



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Hamilton School
Address:	2245 E. 11th Street
CDS Code:	0111369
District:	Stockton Unified School District
Principal:	Mary Pedraza
Revision Date:	January 12, 2018
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Mary Pedraza
Position:	Principal
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SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances


The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

English Learner Parent Involvement Committee

x 
Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

x 
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 01/12/18.

Attested:

Mary Pedraza

Typed Name of School Principal



Signature of School Principal

02/28/18

Date

Jamie Magdaleno

Typed Name of SSC Chairperson



Signature of SSC Chairperson

02/28/18

Date

Mission

Insert the school site's mission.

To provide a positive, safe learning environment for all students to become college or career ready.

Vision

Insert the school site's vision.

H- Hold everyone accountable
 A- Assess and progress toward goals
 W- Work collaboratively
 K- Keep everyone safe
 S- Support everyone through differentiation

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

Hamilton School is a diverse campus with approximately 850 students. Our largest student subgroups include SED (85%), Hispanic (77%), EL (45%), and African American (10%). Hamilton's teaching staff includes 38 teachers:

TK - Kindergarten: 4

Primary: 10

Intermediate: 8

Middle School: 9.5

Special Education: 5.5 + 4 SPED assistants

Hamilton's instructional full-time support staff include a program specialist, instructional coach, counselor, library media clerk, and an assistant principal. This school year, Hamilton added a part-time bilingual assistant to assist our high EL student population.

Hamilton School is focused on raising student achievement by utilizing:

- District's curriculum- Units of Study, ELD UOS, Open Court
- Site-specific multi-tiered systems of supports- District SAP process to identify and monitor student achievement, SIPPS, Imagine Learning, after-school academic tutoring, improved supports in Tier 1.
- AVID
- PBIS strategies- Clear expectations and Hawk Store
- PLCs- Staff collaboration which includes designated collaboration time, academic conferences, common planning and data analysis.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

Hamilton's priorities included:

- Increase student achievement in English Language Arts through professional development and collaboration
- Increase student achievement in Math through professional development and collaboration

Hamilton's major expenditures supporting these priorities include:

- Instructional Coach
- Program Specialist
- Conferences
- Substitutes

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Fully Implemented Strategies:

- Professional Development on PLCs, CFA's, ELD training AVID strategies, SBAC training, Goal Setting.
- Collaboration: Academic Conferences, Grade level planning

Barriers:

- Limited Substitutes

Actions to Overcome Barriers:

- Create a Hamilton Substitute pool
- Strategically hold PD during staff meetings or break up trainings over a longer period of time with fewer teacher participates at one session.
- Staff share PD or training strategies or new insights with staff.

Last year, we held multiple trainings and professional development opportunities for staff. The contracted staff meetings were transformed into trainings/professional development. Presenters were scheduled to train staff in various areas including PLCs, Common Formative Assessments, ELD, AVID, Goal Setting. Due to the difficulty of obtaining substitutes, a limited of staff were able to attend a training at any one time. Staff would attend trainings with the understanding that they would return to share their newly acquired knowledge, skill, strategies, activities with the remaining staff.

The trainings and collaboration did not yield the desired results. Evidence of this is seen by the limited number of CFAs given, limited collaboration within grade levels and inconsistent use of research-based strategies.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Effective Strategies:

- PD and training for some teachers resulted in improving their students' achievement.
- Collaboration in certain grade levels resulted in consistency in grade level content, strategies used which in turn improved student achievement.

The above strategies were effective only in certain grade level teams who consistently participated in trainings and common planning, shared strategies and reviewed common data based on CFAs or UOS.

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

At the beginning of the year the SSC is provided training on their roles and responsibilities. Our school data is presented to the SSC along with strategies and interventions that we have put in place. The SSC provides feedback and guidance on our action plan. This information is entered into our school plan and presented formally to the SSC during the middle of the school year. Again, the SSC provides feedback and changes are made if necessary.

ELAC is presented the data along with strategies and interventions that are part of our action plan. ELAC is given the opportunity to provide feedback, which is presented to the SSC and included in the school plan.

The school plan was formally monitored a minimum of three times throughout the year: Beginning of the year, upon release of SBAC scores. Mid-year, Presentation to SSC. End of year, to plan for the upcoming school year.

Changes to ensure involvement includes regular meetings (such as ELAC) with stakeholders to review and monitor activities and outcomes.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

Not Met:

Goal 1- 10% increase in ELA MAP Growth & SBAC scores. MAP Growth scores increased from 42% to 47%. SBAC Proficiency scores increased from 10% to 14%.

Goal 2- 10% increase in Math MAP Growth & SBAC scores. MAP Growth scores increased from 44% to 49%. SBAC Proficiency scores increased from 8% to 12%.

Goal 3- 10% increase in EL students' MAP scores. EL student proficiency increased by 5.1%. Decrease in % of LTEL students. LTELs decreased by 30% (139 students to 97 students). Increase reclassification rate by 2%. Hamilton's reclassification rate increased from 8.5% to 15%.

Goal 4- 2% increase in attendance rate. Our attendance rate decrease by .08% (93.99% - 93.91%), Decrease suspension rate. Our suspension rate increased by 2.1%

Goal 5- Increase the number of school-sponsored events offered to parents. In 2016-2017, we added Family Literacy Night to the list of events (Fall Harvest Fest, Health Fair)

Recommendations include:

- Consistent monitoring of classroom instruction, strategies used, classroom/grade level data
- Consistent PBIS implementation
- Creation of Community Involvement Committee consisting of staff and parents to plan school-wide events.
-

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Our greatest progress is in goals pertaining to our EL students. Hamilton has historically had high EL student numbers and a low reclassification rate. Increased staff training (off and on-site), focused collaboration such as Academic conferences and grade level collaboration had led to this increase. This year, we will continue with the above stated strategies and services provided by a bilingual assistant.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

As indicated on the California School Dashboard, Hamilton’s greatest needs are in ELA and Math student achievement, attendance, and suspensions. The only subgroup in “Yellow” were Asian students. All other subgroups were “Red” or “Orange”. To address this need, our teachers will receive professional development, coaching, and collaboration within their PLCs.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Gaps are present in all student groups. To address this need, our teachers will receive professional development, coaching, and collaboration within their PLCs.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

Hamilton School goals are developed by staff, shared with our community (SSC, ELAC, and Title 1 meetings) and our monitored three times per year.

The SSC reviewed our school goals at the beginning of the school year, mid-year and end of the year to track our progress; the school plan is developed and aligned to directly supports our school goals

The school plan is formally brought to the SSC and ELAC for review and to provide input in November and December. Progress towards our school goals are formally evaluated three times per year and the results are shared with the ELAC, SSC and Hamilton staff.

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic student achievement in ELA, Math & English Learners	Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences (e.g. AVID, PLC, RTI, etc.), data analysis, extended collaboration time, etc. focusing on evidenced based, instructional practices; integrated ELD strategies, CAFE, phonics, etc.	Coaching log, # of teachers observed, PLC minutes, pre-post assessment data, MAP data	Every 6 weeks	\$41,458 \$12,144 \$80,402 \$53,602 (Salaries/Benefits) \$35,886 \$30,000 (Substitute Pay) \$10,000 (Additional Comp) \$20,000 \$6,800 (Conferences)	Title 1 LCFF	19101 11700 11500 52150
1.2 Academic student achievement in ELA & English Learners	Provide students with opportunities to increase reading proficiency through literacy and intervention programs (e.g. SIPPs, Fountas & Pinnell, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy, guided support to students checking out leveled library books.	Schedule, library book circulation records, data. Student progress in program (eg. lexile, SIPPS/Fountas & Pinnell level)	Every trimester	\$45,299 (Salaries/Benefits) \$0- Intervention Teacher	LCFF	24101
1.3 Academic student achievement in ELA & English Learners	Provide in class and small group instruction for EL students (Bilingual Aide).	classroom assessments # of EL students monitored # of EL students assessed (initial) # of EL students reassessed # of student RFEP	Every 9 weeks	\$17,951 (Salaries/Benefits)	LCFF	21101
1.4 Academic student achievement in ELA, English Learners & Math	Supplemental materials and	pre-post assessment data, MAP data	Every 12 weeks	\$19,242 (Instructional Materials)	Title I LCFF	43110 43200 56590

	<p>resources to support core instruction such as reading, writing, and math web-based programs, project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, doc camera, interactive monitors, etc.) Screen reader support enabled.</p>			<p>\$11,300 (Non-Instructional Materials) \$24,000 \$20,000 (Equipment) \$2,700 (Maintenance Agreements)</p>		
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Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic student achievement in ELA, Math & English Learners	Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences (e.g. AVID, PLC, RTI, etc.), data analysis, extended collaboration time, etc. focusing on evidenced based, instructional practices; integrated ELD strategies, CAFE, phonics, etc.	Coaching log, # of teachers observed, PLC minutes, pre-post assessment data, MAP data	Every 6 weeks	\$41,458 \$12,144 \$80,402 \$53,602 (Salaries/Benefits) \$35,886 \$30,000 (Substitute Pay) \$10,000 (Additional Comp) \$20,000 \$6,800 (Conferences)	Title 1 LCFF	19101 11700 11500 52150
2.2 Academic student achievement in ELA & English Learners	Provide students with opportunities to increase reading proficiency through literacy and intervention programs (e.g. SIPPs, Fountas & Pinnell, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy, guided support to students checking out leveled library books.	Schedule, library book circulation records, data. Student progress in program (eg. lexile, SIPPS/Fountas & Pinnell level)	Every trimester	\$45,299 (Salaries/Benefits) \$0- Intervention Teacher	LCFF	24101
2.3 Academic student achievement in ELA & English Learners	Provide in class and small group instruction for EL students (Bilingual Aide).	classroom assessments # of EL students monitored # of EL students assessed (initial) # of EL students reassessed # of student RFEP	Every 9 weeks	\$17,951 (Salaries/Benefits)	LCFF	21101
2.4 Academic student achievement in ELA, English Learners & Math	Supplemental materials and resources to support core instruction such as	pre-post assessment data, MAP data	Every 12 weeks	\$19,242 (Instructional Materials) \$11,300	Title I LCFF	43110 43200 56590

	<p>reading, writing, and math web-based programs, project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, doc camera, interactive monitors, etc.) Screen reader support enabled.</p>			<p>(Non-Instructional Materials) \$24,000 \$20,000 (Equipment) \$2,700 (Maintenance Agreements)</p>	
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Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic student achievement in ELA, Math & English Learners	Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences (e.g. AVID, PLC, RTI, etc.), data analysis, extended collaboration time, etc. focusing on evidenced based, instructional practices; integrated ELD strategies, CAFE, phonics, etc.	Coaching log, # of teachers observed, PLC minutes, pre-post assessment data, MAP data	Every 6 weeks	\$41,458 \$12,144 \$80,402 \$53,602 (Salaries/Benefits) \$35,886 \$30,000 (Substitute Pay) \$10,000 (Additional Comp) \$20,000 \$6,800 (Conferences)	Title 1 LCFF	19101 11700 11500 52150
3.2 Academic student achievement in ELA & English Learners	Provide students with opportunities to increase reading proficiency through literacy and intervention programs (e.g. SIPPs, Fountas & Pinnell, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy, guided support to students checking out leveled library books.	Schedule, library book circulation records, data. Student progress in program (eg. lexile, SIPPS/Fountas & Pinnell level)	Every trimester	\$45,299 (Salaries/Benefits) \$0- Intervention Teacher	LCFF	24101
3.3 Academic student achievement in ELA & English Learners	Provide in class and small group instruction for EL students (Bilingual Aide).	classroom assessments # of EL students monitored # of EL students assessed (initial) # of EL students reassessed # of student RFEP	Every 9 weeks	\$17,951 (Salaries/Benefits)	LCFF	21101
3.4 Academic student achievement in ELA, English Learners & Math	Supplemental materials and resources to support core instruction such as	pre-post assessment data, MAP data	Every 12 weeks	\$19,242 (Instructional Materials) \$11,300	Title I LCFF	43110 43200 56590

	<p>reading, writing, and math web-based programs, project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, doc camera, interactive monitors, etc.) Screen reader support enabled.</p>			<p>(Non-Instructional Materials) \$24,000 \$20,000 (Equipment) \$2,700 (Maintenance Agreements)</p>		
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LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Increase positive school climate for all students	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling (e.g. in-house and outside agency), structured student engagement activities, etc. that focuses on attendance, discipline, etc.	# of student attending school # of student attending on time # of discipline referrals # of students suspended # of student counseling referrals	monthly	\$65,752 (Salary/Benefits) \$TBD - Counselor (Salary/Benefits) \$TBD - Campus Security Assistant \$TBD - Parent Liaison	LCFF	13201

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Increase positive school climate for all students	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling (e.g. in-house and outside agency), structured student engagement activities, etc. that focuses on attendance, discipline, etc.	# of student attending school # of student attending on time # of discipline referrals # of students suspended # of student counseling referrals	monthly	\$65,752 (Salary/Benefits) \$TBD - Counselor (Salary/Benefits) \$TBD - Campus Security Assistant \$TBD - Parent Liaison	LCFF	13201

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Increase positive school climate for all students	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling (e.g. in-house and outside agency), structured student engagement activities, etc. that focuses on attendance, discipline, etc.	# of student attending school # of student attending on time # of discipline referrals # of students suspended # of student counseling referrals	monthly	\$65,752 (Salary/Benefits) \$TBD - Counselor (Salary/Benefits) \$TBD - Campus Security Assistant \$TBD - Parent Liaison	LCFF	13201

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences (including student academic focused resources), communication, after school academic focused activities	# of meetings coordinated # of parents attending # of parent community meetings	Trimester	\$2,000 \$39 (Parent Meeting) \$2,051 (Instructional Materials) \$TBD - Parent Liaison	Title 1	43400 43110

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences (including student academic focused resources), communication, after school academic focused activities	# of meetings coordinated # of parents attending # of parent community meetings	Trimester	\$2,000 \$39 (Parent Meeting) \$2,051 (Instructional Materials) \$TBD - Parent Liaison	Title 1	43400 43110

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences (including student academic focused resources), communication, after school academic focused activities	# of meetings coordinated # of parents attending # of parent community meetings	Trimester	\$2,000 \$39 (Parent Meeting) \$2,051 (Instructional Materials) \$TBD - Parent Liaison	Title 1	43400 43110

Section V: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Tresa Brandenburg Hagen	09/2017	2019		X		
Jamie Magdaleno	09/2017	2019		X		
Martha Tachiquin	09/2017	2019		X		
Sherry Simons	09/2017	2019			X	
Mary Pedraza	09/2017	2019	X			
Jesus Salazar	09/2017	2019				X
Ivan Gonzalez-Rubio	09/2017	2019				X
Joe Vargas	09/2017	2019				X
Seidi Nunez	09/2017	2019				X
Sheryl Johnson	09/2017	2019				X
Numbers of members of each category:			1	3	1	5

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: HAMILTON ELEMENTARY Revised Preliminary Allocations 2017-18 with 2016-17 Carryover 2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp					\$ -	
11700	Teacher Substitute			35,886		\$ 35,886.00	Goal 1 - 1
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist			80,402		\$ 80,402.00	Goal 1 - 1
19101	Instructional Coach			41,458		\$ 41,458.00	Goal 1 - 1
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
						\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 157,746.00	\$ -	\$ 157,746.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials		2,051			\$ 2,051.00	Goal 3 - 1
43200	Non-Instructional Materials					\$ -	
43400	Parent Meeting		2,039			\$ 2,039.00	Goal 3 - 1
44000	Equipment			24,000		\$ 24,000.00	Goal 1 - 1
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 4,090.00	\$ 24,000.00	\$ -	\$ 28,090.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement					\$ -	Goal 1 - 1
56530	Equipment Repair					\$ -	
52150	Conference			20,000		\$ 20,000.00	Goal 1 - 1
59140	Telephone					\$ -	
58450	License Agreement					\$ -	Goal 1 - 1
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ 20,000.00	\$ -	\$ 20,000.00	
	Total		\$ 4,090.00	\$ 201,746.00	\$ -	\$ 205,836.00	
	Differential		-	-		-	
	2016-17 Carryover		39	54,837		54,876	
	Revised 2017-18 Allocation		4,051	146,909		150,960	
			4,090	201,746		205,836	

SCHOOL NAME: HAMILTON ELEMENTARY
Preliminary Budget Allocation - LCFF
2017-2018

Object	Description	FTE	LCFF/SCE 23030 Instructional-L-SC E/General	LCFF/SCE 23031 Extended Day/Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp		10,000		\$ 10,000.00	Goal 1 - 1
11700	Teacher Substitute		30,000		\$ 30,000.00	Goal 1 - 1
12151	Counselor				\$ -	
13201	Assistant Principal		65,752		\$ 65,752.00	Goal 2 - 1
19101	Program Specialist		53,602		\$ 53,602.00	Goal 1 - 1
19101	Instructional Coach		12,144		\$ 12,144.00	Goal 1 - 1
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant		17,951		\$ 17,951.00	Goal 1 - 3
24101	Library Media Clerk		45,299		\$ 45,299.00	Goal 1 - 2
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 234,748.00	\$ -	\$ 234,748.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials		19,242		\$ 19,242.00	Goal 1 - 4
43200	Non-Instructional Materials		11,300		\$ 11,300.00	Goal 1 - 4
43400	Parent Meeting				\$ -	
44000	Equipment		20,000		\$ 20,000.00	Goal 1 - 4
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 50,542.00	\$ -	\$ 50,542.00	
Services						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement		2,700		\$ 2,700.00	Goal 1 - 4
56530	Equipment Repair				\$ -	
52150	Conference		6,800		\$ 6,800.00	Goal 1 - 1
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 9,500.00	\$ -	\$ 9,500.00	
	Total		\$ 294,790.00	\$ -	\$ 294,790.00	
	Differential		-		-	
	Allocations		294,790		294,790	