

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	12/15/2022	01/24/2023

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

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

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 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.

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 district & state testing to ensure we meet State requirements around testing.

Our Program specialist has been instrumental in facilitating, coordinating, and testing students for ELPAC, IReady (make-up), and PBIS initiatives.

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.

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 2022 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 training during the district PD day.

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): 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 2 (Prioritized): Teachers do not have adequate equipment, technology, and resources to fully implement core curriculum **Root Cause/Why:** The copying machines are not functioning, broken and are in need updating.

Needs Statement 3: 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:** Students have experienced a huge loss in learning after returning from virtual learning. These students need additional and regular reading intervention.

Needs Statement 4: 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.

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): Parents were not able to engage fully with the school events and programs. **Root Cause/Why:** We have not been allowed to have visitors on campus or host community events. Due to COVID

Needs Statement 2: 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:** The technology that they have been using for years is broken and we need to replace it.

School Culture and Climate

School Culture and Climate Summary

Approximately 40% of their 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 4years, 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): 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 2 (Prioritized): Students are not getting adequate support services to deal with tier II social emotional needs. **Root Cause/Why:** There was an interruption and we no longer have mentor intervention services.

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 2023, we will improve the number of students performing at grade level by 20 students from ELA Diagnostic assessment . EL: By EOY 2023, per ELPAC, we will increase the number of students who reclassify by 13 students. EL: By EOY 2023, 25% 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 2023, 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.

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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.

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of students performing at or above grade level	ELA 177 students Math 171 students	ELA 197 students Math 191 students
Number of EL Students reclassifying to Fluent English Proficient	11	24
Number of Initial EL performing at ELPAC level 1	27 EL students	20 EL students

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)

All Students

Strategy/Activity

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 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 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 ELSP 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 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 # 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. * Equity - Culturally Relevant Instruction Training and Planning: Substitute coverage (PLC) \$21,000 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 Instructional Materials \$22,000 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 Fight 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 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. 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 . Librarian Assist will utilize Step Up to Writing and SIPPS supplemental resources for literacy intervention for targeted groups at least 2hours per day. 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 genera (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 genera's. CSI: Step-Up- to Writing Program materials: 10 teachers x 3 (1 each) Librarian Assist x 1 Program Specialist x \$439= \$6,146 CSI Consultant fee; \$ 4,400 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. 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

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)
\$32,500	23030 - LCFF (Site)

\$89,500	50643 - Title I
\$89,500	23030 - LCFF (Site)
\$3,179	50643 - Title I
\$13,000	50344 - CSI 2020/21
\$3,000	50344 - CSI 2020/21
\$21,000	50344 - CSI 2020/21
\$30,000	50344 - CSI 2020/21
\$3,000	50344 - CSI 2020/21
\$6,800	50344 - CSI 2020/21
\$22,000	50344 - CSI 2020/21
\$18,000	50345 - CSI 2021/22
\$37,000	50345 - CSI 2021/22
\$4,400	50345 - CSI 2021/22
\$65,000	50345 - CSI 2021/22
\$28,200	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 1.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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: \$60,000 CSI 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 reprographs 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 Duplicating - materials in larger quantities such as plays, short stories, agendas to be used as additional resources/manipulatives for student learning. Duplicating - \$1,000 LCFF Duplicating (Reprographs)- \$ 10,000 CSI ****General supplies are unallowable using State & Federal funds.**** Maintenance & repair Agreements - \$3,000 - Title I: Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment listed above is available and usable to provide a print rich environment. Maintenance Agreement - \$2,679 LCFF 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. \$32,618 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 headphone, Class set Audio interface, Microphone, Lighting Box backdrop, Studio Kit, Camcorder, Drone camera, and Batteries 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. Library Media Assistant Library Media Assistant will assist students with appropriate book selection based on Lexile levels and allow access to the library for additional access to books/literature. The program specialist will monitor the library's usage in support of our EL students. Library assist will also work in the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Library 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 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 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

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)
\$3,000	50643 - Title I
\$500	23030 - LCFF (Site)
\$32,618	23030 - LCFF (Site)
\$32,866	50643 - Title I
\$52,893	23030 - LCFF (Site)
\$8,200	50344 - CSI 2020/21
\$7,972	50344 - CSI 2020/21
\$5,029	23030 - LCFF (Site)
\$1,500	50643 - Title I

\$20,000	50345 - CSI 2021/22
\$10,000	50345 - CSI 2021/22
\$90,400	50345 - CSI 2021/22
\$35,000	50345 - CSI 2021/22
\$22,490	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 1.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will 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 $[L \times W \times H, pr2 \times h,]$ space comparisons, etc.) ----Materials to assist with algebraic calculations in Genetics such as $A2 + AB + B2$, ratio/statistics 9:3:3:1/ 3:1 of Hybrid Punnet square calculations TPT (Teachers Pay Teachers) School Access \$6,800 CSI 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 \$6.00 per student x 150 + \$1,000 transportation= \$1,900 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 CSI 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.

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)
\$7,000	50344 - CSI 2020/21
\$15,000	50344 - CSI 2020/21

\$10,000	50345 - CSI 2021/22
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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)

All Students
Low Income

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. 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

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)
\$500	50344 - CSI 2020/21

Annual Review

SPSA Year Reviewed: 2021-2022 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 primarily dependent on teacher training during the school day, but due to the unprecedented shortage in substitutes we had to modify our planned trainings. We were able to provide Step Up To Writing & PLC training for our teachers during the school day. 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. During staff meetings the administration team trained teachers in the PLC process and AVID strategies. Administrators visited the classroom using the visitation tool to monitor implementation of strategies and identify academic needs. New teachers have been released from assigned duty to observe AVID demonstration school sites to observe a variety of grade levels and AVID strategies. K-3rd grade teachers have been implementing SIPPS Strategies with fidelity and platooning groups based on assessed deficits. Our Library Assist provided hours of reading intervention and library access for students to improve with literacy. The implementation of Strategy 1 was unsuccessful and ineffective due to the unprecedented shortage in substitutes and teacher shortage. Many of our teachers are new to the profession and require training in many areas. Since many teachers were unwilling to work outside of the contractual day we have relied heavily on providing substitutes to cover classes while collaboration can occur during the school day to increase the percentage of teachers collaborating for school wide implementation of AVID & Step Up to Writing strategies, data analysis, and creating common engaging lessons to support all students. Teachers of each grade level attend Professional Development and return to present strategies to staff during staff meetings.

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 that we spent less on additional comp, substitutes and Professional development for teachers. This was largely due to the lack of available substitutes district wide due to state and district COVID protocols. 80% of the teachers were unwilling to train outside of contractual hours, which in turn limited the amount of Professional Development available.

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.

Strategy 1.1.1 We will continue to make plans to have most PD during the school day to ensure most are trained in AVID, Step Up to Writing, and PLC. We will include multiple options for PD during the summer months to provide access to more teachers. We will also provide Step Up to Writing supplemental resources to our K-3rd grade students for School Wide implementation of writing strategies. Teachers will have the option of attending one of two AVID training in the Summer to increase the number of participants. We will purchase Step Up to Writing resources to include supplemental material for K-3rd grade teachers. Summer Collaboration: - Teachers, instructional coach, program specialist, and administration will meet during the summer months prior to the start of the school year to collaborate on School Wide writing program using Step Up to Writing resources and embedding AVID strategies into core curriculum. Leadership team to attend Data Analysis training to get training on analyzing sub group data, trends, and strategies to improve student success. Strategy 1.1.2 We will use reprographs and outside copying services to create a Print Rich Environment: Instructional materials that support a print rich environment such as chart paper, markers, laminate to make posters, writing and discussion visual prompts, and AVID posters. Need to replace outdated laminator, printer, and poster maker. Organizational supplies to support AVID strategies such as pencil pouches, pencil boxes, and organizational containers for school supplies.

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 2022 suspension rate for all students by 20 students according to the California Dashboard by May 2023. We will decrease from the 2022 suspension rate for the African American subgroup by 10 students according to the California Dashboard by May 2023. We will decrease from the 2022 suspension rate for the Students with Disabilities subgroup by 10 students according to the California Dashboard by May 2023. We will decrease from the 2022 chronic absentee rate for all students by 2% according to the California Dashboard by May 2023. We will decrease from the 2022 chronic absentee rate for the African American subgroup by 3% according to the California Dashboard by May 2023 We will decrease from the 2022 chronic absentee rate for the Students with Disabilities subgroup by 3% according to the California Dashboard by May 2023.

Identified Need

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.

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Synergy report chronic absenteeism	57% absenteeism	55%
Synergy report chronic absenteeism & Suspension rate Students with Disabilities	49% absenteeism 22 suspensions	46% 11 suspensions
Synergy report chronic absenteeism & Suspension rate African American	65% absenteeism 30 suspensions	62% 20 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)

All Students

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. 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 \$60 x 95 days in the year= \$5,700 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.

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)
\$95,547	50643 - Title I
\$6,660	23030 - LCFF (Site)
\$6,000	23030 - LCFF (Site)

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)

All Students

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: 2021-2022 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 December 2021 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 SUSD. Without these intervention services we were unsuccessful at decreasing suspension rates as planned in goal 2. Furthermore, our plan to create an intervention room using a credentialed middle school teacher to implement Socio-emotional curriculum that will support student needs daily throughout the year on his/her prep period was denied because the district office would not allow us to pay a teacher on their prep to help support this space. We were also denied a 0.5 AP to assist with coordinating this intervention plan. This space was for students identified by teachers, administrators, and counselors through the SAP/CARE team process as needing tier II intervention.

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 identify SUSD staff (classified & certificated) that can provide mentor and socio-emotional supports. We will once again look to secure a mentor consulting agency acceptable for SUSD. Classified Support Staff Training: Classified support staff will be provided training on the implementation of the PBIS school incentives and interventions. The focus will be on developing staff capacity to work as a team and increase the number of positive interactions they have with students daily to decrease the escalation of student behaviors. Classified staff will also be trained on how to support the flow of traffic in the morning to ensure all students and staff are safe. Perfect Attendance Flags: Classrooms with perfect attendance for the day will hang a perfect attendance flag outside their classroom to be positively recognized for 100% attendance. We will use Flexible learning resources such as clipboards, choice boards, lap desk, bean bags, flexible seats, and partitions to create a flexible learning environment to meet the needs of all students.

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 2023, Hamilton will increase the number of regular volunteers from 9 to 18. By May 2023, Hamilton will increase average parent class attendance from 17 to 27. By May 2023, Hamilton will host at least 8 community events.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
attendance records	9-17	18-27

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 \$120,522 (full time) Title 1- 29101 School Safety and Social Emotional Supports The focus of this strategy is school safety and student support. Hamilton will improve school climate and safety by providing students with social/emotional support and resources that positively impact student learning through the continued implementation of a school wide PBIS program, restorative practices (e.g. classroom circles, restorative conferencing, positive communication skills, community leadership, and community building activities, counseling, trauma informed care, and on site mental health services. In addition, we will be implementing structured student engagement activities during non-instructional time to reduce discipline. The PBIS team will require additional time to create these activates and be released from class. Substitute coverage 32 days x \$200= \$6,421 LCFF Address Issues of Equity and Disproportionality The focus of this strategy is to provide additional support for students of color to address the disproportionality of suspensions and chronic absenteeism at Hamilton Elementary. PBIS Leadership/ Community Involvement Committee Team PBIS Team will use the following data to inform PBIS strategies and incentive effectiveness: * Synergy Discipline Reports (individual and school-wide) * Classroom Referrals * Communication from all stakeholders around school culture and climate * Truancy and chronic absentee reports from CWA and Homeless/Foster Youth * Academic, attendance and discipline reports for T3 students Progress Monitoring * Ongoing monitoring of targeted students which includes updating and * Ongoing monitoring of school -wide discipline data and communication between teams TITLE 1 Parent Involvement Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences (including student academic focused resources), communication, after school & academic focused activities. Equipment - \$4,203 (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 ****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 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

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)
\$0	50643 - Title I
\$0	23030 - LCFF (Site)
\$4,203	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2021-2022 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 Liason 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. Due to COVID restrictions we were unable to have parent volunteers and could not reach our goal to increase volunteers this year. 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.

The major difference in plans verses implementation are the restrictions in place that did not allow parent volunteers on campus due to COVID restrictions.

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	\$713,357.00
Total Federal Funds Provided to the School from the LEA for CSI	\$483,562.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$938,557.00

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 (\$)
50344 - CSI 2020/21	\$139,472.00
50643 - Title I	\$225,592.00
50647 - Title I - Parent	\$4,203.00
50345 - CSI 2021/22	\$344,090.00

Subtotal of additional federal funds included for this school: \$713,357.00

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)	\$227,200.00

Subtotal of state or local funds included for this school: \$227,200.00

Total of federal, state, and/or local funds for this school: \$940,557.00