School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 02/09/2021

Version 2 – 08/10/2021

Hamilton Elementary School

Contents

School Plan for Student Achievement (SPSA) Template 3
Purpose and Description 3
Stakeholder Involvement 5
Resource Inequities 6
Goals, Strategies, Expenditures, & Annual Review 7
LCAP/SPSA Goal 1 – Student Achievement 7
Identified Need 8
Annual Measurable Outcomes 14
Strategy/Activity 1 15
Strategy/Activity 2 17
Strategy/Activity 4 21
Annual Review – Goal 1 22
Analysis 22
Goal 2 – School Climate 23
Identified Need 24
Annual Measurable Outcomes 27
Strategy/Activity 1 28
Strategy/Activity 2 30
Annual Review – Goal 2 31
Analysis 31
Goal 3 – Meaningful Partnerships 32
Strategy/Activity 1 35
Annual Review – Goal 3 37
Analysis 37
Budget Summary 38
Budget Summary 38
Other Federal, State, and Local Funds 38
Budget Spreadsheet Overview – Title I 39
Budget Spreadsheet Overview – LCFF 40
Amendments 41
Version 2 41
Version 3 (Final 2020-2021 Version) 45
2020-2021 Title I Allocation Revision Statement 45
2021-2022 SPSA Continuation Statement 45

Goal 1: 46
Strategy/Activity 1 46
Strategy/Activity 2 52
Strategy/Activity 3 57
Strategy/Activity 4 59
Goal 2: 62
Strategy/Activity 1 62
Strategy/Activity 2 66
Goal 3: 70
Strategy/Activity 1 70
2020-2021 Budget Spreadsheet 75
2021-2022 Budget Spreadsheet 76
2021-2022 Staffing Overview 77
2020-2021 SPSA Evaluation 78
Comprehensive School Profile Data: 79
Early Literacy Support Block Grant Plan 80
Recommendations and Assurances: 81

School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hamilton Elementary	39686760111369	Ver 1 – 01/29/2020 Ver 2 – Ver 3 – 04/07/2021	Ver 1 – 04/24/2020 Ver 2 – 01/28/2021 Ver 3 – 07/28/2021	Ver 1 – 07/28/2020 Ver 2 – 02/09/2021 Ver 3 – 08/10/2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Hamilton Elementary is implementing a Schoolwide Program. The school has also been identified as a Comprehensive Support and Improvement (CSI) school for the 2020-2021 school year. Therefore, this plan will support the Hamilton learning community to make growth and improvement in a variety of areas such as, but not limited to, academics, school climate, and parent involvement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Hamilton Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

The plan also identifies the community's requests as verified by multiple parent, community, and stakeholder involvement meetings, along with various survey results.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Hamilton Elementary developed a one-year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on April 24, 2020.

Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Hamilton Elementary and its School Site Council reviewed the progress of the 2019-2020 (Year 1) culminating the document. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2.

In school year 2019-2020, Hamilton School initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, ELAC, parents, and teachers. In summary, the needs assessment identified a gap in reading with areas of focus such as comprehension.

In school year 2019-20, Year 3, Hamilton conducted another needs assessment process that included multiple staff surveys, data analysis, and collection of data points. Meetings with various stakeholders include the School Site Council, Leadership Committee, ELAC, Parents, teachers, students, and other various teacher and staff led committees. As a summary, the compilation of meetings and data points reveal a need for academic improvement (reading and math), revised behavioral processes and interventions, AVID support, mental health and restorative practices improvements, as well as parent involvement activities.

Student surveys were focused on anti-bullying and school safety. Parent surveys focused on school/parent connection satisfaction. Parent Coffee Hours were conducted monthly providing opportunities for greater understanding of school activities and supports.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Hamilton Elementary continues to have a high number of emerging teachers (approximately 20). Current instructional coaching model only provides part-time support for the high number of emerging teachers from different instructional coaches.

Site provided trainings and support for its teachers utilizing experienced staff, support staff and substitutes.

Hamilton's high suspension rates required the site to contract mentor services, wrap around services, inconsistent counseling services by local agency.

Hamilton was allocated an additional Campus Security Assistant.

School staff and various committees also denote a need for a combination or variation of refocus rooms, counseling/calming centers, or other type of wellness center.

Based on being a CSI school, Hamilton will need to continue to continue support teaching for behavioral management and instructional guidance. Teachers will need to ensure grade level standards are taught and expectations are maintained.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

LCAP/SPSA Goal 1 – Student Achievement

ELA: By June 30, 2021, students meeting/exceeding proficiency will increase by 8% for All students.

Math: By June 30, 2021, students meeting/exceeding proficiency will increase by 8% for All students.

Identified Need

- Be sure English Learner data is reviewed and included.

All students:

ELA:

18-19 School Year, SBAC Proficiency Rate: **17.66**

Winter Iready Estimation ELA, 21% (**3.4% increase by half mark of 20-21)**

Math:

18-19 School Year, SBAC Proficiency Rate: **11.20**

Winter Iready Estimation Math: 14.3% **(3.1% increase by half mark of 20-21)**

English Language Learners:

EL Learners Summary Winter IReady:

ELA proficiency **9%**

Math proficiency **5%**

English Language Learner Progress:

Level 4 – Well Developed 1.4%

Level 3 – Moderately Developed 36.6%

Level 2 – Somewhat Developed 36.6%

Level 1 – Beginning Stage 25.3%

Initial ELs: 15.8%

(Large influx of initial students during 19-20 school year; high number of reclassification rate from 18-19 year.)

Students with disabilities:

18-19 SBAC:	**3%** ELA	**2%** Math
Winter IReady:	**2%** ELA	**4%** Math

Students from Low Socioeconomic Status

18-19 SBAC:	**18%** ELA	**10%** Math
Winter IReady:	**20%** ELA	**14%** Math

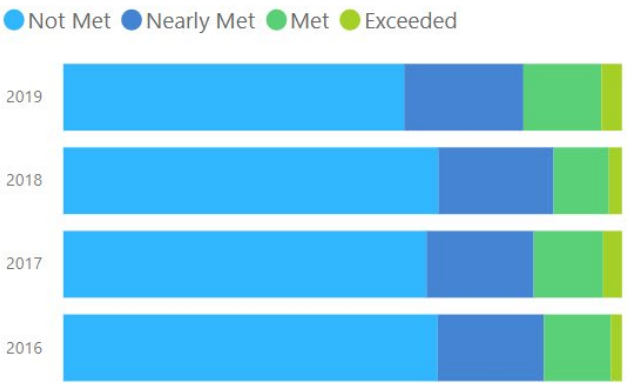
Hamilton qualifies for a CSI school for underperformance in Math and behavioral suspension rates of the subgroups for African American students and those students with disabilities.

ELA

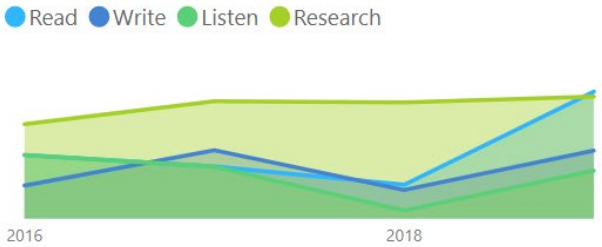
Percent Met/Exceed Standard: All Students

14%	15.81%	12.25%	17.66%
2016	2017	2018	2019

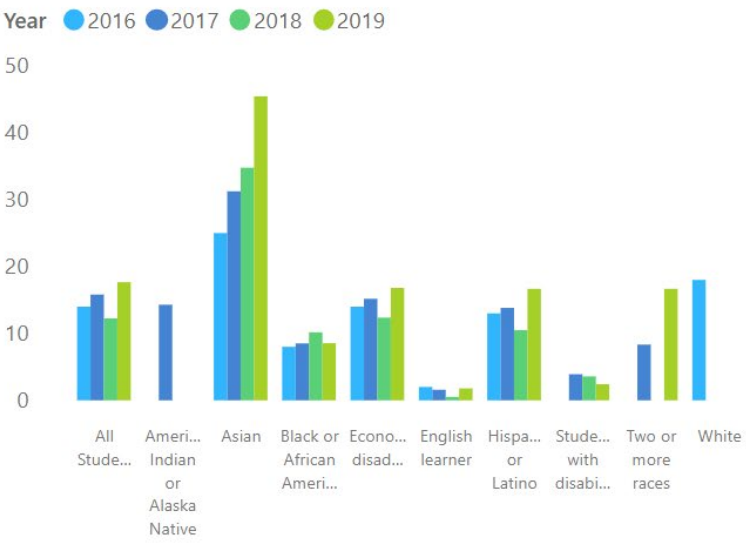
ELA Overall Performance Level



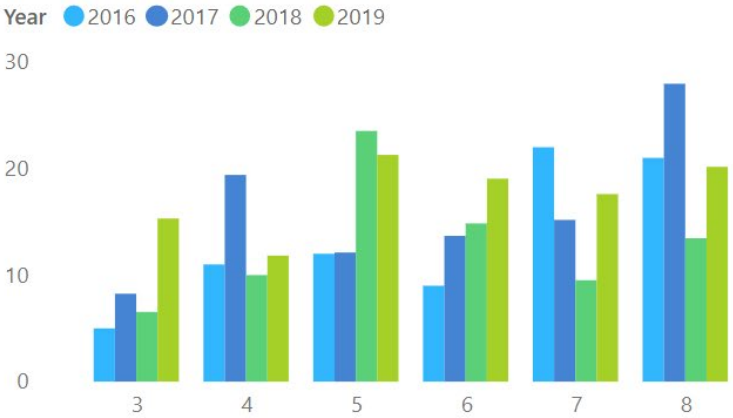
ELA: Percent Above Standard



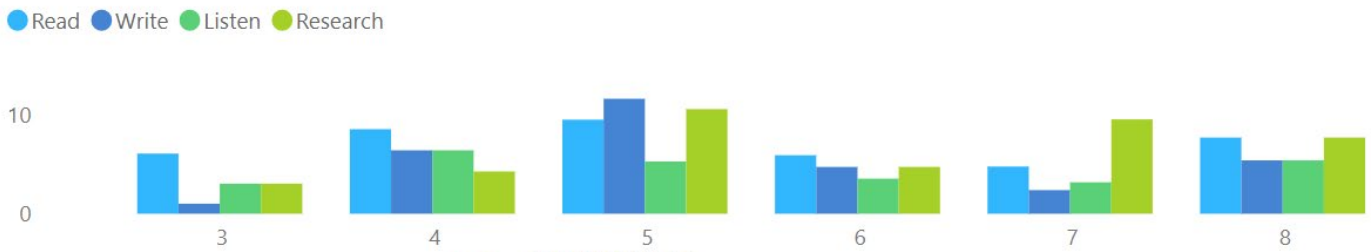
ELA CAASPP: Percent Met/Exceed Standard



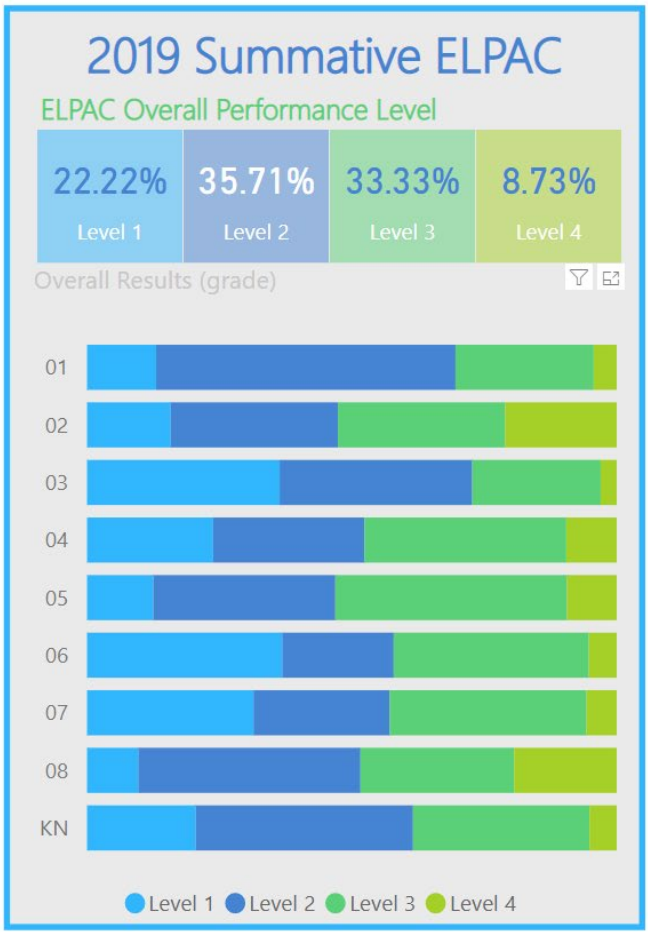
ELA CAASPP: Percent Met/Exceed Standard by Grade Level

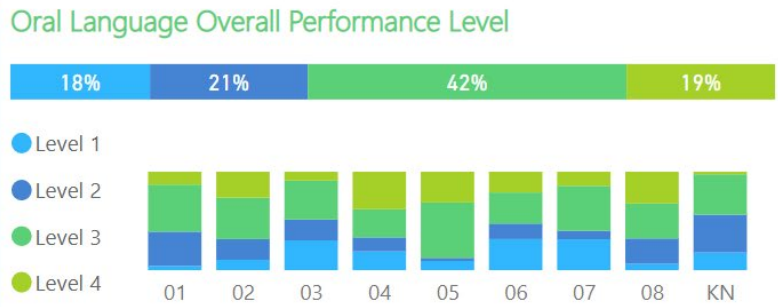


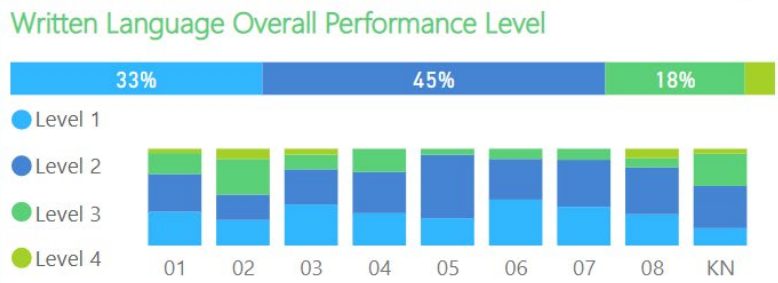
2019 Prelim ELA CAASPP: Area - Percent Above Standard

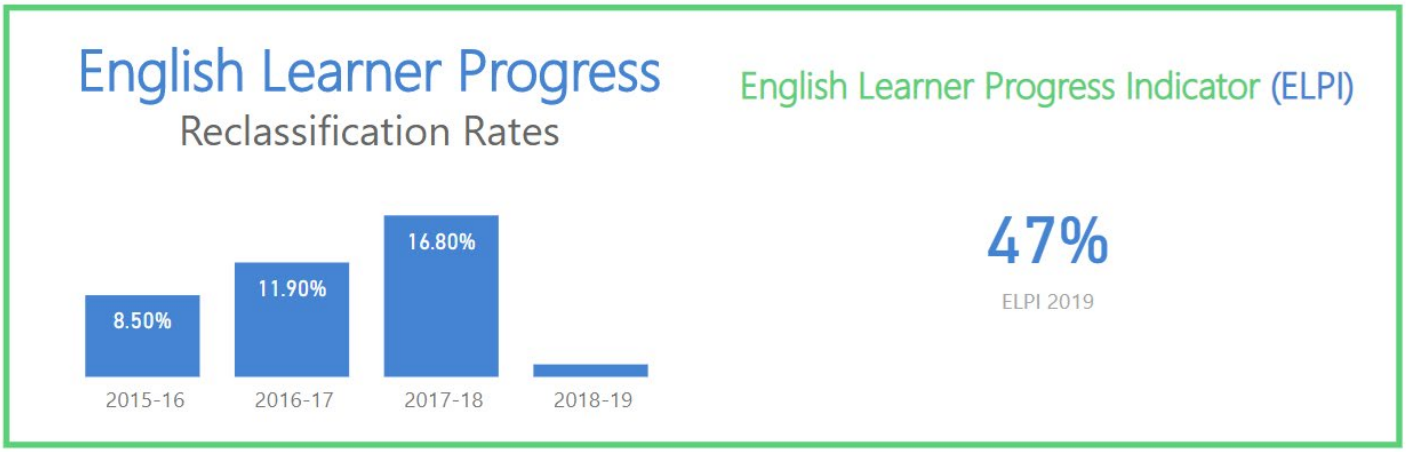


page 2 SUSD RA 12122019 v3r1

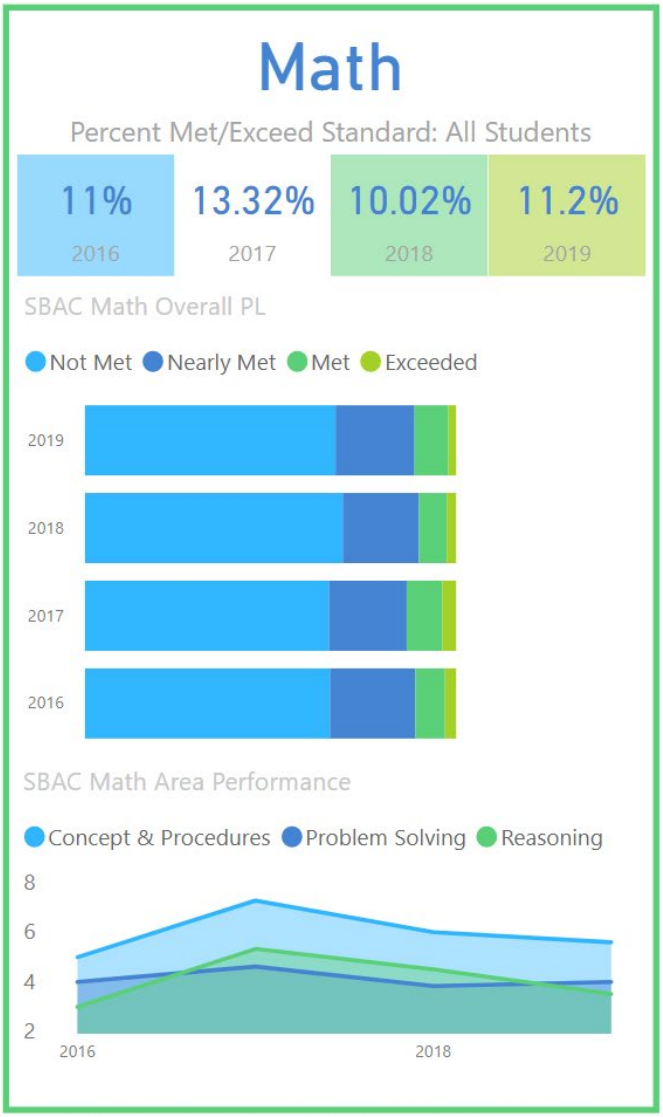


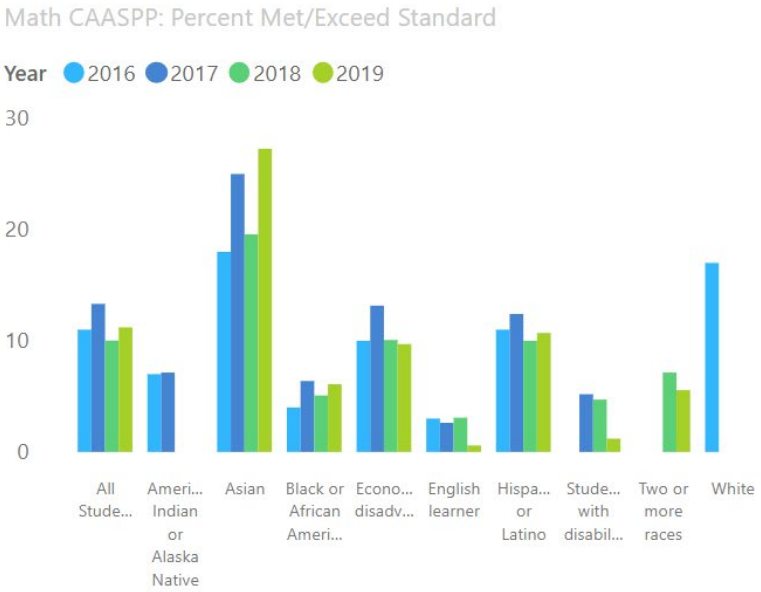


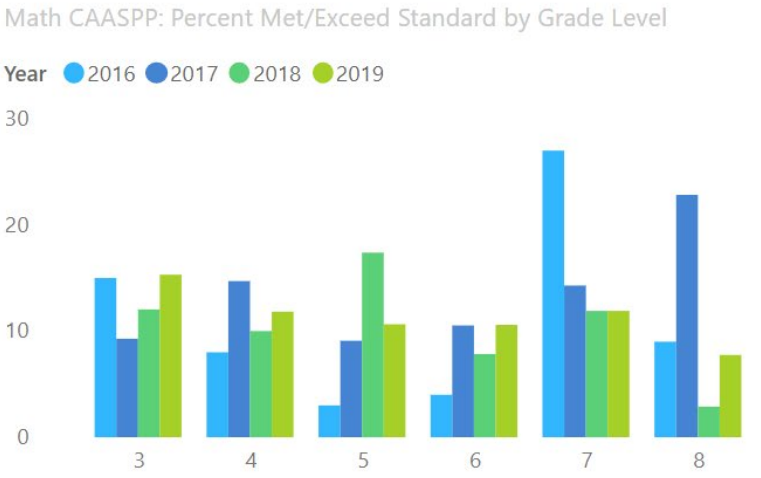


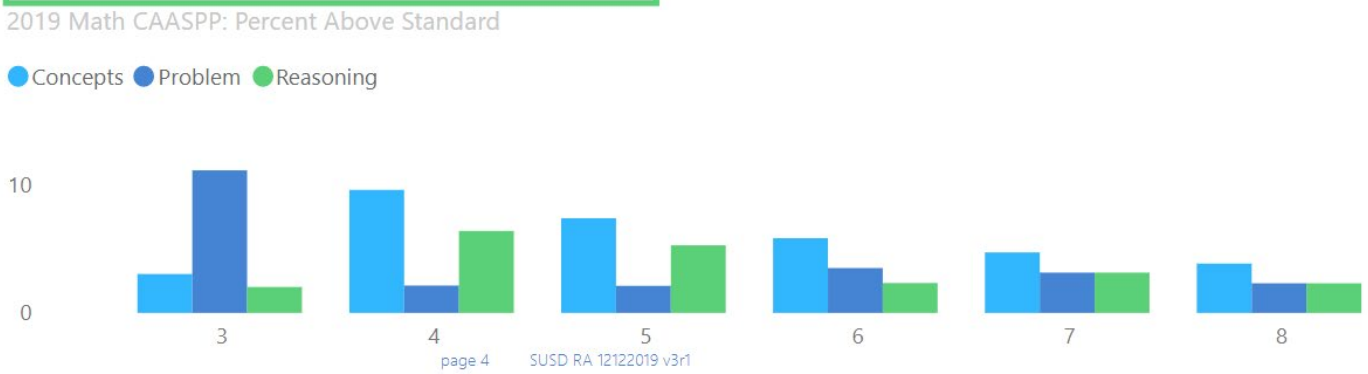


page 6 SUSD RA 12122019 v3r1


Math
Percent Met/Exceed Standard: All Students
11%
2016
13.32%
2017
10.02%
2018
11.2%
2019
SBAC Math Overall PL
Not Met
Nearly Met
Met
Exceeded
2019
2018
2017
2016
SBAC Math Area Performance
Concept & Procedures
Problem Solving
Reasoning
8
6
4
2
2016
2018


Math CAASPP: Percent Met/Exceed Standard
Year
2016
2017
2018
2019
30
20
10
0
All Stude...
Ameri... Indian or Alaska Native
Asian
Black or African Ameri...
Econo... disadv...
English learner
Hispa... or Latino
Stude... with disabil...
Two or more races
White

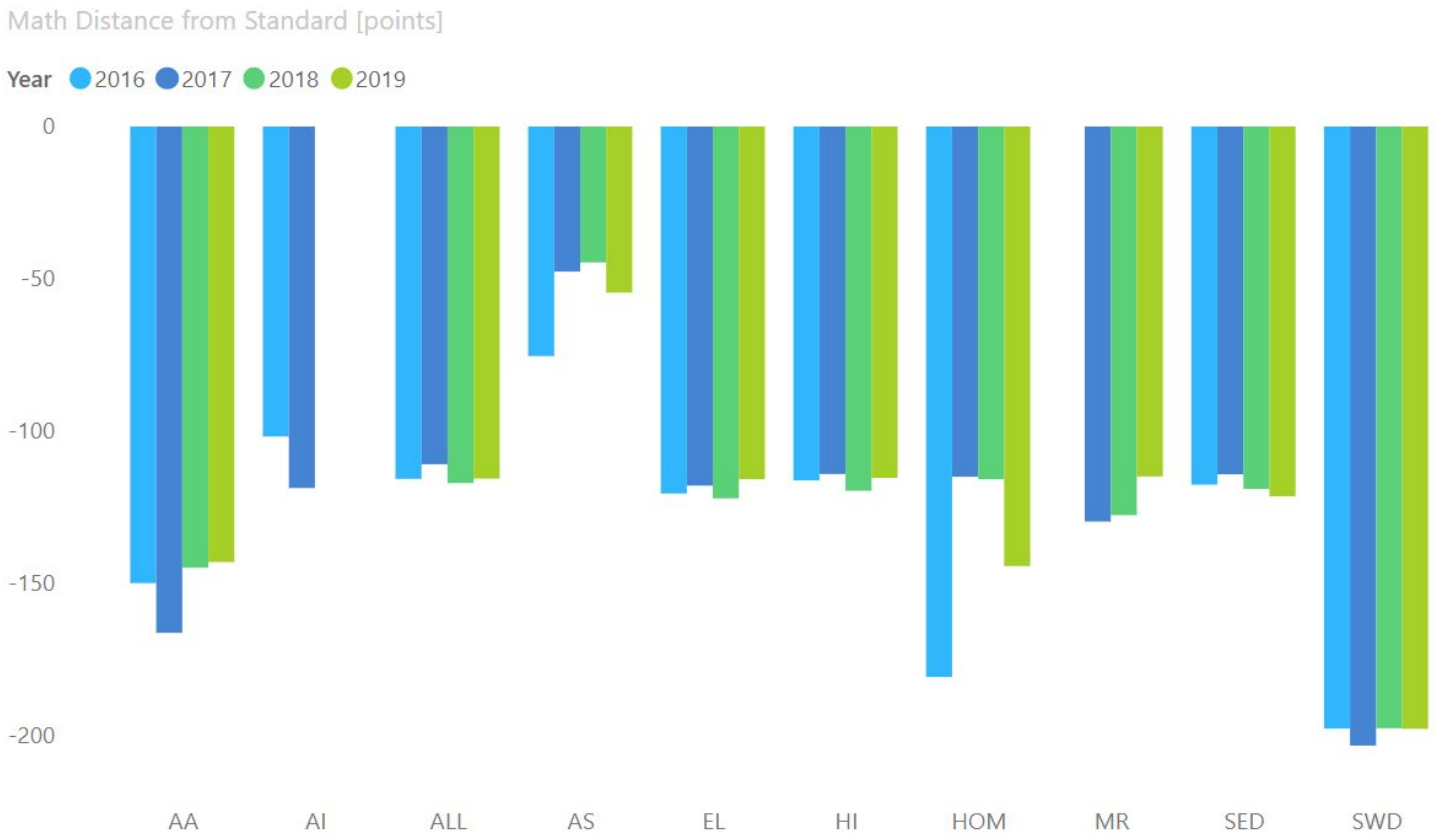

Math CAASPP: Percent Met/Exceed Standard by Grade Level
Year
2016
2017
2018
2019
30
20
10
0
3
4
5
6
7
8


2019 Math CAASPP: Percent Above Standard
Concepts
Problem
Reasoning
10
0
3
4
5
6
7
8
page 4
SUSD RA 12122019 v3r1

Math
Distance from Standard

All Students - [points]

-115.60	-110.80	-117.00	-115.50
2016	2017	2018	2019



page 5 SUSD RA 12122019 v3r1

PSAT NMSQT Grade 10

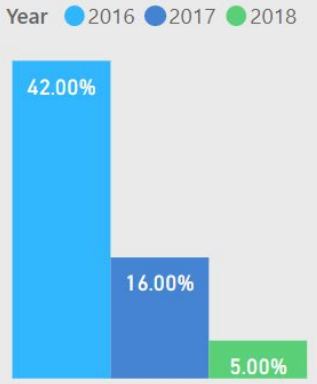
Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

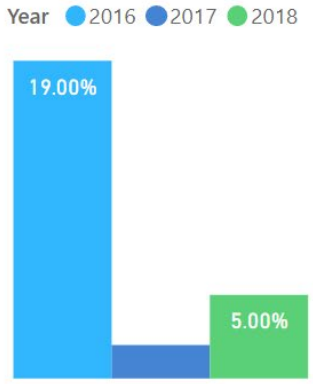
Percent Met ERW & Math Benchmark

PSAT 8/9 Grade 8

Percent Met Evidence-Based Reading & Writing Benchmark

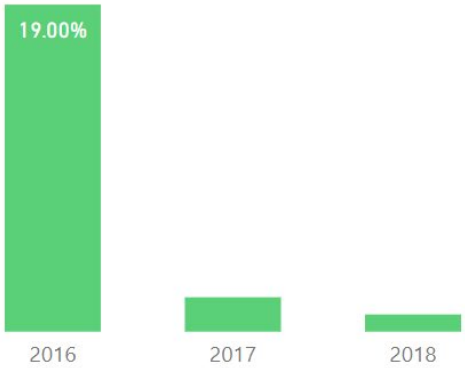


Percent Met Mathematics Benchmark



page 9 SUSD RA 12122019 v3r1

Percent Met ERW & Math Benchmark



Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-91.131 points below standard	-80 points below standard

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-117.0 points below standard	-100 points below standard

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences including virtual (e.g. AVID, PLC, RTI, etc.), data analysis, extended collaboration time, etc. focusing on evidenced based, instructional practices; integrated ELD strategies, CAFE, phonics, etc. For AVID, teachers will be offered digital resources and PD (goal for 25% of all Hamilton Teachers to participate) such as that from AvidDigitalXP.

Teacher Prep $25,000 (estimated based on base teacher salary) to cover classes while teachers are being trained.

Conferences/Trainings/Workshops - $10,000

Program Specialist will provide professional development and co-teaching opportunities to individual and grade level teachers. The Program Specialist will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The Program Specialist will work with teachers to assist with planning, collaboration and the data cycle for analyzing student assessment results. The Program Specialist will assist and organize with facilitation of Academic Conferences twice a year per grade level. Program Specialist will coordinate all state and district assessments such as ELPAC, CAASP and PSAT. The Program Specialist will serve as one of the EL Coordinators and the AVID Coordinators (along with an assistant principal).

To meet the expectation of 2 hours per day in classrooms, hiring a continued FT Program Specialist (1.0 FTE) will allow site instructional leadership to examine and dig deep into trends, patterns, and next steps for professional development to improve teacher capacity, thus increasing student achievement.

Program Specialist would take over the responsibilities of ELPAC Coordinator which test students (LPAC, MAP, SBAC), monitors reclassifications, monitors student progress and creates and monitors the two, part time (.4375 hrs each) Bilingual aides schedule. Assistant Principal will support with EL instruction and AVID strategies' utilization within the classroom. AVID trainings if applicable as well as PBIS-related initiatives, Program Specialist will provide support for the Bilingual Assistant in supporting EL students.

Instructional rounds and the development of professional development based on site needs will allow instruction to be fine-tuned to meet student needs and increase achievement. Program Specialist and Administrators (principals) will ensure they are visible in the classrooms where admin can serve as an instructional leader for new/probationary teachers.

Being a CSI school for the 20-21 school year, Hamilton will need to ensure that it continues to develop the Bilingual Assistant rote and ensure that they are able to support more students and at various levels. The school will also ensure that the program specialist receives support from the assistant principal(s) in ensuring that the Reading programs and math programs offered in the 20-21 school year have adequate leadership and structure for proper and effective implementation.

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$72,831	19101	.5 FTE Program Specialist (salary & benefits)
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$72,831	19101	.5 FTE Program Specialist (salary & benefits)
$10,000	52150	Conferences
$25,000	11101	Teacher Prep

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, Subgroup: English Learners

Strategy/Activity

Provide students with opportunities to increase reading proficiency through literacy and intervention programs (e.g. Benchmark, IReady, Pearson, AVID strategies, 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. Provide in class and small group instruction for EL and struggling EO students (Bilingual Assistant). Bilingual Assistant will ensure that all EL students receive an individualized program monitoring form (internally created) that helps create goal setting for EL students and provides another layer of support for all EL students.

Instructional Materials/Supplies - $4,999 – Title I, $21,273 - LCFF: Applicable supplemental instructional materials include: novels/books, white boards, clipboards, dry erase markers, flashcards, games, copy paper, folders/ sleeves, pencils, construction paper, color printer/scanner, printer ink, printer paper, chart paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, envelopes, ball point pens, masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, spiral notebooks, and composition books.

Equipment - $5,000: Projectors, SmartBoards, and technology to support distance learning.

Equipment Repair of technology to ensure applicable use during instruction.

Library Media Assistant will assist students with appropriate book selection based on Lexile levels and allow access to the library for additional access to books/literature. Nearpod License- Provides teachers and staff with strategic lessons in all content areas, interactive content/field trips, formative assessments and quizzes to be used with whole class or strategic small groups. Seesaw for enhanced blended learning supports for primary grade students. Cami creates an digital canvas over documents for students to write and show their work. Bilingual Assistant will provide support for EL students through strategies such as preview/review, reteaching, guided reading and primary Spanish language support.

Bilingual Assistant will provide tiered support for struggling EO students in small groups or in the class.

Program Specialist will coordinate all state and district assessments such as ELPAC, CAASP and PSAT. The program specialist will serve as the EL Coordinator and the AVID Coordinator. The Program Specialist will provide support for the Bilingual Assistant in supporting EL students.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction. Maintenance agreements ensure the equipment (list the equipment) are available and usable to provide a print rich environment.

Resources: Maintenance Agreement for {equipment} $ estimated cost

Being a CSI school in the 20-21 school year, Hamilton will ensure that Nearpod activities that are enriching and supplemental for EL and all students is utilized frequently by teachers and not just as an optional activity.

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$6,000	58450	License Agreement: Nearpod, Cami, Seesaw
$2,000	56590	Maintenance Agreements
$4,999	43110	Instructional Materials/Supplies

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$45,977	24101	.785 FTE Library Media Assistant (salary & benefits)
$17,095	21101	.4375 FTE Bilingual Assistant (salary & benefits)
$21,273	43110	Instructional Materials
$5,000	44000	Equipment

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

PTLW Conference: (district is funding due to initial implementation of PLTW) –

Substitute teacher to cover for teacher release.

Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$5,000	11700	Substitute Teachers

$ Amount(s)	Object Code	Description

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to: *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teacher and preschooler, *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities

Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

1.1 Provided teachers with professional learning opportunities during various meetings, conferences and coaching meetings. This PD was aimed to support teachers and students in the teaching & learning cycle (planning, assessments, data analysis, intervention, instructional strategies).

1.2 Provided students with opportunities to increase reading proficiency through literacy and intervention programs (SIPPs, Fountas & Pinnell) and leveled books (in classroom and at home).

1.3 Provide support from Bilingual Assistant (in-class or small group).

1.4 Materials were purchased to provide support for supplemental and core programs.

Effectiveness

1.1 Professional development was planned and held on a timely manner and attended by all teachers as evidenced by agendas. Taught strategies were observed being utilized in classrooms. Admin Support team (Admin, program specialist, coaches) provided follow-up support to ensure implementation of taught strategies as evidenced by logs and meeting notes.

1.2 Teachers, Librarian and staff provided students with opportunities to increase reading proficiency using SIPPS, Fountas and Pinnell and leveled libraries as evidence by library schedule, book circulation, intervention schedules, PLC meeting notes.

1.3 Bilingual Assistant provided mainly small group support as evidenced by logs, and schedules.

1.4 Supplemental materials were directly aligned and supported classroom instruction and supplemental programs as evidenced by purchase orders.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to approximately 103K in budget cut (lower budget for 20-21 year than for 19-20 year), extra materials were cut, instructional aide was cut but 2 less than half time bilingual assists were added. Conferences were cut entirely but specifics on digital professional development was added. Changes can be found in budget costs as outline in each goal and corresponding activities.

Goal 2 – School Climate

To decrease the 1% for all students according to the California Dashboard by May 2021.

To decrease suspension by 5% for African American student subgroup, by May 2021.

To decrease suspension by 5% for Students with Disabilities subgroup, by May 2021.

To decrease chronic absenteeism 1% for all students according to the California Dashboard by May 2021.

To decrease chronic absenteeism by 5% for African American student subgroup, by May 2021.

To decrease chronic absenteeism by 5% for Students with Disabilities subgroup, by May 2021.

Identified Need

Suspension –

Decreased suspensions during 19-20 school year – March 2020, Unduplicated rate at 5%

Suspension data: -Peak hours 11am-1pm

-68/117 Suspensions with physicality (58%)-usually fighting

-65% of suspensions occurring in 4th and 8th grade.

-Decrease in suspensions across the following subgroups:

EL, SWD, Homeless, AA, Asian, Hispanic, White, MRaces

-AA students are disproportionately suspended at a higher rate than Latino students (60% versus 20%)

Attendance/Chronic Truancy – CA Dashboard (Chronic Absenteeism):

- Overall increase by approximately 3%

-SWD (Orange) decreased 2%

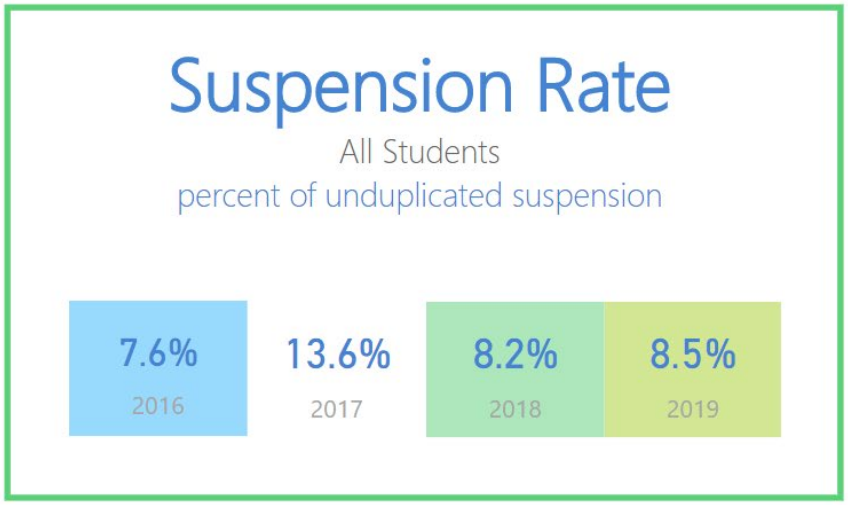
-AA (Orange) increased 4%

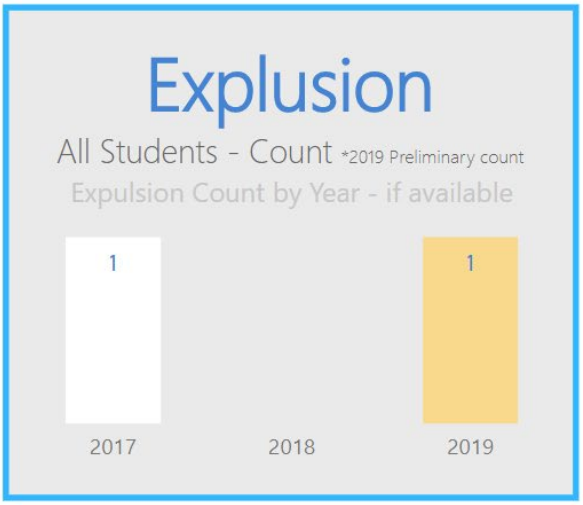
Weekly Parent classes (avg 18 attendees)

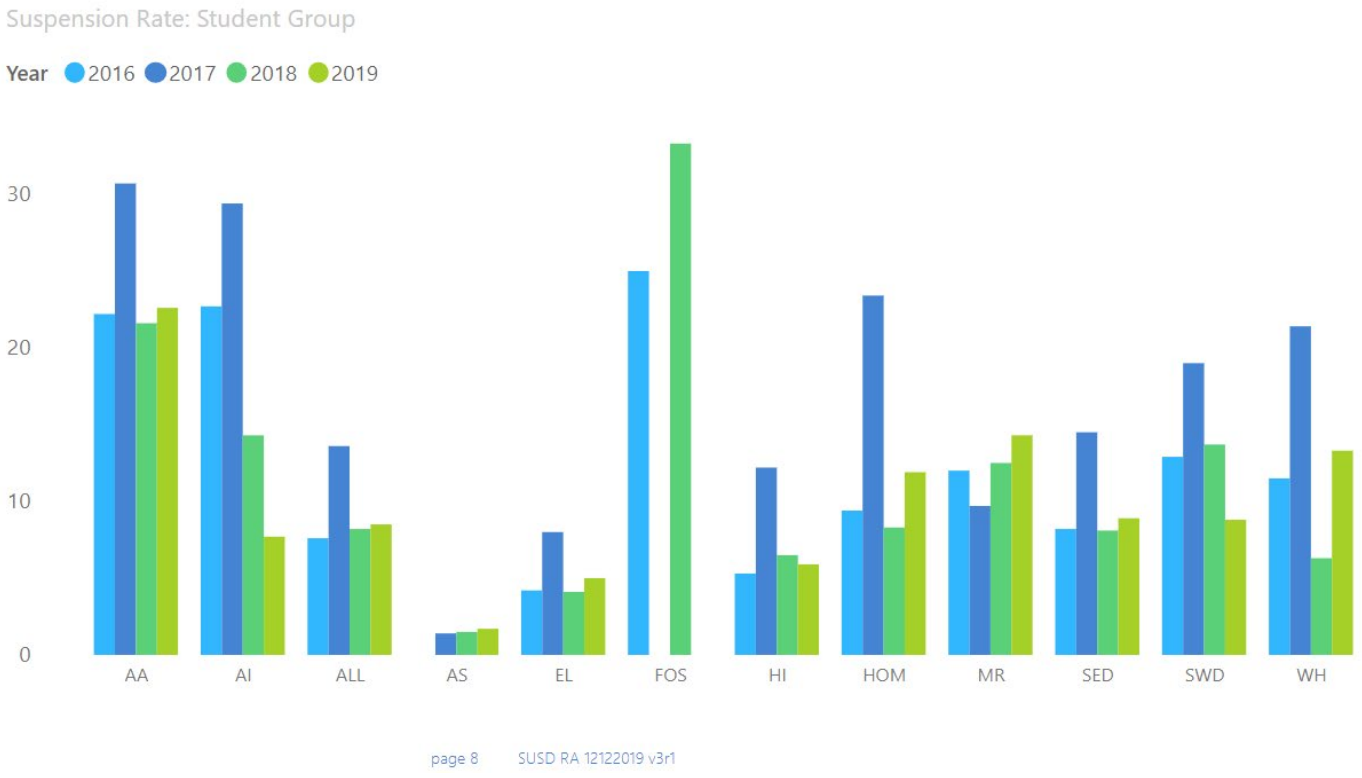
Very few AA parents attend meetings (approximately 5 have attended any parent-liaison led meetings at all)

Increase in consistent Parent Academic-focused workshops (112 meetings, Avg 20 attendees)

School Climate – Based on student survey results, only 85% of students felt “connected” to school and only 86% felt like they could go to a teacher that they trusted. Other survey results denoted that at least 15% of all students felt bullied at school. Additional surveys, to parents, reveal that more than 50% of parents want support with behavior management at home as well as at school. Teacher surveys reveal that more than 2/3rds of the staff belief that students struggle with regulating their emotions and managing anger or conflicts. Other climate data (such as behavior, suspension, attendance and participation in events, clubs/programs) was used qualitatively to denote a need to increase positive events/connections at school.


Suspension Rate
All Students
percent of unduplicated suspension
7.6%
2016
13.6%
2017
8.2%
2018
8.5%
2019


Explusion
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available
1
1
2017
2018
2019

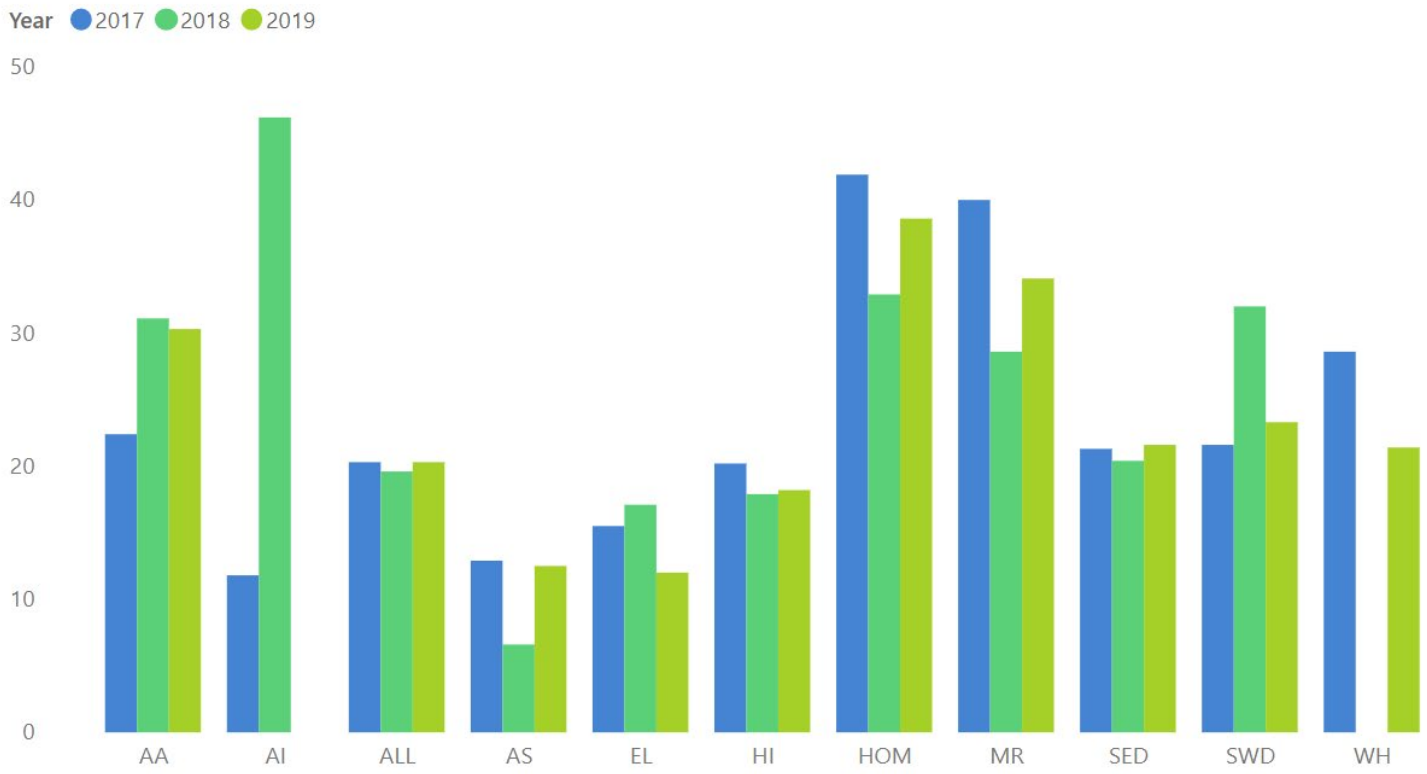

Suspension Rate: Student Group
Year 2016 2017 2018 2019
30
20
10
0
AA
AI
ALL
AS
EL
FOS
HI
HOM
MR
SED
SWD
WH
page 8
SUSD RA 12122019 v3r1

Chronic Absenteeism

All Students

2017	2018	2019
20.3%	19.6%	20.3%

Chronic Absenteeism Rate by Student Group and Year



page 7 SUSD RA 12122019 v3r1

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	5.2%	4.2%
Chronic Absenteeism (All Students)	21.2%	20.2%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Subgroups (African American, Students with Disabilities, students from Low Socioeconomic statuses)

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, Sow A Seed Mentoring, Improve Your Tomorrow, structured student engagement activities that focus on attendance and discipline.

Classified Staff: Will participate in training on restorative practices and PBIS strategies to be implemented while providing supervision in specific areas and at times yielding more referrals/suspensions.

PBIS Committee: Additional Hourly Pay (Additional Comp) for teachers: Approximately $3500 to be allocated for committee meetings. PBIS committee members to receive compensation for attending meetings to improve school climate-reduce suspensions and increase attendance.

Parent Liaison: Parent Liaison will be making individual contact with parents regarding absenteeism to support a healthy school environment as well as support for behavioral parent trainings.

Parent Liaison, along with CWA and counselor support, will actively monitor the following data points:

# of student attending school

# of student attending on time

# of discipline referrals

# of students suspended

# of student counseling referrals

Parent Liaison continues to provide a safe, collaborative environment with parents and the community while supporting communication needs (Spanish language support), connecting to resources/community agencies, identifying academic and behavioral needs in the home. Parent Liaison ensures at least 20 phone calls per week are made on chronic absentee list encouraging parent participation.

Hamilton will ensure that various partnerships are obtained that will support with behavioral training, education and knowledge for both parents and students.

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$3,500		Classified Additional Comp
$17,500	58320	Consultant, Non-Instructional

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$38,144	58320	Consultant, Non-Instructional

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier 2 and 3 students with At-Risk behaviors

Strategy/Activity

Hamilton Counselors will create a wellness-like center to address students that are exhibiting At-Risk Behaviors that provides students with hands on resources for learning social emotional skills (anger management, trauma practices, therapeutic activities). The wellness center will include various social emotional learning, dealing with trauma and trauma informed, healing based practices.

Counselors will ensure various resources are obtained in the form of tables, healing games, healthy physical and mental health activities (functional toys, rewards, games, and other student interests for motivational activities).

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$2,625	43110	Instructional Materials/Supplies

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 – Year 2

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

1.1 Similar to year before: Our Admin, Counselor and Staff provided 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.
1.2 Admin worked on in-school suspension and other informal restorative practices to curb suspensions.

Effectiveness

1.1 Effective social emotional and attendance support provided directly to students as evidenced by PLUS Climate survey, number of PLUS forums, counselor logs, attendance data (CA Dashboard, classroom incentive chart), suspension data (District data, CA Dashboard), student participation in incentive activities. Teachers also participated in PBIS forums, Restorative Circles training and surveys as evidenced by agendas and sign-in sheets.
1.2 Admin was able to lessen suspension with restorative practices such as behavior conferences, student circles/meetings to discuss disputes, as well as an informal use of Kelso's choices among CSA and noon-duty staff.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

School did not find use of Suite 360 very useful. Program was difficult to use across the needs of various students on different days.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Discontinue use of Suite 360; add the initial creation of a Wellness Center.

Goal 3 – Meaningful Partnerships

Meaningful Partnerships

By May 2021, Hamilton School will increase the number of regular volunteers from 9 to 18.

By May 2021, increase parent class attendance average from 17 to 27 and maintain number of community events and increase the family attendance.

Identified Need

Meaningful Partnerships:

Weekly Parent Classes (average 17 attendees) Increase in Parent Academic-focused workshops (7 meetings, average 20 attendees) Mental Health Workshops (4 classes. average 12 attendees) Rosetta Stone (13 parents regularly attend) Volunteers- 9 Increased Community Events by 50% (10 events, average 50 families).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Volunteers Sign-In	15 Volunteers	27 Volunteers
Parent Meeting Sign-In	19 Attendees	27 Attendees
Community Events	6 Events	10 Events

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 Parent Liaison will partner with local agencies to bring parenting classes to Hamilton such as Wednesday Parent Coffee Hours. Also meetings and forums will be held to discuss the impact of truancy and suspensions. Opportunities for parents to get connected to the school will be established such as SSC, ELAC and volunteering. Regular written communication (calendar, flyers, etc.). Non-Instructional Materials: manipulatives, flashcards, resource materials/flyers display Instructional Materials: paper, books, folders

Parent Liaison will track:

# of meetings coordinated

# of parents attending

# of parent community meetings

Due to the fact that many Parents have limited current understanding of the impact in the following areas:

-Absenteeism

-Routines in the home

-Academic support in the home

-Behavioral strategies to support in the home

Parent Liaison will ensure that Improved communication exists between home and school by- Providing information about communication methods with school (newsletter, website, SUSD app, etc.), Regularly contacting students on chronic absentee list, Providing Spanish language support, and Providing opportunities to improve English language skills

Also, Parent Liaison will ensure a Safe Environment for Parent/Community collaboration by continuing to develop the Parent Resource Room - Parent Liaison continues to provide a safe, collaborative environment with parents and the community while supporting communication needs (Spanish language support), connecting to resources/community agencies, identifying academic and behavioral needs in the home.

Parent Liaison ensures at least 20 phone calls per week are made on chronic absentee list encouraging parent participation.

At least twice a year, Hamilton will lead a community event that incorporates at least 2 different agencies that can offer supports to the community (such as a health fair, literacy night, or other holiday-like event with support/information relayed to the community attendees).

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$95,500	29101	FTE Parent Liaison
$1,585	43400	Meeting Expenses
$2,500	43200	Non-Instructional Materials

Fund Source – LCFF:

$ Amount(s)	Object Code	Description

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

1.1 Parent Liaison continued to develop parent resource room. Provided weekly meetings, although some had minor/low attendance.
1.2 Provided parents with support and resources that empowers them to be engaged in their student's learning such as parent/teacher conferences (including student academic focused resources), communication, after school academic focused activities as evidenced by agenda, sign-in sheets, parent survey.

Effectiveness

Parent involvement increased as measured by number of parent meetings/trainings and community events, agendas and sign-in sheets.

1.1 Many parents that attended events were the same parents continually.
1.2 Low participation rate of African American parent attendance/participation.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Parent Liaison will take a bigger role in monitoring and reaching out to parents of students with attendance concerns and create events that are specific to attendance participation.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$209,040
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$449,360

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$209,040

Subtotal of additional federal funds included for this school: $209,040

List the State and local programs that the school is including in the school-wide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$240,320

Subtotal of state or local funds included for this school: $240,320

Total of federal, state, and/or local funds for this school: $449,360

Budget Spreadsheet Overview – Title I

HAMILTON

Preliminary Budget Allocation - TITLE I

FISCAL YEAR 2020-21

TOTAL ALLOCATION	$ 204,955
TOTAL BUDGET DISTRIBUTED BELOW	$ 204,955
TO BE BUDGETED (Should be $0.)	0

50647	TOTAL ALLOCATION	$ 4,085
	TOTAL BUDGET DISTRIBUTED BELOW	$ 4,085
	TO BE BUDGETED (Should be $0.)	0

Object	Description	FTE	TITLE I 50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	TOTAL BUDGET
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp				$ 3,500			$ 3,500
11700	Teacher Substitute							$ -
12151	Counselor							$ -
13201	Assistant Principal							$ -
19101	Program Specialist	0.5000	$ 72,831					$ 72,831
19101	Instructional Coach							$ -
19500	Instr. Coach-Add Comp							$ -
	OTHER Certificated							$ -
21101	Instructional Assistant							$ -
21101	CAI Assistant							$ -
21101	Bilingual Assistant							$ -
24101	Library Media Clerk							$ -
29101	Community Assistant							$ -
	OTHER Classified					$ 95,500		$ 95,500
30000	Statutory Benefits							$ -
	Sub Total - Personnel/Benefits		**$ 72,831**	**$ -**	**$ 3,500**	**$ 95,500**	**$ -**	**$ 171,831**
Books & Supplies								
42000	Books							$ -
43110	Instructional Materials		$ 4,999		$ 2,625			$ 7,624
43200	Non-Instructional Materials						$ 2,500	$ 2,500
43400	Parent Meeting						$ 1,585	$ 1,585
44000	Equipment							$ -
43150	Software							$ -
	OTHER							$ -
	OTHER							$ -
	Sub Total-Supplies		**$ 4,999**	**$ -**	**$ 2,625**	**$ -**	**$ 4,085**	**$ 11,709**
Services								
57150	Duplicating							$ -
57250	Field Trip-District Trans							$ -
57160	Nurses							$ -
56590	Maintenance Agreement		$ 2,000					$ 2,000
56530	Equipment Repair							$ -
52150	Conference							$ -
58450	License Agreement		$ 6,000					$ 6,000
58720	Field Trip-Non-District Trans							$ -
58920	Pupil Fees							$ -
58100	Consultants-instructional							$ -
58320	Consultants-Noninstructional					$ 17,500		$ 17,500
	OTHER							$ -
	OTHER							$ -
	Sub Total-Services		**$ 8,000**	**$ -**	**$ -**	**$ 17,500**	**$ -**	**$ 25,500**
	GRAND TOTAL		**$ 85,830**	**$ -**	**$ 6,125**	**$ 113,000**	**$ 4,085**	

Budget Spreadsheet Overview – LCFF

HAMILTON

Preliminary Budget Allocation - LCFF

FISCAL YEAR 2020-21

TOTAL ALLOCATION	$ 240,320
TOTAL BUDGET DISTRIBUTED BELOW	$ 240,320
TO BE BUDGETED (Should be $0.)	0

Object	Description	FTE	LCFF 23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	LCFF 23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	LCFF 23034 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	LCFF 23035 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	TOTAL BUDGET
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		$ -				$ -
11700	Teacher Substitute		$ 5,000				$ 5,000
12151	Counselor		$ -				$ -
13201	Assistant Principal		$ -				$ -
19101	Program Specialist	0.5000	$ 72,831				$ 72,831
19101	Instructional Coach		$ -				$ -
19500	Instr. Coach-Add Comp		$ -				$ -
	OTHER Certificated		$ 25,000				$ 25,000
21101	Instructional Assistant		$ -				$ -
21101	CAI Assistant		$ -				$ -
21101	Bilingual Assistant	0.4375	$ -	$ 17,095			$ 17,095
24101	Library Media Clerk	0.7500	$ 45,977				$ 45,977
29101	Community Assistant		$ -				$ -
	OTHER Classified		$ -				$ -
30000	Statutory Benefits						$ -
	Sub Total - Personnel/Benefits		**$ 148,808**	**$ 17,095**	**$ -**	**$ -**	**$ 165,903**
Books & Supplies							
42000	Books						$ -
43110	Instructional Materials		$ 21,273				$ 21,273
43200	Non-Instructional Materials						$ -
43400	Parent Meeting						$ -
44000	Equipment		$ 5,000				$ 5,000
43150	Software						$ -
	OTHER						$ -
	OTHER						$ -
	Sub Total-Supplies		**$ 26,273**	**$ -**	**$ -**	**$ -**	**$ 26,273**
Services							
57150	Duplicating						$ -
57250	Field Trip-District Trans						$ -
57160	Nurses						$ -
56590	Maintenance Agreement						$ -
56530	Equipment Repair						$ -
52150	Conference		$ 10,000				$ 10,000
58450	License Agreement						$ -
58720	Field Trip-Non-District Trans						$ -
58920	Pupil Fees						$ -
58100	Consultants-instructional				$ 38,144		$ 38,144
58320	Consultants-Noninstructional						$ -
	OTHER						$ -
	OTHER						$ -
	Sub Total-Services		**$ 10,000**	**$ -**	**$ 38,144**	**$ -**	**$ 48,144**
	GRAND TOTAL		**$ 185,081**	**$ 17,095**	**$ 38,144**	**$ -**	**$ 240,320**

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Hamilton's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Hamilton's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

LCFF –

$20,000 – 11101 – Teacher Salaries: Reduced to reallocate funds that will not be used due to COVID/distance learning will be moved into non instructional materials (but in different strategies listed out).

$10,000 – 52150 – Conferences: Reduced funds due to COVID-19 restrictions on social distancing and travel policies, field trips will not be implemented.

SPSA: Goal 1, Strategy 2:

Title I –

$1,039 – 43110 – Instructional Materials/Supplies: Reduced to reallocate funds to cover the invoice for maintenance agreement services.

$1,039 – 56590 – Maintenance Agreements: Reallocated funds to cover the invoice for maintenance agreement services.

$2,534 – 58450 – License Agreements: Reallocated funds to purchase RAZ Kids license agreement. Hamilton SSC agrees that we need more resources for EL and reading overall. The SSC recommends the use of an online reading program that had been used in the past called Razz Kids. While students currently have access to online books and texts through regular or already obtain curriculum and resources, we do know that our struggling readers are not offered enough high interest, low Lexile reading texts. We plan to implement Razz Kid for all students but have a special focus with our EL students as all classroom teachers, including special day classes, will be asked to utilize at least one Razz kids as all students can log in and utilize texts at their levels immediately. For the remainder of the school year, Razz kids will cost $2,534 for all 32 classroom teachers to be able

to use immediately. Students are having low motivation to log in and complete asynchronous work unless it is extremely high interest and/or at their reading levels. This is significant for all teachers on the SSC and parent members agreed as well that they do not think their children and our school is having students read enough texts that they truly enjoy. Hamilton admin and program specialist will collect data usage of Razz kids and set grade level goals. Hamilton admin will ensure that all teachers utilize the program and not just EL students. Data usage will be analyzed in grade level collaboration and some staff meetings. Data will be reviewed monthly. This will be shared with parents at admin-parent meetings as appropriate. The data can support a comprehensive needs assessment to compare curriculum-text related reading use versus high interest reading materials/texts from Razz Kids.

LCFF –

$1,185 – 43110 – Instructional Materials/Supplies: Reduced to cover salaries/benefits based on actual costs.

$675 – 43110 – Instructional Materials/Supplies: Reduced to cover the cost of an invoice for books. Object code correction.

$1,185 – 22601 – .75 FTE Library Media Assistant: Reallocated to cover salaries/benefits based on actual costs.

$675 – 42000 – Books: Reallocated to cover invoice for books. Object code correction.

$19,000 – 43200 – Non-Instructional Materials: Reallocated to purchase materials to be utilized academically related activities such as literacy nights, math nights, and/or arts related events. Method of distribution (i.e., drive-thru, mailing, etc.) may vary due to COVID-19 restrictions. Due to distance learning, we need to figure out how to utilize funds to meet the new needs of families which includes being able to be interactive virtually and maintain engagement. Participation rates, usage, and attendance of families will be closely monitored and analyzed by the various committees that oversee events in order to ensure that they can participate better in future events.

SPSA: Goal 1, Strategy 3:

LCFF –

$1,800 – XXXXX – Virtual Training: Reallocated to cover the cost of virtual outdoor science programming for students to experience three live virtual lessons through video, exploring outdoor locations. All provided lessons are linked to 5th, 6th or 7th grade NGSS and will use nature journaling to observe phenomena from Jones Gulch and Durham Ferry ecosystems. Lessons will also include social and emotional learning which has always been a key component to outdoor education. Students will receive a themed week program called “Science Camp at Home”. Teachers and/or families can bring science camp to their classrooms and homes with 5 days of fun activities designed to create a “camp” experience.

SPSA: Goal 2, Strategy 1:

Title I –

$2,534 – 58320 – Consultant Non-Instructional: Reduced funds for consultant non-instructional because services have not been implemented due to COVID-19 restriction pertaining to the distance learning and strict social distancing policies.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Hamilton is receiving additional monies in Parent Involvement (Cost Center: 50647). Hamilton's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43400 – Parent Meeting for the purchases of items for in-person parent events.

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
HAMILTON	818	751	91.8%	$ 204,955	$ 4,562	$ 209,517	$ 4,085.00	$ 477.00

Title I –

$8,200 – 43200 – Non-Instructional Materials: Reallocated funds to purchase items for parent meetings. Distance learning caused parent participation to decrease due to technological logging in and accessing of meetings. Parent attendance will be collected.

HAMILTON 238

	7/28/2020	INITIAL BUDGET/DATE	2/9/2021	REVISED BUDGET/DATE	50647 - inc by $477

TITLE I		LCFF		TITLE I - PARENT - 50647	
TOTAL ALLOCATION	$ 204,955	TOTAL ALLOCATION	$ 240,320	TOTAL ALLOCATION	$ 4,562
TOTAL BUDGET DISTRIBUTED BELOW	$ 204,955	TOTAL BUDGET DISTRIBUTED BELOW	$ 240,320	TOTAL BUDGET DISTRIBUTED BELOW	$ 4,562
TO BE BUDGETED (Should be $0.)	$ -	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0

Object	Description	FTE	ACHIEVEMENT 50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	LEARNING ENVIRONMENT 50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	PARTNERSHIPS 50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11101	Teacher Salaries	0.000		0.000	$ 20,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 20,000
11500	Teacher - Add Comp (incl benefits)	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
11700	Teacher Substitute (incl benefits)	0.000	$ -	0.000	$ 5,000	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 5,000
12151	Counselor	0.000		0.000		0.000		0.450		0.000		0.000		0.000		0.000		0.000		0.450	$ 0
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
13201	Assistant Principal	0.000	$ -	0.500		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.500	$ 1
30000	Statutory Benefits	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Program Specialist	0.500	$ 52,753	0.500	$ 50,400	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	$ 103,154
30000	Statutory Benefits	0.000	$ 21,537	0.000	$ 17,837	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Instructional Coach	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Instructional Asst/CAI	0.600	$ -	0.400	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	$ 0
30000	Statutory Benefits	0.000	$ -	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21101	Bilingual Assistant	0.000		0.000	$ -	0.000		0.438	$ 15,414	0.000		0.000		0.000		0.000		0.000		0.438	$ 15,414
30000	Statutory Benefits	0.000		0.000	$ -	0.000		0.000	$ 1,399	0.000		0.000		0.000		0.000		0.000		0.000	
21500	Bil Asst-Add Comp (incl beneftits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22601	Library Media Assistant	0.000		0.750	$ 28,409	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.750	$ 28,410
30000	Statutory Benefits	0.000		0.000	$ 20,486	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.750		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.750	
22901	Community Assistant	0.000		0.000		0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000	$ 3,500	0.000		1.000	$ 54,788	0.000		0.000		1.000	$ 58,289
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 39,332	0.000		0.000		0.000	
29500	Par Lia-Add Comp (incl benefits)	0.000	$ -	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
	Sub Total - Personnel/Benefits		**$ 74,290**		**$ 142,132**		**$ -**		**$ 16,813**		**$ 3,500**		**$ -**		**$ 94,120**		**$ -**		**$ -**		**$ 210,268**
Books & Supplies																					
42000	Books				$ 675				$ -										$ -		$ 675
43110	Instructional Materials		$ 3,881		$ 9,827		$ -		$ -		$ 2,625		$ -				$ -		$ -		$ 16,333
43200	Non-Instructional Materials		$ -		$ -		$ -		$ -								$ 8,200		$ 2,977		$ 11,177
43400	Parent Meeting												$ -						$ 1,585		$ 1,585
44000	Equipment				$ 5,000																$ 5,000
	Sub Total - Books & Supplies		**$ 3,881**		**$ 15,502**		**$ -**		**$ -**		**$ 2,625**		**$ -**		**$ -**		**$ 8,200**		**$ 4,562**		**$ 34,770**
Services																					
57150	Duplicating																				$ -
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement		$ 3,039				$ -														$ 3,039
52150	Conference				$ -																$ -
52170	Webinar Training				$ 1,800																$ 1,800
58450	License Agreement		$ 6,000				$ -														$ 6,000
58720	Field Trip-Non-District Trans																				$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional										$ 17,500		$ 55,873								$ 73,373
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		**$ 9,039**		**$ 1,800**		**$ -**		**$ -**		**$ 17,500**		**$ 55,873**		**$ -**		**$ -**		**$ -**		**$ 84,212**
	GRAND TOTAL		**$ 87,210**		**$ 159,434**		**$ -**		**$ 16,813**		**$ 23,625**		**$ 55,873**		**$ 94,120**		**$ 8,200**		**$ 4,562**		

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

ELA:

By May 2022, using the iReady ELA Diagnostic 3 assessment we will increase the number of students performing at grade level by 20 students.

EL: By EOY 2022, per ELPAC, we will increase the number of students who reclassify by 24 Students.

EL: By EOY 2022, Initial students will increase their performance by one band level

A School-Wide focus on Step-Up to Writing with paragraph construction & deconstruction, and close reading strategies to master basic understandings such as ID main details/ summarize/ site evidence

Math:

By May 2022, using the iReady Math Diagnostic 3 assessment we will decrease the total number of students performing 2 or more grade levels below by 38 students.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

The purpose of this plan is to guide services and supports to students so that rigorous instruction in academics and social/emotional supports and programs are in place to assist students and staff in meeting their needs and ensuring that ALL students learn at high levels.

Professional Learning supporting staff on instructional strategies that streamlines and alleviates barriers in transitioning from distance learning, hybrid learning, and in-person learning that builds capacity of staff. This may also include techniques to increase and reengage student participation and set-up and usage of instructional technologies.

AVID Digital XP - Registration, Training Attendance, Pre Conference collaboration and post conference collaboration. Eligible Attendees with Title I: Teacher, Program Specialist, Instructional Coach, Administrator

Registration – 10 teachers X $850 = $8,500

Training Attendance – 10 teachers X 20 hours X $60 = $12,000

Post Conference Collaboration – 10 teachers X 3 hours X $60 = $1,800 (Allocating $1,867)

Substitute coverage: To support ongoing PLC Professional development training to unpack standards, develop essential outcomes, increase rigor, and research based instructional strategies to improve tier I academic intervention and support.

Quarterly Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning.

32 days x $200= $6,421

Program Specialist

Program Specialist will provide professional development and co-teaching opportunities to individual and grade level teachers. The Program Specialist will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The Program Specialist will work with teachers to assist with planning, collaboration and the data cycle for analyzing student assessment results. The Program Specialist will lead the implementation and support of the ELSB grant. The Program Specialist will assist and organize with facilitation of Academic Conferences three times a year per grade level. Program Specialist will coordinate all state and district assessments such as ELPAC, CAASP and PSAT. The Program Specialist will serve as the iReady coordinator, one of the EL Coordinators, and the AVID Coordinators (along with an assistant principal). The Program Specialist will also oversee the after school program.

To meet the expectation of 2 hours per day in classrooms, hiring a continued FT Program Specialist (1.0 FTE) will allow site instructional leadership to examine and dig deep into trends, patterns, and next steps for professional development to improve teacher capacity, thus increasing student achievement. Instructional rounds and the development of professional development based on site needs will allow instruction to be fine-tuned to meet student needs and increase achievement.

Program Specialist and Administrators (principals) will ensure they are visible in the classrooms where administration can serve as an instructional leader for teachers. Program Specialist would take over the responsibilities of ELPAC Coordinator which test students (LPAC, MAP, SBAC), monitors reclassifications, monitors student progress and creates and monitors the part time (0.438 hrs. each) Bilingual aides schedule.

Program Specialist (0.5 FTE): $72,811	LCFF:19101
Program Specialist (0.5 FTE): $72,811	Title I

Assistant Principal will support with EL instruction and AVID strategies' utilization within the classroom. AVID trainings if applicable as well as PBIS-related initiatives, Program Specialist will provide support for the Bilingual Assistant in supporting EL students.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$72,811	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$79,232	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Step-Up- to Writing Program materials: $9,219 + License: $1,255 + Consultant PD $3,000

PLC Professional development training to unpack standards, develop essential outcomes, increase rigor, and research based instructional strategies to improve tier I academic intervention and support.

Professional Learning to support staff on instructional strategies that streamlines and alleviates barriers in transitioning from distance learning, hybrid learning, and in-person learning that builds capacity of staff. This may also include techniques to increase and reengage student participation and set-up and usage of instructional technologies.

Quarterly Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning.

PLC’s to focus on ELA, writing strategies, reading comprehension, Common Formative Assessments (CFA’s), rubrics through collaboration and data driven decisions.

PLC calendar unpacking standards, essential outcomes, assessments, intervention, and enrichment.

Provide teachers with professional learning opportunities to supplement core instruction and increase engagement such as; co-teach, demo lessons in the classroom, conferences including virtual (e.g. AVID, iReady, PLC, Step-Up to Writing, SeaSaw, Peardeck, Kami, Nearpod, DII, RTI, etc.), data analysis, extended collaboration time, etc. focusing on evidenced based, instructional practices; integrated ELD strategies, CAFE, phonics, etc. increase student academic achievement through a comprehensive instructional support system.

Through the PLC process, teachers calibrate their instruction and monitor student achievement through Common Formative Assessments (CFAs). Opportunities for re-teaching and mastery of essential outcomes identified through data analysis within PLCs. The PLC process also reinforces the use of AVID strategies school-wide and identifies ways to increase rigor through cross-curricular implementation of site-adopted strategies.

Site-based Professional Development provides an opportunity for teachers to receive additional training that reinforces adopted instructional practices. Ongoing professional development allows for monitoring of site-adopted strategies and facilitates the PLC process which enables teachers to collaborate with colleagues on the implementation of strategies.

Substitutes are provided to enable teachers to attend site-based Professional Development to support the alignment of rigor within PLCs. In addition, teachers will participate in the development of curriculum implementation monitoring tools and processes in collaboration with the site administrators, instructional coaches and program specialist.

Focusing on:

* Vertical and horizontal alignment, Essential outcomes from standards, knowledge base at end of school year for next year progression, intervention strategies such as platooning, research based instructional strategies, and strategic RTI for all students

* Staff Collaboration – 2 hours per month

* Substitutes/Teacher Additional Comp

* Grade Level Collaboration – 3 hours per month

* Additional collaboration time/release time provided for teachers to observe colleagues in other classrooms/schools

# of teachers attending conferences and district/site level training Pre/Post Assessment results

# of students that met/exceeded iReady growth targets in each class/grade level

# of students met/exceeded standards on iReady Diagnostics

# of students met/exceeded standards on SBAC

* Walk-Through Visit - Observation of Actual Activities: Debrief of Observation

* Equity - Culturally Relevant Instruction Training and Planning:

Teachers: Additional Hourly for PLC Process/Trainings/post attendance conference:

Teacher Additional Comp Calculations):

284 hours x $60 per hour = $17,040 CSI

Conferences & Workshops: Over 63% of our teachers are new to Hamilton with half of the tenure here has been distance learning only. To ensure teachers build capacity together and strengthening and reviewing their understanding of the PLC process. Site training with administration and Virtual training through Solution Tree will take place throughout the school year. Summits in the Fall to focus on classroom management, social-emotional learning, and assessments. Conference in the Spring focusing on RTI, Rigorous instruction, high quality teaching, and program implementation. PD Attendee's by Administration, Program Specialist, and teachers. Workshops during the school year and summer time focusing on, Rigor, CFA's, instructional strategies, and high quality teaching strategies.

Sub coverage $200 x 80 days= $16,000	CSI
PLC (virtual Summ. RTI)- 4 teachers x 1 program specialist x $749= $3,745	CSI
PLC (Portable: Int. Socio-Emo. Learning/ Assessment) 25 teachers x $289= $ 7,225	CSI
PLC (virtual Summit RTI)- 1 admin x $749= $749	CSI

Summer Professional Learning and Collaboration: Teachers will meet during the summer months prior to the start of school to collaborate and plan instructional materials, Tier 2 support strategies, classroom management, and other supports for student subgroups.

Teacher Additional Comp Calculations

90 hours x $60 per hour = $5,400	CSI

AVID

Sub coverage $200 x 30 days= $8,000	CSI
Registration – 10 teachers X $565 = $5,650	CSI
Training Attendance – 10 teachers X 20 hours X $60 = $12,000	CSI
Post Conference Collaboration – 10 teachers X 10 hours X $60 = $6,000	CSI

AVID Leadership: Additional Hourly Pay for teachers that trained in the summer 2021 to staff and build capacity school-wide:

2 AVID Leadership teachers X 35 hours X $60 rate of pay = $4,200 total	CSI

Leadership team:

Outlines instructional support per grade level/subject matter and socio-emotional needs based on data collection Professional Development/Conferences/Training:

Opportunities are provided for specific departments to receive professional development based on the PLC targeted goals and data provided through the use of site wide classroom visitation tool. Consultants will be contracted to Solution Tree to evaluate the PLC process and provide feedback on refinement. Leadership committee members to receive compensation for attending meetings to improve school wide instructional practices through the implementation of AVID strategies.

Leadership meetings/Collaboration-

8 teachers x 1 Program Specialist x 2 academic coach x $60 x 20 hours= $13,200 CSI

Step- Up to Writing

Step Up to Writing supplemental program that will be used to extend the literacy supports for grades 4-8 that are provided to grade level TK-3 identified in the ELSB grant.

Writing instructional norms, visions & exemplars

Vision and of a competent student writer

Teachers will advance their advance their Tier I and Tier II ELA/ELD curriculum delivery using color coded using Step-Up to- Writing strategies as an instructional resource to write precise paragraphs and stretched essays. These instructional strategies will be used in conjunction with AVID strategies in Cornell Note taking, reading & comprehension, writing routines, word banks, graphic organizers.

PD focused on common instructional practices, common templets for writing templets for notetaking, summarizing, Cornell Notes, color coded paragraph construction. Strategies such as sentence stems, word banks, and graphic organizers. Step up to writing and designated ELD instruction using these strategies with 4-8th grade students. Step Up to writing to be a supplemental instructional resource for grades 4-8th to improve literacy in these grades as the ELSB supports TK-3 grade for School Wide literacy improvement. Step Up to Writing is scheduled for targeted monthly focus on writing- staff writing exemplars

Step-Up to Writing will be used to assist teachers & students to reach school wide writing expectations. Each grade level will create SMART goals for genera (narrative, expository, summary etc). Teachers will be provided 3 trainings by Step-Up-to Writing consultants on ways to use the program resources, strategies, and create SMART goals for various writing genera's.

Step-Up- to Writing Program materials:

20 teachers x 1 program specialist x $439= $ 9,219 CSI

License agreement: $1,255 CSI
Consultant fee; $ 3,000 CSI

Professional Development opportunities will support teachers in implementing AVID-based instructional practices. Conference attendees will use their training to further refine instructional practices and support in the implementation of AVID strategies site-wide through PLC discussions and calibration. Instructional leaders will also utilize their training to guide site-based Professional Development to enhance classroom instruction

Teacher additional comp. to pay teachers after contract hours to collaborate on grade- level and School Wide PLC collaboration with AVID instructional strategies, grade level standard assessments, Step Up to Writing implementation and calibration.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
102,778	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
9,219	4000 Series	Books & Supplies
9,905	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Provide students with opportunities to increase reading proficiency through literacy and intervention programs (e.g. Benchmark, IReady, Step Up to Writing supplemental program, Pearson, AVID strategies, SIPPs, 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.

Supplemental materials, resources, and technology will support core instruction. These include but are not limited to the following instructional support materials: chart paper, manipulatives for direct use in Math and ELA, whiteboards, expo markers, paper, pencil sharpeners, ink cartridge, headphones, folders, post-its, 1”, 2”, and 3” binders (AVID), poster boards, colored paper, construction paper, and pencils.

Instructional Materials/Supplies - $17,597 – LCFF

Non-Instructional Materials/Supplies - Non- Instructional materials and supplies including; tape, erasers, markers, crayons, colored pencils, project boards, presentation boards, scissors, glue sticks, mounting tape, paint, poster markers, sharpies, index cards, organizational tools (dividers, 1", 2", and 3" binders (AVID) highlighters, highlighter tape, and student planners/agendas). Materials will be utilized by students for project-based activities, inquiry/research assignments, and presentations. Students in grades TK – 8th grade will have access to materials to support their development of Executive Function skills which will positively impact students' academic success through equitable access based on individual learning needs.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction.

Non-Instructional Materials/Supplies - $1,049- Title 1; $ 500- LCFF

****General supplies are unallowable using State & Federal funds.****

Maintenance & repair Agreements - $3,000 – Title I: Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment listed above is available and usable to provide a print rich environment.

Maintenance Agreement - $3,500 LCFF

Duplicating - materials in larger quantities such as plays, short stories, agendas to be used as additional resources/manipulatives for student learning.

Duplicating - $2,500 LCFF

Student Learning – SMART board Technology

The focus of this strategy is on student learning through the development of Executive Function skills, engaging students in didactic learning in consideration of the heterogeneity of our student population and learning styles. To support individual learning styles, we will provide structures, materials and supplies that meet the learning needs of all students. Upgrades to our current classroom technology will address and support student achievement and college & career readiness as well as High School Success. This technology will support their development of Executive Function skills which will positively impact students' academic success through equitable access based on individual learning needs. The engagement strategies and interactive tools that teachers can use with the SMART board will allow more student to student interaction. Teachers can check for understanding on the spot and while students improve their skills, provide peer feedback, and demonstrate higher level thinking in real time.

Students will engage in technology-based programs. Other items include books, technology/equipment (e.g. interactive projectors, and SMART Boards as needed), and web-based programs (e.g. i-Ready Math, ELA, Padlet, Flipgrid, Kami, and Step- Up to Writing).

Equipment - Projectors, SmartBoards, and technology to support instruction and student engagement. Equipment Repair of technology to ensure applicable use during instruction.

SMART board: 3,294 x 10= $20,019 Title 1

Projector: 3 teachers x 649= $15,276 LCFF

Bilingual Assistant

Bilingual Assistant will work with English Learner students in small groups or individual students outside of ELD in their primary language in all subjects to help improve academic performance among all ELs. Provide professional development for teachers using GLAD strategies. Assist with ELPAC testing. Assist in the preparation of instructional materials and study aids to be used by students in classrooms or individual study situations; perform photo-copying and duplication duties as necessary. Assist in the implantation of instructional activities such as assisting limited English speaking students in the development of English language, and reinforce concepts taught by teacher using the students' primary language as directed by the certificated instruction.

Bilingual Assist (0.438) $27,453 LCFF: 22601

Library Media Assistant

Library Media Assistant will assist students with appropriate book selection based on Lexile levels and allow access to the library for additional access to books/literature. The program specialist will monitor the library's usage in support of our EL students. Library assist will also work in the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library

materials and equipment.

Library Media Assistant $62,661 (6hr) LCFF 22661

To increase student engagement, improve instructional strategies, and differentiate instruction teachers will use technology such as the platforms listed below:

----Seesaw License- Provides teachers with a platform to increase student engagement through technology where students create, engineer, and interact with content in a differentiated rigorous way.

--- Cami creates a digital canvas over documents for students to write and show their work.

---Peardeck an interactive presentation tool used to actively engage students individually and in groups.

No site funds allocated since the district will support and fund these technology platforms for the teachers.

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
33,989	4000 Series	Books & Supplies
3,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
90,114	2000 Series	Classified Personnel Costs (including benefits)
20,044	4000 Series	Books & Supplies
6,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Being a CSI school for the 20-21 school year, Hamilton will need to ensure that it continues to ensure that they are able to support more students and at various levels. The school will also ensure that the program specialist receives support from the assistant principal(s) in ensuring that the Reading programs offered in the 21-22 school year have adequate leadership and structure for proper and effective implementation.

Hamilton will ensure all teachers and students have access to the Learning A to Z: Raz Kids reading program. Raz Kids training will be made available to all teachers as a supplementary resource to the curriculum. To strengthen and support our academic programs and to address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, Hamilton will purchase licenses from Learning A to Z: Raz Kids reading program. Learning A to Z: Raz Kids will also be used to provide enrichment options for students. Teachers will be able to monitor and assess students independent reading practice. The quote includes 3 year access for 32 classrooms and a virtual Webinar of professional development for teacher/staff.

Learning A to Z: Raz Kids License $15,504

Additional Comp. Program specialist to train teachers and monitor the program

10 hrs x $60 x 1 program specialist= $600

Technology

Nearpod interactive engagements that include prebuilt grade level lessons in English & Math as well as lessons for Socio-emotional support and development. This service comes with a site analysis available to support and assist with ideas around teacher and site goals. This program supports instruction in English & Math as well as digital citizenship, and media literacy. We will also retain four PD consultant services via webinar to support teachers on how to use the tools most effectively to meet our SMART goals.

Nearpod license $6,200

Nearpod consultant $2,000

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
600	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
23,704	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Teachers will be trained in the NGSS (science) curriculum and enhance instruction through hands-on science experiments integrating Science Technology Engineering Mathematics (STEM) projects to include STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including project materials, science specific project materials, and specific project materials.

Administration will use their credentialed expertise to train teachers on real world connections in Mathematics through the NGSS phenomena. We will integrate Math standards by grade level for cross curricular collaboration as a supplement to Math core curriculum. This training will be trimester projects included in the teacher staff meetings. Each math standard will be grade level scaffold and appropriate according to the math standard

Equipment to be used will reinforce concepts of Algebraic standards (Seeing structure in expressions, Reasoning with equations, Using & Creating mathematic Models using real world connections):

----Measurement tools to learn the metrics system calculating (length, volume, speed, temperature etc.)

---Materials used to conduct mathematical calculations (phenomena with Heat/ Kinetic energy [KE= ½ MV^2], geometric patterns, volume [L x W x H, πr2 x h,] space comparisons, etc.)

----Materials to assist with algebraic calculations in Genetics such as $A^2 + AB + B^2$, ratio/statistics 9:3:3:1/ 3:1 of Hybrid Punnet square calculations

Outdoor Education

Hamilton students will receive three live virtual lessons to explore outdoor locations used to supplement curriculum NGSS standards. All provided lessons are linked to 5th, 6th or 7th grade NGSS and will use nature journaling to observe phenomena from Jones Gulch and Durham Ferry ecosystems. Lessons will also include social and emotional learning.

Hamilton teachers and/or families can bring outdoor education to their classrooms and homes with 5 days of fun activities designed to create a “camp” experience. The experience includes a nature name and student journal, monthly live virtual campfires with engaging virtual interactions with NGSS themes songs, games, stories in a large group. To cap off the whole experience each student will also receive a participation certificate.

Student registration Fee $1,800 LCFF 58100

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
1,800	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

NGSS Resources from Wards

Heredity in Humans kits $24.99 x 30= $749.70

Forensic Science

kits $214x 1= $ 214

kits $45.75 x 10= $4,575

Density Block Kit $44.99 x 10= $4,499

Mass, velocity, Kinetic energy $54.99 x 10=$ 5,490

Scientific Writing (Document analysis) kit $94.25

Beaks STEM design challenge $85.85 x 1= $8,585

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
24,607	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Provide students opportunities to:

*interact with their peers who will attend their kindergarten class promoting social skills,

*establish a connection between the kindergarten teacher and preschooler,

*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and

*attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Goal 2:

We will decrease from the 2019 (the last non COVID year) suspension rate for all students by 20 students according to the California Dashboard by May 2022.

We will decrease from the 2019 (the last non COVID year) suspension rate for the African American subgroup by 10 students according to the California Dashboard by May 2022.

We will decrease from the 2019 (the last non COVID year) suspension rate for the Students with Disabilities subgroup by 10 students according to the California Dashboard by May 2022.

We will decrease from the 2019 (the last non COVID year) chronic absentee rate for all students by 3% according to the California Dashboard by May 2022.

We will decrease from the 2019 (the last non COVID year) chronic absentee rate for the African American subgroup by 5% according to the California Dashboard by May 2022.

We will decrease from the 2019 (the last non COVID year) chronic absentee rate for the Students with Disabilities subgroup by 5% according to the California Dashboard by May 2022.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Parent Liaison

Parent Liaison continues to provide a safe, collaborative environment with parents and the community while supporting communication needs (Spanish language support), connecting to resources/community agencies, identifying academic and behavioral needs in the home. Participating in the CARE team process, calling home, arranging parent intervention meetings

Parent Liaison will ensure that various partnerships are obtained that will support with behavioral training, education and knowledge for both parents and students.

Counselors, CWA, the SST, and admin will work with the Parent Liaison to create an attendance team to address the chronic absentee list.

Parent Liaison ensures at least 40 phone calls per week are made on chronic absentee list encouraging parent participation.

MTSS System

Through an MTSS system, provide students with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities.

Tier 1 classroom management

Site-based Professional Development provides an opportunity for teachers to receive additional training that reinforces adopted instructional practices. Ongoing professional development allows for monitoring of site-adopted strategies and facilitates the PLC process which enables teachers to collaborate with colleagues on the implementation of strategies. Substitutes are provided to enable teachers to attend site-based Professional Development to further support the alignment of rigor within PLCs.

Substitute coverage 32 days x $200= $6,421 LCFF

Tier 1 Social-emotional/Behavioral

To further support PBIS, training will be provided in the areas of Trauma-Informed Practices, Restorative Practices (alternatives to suspension), and Culturally Responsive Teaching that will facilitate the building of positive relationships between students and staff. Provide instruction to all students on issues related to social-emotional/behavioral concerns. The Community Involvement Club will promote a positive school culture and climate through the use of Lunch Time Activities (LTAs) and assemblies that celebrate school spirit and engagement.

Tier 2 Social-emotional/Behavioral

Interventions include the use of the SAP/CARE team process to identify areas of support for students, including students with needs in the areas of chronic absenteeism, substance abuse, or anger management. These interventions are identified through the SAP team and are used to identify students in need of support services with social-emotional/behavioral needs. Counselors and Mentors to facilitate student intervention groups to provide strategies and support for students in need of additional support with concerns around trauma, grief, drug abuse, foster/homeless support etc.

Leadership conference/Field Trip: During this conference, PLUS students will learn about Self-Determination, growth mindset in academics & life skills, addressing bullying in school, education on substance abuse, the importance of academic success, perseverance, mental & physical health habits and practices. These students will receive education & experience on how to become fully engaged participants in a governing body within their school community.

The students that receive training at this conference will then implement the ideas for building positive culture and climate for all students along with the PBIS team at Hamilton. They will use these skills for monthly themed assemblies on addressing bullying, the importance making good choices with health & academics. These students will also work with staff for power recess events to incorporate the physical health aspect of the training.

Student Leadership Conference/fieldtrip for PLUS students at Hamilton LCFF 57250

Registration: $50 x 30 students= $1,500 + Transportation: $1,200= $2,700

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
6,421	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
2,700	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

PBIS Committee

Hamilton will provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, CARE team, and mentor groups (Improve Your Tomorrow, Raising Youth Resiliency, Sow A Seed etc.), structured student engagement activities that focus on attendance and discipline.

Classified & Certificated Staff: Will participate in training on restorative practices and PBIS strategies to be implemented while providing supervision in specific areas and at times yielding more referrals/suspensions.

PBIS Committee: Additional Hourly Pay (Additional Comp) for teachers, Program Specialist, and Counselors: PBIS committee members to receive compensation for attending meetings to improve school climate-reduce suspensions and increase attendance.

PBIS committee meetings

120 hours x $60 per hour= $7,200

Tier 3 Social-emotional/Behavioral

Intervention needs, Behavioral Intervention Plans are created that support students in meeting goals. Students have access to Mental Health Clinicians through the Health Center that address strategic counseling needs, as well as referrals to outside service agencies. Case management for mentorship and mental health conditions will be fulfilled by community agencies such as Improve Your Tomorrow/ Sow A Seed/ Raising Youth Resiliency. This resource provides group and individual mentorship for At-Risk students and provide needed support, enrichment opportunities, and make connections these students need to support their socio emotional needs. The mentor communicates with all stakeholders (teachers, counselors, parents, administration etc.) to support and ensure student success.

Measured by:

# of positive responses to connectedness survey responses.

# of students attending after school activities.

# of students participating in spirit days.

# of students who have a SAP/CARE referral

# of students referred to the health center or other out of agency intervention.

# of responses on the PLUS survey.

# of non-duplicated students attending forums.

Raising Youth Resiliency:	$35,000
Improve Your Tomorrow	$37,500

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
7,200	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
72,500	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

2021-2022 Strategy Adjustment

Hamilton Counselors will create a wellness center to address students that are exhibiting At-Risk Behaviors that provides students with hands on resources for learning social emotional skills (anger management, trauma practices, therapeutic activities). The wellness center will include various social emotional learning, dealing with trauma and trauma informed, healing based practices. Counselors will ensure various resources are obtained in the form of tables, healing games, healthy physical and mental health activities (functional toys, rewards, games, and other student interests for motivational activities).

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Counselor added comp. 2 counselor x $60 x 20 hours = $2,400 to meet with student(s) after contractual hours for attendance intervention, socio-emotional support, and to discuss academics as well as preparation for courses for high school.

Over 2/3 of the suspensions in our data are the result of harassment, physical injury, obscenity, and possession of controlled substance. Suspensions at Hamilton are primarily due to students exhibiting “At-Risk Behaviors” and often related to trauma caused in their life and the students inability to cope or problem solve. This program will train staff on strategies for socio-emotional support such as anger management, coping skills for loss, and mental health for anxiety. In order to address the goals to reduce suspension rates and increase attendance we will implement strategies in the Incredible Years Training.

The Incredible Years (IY) Training Series is a set of three comprehensive, multifaceted, and developmentally based curricula for counselors, teachers, and administrators. This series of programs addresses multiple risk factors across settings known to be related to the development of conduct disorders in children. In all three types of training programs, trained facilitators use video scenes to encourage group discussion, problem-solving, and sharing of ideas. The Classroom Management Training (TCM) for teachers emphasizes effective classroom management skills such as, proactive teaching strategies, how to manage inappropriate classroom behaviors with discipline hierarchies, the importance of building positive relationships with students and with parents. This program is evidence based for teachers, counselors, and administration to reduce challenging behaviors in students and increase their socio emotional learning and self-control skills. Counselors and teachers will use various strategies to help students regulate emotions, improve socio skills, and activities to practice with the students. This program is geared towards grades K-3rd grade and can be scaffold up to 8th grade. We will begin by training counselors, one administrator, and 12 primary teachers. Counselors will build on these strategies with tier II group intervention pull out sessions with all grade levels.

Training Counselors, administrator, and Leadership committee

$290 x 4= $1,160

TEACHERS PROMOTING SOCIAL AND EMOTIONAL DEVELOPMENT Program

$240.00 x 12= $2,880

Additional comp

2 counselor x $60 x 20 hours = $2,400

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
6,440	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Goal 3:

By May 2022, Hamilton will increase the number of regular volunteers from 9 to 18.

By May 2022, Hamilton will increase average parent class attendance from 17 to 27. By May 2022, Hamilton will host at least 8 community events.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Total Parent Involvement funds for Goal 1, Strategy 1 is $4,235.

2021-2022 Strategy Adjustment

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 Parent Liaison will partner with local agencies to bring parenting classes to Hamilton such as Wednesday Parent Coffee Hours. Also meetings and forums will be held to discuss the impact of truancy and suspensions. Opportunities for parents to get connected to the school will be established such as SSC, ELAC and volunteering. Regular written communication (calendar, flyers, etc.).

School will provide:

Non-Instructional Materials: manipulatives, flashcards, resource materials/flyers display

Instructional Materials: paper, books, folders

Parent Liaison:

The parent liaison will ensure that Improved communication exists between home and school by

-Providing information about communication methods with school (newsletter, website, SUSD app, Blackboard, Peach Jar, etc.),

Regularly contacting students on chronic absentee list, Providing Spanish language support, and Providing opportunities to improve English language skills.

Parent Liaison will ensure a Safe Environment for Parent/Community collaboration by continuing to develop the Parent Resource Room - Parent Liaison continues to provide a safe, collaborative environment with parents and the community while supporting communication needs (Spanish language support), connecting to resources/community agencies, identifying academic and behavioral needs in the home.

Parent liaison to coordinate parent support with teachers such as training parents to make copies for teachers and coordinate informational workshops on topics such as PLC process, intervention resources for students, and school-wide instructional practices such as AVID, Step-Up to Writing, and Raz Kids strategies,

At least eight times a year, Hamilton will lead a community event that incorporates different agencies that can offer supports to the community (such as a health fair, literacy night, or other holiday-like event with support/information relayed to the community attendees)

Parent liaison to coordinate parent support for the items below, due to the fact that many Parents have limited current understanding of the impact in the following areas

-Absenteeism

-Routines in the home

-Academic support in the home

-Behavioral strategies to support in the home

Parent Liaison $120,522 (full time) Title 1- 29101

School Safety and Social Emotional Supports

The focus of this strategy is school safety and student support. Hamilton will improve school climate and safety by providing students with social/emotional support and resources that positively impact student learning through the continued implementation of a school wide PBIS program, restorative practices (e.g. classroom circles, restorative conferencing, positive communication skills, community leadership, and community building activities, counseling, trauma informed care, and on site mental health services. In addition, we will be implementing structured student engagement activities during non-instructional time to reduce discipline. The PBIS team will require additional time to create these activates and be released from class.

Substitute coverage 32 days x $200= $6,421 LCFF

Address Issues of Equity and Disproportionality

The focus of this strategy is to provide additional support for students of color to address the disproportionality of suspensions and chronic absenteeism at Hamilton Elementary.

PBIS Leadership/ **Community Involvement Committee *Team***

PBIS Team will use the following data to inform PBIS strategies and incentive effectiveness:

- Synergy Discipline Reports (individual and school-wide)
- Classroom Referrals
- Communication from all stakeholders around school culture and climate
- Truancy and chronic absentee reports from CWA and Homeless/Foster Youth
- Academic, attendance and discipline reports for T3 students

Progress Monitoring

- Ongoing monitoring of targeted students which includes updating and
- Ongoing monitoring of school –wide discipline data and communication between teams

TITLE 1 Parent Involvement

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.

Non-Instructional Materials – $1,218 (Title I 50647) binders, folders, paper, and general office supplies used by parents during workshops, PTA activities and parent conferences. Materials for parent and student involvement activities, such as literacy night, science night, Movie night, multicultural night, and the Latino Literacy Project. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

Parent Meeting - $2,000 (Title I 50647) Light snacks refreshments. Chart paper, markers, pens/pencils, highlighters, and paper, instructional handouts/books purchased to facilitate parent workshops, PTA activities, and "make and take" activities. Expand the Parent Coffee Hours topics to focus of the needs parents expressed to school through a needs assessment survey. Plan semester Lunch on The Lawn to assist with more parent involvement. Involve guest speakers for parent education

****General supplies are unallowable using State & Federal funds.****

Duplicating - $1,000 (Title I 50647): Costs associated with school to parent communication; flyers, newsletters, announcements, and letters

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
120,522	2000 Series	Classified Personnel Costs (including benefits)
3,218	4000 Series	Books & Supplies
1,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
6,421	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Additional Hourly Pay (Additional Comp) for teachers: The Community Involvement Committee builds Build a collaborative relationship with parents and outside agencies, and coordinates community events. Positive phone calls home. Monthly Coffee Hour Meetings. Assemblies (achievement, attendance, performance).

Community Involvement Committee meetings (Teacher & Instructional Coach additional comp)

60 hours x $60 per hour = $3,600

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
3,600	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

2020-2021 Budget Spreadsheet

HAMILTON 238 | 7/28/2020 | INITIAL BUDGET/DATE | 2/9/2021 | REVISED BUDGET/DATI 50647 - inc by

TITLE I		LCFF		TITLE I - PARENT - 50647	
TOTAL ALLOCATION	$ 227,322	TOTAL ALLOCATION	$ 240,320	TOTAL ALLOCATION	$ 4,235
TOTAL BUDGET DISTRIBUTED BELOW	$ 227,322	TOTAL BUDGET DISTRIBUTED BELOW	$ 240,320	TOTAL BUDGET DISTRIBUTED BELOW	$ 4,235
TO BE BUDGETED (Should be $0.)	$ -	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0

Object	Description	FTE	ACHIEVEMENT 50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	LEARNING ENVIRONMENT 50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	PARTNERSHIPS 50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11101	Teacher Salaries	0.000		0.000	$ 1,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 1,000
11500	Teacher - Add Comp (incl benefits)	0.000	$ 13,867	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 13,867
11700	Teacher Substitute (incl benefits)	0.000	$ -	0.000	$ 5,000	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 5,000
12151	Counselor	0.000		0.000		0.000		0.450		0.000		0.000		0.000		0.000		0.000		0.450	$ 0
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
13201	Assistant Principal	0.000	$ -	0.500		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.500	$ 1
30000	Statutory Benefits	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Program Specialist	0.500	$ 52,753	0.500	$ 50,400	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	$ 103,154
30000	Statutory Benefits	0.000	$ 21,537	0.000	$ 17,837	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Instructional Coach	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Instructional Asst/CAI	0.600	$ -	0.400	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	$ 0
30000	Statutory Benefits	0.000	$ -	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Instr Asst/CAI-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21101	Bilingual Assistant	0.000		0.000	$ -	0.000		0.438	$ 15,414	0.000		0.000		0.000		0.000		0.000		0.438	$ 15,414
30000	Statutory Benefits	0.000		0.000	$ -	0.000		0.000	$ 1,399	0.000		0.000		0.000		0.000		0.000		0.000	
21500	Bil Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22601	Library Media Assistant	0.000		0.750	$ 28,409	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.750	$ 28,410
30000	Statutory Benefits	0.000		0.000	$ 20,486	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Lib Med Asst-Add Comp (incl benefits)	0.000		0.750		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.750	
22901	Community Assistant	0.000		0.000		0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000	$ 3,500	0.000		1.000	$ 54,788	0.000		0.000		1.000	$ 58,289
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 39,332	0.000		0.000		0.000	
29500	Par Lia-Add Comp (incl benefits)	0.000	$ -	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
Sub Total - Personnel/Benefits			**$ 88,157**		**$ 123,132**		**$ -**		**$ 16,813**		**$ 3,500**		**$ -**		**$ 94,120**		**$ -**		**$ -**		**$ 224,135**
Books & Supplies																					
42000	Books				$ 675				$ -										$ -		$ 675
43110	Instructional Materials		$ 3,881		$ 9,827		$ -		$ -		$ 2,625		$ -				$ -		$ -		$ 16,333
43200	Non-Instructional Materials		$ -		$ 27,200		$ -		$ -										$ 2,173		$ 29,373
43400	Parent Meeting												$ -						$ 2,062		$ 2,062
44000	Equipment				$ 5,000																$ 5,000
Sub Total - Books & Supplies			**$ 3,881**		**$ 42,702**		**$ -**		**$ -**		**$ 2,625**		**$ -**		**$ -**		**$ -**		**$ 4,235**		**$ 53,443**
Services																					
57150	Duplicating																				$ -
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement		$ 3,039				$ -														$ 3,039
52150	Conference		$ 8,500		$ -																$ 8,500
52170	Webinar Training																				
58450	License Agreement		$ 6,000				$ -														$ 6,000
58720	Field Trip-Non-District Trans																				$ -
58920	Pupil Fees				$ 1,800																$ 1,800
58100	Consultants-Instructional										$ 17,500		$ 55,873								$ 73,373
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		**$ 17,539**		**$ 1,800**		**$ -**		**$ -**		**$ 17,500**		**$ 55,873**		**$ -**		**$ -**		**$ -**		**$ 92,712**
	GRAND TOTAL		**$ 109,577**		**$ 167,634**		**$ -**		**$ 16,813**		**$ 23,625**		**$ 55,873**		**$ 94,120**		**$ -**		**$ 4,235**		

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
HAMILTON - 238 - H1
PRELIMINARY - 04/16/2021

TITLE I	TOTAL ALLOCATION	$ 227,322	LCFF	TOTAL ALLOCATION	$ 221,440	TITLE I - PARENT - 50647	TOTAL ALLOCATION $ 4,218
	TOTAL BUDGET DISTRIBUTED BELOW	$ 227,322		TOTAL BUDGET DISTRIBUTED BELOW	$ 221,440		TOTAL BUDGET DISTRIBUTED BELOW $ 4,218
	TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.) 0

		ACHIEVEMENT								LEARNING ENVIRONMENT					PARTNERSHIPS						
Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	L FTE	TOTAL BUDGET
Personnel Cost–Including Benefits																					
* 11500	Teacher - Add Comp (incl benefits)	0.000	$ 6,421	0.000		0.000		0.000		0.000		0.000		0.000	$ 3,500	0.000		0.000		0.000	$ 9,921
11700	Teacher Substitute (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000	$ 6,421	0.000		0.000	$ 6,421	0.000		0.000	$ 12,842
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ –
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ –
13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ –
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ –
19101	Program Specialist (incl benefits)	0.500	$ 72,811	0.500	$ 72,811	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	$ 145,622
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ –
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ –
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ –
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ –
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ –
21101	Bilingual Assistant (incl benefits)	0.000		0.000				0.438	$ 27,453			0.000				0.000				0.438	$ 27,453
21500	Bil Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ –
22601	Library Media Assistant (incl benefits)			0.000	$ 62,661			0.000				0.000				0.000				0.000	$ 62,661
22500	Lib Med Asst-Addl Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ –
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ –
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ –
29101	Parent Liaison (incl benefits)	1.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 120,522	0.000		0.000		1.000	$ 120,522
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ –
	Sub Total – Personnel/Benefits		$ 79,232		$ 135,472		$ –		$ 27,453		$ –		$ 6,421		$ 124,022		$ 6,421		$ –		$ 379,021
Books & Supplies																					
** 43110	Books/Supplies/Materials (less than $500 per item)		$ 1,049		$ 18,097														$ 1,218		$ 9,921
43400	Parent Meeting																		$ 3,000		$ –
44000	Equipment ($500 - $4999.99 per item)		$ 20,019		$ 15,276														$ -		$ –
	Sub Total – Books & Supplies		$ 21,068		$ 33,373		$ –		$ –		$ –		$ –		$ –		$ –		$ 4,218		$ 9,921
Services																					
57150	Duplicating				$ 2,500																$ 9,921
*** 57250	Field Trip-District/Non-District Trans																				$ 12,842
56590	Maintenance Agreement		$ 3,000		$ 3,500																$ –
**** 52150	Conference																				$ –
58450	License Agreement																				$ –
58920	Pupil Fees				$ 1,800								$ 1,800								$ –
***** 58100	Consultants-Instructional/Non-Instructional												$ 2,700								$ –
	Sub Total – Services		$ 3,000		$ 7,800		$ –		$ –		$ –		$ 4,500		$ –		$ –		$ –		$ –
	GRAND TOTAL		$ 103,300		$ 176,645		$ –		$ 27,453		$ –		$ 10,921		$ 124,022		$ 6,421		$ 4,218		

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District
State & Federal Strategic Preliminary Action List

LOCATION: H1 **HAMILTON K-8**

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
	X				20319194	ASSISTANT PRINCIPAL II (Retain only 1.0 not 1.5)	0090	12303021H1	13201	0.5000	0.5000
X		X			27207232	PROGRAM SPEC	0090	12303021H1	19101	0.5000	0.5000
X		X			27207232	PROGRAM SPEC	3010	15064321H1	19101	0.5000	0.5000
X					64160435	LIBRARY MEDIA ASSISTANT	0090	12303024H1	22601	0.7500	1.0000
X		X			70189855	PARENT LIAISON	3010	15067226H1	29101	1.0000	1.0000
X					71256777	BILINGUAL ASST/SPANISH	0091	12302010H1	21101	0.4375	1.0000
										TOTALS, THIS LOCATION: 238	3.6875

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN 27207232 New Fund .75 from Title 1, .25 from LCFF
Fund Change for PCN 70189855 New Fund .45 from Title 1, .55 from LCFF
Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to asigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.			
2.			
3.			
4.			

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On _____ School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the _____ school year.

Site Administrator's Approval: _____ **DATE:** 1/22/21

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
Report Location: CDD \ Accounting\ State and Federal
User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
Current Time: 04:05:14
Page #: 12

2020-2021 SPSA Evaluation

Area of Focus	Year 2 2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1	Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.), PLC collaboration process, conferences/training (e.g., AVID, MTSS, MAP, Common Core, UoS, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, CAFE, phonics, etc.			Describe implementation of each component and include applicable data a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	Describe effectiveness of each component and include applicable data a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	Describe the significant material difference a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	Describe the changes made or proposed for the future a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)

Step 1:

Review the SPSA Year 2 (2018-19) Strategies and identify the components within the strategy. In the example, above the various components are highlighted in different colors.

Step 2: ***(optional)***

Label the different components using an alpha or numeric system and continue with color coding from step 1.

Step 3:

Begin answering each component starting with column A, next B, next C, and finally D. **Be sure to address all tasks/activities described in the strategies column.**

Step 4:

Review responses and obtain applicable clarification and feedback with the following groups:

- ☐School Leadership Team
- ☐Director
- ☐ELAC
- ☐School Site Council
- ☐Parent/Community groups
- ☐Student groups

Goal 1 – Student Achievement

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S1 – a	Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences including virtual (e.g. AVID, PLC, RTI, etc.), data analysis, extended collaboration time, etc. focusing on evidenced based, instructional practices; integrated ELD strategies, CAFE, phonics, etc. For AVID, teachers will be offered digital resources and PD (goal for 25% of all Hamilton Teachers to participate) such as that from AvidDigitalXP. Teacher Prep $25,000 (estimated based on base teacher salary) to cover classes while teachers are being trained.			We sent 3 teachers to the AVID Summer Institute in 2020 and will be sending 1 teacher in 2021. The site did not train teachers in CAFÉ or ELD strategies. Teachers seemed less motivated to attend virtual training. Recommending trainings to teachers did not prove to be effective, as many teachers passed on these opportunities.	How much more effective was their instruction due to this AVID training? Did Melissa see these teachers? Can she speak to their effectiveness? Due to midyear administrative change, the data is not available to confirm if this was effective.	COVID created significant challenges to our professional learning efforts. Many trainings were canceled or done virtually, which was simply not as effective. Site based PD was deprioritized in favor of efforts to improve culture. This was needed due to the high number of new teachers on staff.	Efforts need to be made to make more trainings mandatory. Site based PD during staff meetings needs to become a focus moving forward. Explain the “why” to help teachers see the value in various trainings. “Pick your training” strategy used on site where multiple trainings are going on at once. A PD master schedule needs to be created to track and plan our professional development efforts. Take out the “such as” in the goal, so that you focus on one of two trainings and make them more mandatory. Add iReady to the list of profession learning opportunities.

	Conferences/Trainings/Workshops - $10,000						
G1, S1 – b	Program Specialist will provide professional development and co-teaching opportunities to individual and grade level teachers. The Program Specialist will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The Program Specialist will work with teachers to assist with planning, collaboration and the data cycle for analyzing student assessment results. The Program Specialist will assist and organize with facilitation of Academic Conferences twice a year per grade level. Program Specialist will coordinate all state and district assessments such as ELPAC, CAASP and PSAT. The Program Specialist will serve as one of the EL Coordinators and the AVID Coordinators (along with an assistant principal).			The majority of the teacher training done by the program specialist was done 1 on 1 with teachers, opposed to whole group. Program specialist facilitated professional development opportunities focusing on new curriculum, iReady, and the new technology. Joins PLC meetings weekly to assist teachers with scheduling, the Advancing Phonics program, and to assist the new SPED teachers with instructional pedagogy. Program specialist is the ELPAC and AVID coordinator. Coordinated the CAASP and PSAT, but both were canceled this year. Met with teachers individually to answer curricular questions and offer support in approximately 18 classrooms weekly. Academic conferences were not completed.	CORE walks were done at Hamilton this year. Grade level PLCs did not consistently move through data cycles. Teachers were better able to understand the new curriculum and better access technology. Are they pulling their own iReady reports? Showing improvement phonics instruction, etc.? Is the 1 to 1 effective? Academic conferences… did the reports get pulled? Was the data clear /		More professional development facilitated by the program specialist needs to be a part of staff meetings and given whole group. Academic conferences need to be reimplemented. Additional support for the PLC process is needed. (Add iReady coordinator to make this Title 1 eligible.) (Make sure that the AVID section highlights the role of the Program specialist.) (Add that she will provide oversight for after school program.) (Add that she will lead the implementation and support of the ELSB grant.) (Change Academic Conferences to THREE times per year.)
G1, S1 – c	To meet the expectation of 2 hours per day in classrooms, hiring a continued FT Program Specialist (1.0 FTE) will allow site instructional leadership to examine and dig deep into trends, patterns,			Program specialist spends more than 2 hours in classrooms daily.	Individual support is provided to teachers as needed for curriculum, technology, and instructional support. (Due to mid year administrative change, administrator is unable to	No significant differences.	This will be merged with the instructional rounds goal.

	and next steps for professional development to improve teacher capacity, thus increasing student achievement.				determine intent or effectiveness of this strategy.)		
G1, S1 – d	Program Specialist would take over the responsibilities of ELPAC Coordinator which test students (LPAC, MAP, SBAC), monitors reclassifications, monitors student progress and creates and monitors the two, part time (.4375 hrs each) Bilingual aides schedule. Assistant Principal will support with EL instruction and AVID strategies' utilization within the classroom. AVID trainings if applicable as well as PBIS-related initiatives, Program Specialist will provide support for the Bilingual Assistant in supporting EL students.			Program specialist coordinates the ELPAC test, monitors its completion and reclassifications. Program specialist supports the bilingual assist. Hamilton's ELPAC testing is almost complete. Program specialist coordinated testing with the parents and administered tests. Program specialist created a schedule for the bilingual assist and supervised to make sure the schedule was being followed. Bilingual assist works two full days a week with a flexible Friday schedule that focuses on phone calls to middle school families. Bilingual assist also helps with the use of Rosetta Stone.	How many ELs do we have? We had this many initials… this how many did not get finished. How many tests were completed on time? Number of reclassifications? Number of students who jumped a band? How many groups did the aid work with? Did we see growth?		Remove the word "two" in front of "part-time bilingual aids.
G1, S1 – e	Instructional rounds and the development of professional development based on site needs will allow instruction to be fine-tuned to meet student needs and increase achievement. Program Specialist and Administrators (principals) will ensure they			Program specialist and administration served as instructional leaders. Program specialist entered about half of the classrooms on campus each week, visits PLCs, is available in staff meetings, phone, and email, and holds weekly office	(ie. 9 out of 10 teachers demonstrated mastery of this strategy) May need to go with midyear change of administrator makes effectiveness difficult to quantify.		Program specialist will continue to average 2 hours daily in classrooms. Administration will provide instructional leadership in classrooms for five hours weekly. (To be merged with 2 above)

	are visible in the classrooms where admin can serve as an instructional leader for new/probationary teachers.			hours. Administration joined about five classes per week. Virtual learning did have an effect on instructional leadership. AB77 minutes provided fewer opportunities to observe classroom instruction.			Remove the blue.
G1, S1 – f	Being a CSI school for the 20-21 school year, Hamilton will need to ensure that it continues to develop the Bilingual Assistant role and ensure that they are able to support more students and at various levels. The school will also ensure that the program specialist receives support from the assistant principal(s) in ensuring that the Reading programs and math programs offered in the 20-21 school year have adequate leadership and structure for proper and effective implementation.			The bilingual assist worked with EO students that needed extra support, as part of the small bilingual group. The program specialist supported his instructional efforts. Aid facilitated a small group in a Zoom breakout for each grade (1st-6th) daily. Program specialist provided needed support to the bilingual assist by showing him a new reading technique, creating schedules, reviewing of data, etc.. This was not provided by administration.	(Do we have any data for these students?) How many students were supported? Did we see any growth? Every nine weeks adjust. Do we need to extend the time to allow for 20 minutes of time, since that is what evidence based practice shows is effective. Based on teacher reports, students were not as engaged as they had been when on campus.	The learning was done remotely instead of in person.	Remain the same.
G1, S1 – g	AVID Leadership: Additional Hourly Pay (Additional Comp) for teachers: Approximately $6,000 to be allocated for committee meetings. AVID Leadership committee members to receive compensation for attending meetings to improve school						Add this goal.

	wide instructional practices through the implementation of AVID strategies.						

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 2				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S2 – a	Provide students with opportunities to increase reading proficiency through literacy and intervention programs (e.g. Benchmark, IReady, Pearson, AVID strategies, 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. Provide in class and small group instruction for EL and struggling EO students (Bilingual Assistant). Bilingual Assistant will ensure that all EL students receive an individualized program monitoring form (internally created) that helps create goal setting for EL students and provides another layer of support for all EL students.			Students were given the opportunity to check out leveled reading books from the library upon request. RazKids was purchased in March to support literacy by providing leveled books. EL students did not receive an individualized program monitoring form from the bilingual assist.	In the first 6 weeks with the RazKids program, 326 students used the program and totaled over 500 hours on the program.	The pandemic negatively affected this strategy.	RazKids will be funded again next year. Add “via RazKids” after “in classroom and at home”. Remove everything in blue.

	Instructional Materials/Supplies - $4,999 – Title I, $21,273 - LCFF: Applicable supplemental instructional materials include: novels/books, white boards, clipboards, dry erase markers, flashcards, games, copy paper, folders/ sleeves, pencils, construction paper, color printer/scanner, printer ink, printer paper, chart paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, envelopes, ball point pens, masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, spiral notebooks, and composition books. Equipment - $5,000: Projectors, SmartBoards, and technology to support distance learning.						

	Equipment Repair of technology to ensure applicable use during instruction. Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction. Maintenance agreements ensure the equipment (list the equipment) are available and usable to provide a print rich environment. Resources: Maintenance Agreement for {equipment} $ estimated cost			Hamilton has established a print rich environment. This has been diminished some this school year due to the pandemic not allowing us to open and set up the room in the ways we are accustomed. Teachers used the printers and laminators to assist with creating items to support EL students and graphic organizers for AVID.			We need to continue with the maintenance agreements and other items listed in this strategy.
G1, S2 – b	Library Media Assistant will assist students with appropriate book selection based on Lexile levels and allow access to the library for additional access to books/literature. Nearpod License- Provides teachers and staff with strategic lessons in all content areas, interactive content/field trips, formative assessments and quizzes to be used with whole class or strategic small groups. Seesaw for enhanced blended learning supports for primary grade students. Cami creates an digital canvas over documents for students to write and show their work. Bilingual Assistant will			Library Media Assistant assisted students with appropriate book selection and would reserve appropriate books for curbside or office pick-up. Nearpod, Seesaw, and Kami are being utilized. The library circulation numbers were dramatically decreased due to the pandemic. The virtual learning platform and AB77 minutes made the use of Nearpod less consistent across the campus.	The school library was underutilized during distance learning. About 300 students utilize Nearpod monthly.	The pandemic made traditional library services difficult.	Nearpod will be utilized again next year. A Nearpod schoolwide PD will need to be added to the plan. Library services should be restored next year. If not completely back to the traditional model, small group library usage, and the librarian bringing carts of books to classrooms for possible checkout will be utilized. The program specialist will monitor its usage in support of our EL students. If Seesaw is not provided by the district, it may not be funded by the school site.

	provide support for EL students through strategies such as preview/review, reteaching, guided reading and primary Spanish language support. Being a CSI school in the 20-21 school year, Hamilton will ensure that Nearpod activities that are enriching and supplemental for EL and all students is utilized frequently by teachers and not just as an optional activity.						Remove the blue. (Add after “Hamilton will ensure” add “all teachers and students have access to Nearpod.”)
G1, S2 – c	Bilingual Assistant will provide tiered support for struggling EO students in small groups or in the class.			The bilingual assist supported struggling EO students when working with EL students working on similar skills as part of our MTSS. Their effectiveness was limited due to por attendance.	(Data on how our EL students on his list performed or how many EOs were being serviced)	The pandemic adversely affected attendance in these groups, limiting their effectiveness.	Remove this strategy (redundant).
G1, S2 – d	Program Specialist will coordinate all state and district assessments such as ELPAC, CAASP and PSAT. The program specialist will serve as the EL Coordinator and the AVID Coordinator. The Program Specialist will provide support for the Bilingual Assistant in supporting EL students.			Program specialist completed ELPAC testing, served as the AVID Coordinator, and supported the Bilingual Assistant. The PSAT and CAASP were cancelled this year due to the pandemic. Program specialist coordinated the iReady test in its place.	(Data number of ELPACs completed out of… Percentage of iReady test completed)	The pandemic changed the testing plans for our district.	Remove this strategy, already stated in 1.1.b)

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 3				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S3 – a	Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.			The NGSS have not been effectively implemented, due to students not being on campus and teachers not being trained. PLTW was taught as an elective in middle school, by a trained teacher. STEM projects were not done due to their hands on nature and the challenges posed by the pandemic.	NGSS training date for 21-22? How many students participated in the elective?	The pandemic adversely affected all of these hands on activities.	Teachers need to be trained in NGSS. Due to us losing a teacher and the required number of ELD teachers needed, we will not have a PLTW elective section this year. (Remove items in blue)

G1, S3 – a	PTLW Conference: (district is funding due to initial implementation of PLTW) – Substitute teacher to cover for teacher release.			We did not send anyone to the PLTW conference.	This would have helped our program be more effective.	The pandemic caused a decrease in conference participation.	Remove this strategy.

To add a row:

1) Highlight row, right click and select insert row
2) Insert cursor at the end of the last row and hit tab

Goal 2 – School Climate

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S1 – a	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, Sow A Seed Mentoring, Improve Your Tomorrow, structured student engagement activities that focus on attendance and discipline.	# of student attending school # of student attending on time # of discipline referrals # of students suspended # of student counseling referrals		Teachers and counselors referred students to the Improve Your Tomorrow program for mentoring. We did not receive Sow a Seed services this year.	This school year 26 7th graders and 39 8th graders were referred to IYT. Of those referrals 23 students are currently receiving IYT support services. Of those 23 students, 5 were unreachable during distance learning and have now began receiving support through attending to their learning on campus.	COVID made check ins with our students challenging.	Remove Sow a Seed from this strategy.
G2, S1 – b	Classified Staff: Will participate in training on restorative practices and PBIS strategies to be implemented while providing supervision in specific areas and at times yielding more referrals/suspensions.	# of student attending school # of student attending on time # of discipline referrals # of students suspended # of student counseling referrals		The safety team was not trained in Restorative Practices or PBIS strategies. However, many members of the safety team utilize the strategies when working with students.	Several times daily, classified staff deescalate situations with students using restorative strategies.	The pandemic limited the opportunities to be trained.	No changes needed.

G2, S1 – c	PBIS Committee: Additional Hourly Pay (Additional Comp) for teachers: Approximately $3500 to be allocated for committee meetings. PBIS committee members to receive compensation for attending meetings to improve school climate- reduce suspensions and increase attendance.	# of student attending school # of student attending on time # of discipline referrals # of students suspended # of student counseling referrals		The PBIS Committee was not paid for their participation on the team.	The PBIS team's efforts were difficult to measure during the pandemic. Many school activities that would have taken place were canceled. Staff development and trainings were held on the topics of suicide prevention (SOS), Xello, and SAP/CARE referral process.		This strategy needs to be extended to the Leadership Team and Community Involvement Team as well. We need to look into combining the PBIS and Committee Involvement Teams since many of their responsibilities overlap.
G2, S1 – d	Parent Liaison continues to provide a safe, collaborative environment with parents and the community while supporting communication needs (Spanish language support), connecting to resources/community agencies, identifying academic and behavioral needs in the home. Parent Liaison ensures at least 20 phone calls per week are made on chronic absentee list encouraging parent participation.	# of student attending school # of student attending on time # of discipline referrals # of students suspended # of student counseling referrals		Parent Liaison sent out phone messages multiple times a week to engage families and remind them about upcoming events. Documented over 20 phone calls weekly. The majority of these phone calls were regarding work and behavior, instead of absenteeism.	Parent Liaison has a great deal of influence with many of our families. Many parents contact her directly on her cell phone and stop by her classroom for assistance with paperwork and information for school, as well as items that extend beyond educational services.		Parent liaison services need to extend more often into EO households. More focus needs to be placed on the chronic absentee list.
G2, S1 – e	Hamilton will ensure that various partnerships are obtained that will support with behavioral training, education and knowledge for both parents and students.	# of student attending school # of student attending on time # of discipline referrals # of students suspended		We have partnered with IYT.		COVID negatively impacted this strategy.	(Make this entire strategy part of 2.1.d to tie it in with the families and community partnerships strategy.) Bring the green section from 2.1.d down to create a strategy for attendance. To this strategy add “”Counselors, CWA, the SST, and admin will work with the parent liaison to create an attendance team to

		# of student counseling referrals					address the chronic absentee list.

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 2				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S2 – a	Hamilton Counselors will create a wellness-like center to address students that are exhibiting At-Risk Behaviors that provides students with hands on resources for learning social emotional skills (anger management, trauma practices, therapeutic activities). The wellness center will include various social emotional learning, dealing with trauma and trauma informed, healing based practices. Counselors will ensure various resources are obtained in the form of tables, healing games, healthy physical and mental health activities (functional toys, rewards, games, and other student interests for motivational activities).			Wellness center was created, but underutilized due to COVID. Hamilton counselors made accessible 28 different lessons which focused on a variety of topics including bullying prevention, staying on task, assertiveness, college and career, Xello career exploration, and high school opportunities. Counselors held open virtual office hours weekly. 22 virtual lunches were held and accessible to all students. Counselors played virtual games such as bingo, kahoot, scavenger hunts,. incorporating SEL learning themes with giveaways and prizes. Materials like conversation starter balls, emoji portfolios and feelings cards are present.	3 Risk assessments were completed this year, and 3 504s were completed. We have a total of 133 students in the CARE and SST process. 90 CARE and SST's were held this school year (9 more calendared before the end of year). 5 new referrals were made for Psych Consultation. Counselors created and promoted 2 Flipgrid challenges on Self Care and Mindfulness that offered incentives.	Very limited use of the wellness center due to students being off campus. Small groups were minimal this school year as distance learning posed a challenge with accessibility to students and confidentiality. There was a total of 8 students who consistently participated in small group for SEL learning for 10 weeks.	Rewrite this goal to include the work being done to address chronic absenteeism, or add counselors to the area below with parent liaison.

To add a row:

1) Highlight row, right click and select insert row
2) Insert cursor at the end of the last row and hit tab

Goal 3 – Meaningful Partnerships

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S1 – a	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 Parent Liaison will partner with local agencies to bring parenting classes to Hamilton such as Wednesday Parent Coffee Hours. Also meetings and forums will be held to discuss the impact of truancy and suspensions. Opportunities for parents to get connected to the school will be established such as SSC, ELAC and volunteering. Regular written communication (calendar, flyers, etc.). Non-Instructional Materials: manipulatives, flashcards, resource materials/flyers display	# of meetings coordinated # of parents attending # of parent community meetings		Parent Liaison set up Coffee Hours. Counselors participated in Parent Coffee Hours. Teachers are to conduct parent teacher conferences per their contract. This process was not monitored. Parents are informed about and welcome to join all Coffee Hours, SSC and ELAC meetings. This communication is done through phone calls, fliers, Instagram, and the school website. We averaged about 3 parents per meeting this year, while averaging about 20 parents last year.	Conferences were not as effective in the virtual format. Records were not kept in many cases, so the effectiveness of this strategy is hard to measure.	Conferences were negatively affected by the pandemic. Events including the Music assembly, Turkey Bingo, and Talent Show were cancelled due to the pandemic.	Should conference logs be added to the plan? Add the phrase "school will provide" in front of the section about Non-instructional materials.

	Instructional Materials: paper, books, folders						
G3, S1 – b	Due to the fact that many Parents have limited current understanding of the impact in the following areas: -Absenteeism -Routines in the home -Academic support in the home -Behavioral strategies to support in the home Parent Liaison will ensure that Improved communication exists between home and school by-Providing information about communication methods with school (newsletter, website, SUSD app, etc.), Regularly contacting students on chronic absentee list, Providing Spanish language support, and Providing opportunities to improve English language skills			We partnered with CWA to conduct multiple home visits and incentivize our students, i.e. tangible items, treats, gift cards. Parents were given opportunities to improve their English thorough the use of Rosetta Stone. Live Spanish classes were not offered. 15-25 parents were actively trying to improve their English with the support of the school. Parents were communicated with in mass with multiple Connect Ed calls each week. Parent Liaison reached out to families individually as well.	The gifts were somewhat effective in motivating students.	COVID negatively impacted this strategy.	Participation in the ESL program for parents should improve upon our return from COVID. The chronic absentee rate should also improve upon our return, but there is room for growth with more focused intervention on this issue. Suggestion- Adding counselors to the chronic absentee intervention. Add Blackboard and Peachjar as communication methods used by Parent Liaison.
G3, S1 – c	Also, Parent Liaison will ensure a Safe Environment for Parent/Community collaboration by continuing to develop the Parent Resource Room - Parent Liaison continues to provide a safe, collaborative environment with parents and the community while supporting communication needs (Spanish language support),			The parent liaison assisted about 5 parents per week while on site. This number was significantly lower than non-pandemic times. She would assist with things including but not limited to, registration, insurance, ID cards, and citizenship questions.	Describe effectiveness of each component and include applicable data	COVID adversely affected this strategy.	This strategy can remain the same. This strategy also seems redundant in the areas around community services. Can we revise.

	connecting to resources/community agencies, identifying academic and behavioral needs in the home.						
G3, S1 – d	Parent Liaison ensures at least 20 phone calls per week are made on chronic absentee list encouraging parent participation.			(Listed above)			Remove this strategy.
G3, S1 – e	At least twice a year, Hamilton will lead a community event that incorporates at least 2 different agencies that can offer supports to the community (such as a health fair, literacy night, or other holiday-like event with support/information relayed to the community attendees)			All large gathering community events this year were cancelled. We were able to have drive through attendance, awards, and promotion ceremonies.	The drive through events were well run, well attended, and held in a safe manner.	COVID negatively affected this strategy.	Keep this strategy.
							Add a strategy here. G3, S1, -f Community Involvement Committee: Additional Hourly Pay (Additional Comp) for teachers: Approximately $4,000 to be allocated for committee meetings. The Community Involvement Committee builds a collaborative relationship with parents and outside agencies, and coordinates community events.

To add a row:

1) Highlight row, right click and select insert row
2) Insert cursor at the end of the last row and hit tab

Comprehensive School Profile Data:

Hamilton School Continuous Improvement: Decision Making Model

Current Performance Level	**Gap Analysis Results**	**Cause Analysis Results**	**Design & Improvement**	**Success Assurances**	**Implementation & Evaluation**
Do I know where I am?	*Do I know the gap between where I am and where I want to be?*	*Do I know what's causing me to be where I am?*	*Do I know what I need to do to get where I want to be?*	*Do I know what I need to do to assure that what I do works?*	*Do I know what I need to do to confirm what I do works?*
Add prior years data Decreased suspensions during 19-20 school year - February 20, Current unduplicated rate at 5% Academic Performance, based on Winter iReady, is as follows: Math 14.3% (-5 % from 18-19) ELA 20% (-5% from 18-19) ELA Winter iReady data: EL students 9% in proficiency; SWDs 2%, SED 20% Math Winter iReady data: EL Students 5% in proficiency; SWDs 4%; SED 14%.	Target: <4% Gap: 1% Target: Increase proficiency rate by 15% (Ten percent plus the 5%that has dropped)	Inconsistent use of Restorative Practices and PBIS strategies 22 1st & 2nd year teachers receiving limited support Decreased opportunity to spend time in classrooms to allow site leadership to examine and dig deep into trends, patterns, and the development of next steps for professional development.	Request additional 1.0 FTE in AP (totaling 2.0 FTE, APs) & 1.0 full time bilingual aide: -Restorative practices (reducing suspension, restorative circles/meetings, training teachers, post behavior meetings) & PBIS implementation, training & monitoring (teachers, data analysis meetings) -Work with site team & community partners to monitor tiered behavioral supports -Support teaching strategies such as AVID by providing training and monitoring -Spend time in classrooms to support teachers (finding trends, patterns, and next steps for professional development to improve teacher capacity (	Meetings to determine effectiveness; reduced suspension rates, positive climate/culture survey results (improvement in results), improved academic results. Monthly PBIS meetings to identify and monitor implementation of strategies Biweekly Safety team meeting with CSA and Noon Duty staff Weekly Admin Support Team meeting Instructional rounds and the development of professional development based on site needs will allow instruction to be fine-tuned to meet	Data collection based on CFAs, Instructional Rounds, AVID CCI, PLC Data Analysis, suspensions and referrals (data: reduced suspension, improved student climate/culture survey results, improved academic results.

			increasing student achievement) -Time in Refocus room to support Tier 2 behavioral support	student needs and increase achievement.	
Decreased suspensions during 19-20 school year - February 20, Current unduplicated rate at 5% Suspension data: -Peak hours 11-1 -68/117 Suspensions with physicality (58%)-usually fighting -65% of suspensions occurring in 4th and 8th grade. -Decrease in suspensions across the following subgroups: EL, SWD, Homeless, AA, Asian, Hispanic, White, MRaces -AA students are disproportionately suspended at a higher rate than Latino students (60% versus 20%)	Target rate on suspensions: <4% Gap: 1% However, current data shows a slight increase in suspensions among AA subgroup. Fights for fighting and physical acts are approximately 65% of our suspensions (more than all other types of offenses).	Limited supervision of students during peak times (unstructured time-lunch and Middle School passing periods) Inconsistent use of Restorative Practices and PBIS strategies Limited social skills and conflict resolution skills training for students and for staff (such as CSA & noon-duty to support student conflict management)	Position requested: Additional CSA (site funded) Ongoing training of staff on restorative practices and PBIS strategies Ongoing training for staff and students in conflict management Increase supervision in specific areas and at times yielding more referrals/ suspensions	Monthly PBIS meetings to identify and monitor implementation of strategies weekly Safety team meeting with AP and Noon Duty staff Monitor number of "Golden Tickets" issued for monthly incentive assembly (use token economics with student raffle prizes to support increase in positive behavior)	Data collection: -Number of referrals -Number of suspensions -Number of incentive event attendees -Number of suspension for fighting versus other suspendable activities

CA Dashboard (Chronic Absenteeism): - Overall increase by approximately 3% -SWD (Orange) decreased 2% -AA (Orange) increased 4% Weekly Parent classes (avg 18 attendees) Very few AA parents attend meetings (approximately 5 have attended any parent-liaison led meetings at all) Increase in consistent Parent Academic-focused workshops (112 meetings, Avg 20 attendees) Mental Workshop 2 (avg. 17 attendees) Rosetta Stone (6 parents regularly attend) Volunteers 15 Increased Community Events by 20%- 10 (avg. 50 families)	2018 and 2019 Chronic Absenteeism rate at approximately 20%. Current rate as of Jan. 2019 is 21%. Target: 10% Gap: 11% Consistent Parent participation rate is closer to 5%; Goal would be 10% (5% gap); AA parent participation closer to 3% approximately (2% gap between Latino & AA populations)	Parents' understanding of the impact in the following areas: -Absenteeism -Routines in the home -Academic support in the home -Behavioral strategies to support in the home Improve communication between home and school: -Provide information about communication methods with school (newsletter, website, SUSD app, etc.) -Regularly contact students on chronic absentee list -Provide Spanish language support -Provide opportunities to improve English language skills Safe Environment for Parent/Community collaboration: -Parent Resource Room	Continue funding current Parent Liaison position (site funded). Continue strategies outlined in Column 3 to maximize current results. Parent Liaison continues to provide a safe, collaborative environment with parents and the community while supporting communication needs (Spanish language support), connecting to resources/ community agencies, identifying academic and behavioral needs in the home. Parent Liaison ensures at least 20 phone calls per week are made on chronic absentee list encouraging parent participation.	Continued collaboration with: -**Site teams** (Attendance, Community Involvement Team, EL Task Force, SSC, ELAC, SAP) -**Community Partners** (Sow-A-Seed, TK Psychologist Team, SUSD Mental Health Team, Curriculum Dept, Dignity Health, Stockton Food Bank, etc). **-Teachers/ Counselors** (Coordinates conferences/meetings to discuss concerns involving attendance, behavior and academics. Community Building: -Prepared family communications (flyers, calendars, phone messages, marquee). -Coordinates school/ parent volunteers -Facilitate parent participation in Rosetta Stone	Data collection: -Chronic Absenteeism -Attendance reports -Number of parent/family classes, workshops and events -Number of attendees at classes, workshops, and events

Winter iReady Data: ELA- Overall: 21% EL: 9% SPED/SWD: 2% SED: 20% Overall age of library books in Hamilton Library is: 21 years (California library expectation is 15 years) - Gap is 6 years.	Target: 15 Years Gap: 6 years Target: Students to check out at least 20 books each per year.	With an ever growing staff, and to meet the expectations of all teachers, increasing hours would provide more time in the day for all classes to visit and for many to visit more frequently.	A library media clerk (6.0 to 6.5 hours per day) will ensure that Hamilton's average book age is closer to 16 years versus 21 years (make a 5% jump in one year). A library media clerk will ensure that a read aloud occurs biweekly with possible music and arts events included as well.	Set monthly meetings with the library media clerk and admin team to discuss books, library events, and other data. Ensure after school programs have access to use the library at least once every other week.	Site based data to include DRA (developmental reading assessments), I-Ready ELA data, SBAC Data, Average book age data, average student book checkout rate.
Academic Performance, based on Winter iReady, is as follows: Math 14.3% (-5 % from 18-19) ELA 20% (-5% from 18-19) ELA Winter iReady data: EL students 9% in proficiency; SWDs 2%, SED 20% Math Winter iReady data: EL Students 5% in proficiency; SWDs 4%; SED 14%.	Target SBAC proficiency gaps by 10% (Goal is 10%) EL's – the number of students that reclassified showed a steep drop. Only 4 students reclassified during the 2018-19 school year. AVID training with less than 6 of Hamilton	Chronic absenteeism has increased by 2% when comparing 2018-2019. Suspension rates lower but Latino and AA rates are disproportionate to other groups. EL rates of reclassification took a steep drop during the last school year. Academic rates are stagnant or dropping. Since Program specialist focused on testing last year, refocus on ensuring Program specialist has	To meet the expectation of 2 hours per day in classrooms, hiring a continued FT Program Specialist (1.0 FTE) will allow site instructional leadership to examine and dig deep into trends, patterns, and next steps for professional development to improve teacher capacity, thus increasing student achievement. Program Specialist would take over the responsibilities of ELPAC Coordinator which test students (LPAC, MAP, SBAC), monitors reclassifications, monitors student progress and	Instructional rounds and the development of professional development based on site needs will allow instruction to be fine-tuned to meet student needs and increase achievement. Be visible in the classrooms where admin can serve as an instructional leader. AVID trainings if applicable as well as PBIS-related initiatives, parti	Data collection based on CFAs, Instructional Rounds, AVID CCI, PLC Data Analysis. EL reclassification, iReady data, suspension rates.

We currently have ELs that require ELPAC testing and monitoring year round. **<u>Reclassification</u>** 2017-11.9% 2018-16.8% 2019-2% 12 non-fully -credentialed teachers.	teachers' participation during 19-20 school year. AVID strategies not as evident in classrooms based on anecdotal admin walkthroughs. SPSA goal for next year is a 10% increase.	two full years in conjunction with other roles (such as APs), during the 20-21 school year, an improved use of program specialist can be developed. AVID trainings offered and monitored by Program Specialist and Admin.	creates and monitors the 1.0 Full time Bilingual aide's schedule. AVID trainings offered digitally to ensure at least 25% of all Hamilton Teachers participate.		
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

Progress

school search

Hamilton Elementary

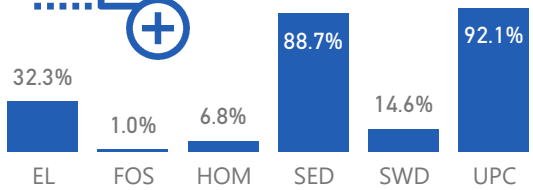
2020-2021

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January

768

Enrollment



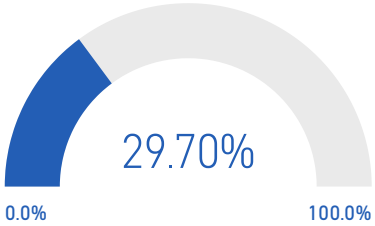
December

CWA

17

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics

Participation	Participation	Participation
91%	93%	(Blank)
ELA: K-11	Math: K-8	MDTP-Fall
On-Track	On-Track	Nearly + Ready
25%	17%	(Blank)
Percent	Percent	Percent-Fall

High School: No Credits Earned

English Learners

ELPAC IA	ELPAC IA
(Blank)	(Blan...
Percent GL Tested	Total Tested

Reclassification

RFEP Eligible

Curriculum:

Tests Administered Through January

Benchmark	Ready Class
727	1158
Total Test Count	Total Test Count

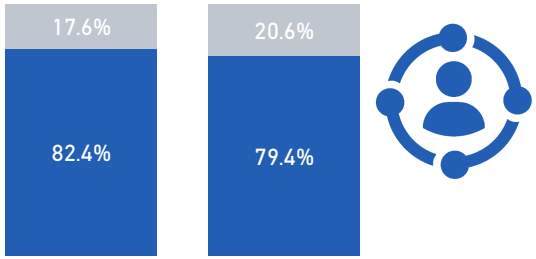
Saavas

(Blank)

Total Test Count

Plus Survey

School Climate



At my school, there is a teacher or other adult who really cares about me.

I feel like I am part of this school.

Enrollment

school search: Hamilton Elementary

Month: All

Student G...: All

2020-2021

Change: All Enrollment
(current-previous month)

5 ↑

Dec-Jan change

01-Aug	06-Jan
754 Enrollment	773 Enrollment

02-Sep
750
Enrollment

03-Oct
756
Enrollment

04-Nov
764
Enrollment

05-Dec
768
Enrollment

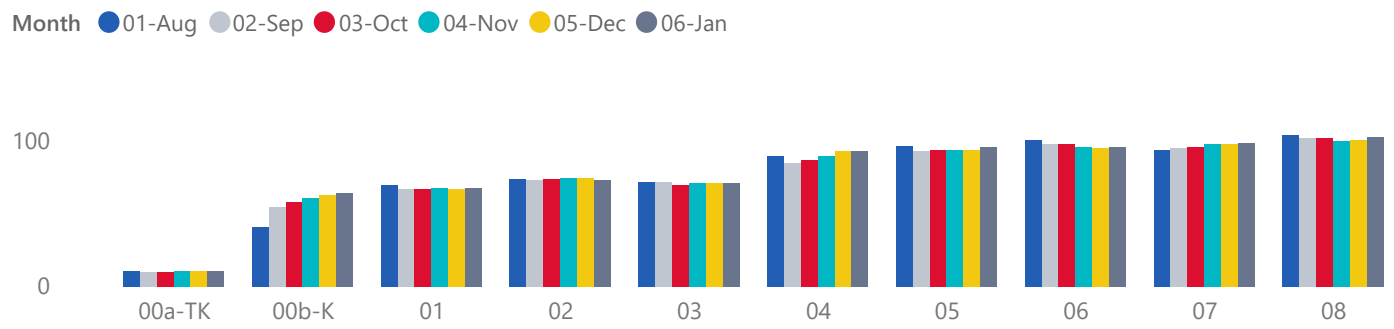
SUSD RA v1.1

Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

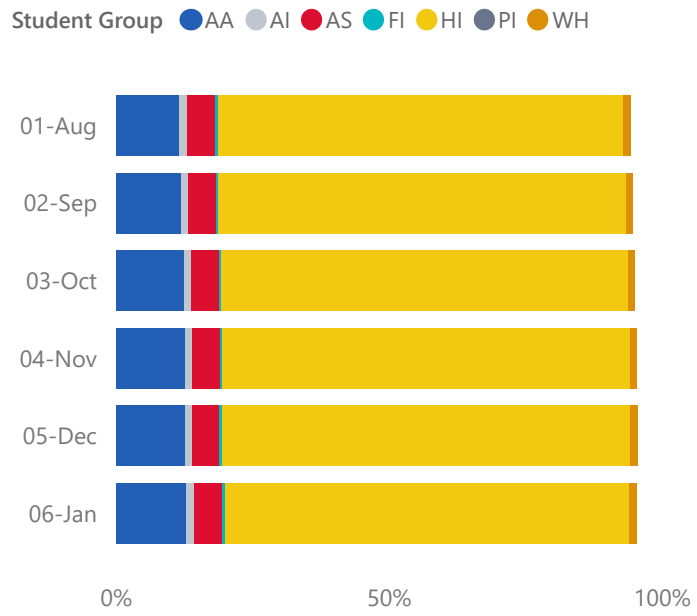
Navigation: All months and students groups are on displiay, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; Frequency: Reports are updated monthly; Updated: 01-06-2021

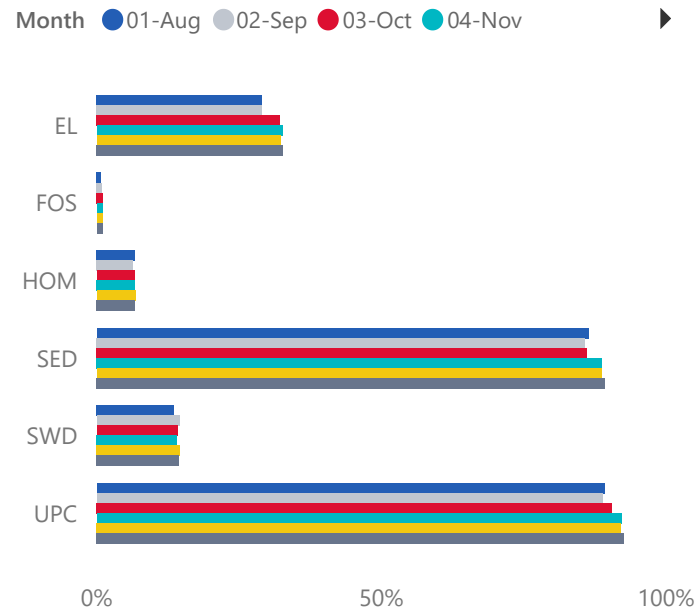
Grade Level: Student Count



Race/Ethnicity: Percent



Student Groups: Percent



Engagement

school search: Hamilton Elementary

Month: All

2020-2021

Connections

Rate Change: Chronic Abs

0.02↑

Nov - Dec change

01-Aug	31.42% Rate	01-Aug	236 Count
02-Sep	23.69% Rate	02-Sep	181 Count
03-Oct	27.49% Rate	03-Oct	215 Count
04-Nov	28.10% Rate	04-Nov	222 Count
05-Dec	29.70% Rate	05-Dec	237 Count

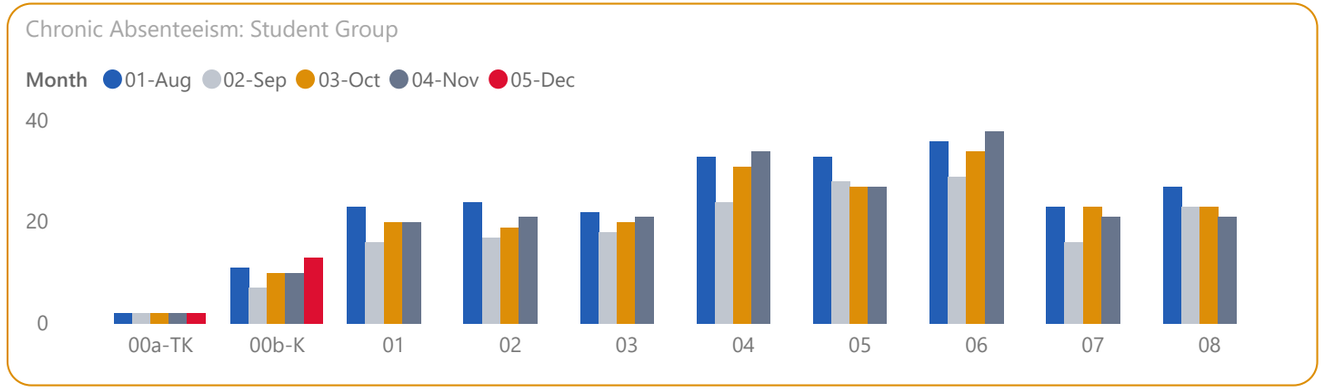
SUSD RA v1.1

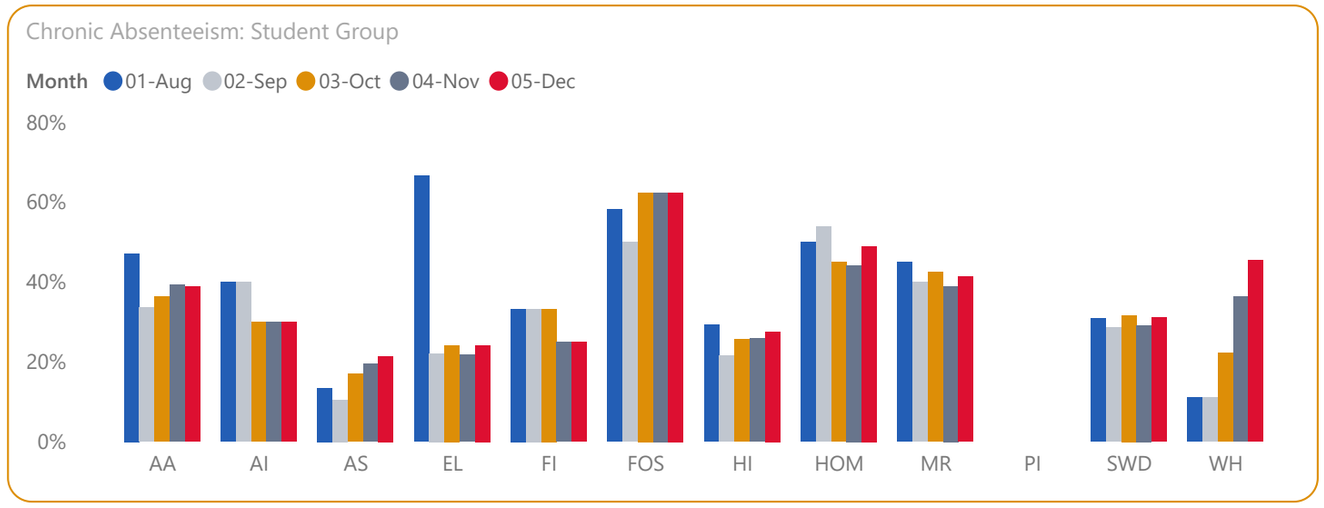
Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

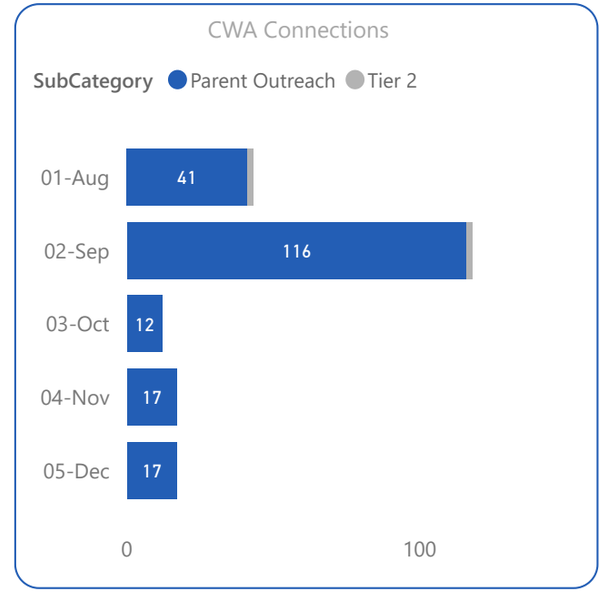
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2**: student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on displiay, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; Frequency: Reports are updated monthly; Updated: January 2021







counselors : coming soon!

iReady

school search: Hamilton Elementary

Subject: ELA

2020-2021

Term: All

Student Group: All

Participation

86%	91%	
Fall	Winter	Spring

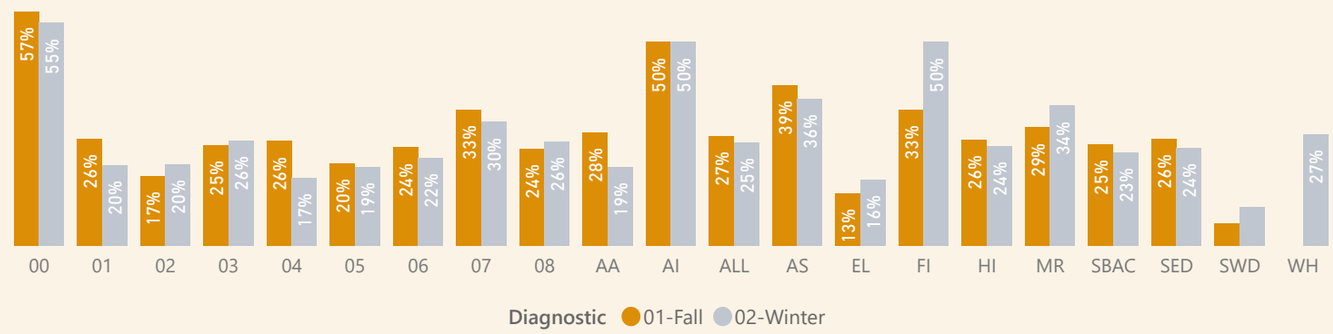
Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:
* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:
1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.
3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow
Source: Research; Program Exports
Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.
High School Data Currently Not Reported

SUSD RA v1.1

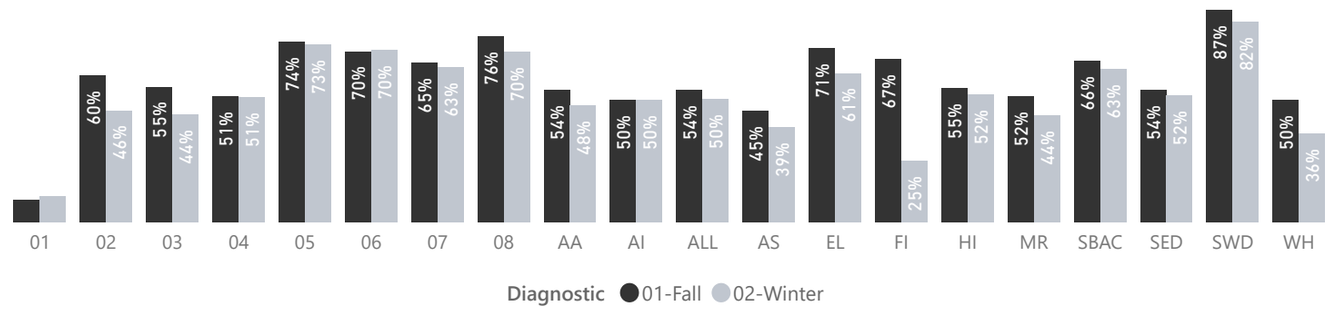
On Track
27% Fall
25% Winter
Spring

iReady Percent On-Track



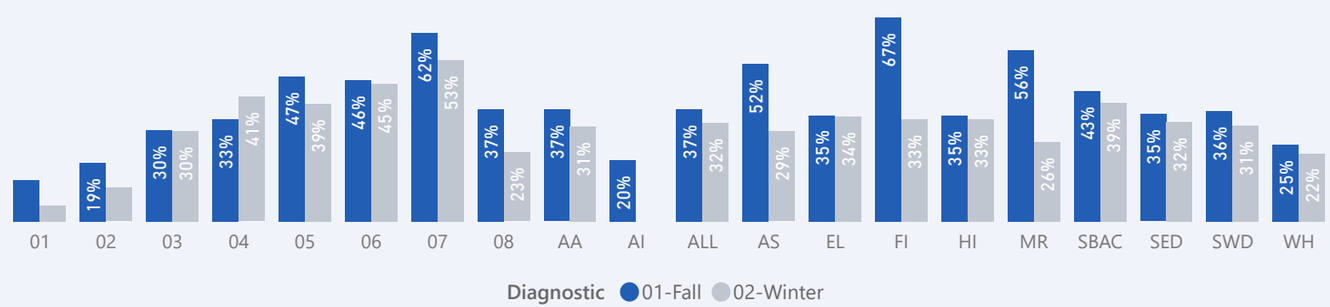
2+ Below
54% Fall
50% Winter
Spring

iReady Percent Two or More Years Below Grade Level



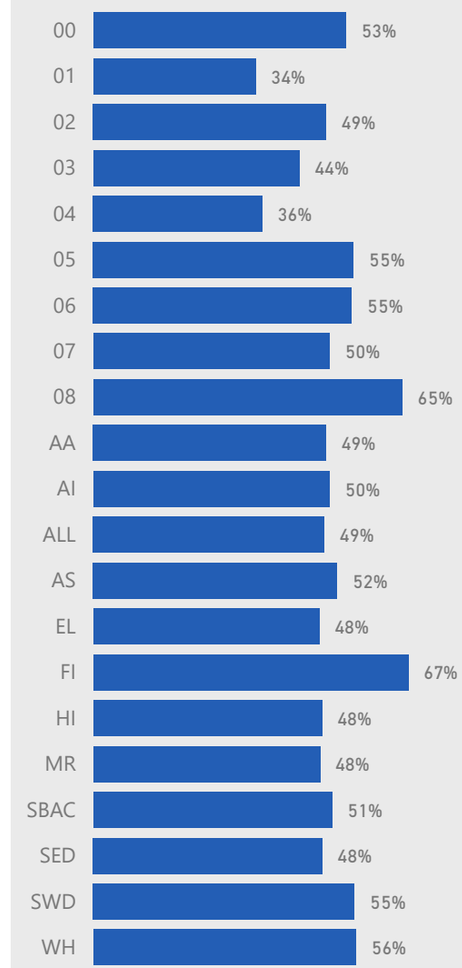
No Gro...
37% All
32% Winter
Spring

iReady Percent No Growth (since Winter 2019)



F-W Growth	F-S Growth
49% All	

iReady F-W Typical Growth



Curriculum

school search

Hamilton Elementary

2020-2021

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* Total Test Count: Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* Average Test Administered: Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

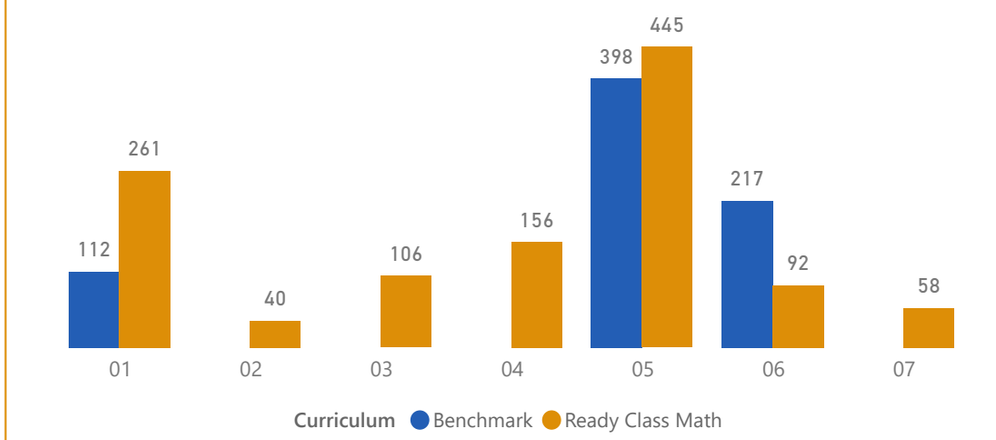
* Progress/Proficiency: achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.
* 30 minutes: percent of students averaging 30 minutes per subject per week
* Passed Lesson: percent of students passing online instruction (<70%)

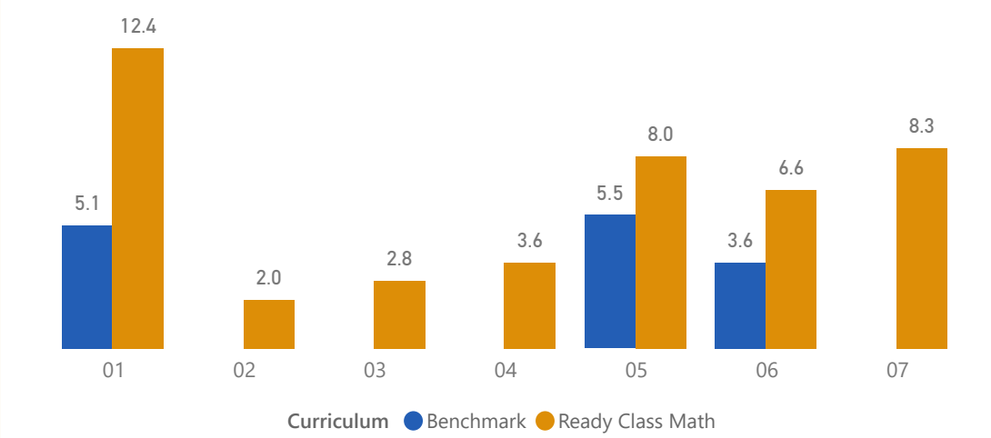
Navigation: N/A
Source: Research; Curriculum Exports, Illuminate
Frequency: Reports are updated periodically; Updated: November 2020

January 2021 Curriculum Assessments	Ready Class	Saavas	Benchmark
	1158	(Blank)	727
	Total Test Count	Total Test Count	Total Test Count

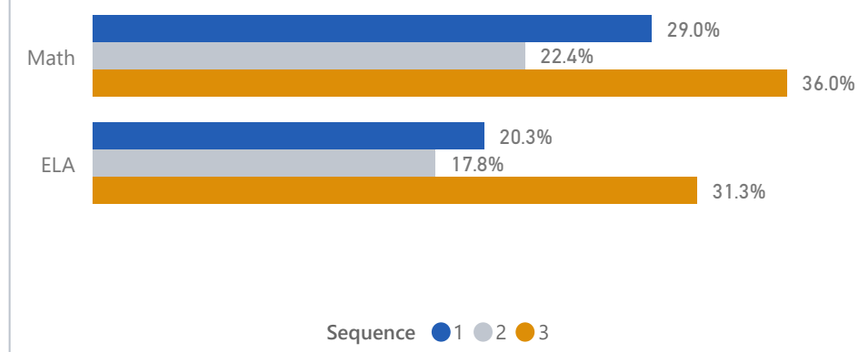
Curriculum: Test Count



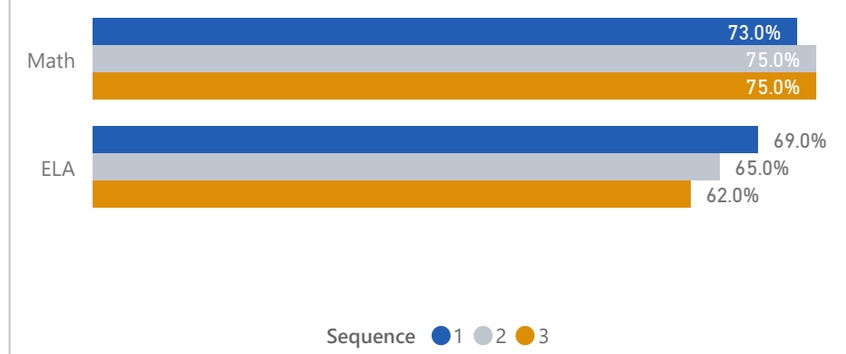
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

ELs & RFEPs

school search

Hamilton Elementary

2020-2021

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* IA ELPAC: THe Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and Novice English Learner.
Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* RFEP Eligibile: Count of all English Learners eligble for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:
1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.
Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

Percent Initial ELPAC Completed

ELPAC IA

ELPAC IA

(Bla...

Total Tested

Grade Level	Tested	Enrolled	Percent Tested
00	28	34	82.35%

Overall Performance

IFEP Intermediate Novice

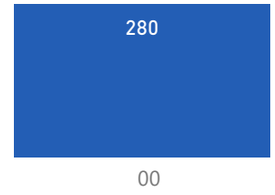
Oral Language Performance

Well Moderate Minimally

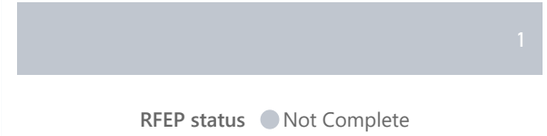
Written Language Performance

Well Moderate Minimally

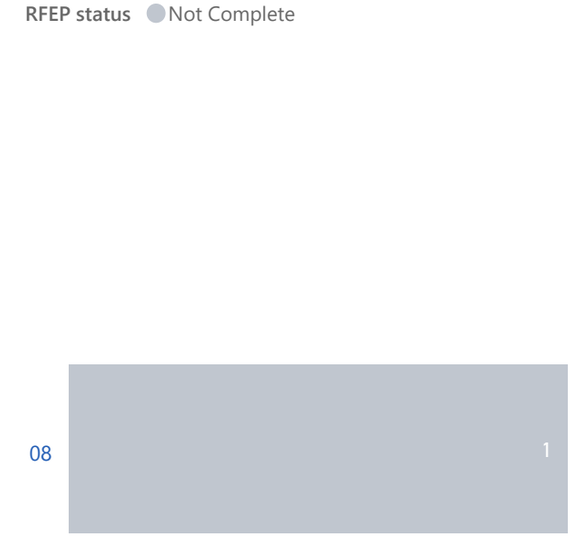
Overall Mean Scale Score by Grade Level



Reclassification



Reclassification by Grade Level



School Climate

school search: Hamilton Elementary

Grade Span: All

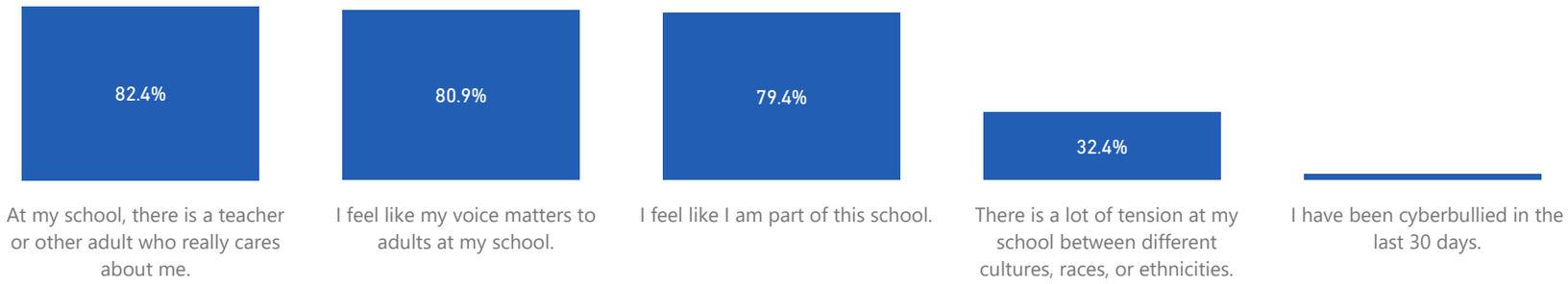
2020-2021

Question Priority: All

Term: 1-Fall

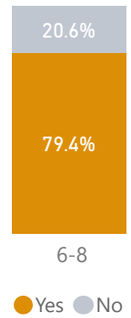
Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.
Navigation: NA
Source: Student Support Services - PLUS program
Frequency: Reportts are updated after survey administration (3x a year); Updated: Fall 2020

All Responses

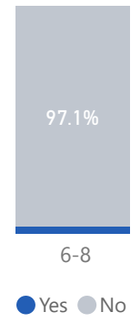


Count	Count	Count
(Bla...	68	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12

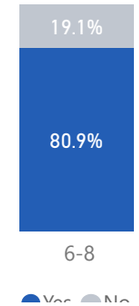
I feel like I am part of this school.



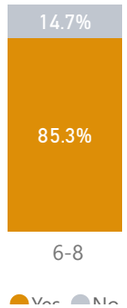
I have been cyberbullied in the last 30 days.



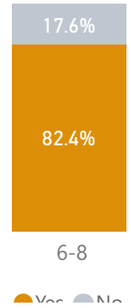
I feel like my voice matters to adults at my school.



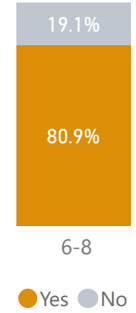
At my school, there is a teacher or other adult who believes that I will be a success.



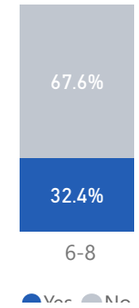
At my school, there is a teacher or other adult who really cares about me.



I feel safe in my school.



There is a lot of tension at my school between different cultures, races, or ethnicities.



High School

school search

Hamilton Elementary

GradePeriod

All

2020-2021

MDTP

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:
* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
* All: all credits attempted were earned
* Half: more than half of credits attemped were earned
* Less than half: less than half of credits atttempted were earned
* None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after at end of term, test; Updated: January 2021

Grade Distribution and Term

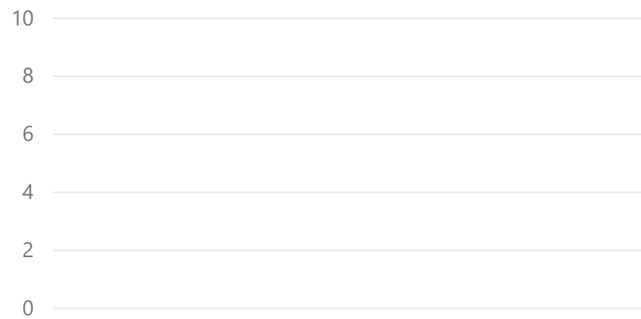
Participation Fall	Near/Ready
(Blank)	(Blank)
Percent	All

MDTP: Fall Diagnostic

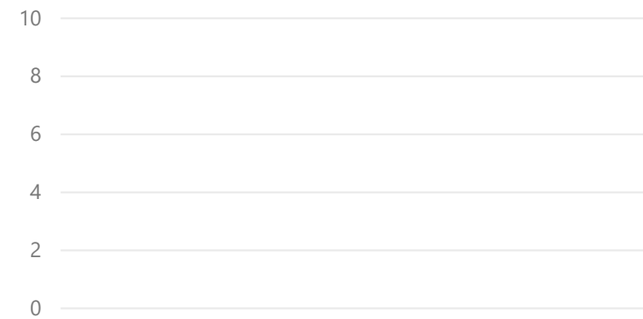
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Reference and Updates

2020-2021

Report Log

* v1 01122021: preliminary review
* v1.1 01212021 administrators - published

Feedback Suggestions Comments Questions Ideas

Share your thoughts with our team!

Report Content

Student Level Reports

* iReady (portal), Student Level (Illuminate)
* RFEP eligibility (Illuminate)
* ELPAC IA testing list
* Benchmark Universe
* MDTP
* Saavas (portal)

Acronyms

Student Groups

ALL – all students

AA – Black/African American

AI-American Indian/Native Alaskan

AS-Asian

FI-Filipino

HI-Hispanic

MR-Two or More

PI-Pacific Islander/Native Hawaiian

WH-White

EL-English Learner

FOS-Foster Youth

HOM-Homeless Youth

SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

iReady

school search: Hamilton Elementary

Subject: Math

2020-2021

Term: All

Student Group: All

Participation

88%	93%	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.
3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.

High School Data Currently Not Reported

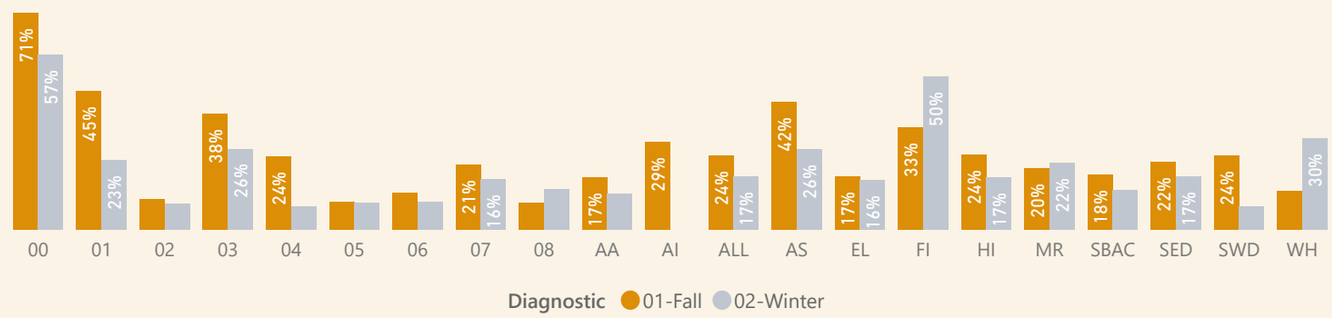
SUSD RA v1.1

On Track	
24%	Fall
17%	Winter
	Spring

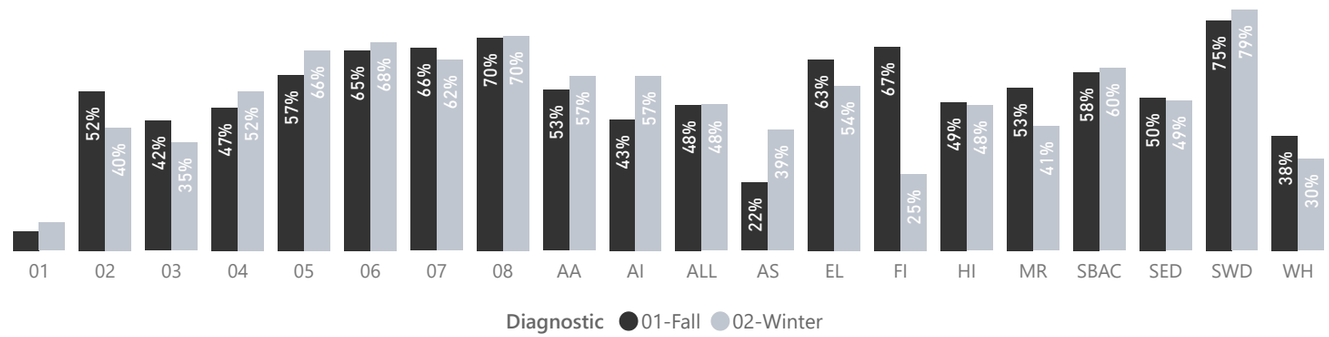
2+ Below	
48%	Fall
48%	Winter
	Spring

No Gro...	
31%	All
29%	Winter
	Spring

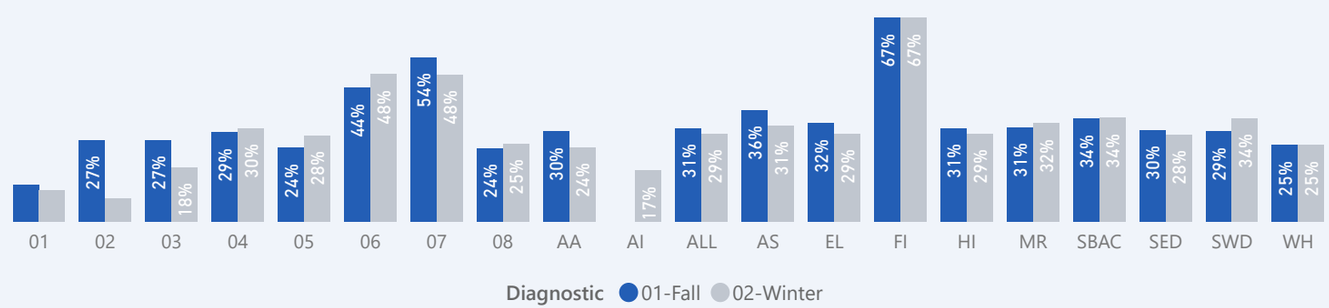
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level

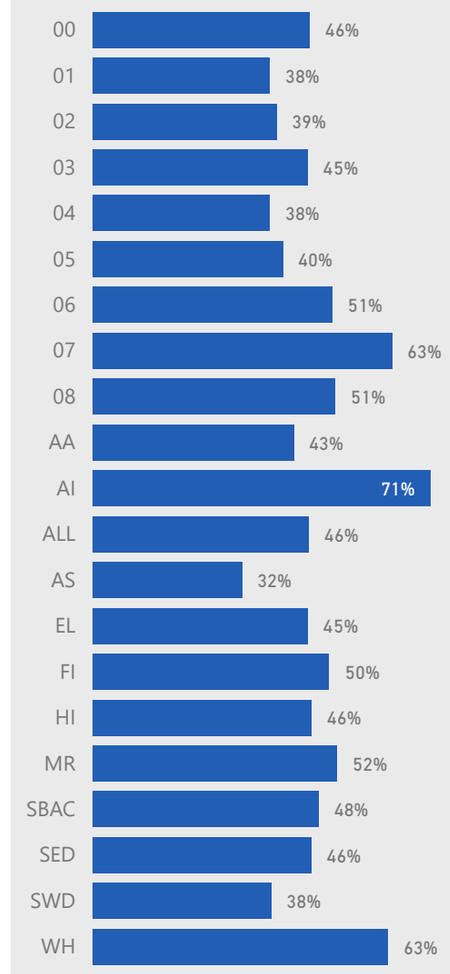


iReady Percent No Growth (since Winter 2019)



F-W Growth	F-S Growth
46%	
All	

iReady F-W Typical Growth



Early Literacy Support Block Grant Plan

Early Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE

Statute: https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp

Goal of the Early Literacy Support Block Grant

The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K–3), ultimately resulting in improved student outcomes.

The ELSB *Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template and Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan.*

Section 1, the Planning Phase, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

Section 2, Literacy Action Plan Components, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

Section 3, Categories 1-4, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the ELSB Grant Resources Padlet for additional support and resources.

Literacy Action Plan Template and Rubric Overview

OVERVIEW *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

Section 1: PLANNING PHASE *(Required)*

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

Section 2: LITERACY ACTION PLAN COMPONENTS *(Required)*

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

Section 3: CATEGORIES 1–4 *(One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.)*

Category 1: Access to High-Quality Literacy Teaching

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

Category 2: Support for Literacy Learning

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

Category 3: Pupil Supports

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day
- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

Category 4: Family and Community Supports

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement

Early Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE

Statute: https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp

LEA/District: Stockton Unified School District

LEA/District Contact/Project Director: Janet Yarborough

Site(s): Alexander Hamilton

Site Administrator(s): Monica Gayle

Early Literacy Team Member	Role (Include title and/or grade level)
Lori Arzadon	Program Specialist
Irene Valdez	Instructional Coach
Lilia Hall	Kindergarten
Maria Perez	1st Grade
Lorena Ochoa Torres	2nd Grade
Sean Gamer	3rd Grade

Add additional rows as needed.

LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) (Insert additional rows as needed.)			
Tier	**Area/Skill**	**ELA/ELD Instructional Materials**	**Literacy Assessments**
Tier 1: Core, Universal Supports	Foundational Skills	Benchmark Curriculum, IReady	ESGI (Kindergarten); Benchmark (Foundational, Fluency & Unit assessments); IReady
	Language Comprehension	Benchmark Curriculum, IReady	ESGI (Kindergarten); Benchmark (Foundational, Fluency & Unit assessments); IReady
	English Language Development	Benchmark Curriculum, IReady, Raz Kids	Benchmark (Foundational, Fluency & Unit assessments); IReady
	Literacy Skills	AMIRA	AMIRA-made tests (fluency & dyslexia)
	Literacy Skills	Raz Kids	
Tier 2: Targeted, Supplemental Supports	Foundational SKills	SIPPS (3rd Grade)	SIPPS (3rd Grade), BPST
	Literacy & Fluency	Reading Corps & AMIRA (1st thru 4th)	Reading Corps & AMIRA made assessments (1st thru 4th)
	Foundational Skills	Small Groups led by Teachers (w/ Benchmark)	IReady, BPST &/or ESGI
Tier 3: Intensive, Individualized Supports	Foundational Skills	Some Teachers use SIPPS w/ individual students and/or small groups	SIPPS (3rd Grade); BPST
	Foundational Skills	Reading Corps	Reading-Corps-Created Assessments
	Foundational Skills	One-One One Support w/ teachers	IReady, BPST &/or ESGI

[Hamilton Master Schedule] Link to Grades TK/K–3 Master Instructional Schedule.

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	**Narrative explanation of planning phase process and procedures**	**Name artifact(s) and include link(s) to evidence**
1.1 STAKEHOLDER ENGAGEMENT The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.	Hamilton Elementary historical data shows that students in the primary grades (per Curriculum assessments and i-Ready diagnostics) consistently are underperforming in early literacy and foundational skills. The achievement gap begins in kindergarten, it continues to widen in 1st and 2nd grade, and by 3rd grade the discrepancy is even wider (per CAASPP results). Hamilton teachers devised a plan to include a common assessment, a common data collection schedule, a common data instrument, and a common response to intervention by having a common academic support time across the primary grade levels. In order to gather and engage in dialogue with Hamilton Elementary stakeholders, the school held a variety of meetings to share our vision and plan to meet the literacy needs of our students. ● Hamilton shared the school's SPSA, specifically our literacy plan, professional development plan and literacy intervention plan with parents at a School Site Council Meeting. Both parents and teachers expressed the need for a "level playing field" - for both new and veteran teachers to have the opportunity to learn new skills or to perfect their craft. Thus, our plan will allow for all TK-3rd grade teachers the opportunity to attend professional development. ● In a regular school year when parents were allowed on campus, our ELAC meetings would have 30-40 participants but with parents of our English Language Learners virtual meeting attendance was very low. Despite the low turnout, we did ask for the parents/families feedback that did attend. They shared that Hamilton's most pressing concerns should include time in front of the teachers, extra support in class - instructional	School Site Council Minutes SSC Sign In ELAC Meeting Minutes ELAC Sign In AVID Leadership Minutes Leadership Sign In Principal Coffee Hour Staff Meeting Staff Meeting Sign In

	assists, student-parent conferences/workshops, and maybe summer school. The Site Team reviewed these suggestions and they felt that all were valid points and will be addressed in our Literacy Action Plan. ● At Hamilton's AVID Leadership meeting, with every grade level represented including Special Education, the planning phase (root-cause analysis and needs assessment) was shared in our Google Staff Folder. Leadership members reviewed and approved the plan. Our upper grade teachers asked if their students will be included, ELSB Site Team members clarified that the grant is grade-level specific but that it could be replicated using site funds. Their question of what would be the plan for students who do not achieve with the prescribed intervention, our ELSB Site Team considered this and decided to add our primary SDC teacher and Resource Teacher to our team of teachers who will participate in the grant, so that they could help guide the discussions of next steps for those students. ● Though we did not have a high turnout of parents that attended the monthly Virtual Principal Coffee Hour, the families and staff that did attend were asked for their feedback. Parents agreed in moving forward with applying for the Early Literacy Grant because we need to do whatever needs to be done for our kids. Our counselors suggested that we needed a uniform intervention to ensure continuity and they specifically asked for a way to track interventions school wide to ease the SAP process for those students who may not progress academically. With this feedback, our Site Team chose to include the purchase of ESGI to warehouse student assessment data and to consider all TK-3rd grade teachers when purchasing the SIPPS intervention program. ● Lastly, our SMARTe goals and our Literacy Action Plan were shared at a schoolwide staff meeting. Teachers and staff were asked for their feedback, allowed to ask for clarification and to ask questions. Throughout the presentation, a handful of staff	

	members asked specific questions related to training and scheduling, but agreed overall and no changes were made or added to the Literacy Action Plan.	
1.2 ROOT CAUSE ANALYSIS The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts. The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.	Hamilton Elementary historical data shows that students in the primary grades (per Curriculum assessments and i-Ready diagnostics) consistently are underperforming in early literacy and foundational skills. The achievement gap begins in kindergarten, continues to widen in 1st and 2nd grade, and by 3rd grade the discrepancy is even wider (per CAASPP results). Hamilton's Site Team identified that too few of Hamilton students are able to read and comprehend complex grade-level texts by the end of their respective grade levels (K-3). Also, those students rarely overtake this disparity and reach grade level due to the lack of explicit phonics instruction in 2nd and 3rd grade. Hamilton students in 3rd grade, according to the 2019 CA Dashboard, scored 87.5 points below the standard in English-Langauge Arts (ELA), significantly higher as compared to the 107.3 points below the ELA Standard in 2018. Unfortunately though, the disproportion between our Student groups - African Americans (111.3 points below the standard) and Socioeconomically Disadvantaged (91.8 points below the standard) are not achieving at the same growth rate. When analyzing Diagnostic data of K-3 Hamilton students, students begin in kindergarten with 40% of students leaving below grade level, with this number increasing to 67% in first grade. Students in second and third grade, 43% and 42% respectively, fall to two or more grade levels below. This achievement gap increasingly widens throughout grades 4-8. When reviewing the End of the Year i-Ready Data Analysis, Hamilton students consistently also scored well below grade level in Vocabulary. Grades 1-3 scores were in the 20-30 percentile and the gap continued to widen in the intermediate grades with scores in the 10 percentile.	Root Cause Analysis Fishbone Diagram CA Dashboard 2019 i-Ready Diagnostic #3 Results End of Year i-Ready Data Analysis

	The Hamilton Site Team discussed how to help close the achievement gap. We have become an AVID schoolwide school, we have two counselors on site to lead our SAP process and have qualified 12 students in the last 2 years for Special Education Services and have made gains on our CA Dashboard but the Site Team discussed our need for early, steadfast instructional support for our beginning readers. If Hamilton does not intervene and create a foundational, consistent plan for reaching struggling students, the student will not only be behind in their current grade level but also in their future school years.	
1.3 NEEDS ASSESSMENT The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts. The root cause analysis and needs assessment shall identify the strengths and	The Hamilton Site Team root cause analysis and needs assessment revealed the lack of explicit, academic phonics instruction for gradesTK-3, the inability to track, analyze and create reports about student academic progress in letter recognition, phonological awareness, decoding and spelling, and sight word recognition, the lack of common time during the school day in order to provide foundational phonics intervention across grades TK-3, and the a summer school program that creates a partnership with parents/families that will build not only on foundational phonics intervention but also literacy skills, including concepts of print, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge, in our TK-3 students. After reviewing our root cause “too few students that are able to read and comprehend grade-level text by the end of their grade level”, our needs assessment shows that all students need to be provided with the	Needs Assessment Mindful Mornings Positive Mindset PLUS Survey Fall PLUS Survey Winter Monthly Life Skill UnboundEd Training

weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.	intervention and/or extension that is prescribed after the SIPPS screening assessment. Hamilton currently uses SIPPS components in the ASP Academic Hour and in our 3rd grade classrooms. Hamilton would like to replicate this intervention and the purchase of additional components will be used during the common Intervention Support time for all grade levels and all students. After teacher professional development in CORE's Online Elementary Reading Academy, SIPPS training, participate in LETRS (Language Essentials for Teachers of Reading and Spelling) Professional Development and teacher collaboration, student groups with "like" needs will be grouped and serviced for intervention during the built in time on the master schedule. Though many Hamilton students score below/far below grade level, the school climate focuses on a positive, growth mindset, life skills, and the social-emotional well being of our students. Our Counseling team teaches students about calming activities to assist them when frustrated with their lack of knowledge, hosts activities to ensure a positive school culture, and are an integral part of the SAP process. The PLUS team surveys students, examines the data, and holds forums to address student survey results. To ensure equity and educational continuity for all students, Hamilton will offer a summer school program that will focus on student data and student needs. In hopes of preparing students and to minimize student learning loss in phonological awareness, phonics, high frequency words, vocabulary, and comprehension in literature and informational text, Hamilton will host this extended year program during the summer months. This will include In order for our teachers to provide students with engaging, grade-level instruction, Hamilton teachers participated in a 2 ½ day training by UnboundEd. This professional development facilitated conversations about equitable lesson planning and instruction that is without bias and prejudice. To meet the needs of these students, teacher collaboration, peer observation and academic conferences will be the key.	

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal ***"Big Picture"*** Focus of improvement centered on TK/K–3 literacy instruction ● Site/LEA practices or issues ● Evidence-based rigorous goal	**2.1 Rationale** ***"Why you chose the goal"*** Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	**2.1 Evidence** ***"Artifacts that back up the rationale and support why you chose the goal"*** Include links to supporting evidence.	**2.1 Action Item(s)** ***"Specific, timebound actions that describe how the literacy instructional program will be improved"*** ● Align action items to the goal ● Design to impact literacy outcomes ● Write as SMART goal	**2.2 Metrics** ***"How you will measure progress on actions (implementation) and/or growth (student data) and how often"*** Articulate plan that includes: ● Tool/Metric ● Intervals ● Monitoring and adjusting
Example: *Provide explicit, systematic phonics instruction*	*Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.*	*Screening data shows low student performance.* *[Insert Link] Link to needs assessment and root cause analysis provided*	● *By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions* ● *By the first month of school, groups formed based on placement data*	● *PD Plan* ● *Invoices* ● *Placement assessment data* ● *SIPPS Mastery test data* ● *Classroom implementation observation data*
Example: *Provide explicit, academic vocabulary instruction.*	***Example:*** *Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.*	***Example:*** *Screening data revealed low student scores in vocabulary across K–3.* *[Insert Link] Link to needs assessment and root cause analysis*	***Example:*** ● *By August 2022 (Year 3), purchase Academic Vocabulary Toolkit* ● *By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions*	***Example:*** ● *PD Plan* ● *Invoices* ● *iReady diagnostic data* ● *Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)* ● *ELPAC data*

1. To purchase an online tool (ESGI) in order to track, analyze and create reports about student academic progress in letter recognition, phonological awareness, decoding and spelling, and sight word recognition. This electronic "warehouse" will document all student assessments, interventions and student academic successes or possible re-evaluations. .	Root cause analysis and needs assessment revealed inconsistent data collection in grades TK-3. It also revealed inconsistent or lack of student prescriptions for intervention.	As seen in our screening data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], the need to screen and diagnose a response to intervention for all TK-3 students is a high priority. To analyze screening data in order to diagnose a response to intervention for all TK-3 students. Students will be assessed 3x a year with student data analyzed after each assessment, and each student's intervention placement will be re-evaluated.	By June 2022, we will improve in our TK-3 collection of valid, predictive & reliable data of TK-3 students by administering and analyzing District selected assessments, in regards to letter recognition, phonological awareness, decoding and spelling, and sight word recognition, collecting data 3x a year as measured by the assessment calendar, schoolwide documentation in ESGI, and vertical transfer of data..	● PD Plan ○ ESGI ○ Differentiation ● Vertical/Horizontal Teacher Collaboration ● Teacher release to administer assessments and analyze student data ● Teacher release or additional paid hours for parent conferences to discuss student data

2. Purchase SIPPS components and provide professional development to understand and increase the implementation of the SIPPS curriculum across TK-3 classrooms.	Root cause analysis and needs assessment revealed the lack of explicit, academic phonics instruction for gradesTK-3.	As seen in our screening data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], the need to provide all students with the intervention and/or extension that is prescribed after the SIPPS screening assessment is a high priority.	By June 2022, we will improve in our knowledge and skill in supporting Benchmark with SIPPS, Being a Reader, and CORE (systematic foundational skills programs) with fidelity, across classrooms, as measured by our professional development calendar, coaching schedule, collaborative lesson plans and peer observations.	• PD Plan
				  ○ SIPPS
				  ○ PLC
				  ○ Analyzing Data
				• Vertical/Horizontal Teacher Collaboration
				• Teacher release to administer assessments
				• Teacher release to analyze student data (Academic Conferences)
				• Teacher release to work with Instructional Coaches
				• Teacher release or additional hours paid to work with Grant Site Team
				• Teacher release to observe peers

3. To include instructional support time on the Hamilton master schedule and the school year calendar in order to provide foundational phonics intervention, i.e. letter identification, phonological awareness, phonics, and sight words, for students in grades TK-3.	Root cause analysis and needs assessment revealed the lack of common time during the school day in order to provide foundational phonics intervention across grades TK-3.	As seen in our screening data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], the need to provide time on the master schedule so that all students can participate in foundational	By September 2021, we will improve in establishing a consistent schedule for all TK-3 students that specifically targets intervention, support, and enrichment in foundational phonics skills by designating a phonics instructional support time across all TK-3 grade levels as measured by the Hamilton master schedule and Hamilton's grade level pacing	• PD Plan
				  ○ Curriculum
				  ○ RTI / MTSS
				• Teacher collaboration prior to first day of school
				• Teacher release or additional hours paid to work with Grant Site Team
				• Hire instructional assists

		phonics intervention during the school day is a high priority.	guides. To ensure that all students Hamilton receive the SIPPS intervention and the increase the implementation of the SIPPS curriculum, Hamilton will hire instructional assistants that will be trained in SIPPS and fund teacher substitutes for teacher release time so teachers can assess their own students 3x a year, participate in collaboration with their SIPPS partner teachers and discuss student data and interventions 3x a year.	
4. To create a summer school program that creates a partnership with parents/families that will build not only on foundational phonics intervention but also literacy skills, including concepts of print, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge, in our TK-3 students.	Root cause analysis and needs assessment revealed that TK-3 students need additional instructional support than what is offered during the regular school day.	As seen in our screening data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], the need to provide additional time in summer school opportunities so that TK-3 students can have the opportunity to have differentiated and remedial instruction, while parents attain literacy skills that will assist their children, outside of the regular school day/year has been seen as a high priority. While we are unable to supplant our current Language Arts curriculum during the regular school year, the Site Team agreed that we not only	By June 2023, Hamilton will prepare a summer school opportunity for TK-3 students and their families that specifically targets foundational phonics intervention and literacy skills including concepts of print, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge.	● Teacher Collaboration to prepare, and calendar parent/family literacy workshops ● Cost for Summer School (Extended Year) ● Cost for parent/student engagement forums

		need to establish a phonics and reading intervention time into the daily schedule using SIPPS but also allow our students vocabulary development during the summer months when teachers are not tied down to the District ELA curriculum. Including parents in this instruction, will allow all stakeholders - teachers, students, and parents - to have common instruction, common academic vocabulary and common literacy skills.		
2.3 Expenditures Consistent with Categories [Insert Link] Link to ELSB Budget documents.				

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)			
Category 1 Descriptors	**Action Item(s)** Specific, timebound actions describe how literacy instruction will be improved.	**Evidence** Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	**Explanation/Rationale** The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to	***Example (action item):*** *By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.*	***Example (action item):*** *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access*	***Example (action item):*** *A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings*

struggling pupils, including, among others, bilingual reading specialists to support English learner programs.		*to targeted, evidence-based foundational reading skills instruction is an urgent need.* *Attached is our job description for the hiring of our literacy coach [Insert Link].*	*of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.*
	By August 2021, hire support personnel, instructional assistants, to work with students in TK-3, focusing specifically on foundational reading skills using the SIPPS curriculum. The Support Personnel will attend SIPPS Virtual Workshops, as included in the Budget Plan, attend any additional in-person or virtual ongoing professional development and have access to the SIPPS Virtual Coach.	As seen in our screening data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], the hiring of support personnel to increase student access to the SIPPS Curriculum is an urgent need. .	A majority of ourT K–3 students are testing below proficiency in phonemic awareness and phonics according to our diagnostic data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. Support personnel will be utilized to ensure that all students have access to the SIPPS curriculum.
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	***Example (rationale):*** *No action*	***Example (rationale):*** *[Insert Link] Link to the school's state approved core curriculum website.* *Or [Insert Link] Link to needs assessment indicating not a priority*	***Example (rationale):*** *Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.*
	No action	As seen in our screening data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], the development of strategies to provide culturally responsive curriculum and instruction has already been addressed.	Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. Our teaching staff has participated in a 2 ½ day training by UnboundEd. This professional development facilitated conversations about equitable lesson planning and instruction that is without bias and prejudice.

3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.	By September 2021, Hamilton will create and establish a literacy professional development plan (including OERA and LETRS training) to work with teachers in grades TK–3, school leaders, literacy coaches, and instructional assistants, focusing specifically on foundational reading skills using the SIPPS curriculum.	As seen in our screening data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], Hamilton needs to increase student access to targeted, evidence-based foundational reading skills instruction, including letter recognition, phonological awareness, decoding and spelling, and sight word recognition.	A majority of our K–3 students are testing below proficiency in foundational reading skills, specifically phonological awareness, phonemic awareness, phonics, high frequency words, according to our Diagnostic data. To support our use of the SIPPS curriculum, a professional development plan will be established for all educational personnel..
	By September 2021, Hamilton will develop an assessment plan, including an intervention support time built into the regular school day, distribution of targeted curriculum across grade levels, and a calendar of administration of assessments and analysis of data.	As seen in our screening data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], in order to support students, Hamilton needs to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data.	Hamilton teachers, instructional assistants, instructional coaches, and school leaders will develop an assessment plan, calendar academic conferences to discuss student data,calendar grade level collaboration, and develop an action plan on how to respond to student needs and assessment data.

3.1d EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.	By September 2023, with professional development provided by District, SIPPS, CORE, and LETRS all TK-3 teachers will learn the components of reading instruction for all students, including English Language Learners and students with special needs or with reading difficulties.	As seen in our screening data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], all stakeholders need the background knowledge of reading instruction to address the needs of all students, including English Language Learners and students with special needs or with reading difficulties.	TK-3 teachers will attend SIPPS training, CORE training, LETRS professional development, and all District training, to ensure that all students have access to learn using the understanding of the components of reading instruction. Collaboration with school site peers, instructional coaches, District specialists, SIPPS coaches, CORE trainers, and LETRS facilitators, will drive the academic reading instruction and support students in foundational reading skills.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)			
Category 2 Descriptors	**Action Item(s)** Specific, timebound actions describe how literacy instruction will be improved.	**Evidence** Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	**Explanation/Rationale** The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)

3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.	***Example (action item):*** ● *By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.* ● *By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement.* ● *By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.*	***Example (action item):*** *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.* *Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.*	***Example (action item):*** *Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.* *Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.*
	Example (action item): ● *By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.* ● *By the end of Year 2, May 2022, develop monitoring plan to including data collection to assess implementation of professional learning plan as well as cycles of improvement.* ● *By the end of Year 2, May 2022, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.*	***Example (action item):*** *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.* *Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.*	***Example (action item):*** *Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.* *Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the*

			beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.
	● By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. ● By August 2021, develop a monitoring plan to include data collection to assess implementation of a professional learning plan as well as cycles of improvement. ● By August 2021, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.	As seen in our screening data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], a majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary development. Attached is our professional learning plan [PD Plan] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.	Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments. Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.

3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.	***Example (rationale):*** *No action*	***Example (rationale):*** *[Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.* *Or, [Insert Link] link to needs assessment indicating not a priority.*	***Example (rationale):*** *Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.*
	By August 2021, purchase an online assessment storage (ESGI) in order to track, analyze and create reports about student academic progress in letter recognition, phonological awareness, decoding and spelling, and sight word recognition. .	As seen in our screening data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], supports the purchase and use of an online assessment tool to track and analyze student academic progress.	District provides and collects data from diagnostic and curriculum assessments but our needs assessment indicates that a common online assessment storage (ESGI) to track all TK-3 students and their intervention assessments and data is a high priority to support our goal of schoolwide assessment and documentation to guide our intervention instruction.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)			
Category 3 Descriptors	**Action Item(s)** Specific, timebound actions describe how literacy instruction will be improved.	**Evidence** Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	**Explanation/Rationale** The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED	***Example (action item):***	***Example (action item):***	***Example (action item):***

LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	*By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.*	*As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.* *Attached is our job description for the hiring of our literacy coach [Insert Link].*	*A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.*
	By June 2022, Hamilton will prepare a summer school opportunity for TK-3 students and their families that specifically targets foundational phonics intervention and literacy skills including concepts of print, vocabulary, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge.	As seen in our Diagnostic data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], Hamilton students and their families need an expanded learning program beyond the regular school year is an urgent need. An academic summer school opportunity will increase student access to evidence-based foundational reading skills instruction.	A majority of our K–3 students are testing below proficiency in vocabulary, comprehension in both Literature and Informational Text according to our Diagnostic data. While we will address student needs during the school day, Hamilton students and their families need an additional learning program not included in the instructional calendar year to support our goal of creating family partnerships that specifically targets foundational phonics intervention and literacy skills including concepts of print, vocabulary, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge.

3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	***Example (rationale):*** *No action*	***Example (rationale):*** *[Insert Link] Link to the school's state approved core curriculum website.* *Or [Insert Link], link to needs assessment indicating not a priority.*	***Example (rationale):*** *Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.*
	No action	As seen in our Diagnostic data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], implementation of an extended school day is not a priority.	Our school currently offers extended school day learning opportunities through our Academic hour led by classroom teachers and our Afterschool Program led by classified staff, therefore we are not including it in this action plan.
3.3c CULTURE AND CLIMATE Strategies to improve school climate, pupil	No action	As seen in our Diagnostic data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment],	Our school has been focused on school culture and climate. Hamilton has two full-time counselors, a PLUS team, as well as a PBIS Committee to focus on improving school climate, pupil connectedness,

connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.		strategies to improve school climate is not an urgent need at this time.	attendance, reducing discipline practices, and both in- and out-of-school suspensions, therefore we are not including it in this action plan.
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No action	As seen in our Diagnostic data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], implementing research-based, social emotional learning is not a priority.	Our school district has adopted a core-curriculum, research-based Social-Emotional (Second Step) to address student needs. Stockton Unified offers training and professional development on lesson instruction using the SEL curriculum and has previously offered training using restorative circles.
3.3e EXPANDED ACCESS Expanded access to the school library.	No action	As seen in our Diagnostic data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], expanding access to the school library is not a priority.	Our school currently has a full-time librarian and classes have the ability to visit and check-out library books bi-weekly, therefore we are not including it in this action plan.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)			
Category 4 Descriptors	**Action Item(s)** Specific, timebound actions describe how literacy instruction will be improved.	**Evidence** Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	**Explanation/Rationale** The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.	***Example (action item):*** ● *By December 2021, provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Monthly follow-up training will be provided.* ● *By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform supports available to pupils as well as families.*	***Example (action item):*** *As seen in our root cause analysis [Insert Link], and our needs assessment [Insert Link], a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities.* *Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].*	***Example (action item):*** *Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.* *Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.*
	No action	As seen in our Diagnostic data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], developing and implementing a trauma-informed practice is not a high priority at this time.	Our school district has adopted a core-curriculum, research-based Social-Emotional (Second Step) to address student needs. Stockton Unified offers training and professional development on lesson instruction using the SEL curriculum and has previously offered training using restorative circles. Hamilton is staffed with two full-time Counselors and a full-time Mental Health Clinician.

3.4b MENTAL HEALTH RESOURCES Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	***Example (rationale):*** *No action*	***Example (rationale):*** *[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.* *Or [Insert Link], link to needs assessment indicating not a priority.*	***Example (rationale):*** *We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.*
	No action	The District has allocated funds for Hamilton's mental health resources. As seen in our Diagnostic data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment] indicates that this is not a priority.	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district. Hamilton is staffed with two full-time Counselors and a full-time Mental Health Clinician.
3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.	By September 2021, provide initial training in the use of the SIPPS Curriculum and collaboratively design a plan and system to assess students, diagnose and assign an intervention and analyze student assessment data for ongoing responses to the intervention.	As seen in our Diagnostic data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], the ability to implement multi-tiered systems of support and the response to intervention is an urgent need.	A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our Diagnostic data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. The development of strategies and implementation of evidence-based academic supports, will support Hamilton's ability to establish protocols to prescribe the correct intervention and to respond when the data supports or contradicts the intervention.

3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literacy environment in the home.	By June 2022, Hamilton will prepare a summer school opportunity for TK-3 students and their families that specifically targets foundational phonics intervention and literacy skills including concepts of print, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge. Students will attend class daily, Parents/families will be invited weekly to join our summer school community workshops. Teachers will provide instruction for parents on specific literacy skills that students are working on in class, i.e. previewing a story with a picture walk, asking who, what, where, when, why questions throughout reading, retelling the story using character, setting and main idea, how to decode words, etc. After the workshop, parents will be invited to the classroom to practice with their children, while the teachers can give guidance and clarification on the newly learned skill.	As seen in our Diagnostic data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], Hamilton students and their families need an expanded learning program beyond the regular school year.	A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our Diagnostic data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. While we will address student needs during the school day, Hamilton students and their families need an additional learning program not included in the instructional calendar year to support our goal of creating family partnerships that specifically targets foundational phonics intervention and literacy skills.
3.4e PARENT AND COMMUNITY ENGAGEMENT Strategies to improve parent and community engagement and to improve communication with parents regarding how to address	By June 2022, Hamilton will prepare a summer school opportunity for TK-3 students and their families that specifically targets foundational phonics intervention and literacy skills including concepts of print, language comprehension, building background knowledge, language structure, verbal reasoning,	As seen in our Diagnostic data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], Hamilton students and their families need an	A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our Diagnostic data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative

pupils' literacy needs.	and literacy knowledge.	expanded learning program beyond the regular school year.	assessment data. While we will address student needs during the school day, Hamilton students and their families need an additional learning program not included in the instructional calendar year to support our goal of creating family partnerships that specifically targets foundational phonics intervention.

Proposed Bugdet Summary (Revised 5/2021)

Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education

Instructions:

Each grant recipient must submit this form to reflect proposed expenditures during the grant period of December 1, 2020, through June 30, 2024.
The Total for the four years MUST match the amount listed on the Grant Award Notification.

Object Code	Line Item	Planning Year	Implementation Year 1	Implementation Year 2	Implementation Year 3	Total
1000	**Certified Salaries**	$ 8,967.00	$ 95,892.00	$ 210,420.00	$ 191,988.00	$ 507,267.00
2000	**Classified Salaries**	$ -	$ 41,870.00	$ 45,730.00	$ 45,730.00	$ 133,330.00
3000	**Employee Benefits**	$ 640.00	$ 20,286.00	$ 27,806.00	$ 27,364.00	$ 76,096.00
4000	**Books and Supplies**	$ -	$ 91,988.00	$ 10,854.00	$ 10,495.00	$ 113,337.00
5000	**Services and Other Operating Expenditures: excluding Subgreement for Services and Travel**	$ -	$ 50,894.00	$ 6,120.00	$ 25,353.00	$ 82,367.00
5200	**Participant Travel/Project Staff Travel**	$ -	$ -	$ -	$ -	$ -
7000	**Indirect Costs: must not exceed lead agency's negotiated rate**	$ 393.00	$ 13,686.00	$ 13,686.00	$ 13,686.00	$ 41,451.00
5100	**Subagreement for Services**	$ -				$ -
6000	**Capital Outlay**	$ -	$ -	$ -	$ -	$ -
Total		$ 10,000.00	$ 314,616.00	$ 314,616.00	$ 314,616.00	$ 953,848.00
	AWARD	$ 10,000.00	$ 314,616.00	$ 314,616.00	$ 314,616.00	$ 953,848.00
	BALANCE	$ -	$ -	$ -	$ -	$ -

Proposed Budget Narrative for Planning Year

Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education
Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	Hourly wage for ELSB Site team members to attend SCOE grant trainings, analyze data for root cause, collaborate on SMARTe goals, Action Plan and Budget Plan-Additional Time not salaries / 4 Teachers & 1 Program Specialist (160 hours x $56)	Alexander Hamilton, Stockton Unified	$ 8,967.00
2000	Classified Salaries	[Insert Detail/Calculation/Breakdown Here]	Alexander Hamilton, Stockton Unified	$ -
3000	Employee Benefits	Statutory benefits for additional time compensation / no salaries	Alexander Hamilton, Stockton Unified	$ 640.00
4000	Books and Supplies	[Insert Detail/Calculation/Breakdown Here]	Alexander Hamilton, Stockton Unified	$ -
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)		Alexander Hamilton, Stockton Unified	
5200	Participant Travel/ Project Staff Travel	[Insert Detail/Calculation/Breakdown Here]	Alexander Hamilton, Stockton Unified	$ -
7000	Indirect Costs	0.0393	Alexander Hamilton, Stockton Unified	$ 393.00
5100	Subagreement for Services	[Insert Detail/Calculation/Breakdown Here]	Alexander Hamilton, Stockton Unified	$ -
6000	Capital Outlay	[Insert Detail/Calculation/Breakdown Here]	Alexander Hamilton, Stockton Unified	$ -
TOTAL				$ 10,000.00

Proposed Budget Narrative for Year 1

Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education
Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	$1792 - Hourly compensation for teachers to attend SIPPS training (2 hours x 16 teachers @ $56) $37,632- CORE OERA (42 hours x 16 teachers @ $56) 34,048 - collaborate weekly (1 hr/week x 38 weeks x 16 teachers @ $56), $7,840 - student/parent conferences in Fall and Spring (10 hours x 14 teachers @ $56), 7,290 - hire substitutes for teacher administered assessments (1 sub 3x/year x 14 teachers @ $173.57), 7,290,-,academic conferences (1 sub 3x/year x 14 teachers @ $173.57 = ($7,289.94)	Alexander Hamilton, Stockton Unified	$ 95,892.00
2000	Classified Salaries	40,184 - Two Instructional Assists (2 x .4375 FTE @ $20,092), 293 - Additional Hourly Wage for Classified employees to attend SIPPS training (2 x 8 hours @ $18.33), 1,393 - one hour a week to collaborate with SIPPS Lead Teacher (2 x 38 weeks @ $18.33)	Alexander Hamilton, Stockton Unified	$ 41,870.00
3000	Employee Benefits	14,720 - Cost of two Instructional Assists Benefits (2 x $7,360), 302 - Cost of Instruction Assist compensation benefits (66 hours @ $4.58), 327 - Cost of subs benefits (42 subs @ $7.79), 4,937 - Cost of teacher compensation benefits (1,452 hours x $3.40)	Alexander Hamilton, Stockton Unified	$ 20,286.00
4000	Books and Supplies	Cost of SIPPS Curriculum, including 3-year Enhanced Plus Digital Plan 43,278 - Phonics, whiteboards, white board markers, Magnetic letter kits, Reading Pointers, and/or other materials to support literacy development and increase participation	Alexander Hamilton, Stockton Unified	$ 91,988.00
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	3,500 - Cost of sending four additional TK-3 teachers to CORE's Online Elementary Reading Academy (7 teachers x $500/52170 600 - Cost of SIPPS Virtual Workshop (15 teachers x $30, 2 Instructional Assists x $30, 3 Support Teachers x $30)/52170 44,025 - Cost for 3 year SIPPS Professional Development Plan/58100 2,769 = Cost for ESGi for teachers in TK-3 (15 licenses/58450	Alexander Hamilton, Stockton Unified	$ 50,894.00
5200	Participant Travel/ Project Staff Travel		Alexander Hamilton, Stockton Unified	$ -
7000	Indirect Costs	4.35%	Alexander Hamilton, Stockton Unified	$ 13,686.00
5100	Subagreement for Services		Alexander Hamilton, Stockton Unified	
6000	Capital Outlay		Alexander Hamilton, Stockton Unified	$ -
TOTAL				$ 314,616.00

Proposed Budget Narrative for Year 2

Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education
Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	$61,440 - Hourly compensation for teachers to participate in LETRS training (16 hours per unit x 4 units = 64 hours x 16 teachers @ $56), 34,048 - collaborate weekly (1 hr/week x 38 weeks x 16 teachers @ $56), 7,840 - student/parent conferences in Fall and Spring (10 hours x 14 teachers @ $56), 7,290 - hire substitutes for teacher administered assessments (1 sub 3x/year x 14 teachers @ $173.57), 7,290 - academic conferences (1 sub 3x/year x 14 teachers @ $173.57 *Summer School* 82,320 - Cost of teacher additional hourly (14 teachers x 21 days/5 hours [105 hours] @ $56), 7,056 - coordinator salary (1 lead x 21 days/6 [126 hours] hours @ $56), 3,136 - teacher prep (14 teachers x 1 hour/week [56 hours] @ $56)	Alexander Hamilton, Stockton Unified	$ 210,420.00
2000	Classified Salaries	40,184 - Two Instructional Assists (2 x .4375 FTE @ $20,092), 1,393 - Additional Hourly Wage for Classified employees to attend one hour a week to collaborate with SIPPS Lead Teacher (2 x 38 weeks @ $18.33), 1,925 - Cost for bilingual assistant (21 days/5 hours [105 hours] x $18.33) for Summer School, 2,228 - Cost of Campus Security (6 hours/day x 21 days [126 hours] @ $17.68)	Alexander Hamilton, Stockton Unified	$ 45,730.00
3000	Employee Benefits	14720 - Cost of two Instructional Assists Benefits (2 x $7,360), 302 - Cost of Instruction Assist compensation benefits (66 hours @ $4.58), 327 - Cost of subs benefits (42 subs @ $7.7), 11,642 - Cost of teacher additional hourly benefits (3,424 hours x $3.40), 481 - Cost for bilingual assist benefits for summer school (105 hours x $4.58). 334 - Cost for Campus Security for summer school (126 hours x $2.65).	Alexander Hamilton, Stockton Unified	$ 27,806.00
4000	Books and Supplies	Cost of LETRS Participant Materials, including 1 year license ($5,584), Extended School Year and Summer Boot Camp Costs for family engagement including books, flyers, response to literature activities, student supplies, teacher supplies, cardstock, copies, laminating ($5,000)	Alexander Hamilton, Stockton Unified	$ 10,854.00
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	17000 - Cost of LETRS Professional Development /58100 2769 - Cost for ESGI for teachers in Grades TK-3 (15 licenses)/58450 *(Request $13,649 be included in SPSA for Prof Dev - If not agreed, recommendation = reduce summer school days to cover cost)* **May require budget revision	Alexander Hamilton, Stockton Unified	$ 6,120.00
5200	Participant Travel/ Project Staff Travel		Alexander Hamilton, Stockton Unified	$ -
7000	Indirect Costs	4.35%	Alexander Hamilton, Stockton Unified	$ 13,686.00
5100	Subagreement for Services		Alexander Hamilton, Stockton Unified	
6000	Capital Outlay	[Insert Detail/Calculation/Breakdown Here]	Alexander Hamilton, Stockton Unified	$ -
TOTAL				$ 314,616.00

Proposed Budget Narrative for Year 3

Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education
Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	Hourly compensation for teachers to participate in LETRS training (12 hours per unit x 4 units = 48 hours x 16 teachers @ $56 = $43,008), collaborate weekly(1 hr/week x 38 weeks x 16 teachers @ $56 = $34,048), student/parent conferences in Fall and Spring (10 hours x 14 teachers @ $56 = $7,840), hire substitutes for teacher administered assessments (1 sub 3x/year x 14 teachers @ $173.57 = $7,290), academic conferences (1 sub 3x/year x 14 teachers @ $173.57 = ($7,290), Summer School - Teacher hourly (14 teachers x 21 days/5 hours [105 hours] @ $56 = $82,320), coordinator (1 lead x 21 days/6 [126 hours] hours @ $56 = $7,056), teacher prep (14 teachers x 4 (1 hour/week) [56 hours] @ $56 = $3,136)	Alexander Hamilton, Stockton Unified	$ 191,988.00
2000	Classified Salaries	Two Instructional Assists (2 x .4375 FTE @ $20,092 = $40,184), Additional Hourly Wage for Inst Asst to attend one hour a week to collaborate with SIPPS Lead Teacher (2 x 38 weeks @ $18.33 = $1,393), Summer School Cost for bilingual assistant (21 days/5 hours [105 hours] x $18.33 = $1,925) Cost of Campus Security (6 hours/day x 21 days [126 hours] @ $17.68 = $2,228)	Alexander Hamilton, Stockton Unified	$ 45,730.00
3000	Employee Benefits	Cost of two Instructional Assists Benefits (2 x $7,360-14,720), Cost of Instruction Assist compensation benefits (66 hours @ $4.58 = $302), Cost of subs benefits (42 subs @ $7.79 = $327), Cost of teacher compensation benefits (3,294 hours x $3.40 = $11,200), Cost for bilingual assist benefits for summer school (105 hours x $4.58 = $481). Cost for Campus Security for summer school (126 hours x $2.65 = $334).	Alexander Hamilton, Stockton Unified	$ 27,364.00
4000	Books and Supplies	Extended School Year and Summer Boot Camp Costs for family engagement including books, flyers, response to literature activities, student supplies, teacher supplies, cardstock, copies, laminating	Alexander Hamilton, Stockton Unified	$ 10,495.00
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	LETRS Professional Development ($17,000)/58100 ESGI for teachers in Grades TK-3 (15 licenses @ $2,769)/58450 LETRS Participant 1 year license ($5,584)/58450	Alexander Hamilton, Stockton Unified	$ 25,353.00
5200	Participant Travel/ Project Staff Travel		Alexander Hamilton, Stockton Unified	$ -
7000	Indirect Costs	4.35%	Alexander Hamilton, Stockton Unified	$ 13,686.00
5100	Subagreement for Services		Alexander Hamilton, Stockton Unified	
6000	Capital Outlay	[Insert Detail/Calculation/Breakdown Here]	Alexander Hamilton, Stockton Unified	$ -
TOTAL				$ 314,616.00

Recommendations and Assurances:

Site Name: Monica Gayle

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):**

   English Learner Parent Involvement Committee 4/7/2021
   Date of Meeting

   Other committees established by the school or district (list): NA
   Date of Meeting

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.

   This SPSA was adopted by the SSC at a public meeting on 7/28/2021.
   Date of Meeting

Attested:

Monica Gayle	Monica Gayle	7/28/2021
Typed Named of School Principal	Signature of School Principal	Date