

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: Hamilton Elementary

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 School 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:

English Learner Advisory Committee

04/13/2023

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 11/17/2023.

Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Leadership/"A-Team" Meeting

Committee

11/06/2023

Date of Meeting

Committee

Date of Meeting

Committee

Date of Meeting

Attested:

Navdeep Sandhu

Typed Named of School Principal



Signature of School Principal

11/27/2023

Date

**Hamilton
Elementary**



**Stockton Unified
School District**

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hamilton Elementary	39686760111369	11/17/2023	07/11/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Hamilton Elementary is implementing a Schoolwide Program. The school has also been identified as a Comprehensive Support and Improvement (CSI) school for the 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.

Description

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.

Engaging Educational Partners

Refer to comprehensive needs assessment.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

PLUS CA Healthy Kids Survey and ELAC Parent Needs Survey

Classroom Observations

AVID Walkthroughs

Analysis of Current Instructional Program

Committees that met to develop and make recommendations for the SPSA are;

1. Leadership team that consist of teachers, administration, program specialist, secretary, and counselors. 2/7; 3/7; and 4/4. The team determined that since most of the staff are new, they were never properly trained in the PLC process outlined in the contract and therefore PLC training from Solution Tree is needed. The team discussed the need for more professional in the fairly new Benchmark & Ready math curriculum due to COVID there is a huge deterioration in the skills for how to implement this curriculum. The team also discussed the percentage of teachers that still need avid training in order for Hamilton to become a School Wide AVID site.

2. PBIS/Community Service team teachers, administration, program specialist, campus security monitor, parent liaison, and counselors. 3/3 and 4/7 met to plan for School - Wide initiatives to improve common area behavior and plan for incentive benchmarks and competitions among groups. The team discuss areas of concern; whats working,whats not working based on Google survey, PLUS survey, and administration discipline (detention & suspension) data. It was determined that the lack of mentor group and sufficient staffing in security negatively impacted student behavior.

3. AVID team a teacher from each grade level, administration, and program specialist. 3/10 and 4/11 the team discussed the academic needs for professional development in AVID strategies, PLC process, and Step-Up to Writing SMART goals. The team determined that since most the staff are new and did not get PLC training is necessary to inform and refresh. The team discussed the break in training due to COVID with the new Benchmark & Ready math curriculum is also needed.

4. ELAC committee teachers, program specialist, parent liaison, and administration. 4/20 the team discussed parent concerns around school safety during drop off and pick up does not seem to be enough security, the team discussed DMM and the identified needs of the school from the parents perspective.

5. SSC committee elected officers: teachers, campus security, and parents as well as any parent or community member interested in joining the public meeting. 2/24 the team discussed School Culture data, addressed parent concerns regarding school safety in the restrooms, and plans for professional development.

Committees are divided up into 1 (academic support) of 2 (socio-emotional support)categories according to the Multi-Tiered System of Support. Each team meets once a month and all members participate in what is included on the agenda as it relates to school-wide initiatives and concerns

Standards, Assessment, and Accountability

CAASP, iReady, SIPPS Screeners, CA Accountability Dashboard

Staffing and Professional Development

Staffing and Professional Development Summary

Hamilton has a high turnover over new teachers each year and currently has 33% of its teachers that are not fully credentialed. More than half of the teachers are relatively new to Hamilton, three years or less including half of their tenure as distance learning instructors. Professional development of the staff has been limited to 2 hours per month during faculty meetings due to lack of substitute coverage. The trainings include: AVID, Step-Up to Writing, Tier I & II classroom management strategies, new teacher, PBIS, PLC, and equity in the classroom. These teacher trainings are aligned with content standards and are used to supplement district curriculum that are based on state content standards. Teachers work collaboratively in their PLC's grade level teams to create common assessments, analyze the their data and make decisions for instruction based on this data. Teachers assess and analyze student performance on content standards based on SMART goals that are created during PLC's, Benchmark & Ready math assessments, IReady scores, and SIPPS scores.

Staffing and Professional Development Strengths

Hamilton teachers have been through multiple changes in administration over the past few years and have been able to build strong staff relationships and "team player" mindsets and have agreed to cover additional classes so that administration can train teachers during the contractual day.

Primary teaching staff received LETRS Webinar training (Language Essentials for Teachers of Reading and Spelling) to develop expertise in language and literacy for student early literacy improvement.

Staff were able to collaborate more this school year to refine practices and receive specialized training through ELSB and Title1 funds

Hamilton staff have been able to implement components of SIPPS, group & individual academic intervention for grades TK-3, and reclassify 10 English Language Learner students (due to COVID) with the assistance of our Program Specialist and Instructional Coach.

Our Program Specialist has been instrumental in facilitating, coordinating, and training teachers for implementation of all supplemental programs and promoting effective collaboration.

Our Program specialist has also been critical in facilitating student testing for ELPAC, iReady, and PBIS initiatives. This staff will monitor progress by subgroups closely and coordinate supports and resources to meet their needs.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Our goal to increase the number of EL students who reclassify, increase the number of students performing at grade level in ELA, and improve student writing as it relates to Goal 1 in the SPSA was not successful Teachers did not have adequate professional training opportunities or ongoing support to implement the support. **Root Cause/Why:** Due to the shortage of substitutes, lack of professional development that teachers are willing to attend outside of the contractual day, and the amount of new untrained teachers. Modern, research based strategies such as Step-Up To Writing and AVID we found that students student lack organizational & academic skills to write and communicate their ideas effectively across grade level.

Needs Statement 2 (Prioritized): Our goal to increase the number of EL students who reclassify, increase the number of students performing at grade level in ELA, and improve student writing as it relates to Goal 1 in the SPSA was not successful Teachers did not have adequate professional training opportunities or ongoing support to implement the support. **Root Cause/Why:** Due to the abrupt transition to virtual learning during the COVID pandemic, teachers were not able to fully implement training from the new curriculum of Benchmark and Ready Math.

Needs Statement 3 (Prioritized): Our goal to increase the number of students performing at grade level in Math and ELA was not successful as it relates to Goal #1 in the SPSA. **Root Cause/Why:** The majority of our teaching staff are new teachers untrained in the PLC process which includes the data cycle. We were unable to provide this needed PD with the consultants due to inadequate substitute availability.

Needs Statement 4: Library Media assistant salaries will need to supplemented from CSI funding by \$20,000 (FTE 0.25) **Root Cause/Why:** ELSB fund, which paid for Library Media Assistant for FTE 0.25 will end by the end of this academic year.

Needs Statement 5: Substitutes for teacher pull outs for Academic Conferences (3x per year) , district PD, PLC collaboration. **Root Cause/Why:** High teacher turnover resulting in need for teacher education and training/increase knowledge base and professional development.

Needs Statement 6: Full time instructional assist. Current funding source is ELSB which will run out at the end of this academic year. (approximate \$55,000) **Root Cause/Why:** Instructional assist is required to pull out small groups and assist in closing the reading achievement gap.

Teaching and Learning

Teaching and Learning Summary

Hamilton's School-Wide academic focus is centered around integrating research based strategies such as AVID and Step Up to Writing supplemental resources across grade level. The Leadership team have identified several School- Wide evidence based instructional strategies that are included on the Hamilton classroom visitation tool used to collect instructional data. Classroom visitation are conducted by administration, Instructional Coach, Program Specialist, and grade level leads to gather data on instructional practices, implementation, and grade level needs and provide professional development based on this data. Data from this tool is analyzed by the AVID, leadership, and administration team. Each team has a specific focus and the data is broken down by grade level, instructional strategies, content & performance standards, and/or by teacher. The information is then summarized and presented to staff. It is used for staff development, academic conferences, and PLC discussions.

Teachers also administer assessments that are aligned with curriculum and supplemental resources provided by the district and site which are based on content standards. During the PLC collaboration teachers ensure students are taught and are exposed to grade level content with varying levels of rigor using SMART goals developed by the grade level teams. Our instructional programs include district provided Benchmark, Ready Math, and Savvas Easy Bridge ELD. We also have supplemental resources to support these programs such as AVID, Step Up To Writing, SIPPS, TCM math intervention, RAZ kids, Nearpod, Read 180, and Rosetta Stone. Teachers use these supplemental resources to scaffold and differentiate instruction to support student success.

Services provided by categorical funds that enable underperforming students to meet standards includes an instructional coach, staff Professional Development, Program Specialist, Bilingual Assist, and Instructional Assist. The instructional coach provides teacher development & support training for our new teachers, group & individual intervention for TK-3 grade using SIPPS, assessment & data analysis for TK-3rd grade students that are far below grade level. Bilingual assist facilitate student ELPAC testing and assist with group pull out for EL students supports. Instructional Assist, assist TK-3rd grade SIPPS strategic intervention goals through group pull-outs and platooning. Program Specialist facilitate, coordinate, train staff, and gather data for State & district testing requirements such as CAASPP, ELPAC, PSAT, and IREADY. Staff development for teachers include AVID, Step Up To Writing, Equity in the classroom, and Multi-Tiered Systems of Support for student success.

Using teacher input, Hamilton's Master Schedule is set up to support underperforming students meet the standards by prioritizing ELD scheduled minutes for all grade levels during a set time of the day as well as a scheduled time for strategic ELA & Math support so that teachers can differentiate, group, and platoon students based on their individual needs. The current number of students passing ELPAC and the IReady scores from Fall and Spring has improved from last year due to the low attendance during distance learning. Meanwhile, we look forward to analyzing the data from our May 2024 iReady and ELPAC reclassification to determine if we reached our projected goals.

Teaching and Learning Strengths

All of our TK-3rd grade teacher received SIPPS and LETRS training during the district PD day.

PLC Consultants have provided training to improve our collaboration for the pupose of anyazing data to inform decisions and provide effective instruction.

Our instructional coach has been able to substitute for our TK-3rd grade teachers while they watch other teachers implement SIPPS.

Our Instructional assist has been effective at moving groups of students from far below basic to basic levels in SIPPS.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Teachers do not have adequate equipment, technology, and resources to fully implement core curriculum. **Root Cause/Why:** Many teachers have out dated printers, SMART screens, and equipment to engage students with core curriculum

Needs Statement 2 (Prioritized): Our goal to increase ELA IReady scores was not reached by a large percentage of our K-3 grade students did not perform at grade level on the IReady 3 **Root Cause/Why:** Many students continue to need additional and regular reading intervention. Many students have experienced big learning losses after return from virtual learning as evidenced by post-pandemic attendance data.

Needs Statement 3 (Prioritized): Students do not have flexible space to support Social Emotional learning environment for teachers to create a collaborative learning environment conducive to student collaboration, and small group differentiation needed to support EL, SPED, Foster Youth. and Socioeconomically Disadvantaged youth. **Root Cause/Why:** The current tables and desk are limited in functionality for group as they are rigid, bulky, and broken.

Needs Statement 4 (Prioritized): Our goal to increase the number of EL students who reclassify, increase the number of students performing at grade level in ELA, and improve student writing as it relates to Goal 1 in the SPSA was not successful. **Root Cause/Why:** They are missing consistency of structure; mirroring behavior in their outside environment; and have become unfamiliar with a structured school day during due to distance learning, lack of parent education. They lack coping strategies and are not resilient. Since DL, students are in need of Tier II intervention to model appropriate behavior & social skills school staff.

Needs Statement 5 (Prioritized): According to California Science Test (CAST) results 93% of Hamilton students are below grade level in NGSS standard proficiency. **Root Cause/Why:** Lack of opportunities for student to engage in project-based learning, need for supplemental curriculum and resources to support NGSS disciplines, need to update classrooms for NGSS/STEAM instruction, lack of exposure to real life application and experience hands-on NGSS learning.

Needs Statement 6: We are in need of supplemental Math curriculum increase our students' math achievement. 6% Hamilton Students are grade level math according to the first iReady diagnostic report. **Root Cause/Why:** It is possible that not all students completed the assessment in August 2023, but this is on par with the district average of 8% of students being at grade level.

Needs Statement 7: Teachers do not have adequate equipment, technology, and resources to fully implement core curriculum. **Root Cause/Why:** Many teachers have out dated printers and equipment to engage students with core curriculum, i.e. doc cams.

Needs Statement 8: In order to support social emotional learning, teachers and students need the space in the classroom (i.e calming corner, alternate space with differentiated and modified activities) in order to support EL, SPED, Foster Youth. and Socioeconomically Disadvantaged youth. **Root Cause/Why:** Current classroom set-up provides the standard set up of tables and desks only. Current tables and desks are limited in functionality for group as they are rigid, bulky, and broken.

Needs Statement 9: ESGI software for Kindergarten. ESGI is used to assess and store student data. Current ESGI licensing funded by ELSB which will end of the academic school year. (approx. \$1000 for 4 licenses). **Root Cause/Why:** Teachers have used this software for last 4-5 years and will lose all access to accumulated student data. This data is used to differentiate instruction, inform parents, reteach, show growth over time, and guide instruction.

Parental Engagement

Parental Engagement Summary

Hamilton has a full time Parent Liaison who facilitates, coordinates, and provides various training for parents and community engagement. She uses data from surveys taken from various committees such as ELAC, SSC, and Parent Coffee Hour to identify parent needs for overall student success. This data is taken to staff subcommittees for consideration and implementation as needed. Our Parent Liaison consistently connects families to needed resources offered by the district and in the community such as food banks, Holiday gifts, housing, Families in transition, foster youth, and other Wellness needs. The Parent Liaison also collects and distributes needed clothing, hygiene, and other care packages for students of families in need

Programs & communications used at Hamilton for parent engagement include; Rosetta Stone, Monthly Newsletters, Principal office hours via Zoom, Class Dojo, Blackboard, school Marquee, Peachjar, and the schools website. We also communicate through staff by arranging parent meetings and direct phone calls home by counselors, teachers, Parent Liaison, and administration.

Parental Engagement Strengths

Our Parent Liaison is instrumental with supporting our Spanish Speaking families access to the school. Families, students, and teachers feel comfortable enough to approach her for help knowing that she will bridge any gaps in communication or equity in support for our students' success.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Increase Parent involvement in school activities in school activities. **Root Cause/Why:** The technology that they have been using for years is broken and we need to replace it.

Needs Statement 2 (Prioritized): Parent Liaison does not have appropriate technology to host classes and engage parents with information to be presented regarding school functions, policies, and any other informational presentation. **Root Cause/Why:** Some of the technology that they have been using for years is broken and we need to replace it.

Needs Statement 3: Parent Liaison needs school supplies to run parent meetings i.e. Parent Coffee, Nutrition classes, parenting classes, ESL classes, etc. **Root Cause/Why:** In order to not take away from student and teacher supplies, Parent liaison needs their own budget and supplies.

Needs Statement 4: Parent Liaison needs software license for increased parent participation (ie. Rosetta stone) **Root Cause/Why:** ELAC recommendation for Rosetta Stone as many of our parent volunteers are English Language learners/bilingual.

School Culture and Climate

School Culture and Climate Summary

Approximately 40% of Hamilton teachers started in 2018-19 school year, which means that close to half of their tenure was done on the virtual platform. Based on school wide surveys collected from staff & students 90% of the teachers belief systems are in line with the beliefs systems of Equity, Restorative practices, and Positive reinforcement strategies for student success.

According to our PLUS data survey at least 80% of the students feel as though they are supported by staff and that there is an adult they can talk to on campus. Our current absenteeism rate is close to 40%, which includes our virtual academy students and our total suspension to date is 60 and include 33% SPED students.

School Culture and Climate Strengths

Staff at Hamilton Elementary are resilient and exhibit lots of school pride. Due to the annual changes in Principals within the last 4 years, there has not been any School- Wide systems in place to help guide the focus.

Hamilton's staff have maintained a sense of positive school culture and "Hawk" pride that has proven to create positive relationships among most of the staff.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Students are not getting adequate support services to deal with tier II and tier III social emotional needs. **Root Cause/Why:** There was an interruption and we no longer have mentor intervention services.

Needs Statement 2 (Prioritized): There is a need for more mentoring group to support students to aid in lessening suspension rates from prior academic year for certain sub-groups. **Root Cause/Why:** Lack of mentoring services to provide interventions for over-suspended subgroups, i.e. Hispanic, and African American subgroups.

Needs Statement 3 (Prioritized): We are unable to provide maximum safety for students in many of the common areas on campus. Students & parents are reporting incidents of being bullied and harassed in certain common areas due to lack of staff coverage. **Root Cause/Why:** Insufficient Campus Security or administrators assigned to our site. Not having the assistant principal on site prevents us from having adequate support and guidance to avoid disciplinary consequences.

Needs Statement 4: Additional Noon Duty Assistant needed to assist with lunch, playground, dismissal times and afternoon supervision. (3.5 hr employee - approx. \$25,000) **Root Cause/Why:** According to PBIS data, we have a increase in discipline (i.e. referrals, detentions, suspensions) during unstructured times.

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 Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA:

By May 2024, we will improve the number of students performing at grade level by 20 students from ELA Diagnostic assessment.

EL: By EOY 2024, per ELPAC, we will increase the percentage of students who reclassify to 10% of our EL population. (25 RFEPS)

EL: By EOY 2024, 40% of the 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

A School- Wide focus on building a culture of College & Career Readiness using AVID strategies to support critical thinking, organizational skills, and effective communicators.

Math:

By May 2024, we will improve the number of students performing at grade level by 20 students from Math Diagnostic assessment .

Identified Need

Our goal to increase the number of EL students who reclassify, increase the number of students performing at grade level in ELA, and improve student writing as it relates to Goal 1 in the SPSA was not successful Teachers did not have adequate professional training opportunities or ongoing support to implement the support.

Our goal to increase the number of EL students who reclassify, increase the number of students performing at grade level in ELA, and improve student writing as it relates to Goal 1 in the SPSA was not successful Teachers did not have adequate professional training opportunities or ongoing support to implement the support.

Our goal to increase the number of students performing at grade level in Math and ELA was not successful as it relates to Goal #1 in the SPSA.

Teachers do not have adequate equipment, technology, and resources to fully implement core curriculum.

Our goal to increase ELA IReady scores was not reached by a large percentage of our K-3 grade students did not perform at grade level on the IReady 3

Students do not have flexible space to support Social Emotional learning environment for teachers to create a collaborative learning environment conducive to student collaboration, and small group differentiation needed to support EL, SPED, Foster Youth. and Socioeconomically Disadvantaged youth.

Our goal to increase the number of EL students who reclassify, increase the number of students performing at grade level in ELA, and improve student writing as it relates to Goal 1 in the SPSA was not successful.

According to California Science Test (CAST) results 93% of Hamilton students are below grade level in NGSS standard proficiency.

Students are not getting adequate support services to deal with tier II and tier III social emotional needs.

There is a need for more mentoring group to support students to aid in lessening suspension rates from prior academic year for certain sub-groups.

We are unable to provide maximum safety for students in many of the common areas on campus. Students & parents are reporting incidents of being bullied and harassed in certain common areas due to lack of staff coverage.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage/Number of students performing at or above grade level	ELA 27.6% (189 students) Math 23.8% (165 students)	ELA 198 students (28.8% increase) Math 185 students (26.7% increase)
Percentage/Number of EL Students reclassifying to Fluent English Proficient (RFEP)	8.6% of ELs or 23 RFEPS	10% of ELs or 25 RFEPS
Percentage of Initial students improving by 1 performance band level on the summative ELPAC.	32% of Initials increase 1 performance band level (9 out of 28 students).	40% of Initials will go up 1 performance band level.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan

PLC

We will use consultant training, videos, and other resources from PLC consultants such as Solution Tree to train staff on the PLC process, data analysis, RTI, and assessments. These trainings will build capacity of the staff to improve student success through efficient teacher collaboration.

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 PLC at Work, classroom management, RTI, Instructional strategies, 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.

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 decreasing the achievement gap that was magnified during distance learning.

Solution Tree consultant Professional development training & Resources

2 onsite consultant PD (PLC & RTI at Work) x \$6,500= \$ 13,000 CSI

PLC, Benchmark, and Readymath 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 differentiated instructional strategies (AVID, SIPPS, Step-Up to Writing, DII, and PLC process) that builds capacity of staff. This may also include techniques to increase and reengage student participation and set-up and usage of instructional technologies (ex. Nearpod, Kami, SeaSaw etc.).

Quarterly Collaboration & academic conferences supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on closing the achievement gap magnified by distance 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 school wide. 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
- * Walk-Through Visit - Observation implementation of strategies, identify areas of growth & strength, and gather data for ongoing staff training.
- * Equity - Culturally Relevant Instruction Training and Planning:

Substitute coverage (PLC)
\$2,100 CSI
\$3,179 Title 1

Teachers: Additional Hourly for PLC Process/Trainings/post attendance conference:
Teacher Additional Comp Calculations):
\$30,000 CSI
\$32,500 LCFF

Sub coverage
\$200 x 80 days= \$16,000 CSI

Professional Development Trainings (PLC)
Time for Change Portable Event Package (virtual): Administrator, Program Specialist, Instructional coach \$289 x 3= \$867 CSI
In-Person consultant 2 days \$13,000
CSI
Leading with Intention
Using Student Data to inform instructional practice
Solution Tree PLC @ Work Conference
Administrator, Program Specialist, Instructional coach \$779 x 3= \$2,337 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
180 hours x \$60 per hour = \$10,800 CSI

AVID Summer Conference
Registration
16 teachers \$1,000 x 1 Program Specialist \$1,000 x 1 Academic Coach \$1,000 x 3 (\$1,000) administrators= \$19,000 CSI

Hotel
16 teachers x 1 Program Specialist x 1 Academic Coach x 3 administrators x \$400 (3 days)= \$25,200 CSI

Flight
16 teachers x 1 Program Specialist x 1 Academic Coach x 3 administrators x \$700= \$14,700 CSI

Post Conference Collaboration - 16 teachers X 10 hours X \$60 = \$9,600 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.

Summer Leadership meetings/Collaboration-
8 teachers x 1 Program Specialist x 1 Assistant Principal x 1 instructional coach \$60 x 20 hours= \$13,200 CSI

PD focused on common instructional practices, common templates for writing templates 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 all grades to improve literacy.

Monthly Staff Development in Step Up to Writing to focus on writing exemplars and calibration of school wide writing model. 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 genre (narrative, expository, summary etc). Teachers will be provided trainings by Step-Up-to Writing consultants on ways to use the program resources, strategies, and create SMART goals for various writing genre's. 10 teachers x 3 (1 each) Librarian Assist x 1 Program Specialist x \$439= \$6,146 CSI

Step- Up to Writing
Step Up to Writing supplemental program that will be used to extend the literacy supports for all students. Writing instructional norms, visions & exemplars
Vision and of a competent student writer
Consultant fee; \$ 4,400 CSI
Collaboration 10 teachers x 3 (1 each) Librarian Assist x 1 Program Specialist x \$439= \$6,146 CSI

AVID

Hamilton will work to get every teacher trained in AVID for School -wide implementation of AVID strategies and 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.

Hamilton will seek and utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training.

Metrics for Progress Monitoring:

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

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 implementation of strategies, identify areas of growth & strength, and gather data for ongoing staff training.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$13,000	50345 - CSI 2021/22
\$18,100	50345 - CSI 2021/22
\$3,179	50643 - Title I
\$46,400	50345 - CSI 2021/22
\$80,092	50345 - CSI 2021/22
\$10,000	50345 - CSI 2021/22
\$4,978	50345 - CSI 2021/22
\$2,200	50345 - CSI 2021/22
\$1,200	50345 - CSI 2021/22
\$1,200	50345 - CSI 2021/22
\$15,000	50345 - CSI 2022/23
\$25,000	50345 - CSI 2022/23
\$1,200	50345 - CSI 2022/23
\$1,200	50345 - CSI 2022/23
\$2,200	50345 - CSI 2022/23
\$30,000	50345 - CSI 2022/23

\$24,000	50345 - CSI 2022/23

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports

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 and 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 remain 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 (ELPAC, IREADY, SBAC/CAASP), monitors reclassifications, monitors student progress and creates and monitors the part-time Bilingual & Instructional aides schedule. Program Specialist will provide support for the Bilingual Assistant in supporting EL students and support for the Instructional and Library Assist for TK-3rd grade literacy goals. Provide AVID trainings as well as PBIS-related initiatives,

Program Specialist (0.50 FTE): \$72,810 LCFF:19101

Program Specialist (0.50 FTE): \$72, 810 Title I

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

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

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.

Instructional coaches (1 @ 1.0 FTE Instructional Coach - District Centralized Service) will provide further support through co-teaching, co-planning, or demo lessons in the classroom.

Library Media Assistant

Librarian Assist will utilize Step Up to Writing and SIPPS supplemental resources for literacy intervention for targeted groups at least 2hours per day.

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 Assist will support Tier II groups of TK- 3rd grade students 2 hours per day (ELSB funds) to have students practice reading books of their choice, with phonetic support. This will expose students to more vocabulary, language acquisition, and improve reading fluency. This time will provide more opportunities for the students in this Tier II group to access the schools Library/Media Center. The Library Media Assist will be utilized to support K-3 teachers in helping them maintain materials for the classroom, do read aloud' s with the students and offer story hours that will spark students interest in literacy.

The Library Media will spend the other 4 hours per day (LCFF funds) maintaining a school-wide schedule for library use, checkout books, and

support & distribute instructional materials & technology to teachers and students.

Library Media Assistant (0.50) \$46,293 (4hr) LCFF 22661
Library Media Assistant (0.25) \$19,513 (2hrs) ELSB

If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$19,516	50643 - Title I Salary Contingency
\$12,731	23030 - LCFF Salary Contingency
\$46,293	23030 - LCFF (Site)
\$600	50345 - CSI 2021/22
\$72,810	23030 - LCFF (Site)
\$72,810	50643 - Title I
\$600	23030 - LCFF (Site)
\$1,250	50345 - CSI 2022/23
\$500	50345 - CSI 2022/23

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement

AVID
Instructional Materials \$26,000

Step- Up to Writing

Step Up to Writing supplemental program that will be used to extend the literacy supports for all students. Writing instructional norms, visions & exemplars

Vision and of a competent student writer

Teachers will advance their Tier I and Tier II ELA/ELD curriculum delivery using color coded (high lighters) 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, white boards/markers, easels & easel paper for AVID tutorial. Step Up to Writing/AVID Interactive Notebooks (at least 8 1/2 x 11) for graphic organizers, and glue sticks.

CSI: Step-Up- to Writing Program materials:

1 PLC Toolkit self-guided DVD PD= \$1,060

RTI books & Videos for grade level teams x 10 PLC lead teachers x 175= \$1,750 CSI

Benchmark & iReady

Teachers will receive additional training in Benchmark and ReadyMath curriculum to build capacity of teachers to teach the district adopted curriculum with fidelity.

Subscription for School Wide electronic access to supplemental resources online to support the goals for AVID, Step Up To Writing, and Literacy across grade ALL levels (ex. Teachers Pay Teachers (TPT), Teacher Created Materials etc.). With TPT, teachers will only be allowed to use ELA or Math supplemental resources to support grade level standards. Teachers will come to the principal for approval for these purchases.

1 year Subscription Teachers Pay Teachers= \$6,800 CSI

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.
Improve Early Literacy and ELA achievement by providing PD and resources needed to implement supplemental programs (SIPPS, Heggerty, Step Up to Writing) effectively, plan and manage small group instruction, integrate research based instructional strategies and deliver ELD group instruction.

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 kinesthetic learners (such as counters, playdough, dominoes, tiles, blocks etc.) for direct use in Math and ELA, whiteboards, pocket charts, expo markers, paper, pencil sharpeners, ink cartridge, computer printers, document cameras, folders, post-its, 1", 2", and 3" binders (AVID), poster boards, organizing bins, colored paper, construction paper, and color pencils.
Instructional Materials/Supplies - \$6,000 CSI

Instructional Supplies/equipment - provide flexible seating and flex space materials to create a learning environment conducive to student collaboration & communication, small group differentiation, literacy/listening stations, and access to ELD strategies. These resources are essential in addressing the needs of student sub groups including EL, Special Education, Foster Youth, and Socioeconomically Disadvantaged.

Equipment for Flexible seating may include wiggly chairs, floor rockers, portable lap desk, collaborative desk/tables with chairs for flexible grouping to support differentiated instruction, portable tote carts to move & organize resources across the classroom.

Instructional Supply Flex seat: \$27,688

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 & Leadership 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, scanner, Duplo, poster maker and access to virtual/ flipped classroom instruction. This equipment will require ink, tonner, and master roles. Organizational supplies to support AVID strategies such as pencil pouches, pencil boxes, and organizational containers for school supplies. In order to create a Print Rich Environment we will create: Instructional materials that support a print rich environment such as chart paper, markers, laminate to make posters, laminating writing and reprographics to reproduce classroom posters with visual sentence frames/prompts for Socratic Seminar/ Philosophical chair discussions, AVID posters with writing models, scaffolding strategies, and other printed resources from Step Up to Writing. We need to replace outdated laminator, printer, cartridge, and poster maker to reproduce to create the supplemental supplies for teacher use in classroom instruction using supplemental material from AVID & Step Up to Writing.

Non-Instructional Materials/Supplies - \$1, 500- Title 1

Non-Instructional Materials/Supplies- \$20,000 CSI

Instructional supplemental Materials/Supplies- \$6,000 CSI

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

Student Learning - SMART board & equipment for student engagement implementation & access core curriculum

The focus of this strategy is on student learning through the development of Executive Function skills, engaging students in collaborative learning in ELA standards through multimedia projects. This strategy will support visual and kinesthetic learning learning styles important for English Learners. 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 to supplement ELA, NGSS, and build STEM skills through project based learning with technology. Other items and equipment include digital & drone cameras, audio interface & headsets, studio backdrop, and camcorder to support ELA/ELD classroom curriculum. Technology/equipment (e.g. interactive projectors, and SMART Boards as needed), and web-based programs (e.g. i-Ready Math, ELA, Padlet, Flipgrid, Kami, Step- Up to Writing, Reaper.com license, and Adobe creative suite).

Equipment - Projectors & bulbs, SmartBoards, copying/duplo machine and technology to support instruction and student engagement.
Equipment Repair of technology to ensure applicable use during instruction. Copying machines are old/outdated and need to be replaced in the

teachers lounges.
\$22,618 LCFF
32,866 Title1

SMART screen: \$4,543 x 10= \$46,457 Title 1
Copier/duplo machine= 2 x \$6,600= \$19,800 Title 1
SMART screen: \$4,543 x 4= \$18,172 CSI

Classroom student technology: \$6,600 LCFF
Class set camera, Class set tablets, Class set headphone, Class set Audio interface, Microphone, Lighting Box backdrop, Studio Kit, Camcorder, Drone camera, and Batteries

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.

CSI:
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
\$5,200 CSI
Additional Comp. Program specialist to train teachers and monitor the A-Z program
10 hrs x \$60 x 1 program specialist= \$600 CSI

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 CSI
Nearpod consultant \$2,000 CSI

Metrics for Progress Monitoring:
iReady, SBAC, PLC formative assessments, ELPAC scores & Reclassification, and classroom visitation tool, AVID CCI tool, Number of students utilizing Instructional technology to engage in lessons and demonstrate learning.

Project Based Learning - STEAM - 3-D Printers - Robots CSI - \$10,000
PLTW Training for Teachers. (\$500 instructional material per unit) (\$500- \$5000 equipment per unit)

Build capacity for STEM project-based learning, increase proficiency in Science Standards (NGSS), and prepare students for Career Technical Education (CTE) pathways.

STEM and NGSS initiatives will also support PBIS strategies to design classrooms with visual supports and assistive technology promoting learning for all student and stimulate the development of positive school culture and climate.

Implementation of supplemental curriculum and platforms, such as Project Lead the Way (PLTW) and others, to engage students in project-based learning and develop CTE job-based skills. Integration of fabrication laboratory apparatus is essential in providing opportunities for students to build STEM related skills and engage in project-based learning for application of NGSS standards. Fab Lab resources will provide the tools necessary to foster student innovation, collaboration, entrepreneurship, and engineering

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$18,200	50345 - CSI 2021/22

\$6,146	50345 - CSI 2021/22
\$66,000	50345 - CSI 2021/22
\$26,000	50345 - CSI 2021/22
\$22,018	23030 - LCFF (Site)
\$70,326	50643 - Title I
\$27,653	50345 - CSI 2021/22
\$27,688	23030 - LCFF (Site)
\$2,000	50345 - CSI 2022/23
\$45,000	50345 - CSI 2022/23
\$5,000	50345 - CSI 2022/23
\$10,000	50345 - CSI 2022/23

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation

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

Duplicating - \$1,000 LCFF

Duplicating (Reprographics)- \$ 15,000 CSI

Purchase posters with visual cues for Kinder students to understand Life Skills & School Wide Norms such as ; How to line up, playground rules, walking & lining up in the halls, Kindness etc

Duplicating \$500

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 - \$2,679 LCFF

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$11,500	50643 - Title I
\$3,000	50643 - Title I

\$2,679	23030 - LCFF (Site)
\$15,000	50345 - CSI 2022/23

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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 such as magnetic building blocks, STEM toys/games, and puzzles.

Many teachers Hamilton teachers use resources to supplement STEM Science curriculum using resources online such as Teachers Pay Teachers platform that has a plethora of differentiated resources. Furthermore, 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 [$KE = \frac{1}{2} MV^2$], geometric patterns, volume [$L \times W \times H$, $pr^2 \times h$,] 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 (Virtual & In Person)

Provide students with hands-on experiential learning opportunities to supplement core instruction through science and social studies field trips and STEM activities. All students will participate in a hands on experiential learning opportunity, outside of school grounds. Students will have one pre assessment and one post assessment that allows them to demonstrate their understanding of real life experience connected with core instruction.

K-2 opportunities for students will include:

Fog Willow farms in the fall where they will learn about the life cycle of various plants and animals. Children's Museum of Stockton, with a new exhibit that integrates STEM education and the inspiring story of a young Stockton boy who dreamed of becoming an astronaut. Hilmar Cheese factory in the winter where students learn about how cheese is manufactured.

Fog Farm K-2

\$6 x 200 students + transportation \$1000= \$2,200

WOW museum in Lodi to practice STEM lessons. This Science Museum offers standards-based, hands-on science education for preschool through 6th Grade. During a WOW Field Study Trip, each group has the opportunity to explore our 70+ exhibits and enjoy a hands-on lesson in the WOW Lab based on the Next Generation Science Standards. Pixie Woods where students will get to pet & observe various animals and learn about their lifestyle in nature and enjoy the nature that surrounds them. Other science and/or social studies related places which might become available for students.

\$200 per class x 6 classes + \$1,000 transportation= \$2,200 LCFF

\$6.00 per student x 150 + \$1,000 transportation= \$1,900 LCff

Student Fees - \$1000 LCFF

3rd-8th opportunities for students will include:

Exploratorium and San Jose Tech museum in the spring where students can experience science through hands-on experiences and observations. The Rosicrucian Egyptian Museum with the largest collection of Egyptian artifacts on exhibit. Sutter's fort where students can experience life during the gold rush. Valley Days in conjunction with San Joaquin historical society where students become a part of colonial life. Lawrence Livermore Labs to participate in science experiments with real scientists and observe what real scientists and labs look like. Other science and/or social studies related places which might become available for students. Six flags discovery kingdom or Boomers so

students can experience physics in motion.

Big Trees Field Trip

3rd & 4th grade students will receive lessons & activities aligned to NGSS LS1.B Reproduction is essential to the continued existence of every kind of organism. Earth systems & process. Plants and animals have unique and diverse life cycles. The giant sequoia's life cycle is unique because it lives so long. The guides will be able to point out the different stages in a giant sequoia's life cycle. From a seed - to seedlings - to young trees and finally to mature trees. These lessons will carry on to grade level projects created during vertical PLC collaborations to supplement ELA standards through our School Wide Writing goals.

Big Trees

\$60 per class x 6 + transportation \$,1800= \$2,160 LCFF

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.

Metrics for Progress Monitoring:

iReady, PLC formative/summative assessments, and SBAC test.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$9,460	23030 - LCFF (Site)
\$1,000	50345 - CSI 2021/22

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity

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

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

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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 of Strategy 1 We were able provide 10 hours of Step Up To Writing training for our 6-8th grade teachers. We also paid 4-8th grade teachers additional compensation to watch a Step Up to Writing video training outside of contractual hours as well as attend a Webinar outside of school hours. Consultants conducted on site PD to train teachers in the PLC process. Administrators and coaches provided professional development in AVID strategies. Administrators, Program Specialist, and Instructional Coach visited the classroom using the visitation tool to monitor implementation of strategies and identify academic needs. Strategies 2 & 3 were Implemented successfully in which the Program Specialist & Bilingual Assist were pivotal in ensuring that over 95% of our students took district assessments & state mandated exams such as ELPAC, iReady, and SBAC. Our Library Assist provided hours of reading intervention and library access for students to improve with literacy. Strategy 4 was not implemented due to the districts purchase of NGSS materials similar to the STEM resources described in our plan. The implementation of Strategy 1 was more successful this year as we were able to bring professionals on campus and teacher were able to participate in more collaboration opportunities. Tier II & III goals were not met due to the discontinuance of mentor service from consultant.

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

The major difference between the intended implementation budgeted and actual expenditures was the inability to utilize CSI funds for Flexible Seating. We are currently exploring other fund sources that may be appropriate for our PBIS goals to implement Flexible Seating.

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.

We will continue to implement these strategies to further develop our PLC and AVID implementation to impact student learning through high quality instruction. We will make plans to have most PD during the school day to ensure most are trained in AVID, Step Up to Writing, and PLC.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

We will decrease from the 2023 suspension rate for all students by 20 students according to the California Dashboard by May 2024.

We will decrease from the 2023 suspension rate for the African American subgroup by 6 students according to the California Dashboard by May 2024.

We will decrease from the 2023 suspension rate for the Students with Disabilities subgroup by 5 students according to the California Dashboard by May 2024.

We will decrease from the 2023 chronic absentee rate for all students by 3% according to the California Dashboard by May 2024.

We will decrease from the 2023 chronic absentee rate for the African American subgroup by 3% according to the California Dashboard by May 2024.

We will decrease from the 2023 chronic absentee rate for the Students with Disabilities subgroup by 3% according to the California Dashboard by May 2024.

Identified Need

Students do not have flexible space to support Social Emotional learning environment for teachers to create a collaborative learning environment conducive to student collaboration, and small group differentiation needed to support EL, SPED, Foster Youth. and Socioeconomically Disadvantaged youth.

Increase Parent involvement in school activities in school activities.

Parent Liaison does not have appropriate technology to host classes and engage parents with information to be presented regarding school functions, policies, and any other informational presentation.

Students are not getting adequate support services to deal with tier II and tier III social emotional needs.

There is a need for more mentoring group to support students to aid in lessening suspension rates from prior academic year for certain sub-groups.

We are unable to provide maximum safety for students in many of the common areas on campus. Students & parents are reporting incidents of being bullied and harassed in certain common areas due to lack of staff coverage.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site overall chronic absenteeism & Suspension Rate	43% absenteeism 98 Suspensions	40% Absenteeism 78 Suspensions
Synergy report chronic absenteeism & Suspension rate Students with Disabilities	49% absenteeism 16 suspensions	46% 11 suspensions
Synergy report chronic absenteeism & Suspension rate African American	42.7% absenteeism 20 suspensions	39.7% 14 suspensions

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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 CSI

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. Sportsmanship Mentoring organizations and programs such as FIT, Emilia Adams Whole Life Center, El Concilio, etc. Sportsmanship mentoring and activity facilitators will decrease behavior problems and support improve positive adult relationships with students on campus during unstructured recess. The organization will proactively engage and mentor students by facilitating games, sporting activities, and fun competitions that emphasize good sportsmanship, teamwork, kindness, and GRIT.

LCFF: \$25,000

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.

HAWK Reflection Center:

In order to decrease suspensions & increase attendance we will redirect students back on track to college and career readiness through academic, behavior, and Socio-emotional Support services in our Reflection Center Cohort classes.

The HAWK Reflection Center will utilize an Assistant Principal that will oversee the Intervention System by maintaining, organizing, and coordinating services around supplemental academic supports, student discipline, and intervention for Tier II & III students identified through the SAP process. The Assistant Principal will meet regularly with counselors, Leadership team, Reflection teacher, PBIS team, CARE/SST/IEP team, and attendance team. The Assistant Principal will coordinate with PLC leads to gather supplemental academic supplemental resources (5th- 8th grade) to support our underachieving students. The AP will also, analyze attendance, discipline/SAP referrals, and suspension data with these teams. A plan will be developed to support students in need of intervention services in grade level cohorts that will run every 4 weeks. The administration team will work with parents, staff, and counselors to ensure appropriate support from all stakeholders. The Assistant Principal will include this data, solicit feedback, and input from teachers during staff meetings to better support students.

These students (Tier II & III) will be referred for the intervention class based on attendance, academic concerns, discipline infractions, SAP/CARE, and SST team referrals. The instruction will include development of skills such as; narrative/reflective writing strategies, organization skills, coping with anger, grief, and other trauma; as well as antibullying lessons and life skills such as the importance of respect, responsibility, and time management.

A credential teacher will provide targeted supplemental academic support, using the RTI model, created by grade level PLC teams to improve student achievement. A restorative component of this intervention will be Reflective & Narrative writing requirements that will provide supplemental English Language Arts to all students including our EL learners using the Step Up to Writing strategies.

Students will also receive additional Intervention & Support in the form of targeted supplemental Social Emotional Learning (SEL) curriculum designed for classroom teachers. The teacher will implement SEL curriculum in the HAWK Reflection Center 2-3 days a week (about 95 days in the school year).

The teacher will collaborate with the counselors to provide additional prevention support in the Reflection Center through lessons delivered for students identified as needing Tier II & III supports. These students will be placed in a 4 week Cohort (two groups: 5-6 grade and 7-8th graders). They will receive a certificate of completion at the end of the course and an opportunity for PBIS incentives to encourage & reinforce positive behavior.

Additional Comp teacher
4 hrs per year per teacher X \$60 in the year= Approx. \$9,000 CSI

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

CSI:
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 structured student engagement activities that focus on attendance and discipline.

Classified & Certificated Staff: Will participate in training on restorative practices, SEL, 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 CSI

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. 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.

Structured Recess - Playworks Coach 4 Day, Recess Reboot -CSI \$13,500. Centered around equity for students and involved in inclusive play to include every student. Two, 6 hrs per week on-site development for groups of 10-25 participants. Emphasizes the importance of play, reflection, building of rapport, rules and consequences, and attention getters for cohesive outdoor play. Hamilton Elementary sees a spike in disciplinary action (detentions, suspensions, referrals, etc.) during middle of the day, around recess times.

ELEVO CSI - \$30,000

ELEVO Is a WASC-accredited curriculum engages students and fosters social emotional learning through fun, physically active games, sports, and enrichment activities focused on arts, humanities, and STEM. Elevo provides mentoring and coaching during recess and PE time providing structured support and engagement. ELEVO will aid in the development of Hamilton's PBIS program.

F.A.C.E.S CSI - 25,459

F.A.C.E.S. offers a multitude of services that improve the implementation of Individualized Education Plans (IEP) across all education formats. At F.A.C.E.S. we pride ourselves on extensive and social emotional counseling, behavior services, assessments and training. Our program is designed to bridge the gap between our community and the education system to become more successful through extraordinary services to provide a great education experience.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$1,500	23030 - LCFF (Site)

\$5,700	50345 - CSI 2021/22
\$25,000	23030 - LCFF (Site)
\$6,421	50345 - CSI 2021/22
\$20,000	50345 - CSI 2022/23
\$6,500	50345 - CSI 2022/23
\$30,000	50345 - CSI 2022/23
\$25,459	50345 - CSI 2022/23
\$9,000	50345 - CSI 2022/23

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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).

CSI:

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.

1 Classified staff x \$60 x 20hours= \$1,200

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 PBIS and MTSS intervention strategies.

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

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$2,400	50345 - CSI 2021/22
\$1,200	50345 - CSI 2021/22

Annual Review

SPSA Year Reviewed: 2022-2023 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 of strategy 1 was done through CARE team, SST, PLUS class, and partially through mentor group Raising Youth Resilience (RYR). Teachers, administrators, and counselors referred students for socio-emotional support through the SAP process. SST's and CARE team meetings were held as administrators and counselors worked together to provide these intervention services. The RYR provided services up until and the number of discipline infractions decreased during this time. Students also utilize the Wellness Center Daily including the calming room to cope with triggers and socio-emotional supports. Counselors provide group interventions in the Wellness Center and visit the classrooms for groups such as anti-bullying, teaching respect, and self-care. These support systems are effective and according to our PLUS data over 85% of our students feel as though there is a supportive adult on campus they can talk to. We were unable to fully implement the plans for mentor services to provide Tier II & III support for our students as evident in our suspension data. The district was unable to continue their contract and the students were left without support. We have seen success in our PBIS initiatives to include increased positive behavior among groups of students as well as improved culture and climate among students and staff. More students are exhibiting positive behavior in the class and in common areas to earn "Hawk" points where they can exercise privileges such as Super Recess, Party incentives, access to the Hawk Store and Life Skills awards. We did not implement the Incredible years series because of the limited age group it supports (3-5yrs) did not fall in line with our student needs. The Parent Liaison attended SST's, SSC, and parent meetings to connect parents to staff through Zoom & in person meetings. The effectiveness of our strategies in goal 2 did not reach maximum potential due to our inability to secure mentors throughout the year for the socio-emotional support Tier II & III students needed. Without this support we were unable to decrease the number of disciplinary infractions in our plan without consistent sustained mentor & socio-emotional support from an adult staff/consultant. PLUS students were unable to attend the leadership conference and implement Tier II peer support because field trips were cancelled due to COVID restrictions. The parent liaison was unable to hold in person meetings and get optimum parent engagement due to COVID restrictions. This year, we were navigating a new system of accounting for attendance with students that were on Virtual Academy yet on still on the attendance rosters for our site. Furthermore, with COVID protocols for quarantine and providing parents with enough time to clear absences due to possible COVID exposure our absentee rate increased exponentially. Finally, we had a change in the administrator overseeing attendance, mid year; as well as a long term vacancy with our CWA and SST positions for most of the year therefore we were inconsistent with oversight in attendance data.

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

The major difference in our discipline goal was that we could not maintain the mentor services throughout the year after the organization discontinued services with SUSL. Without these intervention services we were unsuccessful at decreasing suspension rates as planned in goal 2. The major difference in our attendance goal is that we were able to use district incentive funds to provide students individual recognition for meeting attendance goals. The administration remained flexible to the constant changes in procedures as it relates to attendance.

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.

To avoid inconsistency with outside consultants we will identify SUSL staff that can provide mentor and socio-emotional supports. We will create an intervention room and identify a credentialed middle school teacher to implement Socio-emotional curriculum that will support student needs daily throughout the year on his/her prep period. This space will be for students identified by teachers, administrators, and counselors through the SAP/CARE team process as needing tier II intervention. The socio-emotional curriculum will be divided into units and broken into three life levels to be taught on set days of the week. 2 days a week for 7-8, 2 days 5-6 grade, and 1 day for 3-4th grade for one hour. The students will go through a 4-6 week cycle based on need and space. The focus will be primarily to train students on how to readjust to school wide expectations, coping with trauma, grief, and other socio-emotional supports for their age group.

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

By May 2024, Hamilton will increase the number of regular volunteers from 10 to 15.

By May 2024, Hamilton will increase average parent class attendance from 15 to 20. By May 2024, Hamilton will host at least 8 community events.

Identified Need

Students do not have flexible space to support Social Emotional learning environment for teachers to create a collaborative learning environment conducive to student collaboration, and small group differentiation needed to support EL, SPED, Foster Youth. and Socioeconomically Disadvantaged youth.

Our goal to increase the number of EL students who reclassify, increase the number of students performing at grade level in ELA, and improve student writing as it relates to Goal 1 in the SPSA was not successful.

Increase Parent involvement in school activities in school activities.

Parent Liaison does not have appropriate technology to host classes and engage parents with information to be presented regarding school functions, policies, and any other informational presentation.

There is a need for more mentoring group to support students to aid in lessening suspension rates from prior academic year for certain sub-groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance records / Spreadsheets, Main office Parent Sign in	10 Regular Volunteers from Parent Liaison Data 15 average Parent Class attendance per Parent Liaison Data	15 Regular Volunteers 20 average Parent Class attendance

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

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.).

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 \$93,569 (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.

Equipment - (Title I 50647) Interactive board for parent presentations and training. Also, the facilitation of student involvement activities, such as literacy night, science night, Movie night, multicultural night, and the Latino Literacy Project. This resource is essential to provide hands-on activities for our families to learn together and build a community of learning.

Parent Meeting - 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

Meeting Expense - Light Snacks \$1,750 - Title 1 Parent

Non-instructional materials To provide parent resources to support students at home

Additional Compensation for Program specialist, Parent Liaison, Counselors, and Teachers to present to parents during parents nights/back to school nights

Hamilton will provide supplemental instructional materials, planners, books, licenses, subscriptions, and software (such as Rosetta Stone) needed for parent training, community events, and building educational partnerships.

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

Duplicating - Costs associated with school to parent communication; flyers, newsletters, announcements, and letters will be paid for out of site budget

\$500 - Title 1 Parent

CSI:

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

CABE 2024 Annual Conference - California Association for Bilingual Education Conference in March, 2024 for teachers, parents and their students to attend to educate parents on and to promote dual language and early childhood education, Social-emotional learning, Independent study, and STEM/STEAM curriculum.
Hotels / Transportation: \$2,344 Title 1 - Parent

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$93,569	50643 - Title I
\$6,421	23030 - LCFF (Site)
\$1,750	50647 - Title I - Parent
\$500	50647 - Title I - Parent
\$3,600	50345 - CSI 2021/22
\$2,344	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2022-2023 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.

The Parent Liaison was able to implement parent engagement events such as coffee hour, parent trainings such as Rosetta Stone, information classes on health, parent meetings such as ELAC & SSC. She also connected families to needed resources such as Food Bank, clothes closet, and district supports such as Families in Transition. Communications to families through Blackboard, Peachjar, ClassDoJo, Hamilton Newsletters, Principal Office hours, and phone calls home. Parents, students, and students alike are comfortable reaching out to them as she makes herself available through as many outlets as possible. Teachers & staff were able to successfully implement some components of goal 3 by providing students with social/emotional support and resources that positively impact student learning through the continued implementation of a school wide PBIS program. The PBIS team implemented School Wide rubrics for expected behavior and publicly rewarded students accordingly. Teachers also implemented structured student engagement activities during non-instructional time to reduce discipline by advising after school and lunch time arts, chess, book, sports, multicultural, and gardening groups.

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

There were no differences to planned expenditures and strategies. Hamilton will continue utilize a Parent Liaison to conduct parent meetings and purchase materials intended to bolster parent participation, provide them resources to support students at home, and increase volunteers.

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.

We do not plan to make any changes to this goal next year.

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	\$546,803.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,116,093.00

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 (\$)
50643 - Title I	\$254,384.00
50647 - Title I - Parent	\$4,594.00
50643 - Title I Salary Contingency	\$19,516.00
50345 - CSI 2022/23	\$268,309.00

Subtotal of additional federal funds included for this school: \$546,803.00

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

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$214,469.00
50345 - CSI 2021/22	\$344,090.00
23030 - LCFF Salary Contingency	\$12,731.00

Subtotal of state or local funds included for this school: \$571,290.00

Total of federal, state, and/or local funds for this school: \$1,118,093.00

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Sheryl Johnson	School Site Council
Kaira Gaines	School Site Council
Sandra Gifford	School Site Council
Lori Arzadon	School Site Council

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. 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 11/17/2023.

Attested:

Principal, Navdeep Sandhu on 11/17/2023

SSC Chairperson, Sandra Gifford on 11/17/2023

Addendums

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

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