extra salaries for classified staff to provide supplemental services related to attendance..
- Implement use of Behavior Support Plans, informal behavior plans and incentives for students approaching at-risk status.
- Strategically assigned jobs to at-risk students, in order to positively connect them to school or an adult.

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

- Teachers
- ILT/CCT
- Cross Functional Pivot Team
- 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
 - Attendance Hot Line Magnets
 - TSA's will assist in communicating the goals, procedures and objectives of the attendance programs/initiatives to staff, students, and members of the public.
 - Chronic absences monitored
 - Technology, materials and supplies to support instruction in character building, Growth Mindset, Emotional Intelligence, and Olweus Anti-Bullying curriculum and related social emotional support material.
 - SEL instruction (Second Step)
 - Materials and supplies to support social-emotional learning.
 - Graphics to support attendance
- Tier 2:
 - Incentives for behavior contracts, classroom incentives for attendance and academic performance
 - Individual outreach
 - Therapist
 - Academic Counselor-MS
 - Attendance Site Meeting
 - CWAS will support students with accessing academics through SEL support.
- Tier 3:
 - School Psychologist, increase of one day per week. (.20 FTE) to collaborate regarding high risk students
 - Home visits made by support staff (Wellness Checks)
 - Legal intervention-SARB

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- All classrooms hold Class Meetings/Morning Meetings weekly, grades TK-8
- Quarterly behavior incentives in grades K-8 for students with positive behavior for the quarter including treats, incentive trips/events supported by ASB funds.
- Tiered levels of supports: social skills/counseling provided for (tier 2/3) students by staff, school site counselor, in collaboration with additional time (.20 FTE) funded for school psychologist.
- CWAS will support students with accessing academics through SEL support.
- Implement use of Behavior Support Plans, informal behavior plans and incentives for students approaching at-risk status.
- Strategically assigned jobs to at-risk students, in order to positively connect them to school or an adult.

Action 2

Title: SUSPENSIONS

Action Details:

Hamilton K-8 School will continue implementation of the School Culture and Climate components creating a sense of unity, belonging, and pride amongst staff, students, parents, and community members. The Tiered System of Social-Emotional Supports, will positively impact suspension and expulsion rates, attendance rates and stakeholder surveys. With the support of our CWAS, Hamilton will implement a Re-Engagement Center, which will support strategies for struggling students, and actively support at-risk students with behavior modification and self management. Family Foundations will continue to provide support to students, with an overarching goal of keeping students in the classroom, rather than suspending, as appropriate. Hamilton will continue to develop/refine Tier 1 systems, structures and procedures in order to promote a positive culture of learning with high expectations (Hamilton's Guidelines for Success, Class Meetings/Second Step/OLWEUS).

- Students will receive continued effective implementation of Safe and Civil components.
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to Target Support Team (TST).
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- Trauma Informed Sensitivity Training in conjunction with Kaiser Permenente Grant
- Use WEB students to lead incoming 7th graders
- Mentors assigned for check-in/check-out
- On-boarding for new middle school students coming to Hamilton on a transfer.
- Inclusive Practices
- Provide Conflict Resolution Training for identified students, as needed.
- 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.
- CWAS will support students with accessing academics through SEL support.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Monthly monitoring of suspensions and office referral data to identify at risk students
- Use of the Planned Discussion Protocol from DPI with students with multiple suspensions.
- Weekly (MS)/Quarterly monitoring of D's and F's
- Quarterly monitoring of Engagements

Owner(s):

- Teachers
- ILT
- Administrators
- Cross Functional Pivot Team
- TSA's
- Office personnel
- parents

Timeline:

- Weekly
- Monthly
- Quarterly

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

- Tier 1:
 - Guidelines of Success
 - WOW Passes
 - Class Meetings/Morning Meetings

- Progressive Discipline System
- Technology, materials and supplies to support instruction in character building, Growth Mindset, Emotional Intelligence, Second Step, and Olweus Anti-Bullying curriculum and related social emotional support material.
- Tier 2:
 - Incentives for behavior contracts, classroom incentives for attendance and academic performance.
 - TSA's will assist in counseling students and communicating the goals, procedures and objectives of the implementation of Hamilton's Guidelines of Success to staff, students, and members of the public.
 - Mentors assigned for check-in/check-out
 - CWAS will support students with accessing academics through SEL support..
 - 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
 - Targeted Support Meeting (TST)
- Tier 3:
 - School Psychologist, supplement with half day (.10 FTE) funding to support 5 days per week of services, to collaborate regarding high risk students.
 - Targeted Support Meeting (TST)
 - Multi-disciplinary Team (ICET)
 - Tier 3 Behavior Intervention Specialists

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Provide social inclusion opportunities with same-age peers.
- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual goals.
- Increased motivation through engagement.
- SpEd students with D's or F's will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.
- Staff creates opportunities for building relationships developed in classrooms and in social and after school settings.
- In school relationships facilitated between students with disabilities and their typical peers.
- Peer Buddies
- Additional supports from Cross Functional Pivot Team, as identified.

Action 3

Title: STUDENT ENGAGEMENT

Action Details:

- Hamilton K-8 School will implement and encourage the development and building of relationships with students to demonstrate the importance of a caring adult. In addition to the Social-Emotional component, the Universal Design for Learning (UDL) instructional shift, makes learning more accessible in general education classrooms, thus encouraging students to make choices and have ownership in their learning. As students' academic motivation increases, the opportunity and interest in extracurricular activities is heightened. All goal 2 efforts, are meant to provide positive identification with school, sense of belonging, communication, and norms to develop greater participation in school life for students.
 - Teachers will also hold weekly Class Meetings/Morning Meetings (a minimum of 30 minutes), where a variety of topics will be discussed to ensure that students feel safe at school.
 - Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1).
 - All students will be encouraged to participate in a broad range of arts, activities and athletics.
 - Data collected and monitored to ensure high levels of participation.

- Supplemental pay contracts will be provided to teachers, paraprofessionals, and other staff members to instruct and supervise students in clubs, and other activities, outside the instructional day.
- Implement full offering of sports for elementary and middle school students, including football, basketball, volleyball, softball, cross country, and Special Olympics events throughout the year.
- Extra salaries for certificated staff to provide supplemental services related to student engagement.
- Extra salaries for classified staff to provide supplemental services related to student engagement.
- Contract provided to support Intramural Sports during lunch recess for grades 4-6.
- A wide variety of extra-curricular engagements are offered including Peach Blossom, Spelling Bee, Student Leadership, band, strings, choir, after-school program, 4th Grade Recorders, Robotics, Animation, Coding Club, Gardening Club, Drawing and Arts Clubs, Hands-on Science Club, Crazy 8's Clubs, Campus Beautification Club, and other topics addressing STEAM+ areas.
- Teacher outreach to students and parents via phone calls, emails, and notes home.
- Participation by 1-3 staff members in the California Association of Directors of Athletics (CADA) Conference supporting the teaching and developing of leadership skills students will use for the rest of their lives as they learn to serve their schools, communities, and families
- Tiered levels of support: Attendance interventions supported by Home School Liaison and Behavior Intervention Specialist, including home visits, A2A conferences with administrator, personal phone contacts from teachers and administrators, parent and student informal attendance conferences, student attendance meetings with administrator.
- Strategically assigned jobs for students at-risk, and in need of a positive connection to adults and school. (Student Valet, Cafeteria Assistant, Campus Beautification, Office Assistant, etc.)
- All student will have the opportunity to earn awards and incentives to encourage academic success.
- Recognition will be given to students to foster attendance, school spirit, and participation in Goal 2 activities.
- Mentor assigned to Tier 2 and Tier 3 students, provided by various classified/certificated staff members.
- Various events/activities to improve educational outcomes for students to support preparation for college and careers.
- Students continuing to struggle with attendance and connectivity to school will be linked with an on-site staff member to develop a positive adult-student relationship.
- Students/families continuing to struggle with attendance and connectivity to school will be linked with HSL, Child Welfare Attendance Specialist, and/or counselor.
- All students will receive continued effective implementation of Safe and Civil components.
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to Targeted Action Team (COST).
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- Use WEB students to lead transition for incoming 7th graders.
- Provide Conflict Resolution Training for identified students.
- Counselor provided support in the areas of structure, academic counseling and goal setting, and social emotional support
- PowerPoints and access to the internet to access videos or data related to social emotional skills
- CWAS will support students with accessing academics through SEL support..
- Substitutes provided to support planning.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Quarterly monitoring of Engagements using Atlas tools to monitor subgroups and to identify students/groups not participating in engagements
- Monthly monitoring of attendance rate with report to admin team
- Monitor at-risk students to ensure engagement in school extracurricular activities.
- Monitor SpEd students to ensure engagement in school extracurricular activities.
- Monitor Socioeconomically Disadvantaged students to ensure engagement in school extracurricular activities.

Owner(s):

- Certificated personnel
- Classified personnel
- Administrators
- Parents
- Community Members
- Cross Functional Pivot Team

Timeline:

December 2021
June 2022

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

- Tier 1:
 - Hamilton Hooray
 - Music (K-6)
 - 6th Camp
 - WOW Passes
 - Rallies
 - Assemblies
 - Materials and supplies to support clubs, athletics, arts, and activities
 - Graphics to support implementation and advertisement of Goal 2 activities
 - Maintenance for playground and fields used by clubs Incentives and awards for engagement for students in a wide array of activities
 - Classroom and individual incentives for attendance.
 - Materials and supplies for goal-setting and monitoring attendance with students.
- Tier 2:
 - Music (MS)
 - Student Valets
 - Intramural Sports during lunch recess for grades 4-8.
 - Coaching in athletics for 4-6 students within district organized sports programs
 - Materials and supplies to support designated clubs, athletics, arts, and activities outside the school day.
 - Technology to support Goal 2 and STEM topics in clubs.
 - CWAS will support students with accessing academics through SEL support.
 - BSU
 - WEB Leaders
 - Peer Buddies
 - Tournament of Technology
 - Art Hop Showcase
 - Leadership Classes
 - Middle School Dances
 - Supplemental/Extra pay contracts for certificated and/or classified employees to offer a wide array of choices for student engagement outside of the school day.
- Tier 3:
 - African-American Leadership Cohort-UC Merced

- Middle School Ambassadors
- Social Skills
- Special Olympics-Basketball

Specify enhanced services for EL students:

- HSL and CWAS work with families of EL students, who have historically been under-involved in Goal 2, to engage parents in understanding the role of Goal 2 in students' academic success.
- Monthly monitoring of Goal 2-Student Engagement data for the following sub-groups: SpEd and Socioeconomically Disadvantaged.

Specify enhanced services for low-performing student groups:

• **Specify enhanced services for SpEd students:**

- Provide social inclusion opportunities with same-age peers.
- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual goals.
- Increased motivation through engagement.
- SpEd students with D's or F's will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.
- Staff creates opportunities for building relationships developed in classrooms and in social and after school settings.
- In school relationships facilitated between students with disabilities and their typical peers.
- Peer Buddies

Specify enhanced services for Socioeconomically Disadvantaged students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- HSL and CWAS work with families of students, who have historically been under-involved in Goal 2, to engage parents in understanding the role of Goal 2 in students' academic success.
- PTA facilitates various family nights to support engagement (Reading Around the World, Arts and Craft Night).

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Sup			Attendance and SEL support	508.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Clinical support	43,890.00
G3A2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.1000	1071297 Split funded between site and SpEd.	14,550.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000	Tier II Support - CWAS split between Hamilton and DPI Also supports G2A1, G2A2, G3A3, G5A1	45,002.00
G3A3	Sup & Conc	Instruction	Direct-Food			Incentives	200.00
G3A3	One-Time School	Instruction	Mat & Supp			: Materials and supplies to support safety guidelines.	15,350.00

\$119,500.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Included		52.01 %	2019-2020	59.01 %
Student Survey - Caring adult		62.78 %	2019-2020	69.78 %
Staff Survey – Overall Positive in Belonging Domain		71.58 %	2019-2020	78.58 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

The Staff Goal does not align to the indicators due to 2021-2022 being a transition year from previous district goals to new district goals.

Student Survey - Caring adult

The Student Goal does not align to the indicators due to 2021-2022 being a transition year from previous district goals to new district goals.

- Current data was extracted from Panorama based on the Student Survey during the 2020-21 Distance Learning instructional year. (56% of students feel as though they have a caring adult on campus.)

Student Survey - Included

The Student Goal does not align to the indicators due to 2021-2022 being a transition year from previous district goals to new district goals.

- Current data was extracted from Panorama based on the Student Survey during the 2020-21 Distance Learning instructional year. (59% of students have a sense of belonging.)

Staff Survey – Overall Positive in Belonging Domain

The Staff Survey (Overall Positive in Belonging Domain) does not align to the indicators due to 2021-2022 being a transition year from previous district goals to new district goals.

- Current data was extracted from Panorama based on the Staff Survey during the 2020-21 Distance Learning instructional year. (___ % of overall positive in Belonging).

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

Staff Goal - Site Defined

Due to this being a new district goal, no prior inequities exist as related to the 2020-21 SPSA

- Survey data reflects Distance Learning during the 2020-21 school year.

Student Survey - Caring adult

Due to this being a new district goal, no prior inequities exist as related to the 2020-21 SPSA

- Survey data reflects Distance Learning during the 2020-21 school year.

Student Survey - Included

Due to this being a new district goal, no prior inequities exist as related to the 2020-21 SPSA

- Survey data reflects Distance Learning during the 2020-21 school year.

Staff Survey – Overall Positive in Belonging Domain

Due to this being a new district goal, no prior inequities exist as related to the 2020-21 SPSA

- Survey data reflects Distance Learning during the 2020-21 school year.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Not applicable, as this is a new goal for 2021-2022.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Not applicable, as this is a new goal for 2021-2022.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Not applicable, as this is a new goal for 2021-2022.

Suggestions from staff:

- Ideal to have a staff that reflects the diversity of the population. .

2 ELAC:

No functioning ELAC at this time.

3 Staff:

Not applicable, as this is a new goal for 2021-2022.

Suggestions from staff:

- Continue to seek diversity.
- Opportunities to share diversity
- Pursue hiring of candidates early.

Action 1

Title: WORKPLACE DIVERSITY

[Action Details:](#)

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

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

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

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

- Provide opportunities for team building with newly hired staff to create a strong connection between the staff, the campus, and the community.
- Provide Professional Development to newly hired staff in order to build on teacher capacity.
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and Technology.
- Create a quarterly needs assessment for newly hired teachers to provide individualized support and address teacher needs.
- On-going communication with HR for placement of new hires, lateral transfers or overage transfers to help match qualification and diversity of potential candidates to site needs.
- On-going communication with Manager(s) in the Teacher Residency Program to ensure recruitment of qualified BCLAD teachers.

Specify Professional Development or Staff Services to support EL students:

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

Specify Professional Development or Staff Services to support low-performing student groups:

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

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		94.83 %	2019-2020	98 %
Parent Survey - Safe and secure		94.78 %	2019-2020	98 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

As we resume in person instruction, goals and actions from the 2020-21 SPSA will be fully implemented to support family collaboration and engagement. Opportunities will include:

- 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 teacher will specifically review each student's iREADY Diagnostic 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:

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

Family Goal - Site Defined

There was no disproportionality within subgroups as our 2019-20 parent survey showed 95% positivity.

Parent Survey - Respected and welcomed

There was no disproportionality within subgroups as our 2019-20 parent survey showed 95% positivity.

Parent Survey - Safe and secure

There was no disproportionality within subgroups as our 2019-20 parent survey showed 95% positivity.

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

Parent Survey - Respected and welcomed

As we resume in person instruction, goals and actions from the 2020-21 SPSA will be fully implemented to support family collaboration and engagement. Opportunities will include:

- 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 teacher will specifically review each student's iREADY Diagnostic 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:

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

Parent Survey - Safe and secure

As we resume in person instruction, goals and actions from the 2020-21 SPSA will be fully implemented to support family collaboration and engagement. Opportunities will include:

- 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 teacher will specifically review each student's iREADY Diagnostic 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:

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

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As we resume in person instruction, goals, metrics, and actions will be fully implemented to support family collaboration and engagement.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Suggestions for new goal:

2 ELAC:

No functioning ELAC at this time.

3 Staff:

Suggestions for new goal:

- More opportunities for family based events.
- Provide additional resources related to technology.
- Forums for communication

- Increased collaboration with PTA
- Provide additional resources for parents related to technology.
- Emphasize the need for up to date contact information from parents.

Action 1

Title: FAMILY ENGAGEMENT

Action Details:

Hamilton K-8 will provide and promote relationships with families, support overall family well-being and children's healthy development. As families are engaged and partnerships are created, the common focus becomes helping children grow and thrive.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

- Administration
- Classified/Certificated Staff
- Parent/Students

Timeline:

- On-going
- Monthly
- Yearly

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

Critical partners in moving student achievement:

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

Specify Direct Service and Opportunities for parents and families to support EL students:

- Increase parent involvement in SSC, ELAC, and DELAC.
- Provide Home School Liaison (HSL)
- Provide certificated assessors for ELPAC administration.
- EL Afterschool Tutoring

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Family surveys for 2020-21 reflected approximately 95% parent positivity. Due to 2020-21 Distance Learning, no current data on low-performing sub-group disproportionality. Will continue to with family engagement structures and outreach as planned prior to COVID school closure.

- Materials and supplies provided to support family participation.
- Translation
- Babysitting

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translation and babysitting for parent participation.	3,004.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent participation (magnets, GW, POs, etc). No food or incentives.	2,166.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Parent-Student Handbooks	5,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500	Split funded 7090 and 7091	10,991.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1875	Split funded 7090 and 7091	8,242.00

\$29,403.00

2021-2022 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 Split - 0.50 FTE Hamilton Title I / 0.50 District Title I TSA supports all Goals.	67,930.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology and tech support equipment	8,530.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning, SSTs, Data chats, peer observation, IEPs, conferences, PL, and Climate & Culture.	23,419.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology-Hardware	59,823.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Xerox lease/repair to support all goals.	7,500.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Nc-Equipment			Admin refresh which supports all goals.	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Planning, SSTs, Data chats, peer observation, IEPs, conferences, PL, and Climate & Culture.	4,683.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			EL support	1,496.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Contract to support 3-5 days of ELPAC assessment	4,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL student resources	855.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology- devices and support equipment	16,400.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics for EL students	769.00
G1A1	LCFF: EL	Other Pupil Services	Oth Cls-Supp			EL/ELPAC support	1,522.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Tech to support devices distributed during distance learning.	10,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials to support instruction. No food or incentives.	1,400.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for math and/or ELA/ELD	8,951.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Expenditures to support ELA and Math Goals: GW, Smartboards (repairs/purchase), School specialty (Art supplies), American Music (repair/purchases), A-Mark, etc.)	46,220.00
G1A2	Sup & Conc	Instruction	Travel			PL to support all Goals	500.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Device maintenance/repair	1,300.00
G2A2	One-Time School	Attendance & Social Work Service	Cls Sup-Sup			Supplemental support for SEL provided by CWAS and HSL	5,072.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sup			Attendance and SEL support	508.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Clinical support	43,890.00
G3A2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	1071297 Split funded between site and SpEd.	14,550.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000	Tier II Support - CWAS split between Hamilton and DPI Also supports G2A1, G2A2, G3A3, G5A1	45,002.00
G3A3	Sup & Conc	Instruction	Direct-Food			Incentives	200.00
G3A3	One-Time School	Instruction	Mat & Supp			: Materials and supplies to support safety guidelines.	15,350.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translation and babysitting for parent participation.	3,004.00
G5A1		Parent Participation	Mat & Supp				2,155.00

G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent participation (magnets, GW, POs, etc). No food or incentives.	2,166.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Parent-Student Handbooks	5,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500	Split funded 7090 and 7091	10,991.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1875	Split funded 7090 and 7091	8,242.00
							\$421,273.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$83,030.00
Sup & Conc	7090	\$269,346.00
LCFF: EL	7091	\$38,475.00
One-Time School	7099	\$30,422.00
Grand Total		\$421,273.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$267,298.00
G2 - Expand student-centered and real-world learning experiences	\$5,072.00
G3 - Increase student engagement in their school and community	\$119,500.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$29,403.00
Grand Total	\$421,273.00