



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT HAMILTON ELEMENTARY SCHOOL

2018-19

37-68338-6039705
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Grijalva, Diana

Contact Person: Grijalva, Diana

Position: Principal

Telephone Number: 619/344-6800

Address: 2807 Fairmount Ave, Hamilton Elementary, San Diego, CA, 92105-4635,

E-mail Address: dgrijalva1@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
In their choice of college and career in order to lead and participate in the society of tomorrow.*



San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Alexander Hamilton Elementary

DUE: May 15, 2018 (Year Round)

SITE CONTACT PERSON: Diana S. Grijalva

PHONE: 619 344 6800

FAX: 619 344 6847

E-MAIL ADDRESS: dgrijalva@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title I Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 5/11/18
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 5/11/18
- Other (list): _____ Date of presentation: 5/11/18

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 6/19/18 (TB)

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Diana S. Grijalva
Type/Print Name of School Principal

D. S. G.
Signature of School Principal

6/7/18
Date

M. W. Ostertag
Type/Print Name of SSC Chairperson

M. W. Ostertag
Signature of SSC Chairperson

6/7/18
Date

Sofia Freire
Type/Print Name of Area Superintendent

Sofia Freire
Signature of Area Superintendent

6/11/18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Each Alexander Hamilton student will graduate elementary school with a strong foundation of skills, motivation, curiosity and resilience to succeed at future levels. At our Quality Neighborhood School, all Hero students know their job is to work hard alongside all staff for a future of their informed choice. At AHES, students develop agency and adult stakeholders hold student growth and development at the center of each and every decision inside and outside of the classroom. All Teacher practitioner stakeholders work in structured collaboration to ensure every child develops at an optimal level. We continue to grow our culture of achievement.

Child stakeholders understand that it's their job to be here each and every day, to work hard and persevere through effort and focus and will continue to strive toward higher levels of understanding in the service of their own actualization and preparation for the university, and a life of their informed choice. Teachers demonstrate (actualize) a genuine, deep belief that all students can learn at high levels and strive to consistently improve and adjust their instruction to personalize and meet students at their point of need in order to systematically accelerate progress, achievement and well-being.

SCHOOL VISION AND REALITY

The ideal state for our Alexander Hamilton Elementary School culture is that of a Quality Neighborhood School, would be where child stakeholders develop and maintain agency and where adult stakeholders hold student growth and development at the center of each and every decision inside and outside of the classroom. All adult stakeholders would work in structured collaboration to ensure every child develops at an optimal level. In addition, our school and classrooms would be clean and uncluttered, bright and shiny for all students and adult stakeholders.

Currently, we continue to grow opportunities for students to engage in collaborative, dialogic classroom experiences through PD and PLC sessions. These structures are leveraged to ensure stronger, aligned teaching and learning experiences in each classroom to ensure a guaranteed, viable curriculum across each classroom through grade levels. This is critical given our English Learner demographic which has remained at over 60% of our total school.

Most Teachers demonstrate (actualize) a genuine, deep belief that all students can learn at high levels and strive to consistently improve and adjust their instruction to personalize and meet students at their point of need in order to systematically accelerate progress, achievement and well-being.

CORE AND SUPPLEMENTAL SUPPORTS**TEACHER ALLOCATIONS:**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional, adult learning is a top priority for our entire school community. We understand we can only achieve Excellence through Equity for each child and recognize universal high expectations for each and every student requires ambitious and continual and systemic improvements in curriculum, instruction, assessment, leadership practices, support systems, and goal systemic goal setting. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve

school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities in which grade level teachers meet monthly and prior to the onset of a trimester to monitor student progress, plan high quality, common core standards based, tier 1 instruction. Analysis of student data is through the lens of SDUSD's learning cycle focus, is directly reflected in our vision of Excellence through Equity in order to build student capacity around the goal of developing students that take an active stance in their own learning and become actively literate, contributing members of society who make a positive difference in the world.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. In addition to PLCs, Grade level lead teachers meet with the Principal and Literacy Resource Teacher in monthly ILT meetings. In addition, All Teaching staff meets monthly on early dismissal days for a monthly Professional Development or training based on Teacher and student need. In addition, Monthly monitoring meetings are held in which Teachers report on-going, formative student achievement data and receive additional instructional support when necessary. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via Professional Learning Community collaborations, through professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet District and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Parent community and staff engagement is a critical piece of the Alexander Hamilton budget development process. Our School community stakeholders were involved in the 2016-17 LCFF budget development process through a series of meetings for our different stakeholder groups. In our meetings, we presented the current collective vision for excellence through equity for each Alexander Hamilton E.S. student and asked for additional input for bringing our students to excellence. The school gathered input from Staff, the SSC, and Parents. Additional information was gathered in meetings such as: ELAC, SSC, Principal Coffee, Family Friday, etc.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Ginny Ostertag	Teacher
Debbie Stewart	Community Member
Paulette Fillion	Teacher
Seth Geyer	Other
Shannon Skuce	Teacher
Ramonita Maldonado	Parent
Ada Lyles	Parent
Elizabeth Rivera	Parent
Denise Logan	Parent
Diana Grijalva	Administrator

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 56% (approx. 63 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 61% (approx. 69 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 83% (approx. 10 3rd graders) will meet or exceed standards in ELA on the SBAC exam based on current enrollment of 12 African American 2nd graders.

By June 2019, 60% (approx. 3 5th graders) will meet or exceed standards in ELA on the SBAC exam based on current enrollment of 5 African American 4th graders.

Subgroup: English Learners students

By June 2019, 86% (approx. 40 3rd graders) will meet or exceed standards in ELA on the SBAC exam based on current enrollment of 46 English Learning 2nd grade students.

By June 2019, 81% (approx. 27 5th graders) will meet or exceed standards in ELA on the SBAC exam based on current enrollment of 33 English Learning 4th grade students.

Subgroup: Hispanic/Latino students

By June 2019, 88% (approx. 52 3rd graders) will meet or exceed standards in ELA on the SBAC exam based on current enrollment of 59 Hispanic/Latino 2nd grade students.

By June 2019, 85% (approx. 40 5th graders) will meet or exceed standards in ELA on the SBAC exam based on current enrollment of 47 Hispanic/Latino 4th grade students.

Subgroup: Students with Disabilities

By June 2019, 57% (approx. 4 3rd graders) will meet or exceed standards in ELA on the SBAC exam based on current enrollment of 7 2nd grade students with Disabilities.

By June 2019, 70% (approx. 7 5th graders) will meet or exceed standards in ELA on the SBAC exam based on current enrollment of 10 4th grade students with Disabilities.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

TK-K -Reading Readiness Observation Inventory (Kindergarten Orientation) and DRA2 beginning in November

DRA2- K-5

WRAP K-1

Grades 1-5 - Reading - End of Unit (common) Assessments

Evaluation del Desarrollo de Lectura (EDL) is also used for students in the Biliteracy Program

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and SRI achievement at least 3 times per year times per year, and will meet to analyze Fountas and Pinnell reading levels approximately 9 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 78% (approx. 60 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 62% (approx. 54 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 83% (approx. 10 3rd graders) will meet or exceed standards in Math on the SBAC exam based on current enrollment of 12 African American 2nd graders.

By June 2019, 80% (approx. 4 5th graders) will meet or exceed standards in Math on the SBAC exam based on current enrollment of 5 African American 4th graders.

Subgroup: English Learners students

By June 2019, 82% (approx. 38 3rd graders) will meet or exceed standards in Math on the SBAC exam based on current enrollment of 46 English learning 2nd grade students.

By June 2019, 81% (approx. 27 5th graders) will meet or exceed standards in Math on the SBAC exam based on current enrollment of 33 English learning 5th grade students.

Subgroup: Hispanic/Latino students

By June 2019, 86% (approx. 51 3rd graders) will meet or exceed standards in Math on the SBAC exam based on current enrollment of 59 Hispanic/Latino 2nd grade students.

By June 2019, 87% (approx. 41 5th graders) will meet or exceed standards in Math on the SBAC exam based on current enrollment of 47 Hispanic/Latino 5th grade students.

Subgroup: Students with Disabilities

By June 2019, 57% (approx. 4 3rd graders) will meet or exceed standards in Math on the SBAC exam based on current enrollment of 7 2nd grade students with Disabilities.

By June 2019, 40% (approx. 4 5th graders) will meet or exceed standards in Math on the SBAC exam based on current enrollment of 10 4th grade students with Disabilities.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Grades TK-5 DRA2

End of Concept Assessments

Interim Assessments (Fall and Winter)

Grade 5 - Math Readiness Exam

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments 10 times per year or more. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:
By June 2019, a minimum of 80% of my site’s English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

WRAP,
DRA 2,
End of Reading Unit Assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. In PLCs, classroom practitioners monitor growth in ELA and Math common assessments on a monthly basis. A multi-tiered system of support is in place when students need additional support. Professional Learning Communities (PLCs) monitor student progress toward these goals. Analysis results in responsive instruction, meeting students at their identified point of need. Findings and progress are shared with parents and community via advisory groups and the School Site Council (SSC), Parent Teacher Conferences, etc.

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 70% (approx. 62 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 75% (approx. 66 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Learning Upgrade- Reading, Math, Comprehension

DRA2, KPG Assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Grade 5 level teachers (PLCs), support staff and I will meet monthly to track and monitor and analyze the student performance on all common assessments, including KMS, Benchmarks, end of unit assessments and DRA2 12 times per year. Analysis will inform subsequent instruction as well as assigned supports which could be After School Tutoring, Newcomer Support, Intensive Reading Support, etc.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% will receive information regarding academic and citizenship progress of their children.

By June 2019, 90% will attend 3 Parent meetings, choosing from: Back to School Night, Parent Conferences, Family Friday, Principal's Chat, or ELAC meetings, Reclassification or Scholarly Recognition Assemblies.

By June 2019, at least 80% (approx.200 families) of parents of 3rd through 5th grade students will attend training on Reclassification and Common Core Math to increase the milestones necessary for meaningful graduation.

Targeted Population:

Parents of all students are invited and welcomed. Our school serves a demographic of 100% socioeconomically disadvantaged students. Hispanic, African American/Black, White and Asian, and English Learner subgroups are also targeted.

What data did you use to form these goals?

Parent sign-in sheets at Parent Engagement meetings and conferences

Report Period 1 - 3 DRA2 Data, Parent Conference attendance data

SBAC, CELDT, and other formal and informal assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and student services professionals including counselor will meet three times per year to analyze student progress using site developed criteria. Families are contacted twice per year based on progress.

Administration will identify specific audience and track attendance monthly.

BUDGET: Resources Aligned to Area Goals**Core Program:****Universal Access to Strong Core Instructional Program (Tier 1)**

- All teachers will use the Lucy Calkins units of study in Reading and English Language Arts, ELA Framework and California grade level CC standards and ELD Standards in designing instruction and delivering instruction at the point of student need.
- Every English Learner will receive 30 minutes of focused SELD instruction five times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of unit assessments, Interim Assessments, DRA 2, and teacher created assessments) to monitor progress and adjust instruction based upon the needs of students.
- All teachers will use the Lucy Calkins Writing units, the ELA Framework and California grade level CC standards and ELD Standards in designing instruction and delivering instruction at the point of student need.
- Staff will analyze on demand and other student writing using grade level writing rubrics and the ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- All English learners will be assessed using ELPAC and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in collaborative conversations.
- Counselor, nurse and attendance assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will engage in the process of the Continuous Cycle of Improvement by working collaboratively in PLCs twice monthly to ensure quality instruction through lesson design and study (planning), and will monitor the progress of their students on common assessments in ELA and Math, and make appropriate adjustments accordingly. PLCs will be led by grade level leaders and the Literacy Resource Teacher and/or the Principal.
- Teachers will participate in on site and district professional development to strengthen literacy instruction
- Library Assistant will supplement and foster a love for reading and learning by hosting weekly classroom visits and announcing community library events accessible to students.

Strategic Support (Tier 2)

- After School tutoring will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy and Math.
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Literacy Resource Teacher and Push-in teachers (when available) will provide push in supplemental small group instruction (guided reading and/or focused SELD) for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

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- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction
- Intensive Intervention (Tier 3)**
- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
 - If available, Area ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
 - Counselor will provide weekly check in with at risk students
 - Counselor will provide monthly check in with families of at risk students
 - Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
 - Speech and language pathologist will provide supplemental support to English learners with language needs.
 - Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

At Hamilton, student supports are provided to classrooms that have a demonstrated need of enhanced supports that may be: additional Guided reading instruction, small group instruction in shared reading, Math, or ELD. Classroom supports are provided by teachers, resource teachers and Area 6 ELSTs when we identify the need.

These include linguistic scaffolds: vocabulary development, visual charts, visual representations, modeling, re-teaching of key concepts, and differentiated instruction to include whole group, shared instruction, small group, and guided lessons. All English Learners are assessed annually using CELDT and/or ELPAC. SpEd students with IEP's will have their plans updated yearly and teachers are informed and knowledgeable of their individualized learning needs.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst	0.2000	\$4,989.20	\$6,420.85	0135-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 03, 04	Provide resources and research opportunities for students to improve reading and writing
Interprogram Svcs/Field Trip		\$200.00	\$200.00	0135-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Standards based field trips to build schema.
Supplies		\$11,260.00	\$11,260.00	0135-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional supplies to support English Language development (for ELL students within ELA) such as pencils, headphones for listening/learning centers, crayons, batteries and powercords and student writing journals.

How will you monitor these strategies/activities?

Teachers monitor student achievement and progress in their grade level PLCs, which are guided and monitored by the Principal. The principal also holds monitoring conversations with teachers every other month to ensure continued student growth and to assign any other necessary levels of support to students or teachers.

Hamilton Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

At Hamilton, supports are provided to students that have a demonstrated need of enhanced supports that may be: additional Guided reading instruction, small group instruction in shared reading, Math, or additional ELD instruction. Intervention support is mostly provided after school and is provided by teachers, push-in teachers, and our resource teacher. Literacy Strategies include: Daily Guided Reading (This is an intervention in grades 4 & 5), Additional Guided Reading, Reading Recovery (Select 1st Graders, Books on Tape/Listening Post (Shared/Read Aloud w/ Text Support), RAZ Kids online, MOBY MAX online, SES Free Tutoring, After School Tutoring, *Daily Writing homework, Academic Support in Prime Time, Additional ELD, Newcomer Support, Weekly Home Reading Log, Vacation Reading Log. Math and ELD Strategies include: Small group instruction, Academic Support in Prime Time, Additional ELD Newcomer Support, SES Free Tutoring, After School Tutoring Attendance Strategies Include: Monitoring for Sufficient Time in School Saturday School

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.3000	\$26,681.40	\$37,677.72	0135-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	In school Resource Teacher to provide direct instructional support to students by providing Tier 2 and 3 leveled supports including strategies to increase English Learner achievement with an acute focus on bringing them to grade level in ELA and preparing them for Common Core State Standards.
Classroom Teacher Hrly		\$15,000.00	\$18,058.50	0135-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provides after school homework club and tutoring at every grade level, and across the curriculum.

How will you monitor these strategies/activities?

Teachers monitor student achievement and progress in their PLCs. Which are monitored by the Principal. The principal also holds monitoring conversations with teachers every other month to ensure continued student growth and to assign any other necessary levels of support to students or teachers. Attendance is also monitored by the Principal, the Attendance Asst. and the Counselor. Saturday School is available to students who need to make up unexcused absences or tardies.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Beginning with the Instructional Leadership Team (ILT), using professional reads from the following core texts: *Leading for Instructional Improvement* by Fink & Mark Holt; *How to Create a Culture of Achievement* by Fischer, Frey and Pumpian; *Choice Words* by Peter Johnston; and *Mindsets* by Carol Dweck. This work was then embedded into our twice monthly Professional Development sessions and into the PLCs. Hamilton faculty continues to engage in clear expectations of what quality instructional practices look like as well as engaging in on going Lesson Design and study using our District Learning Cycles to ensure a personalized, tailored approach for our Hamilton students. In addition, monitoring data is used to establish student need which is also an important factor used to establish adult learning foci.

Hamilton Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$20,000.00	\$24,078.00	0135-30100-00-1192- 1000-1110-01000- 0000	Title I Basic Program	01, 02, 03, 04	Visiting teachers to provide release time for grade level teams to analyze data as well as develop curriculum which includes CCSS as well critical literacy in order to increase student achievement.

How will you monitor these strategies/activities?

All adults on campus are responsible for every Hamilton student! At Hamilton, the Principal is joined by our Literacy Resource Teacher and the Grade level leaders to deliver/steward the instructional leadership necessary to ensure ours is a Quality Neighborhood School.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

In order to coordinate a provide a vast array of deeply needed services to our students to ensure they are in school, we supplement our District allocation of 1.5 days of Counselor time by 2.5 days to ensure students have access to supports with any social/emotional needs they are experiencing. The counselor also assists in with achievement levels, and facilitates SST and RTI meetings with parents and teachers. Our fifth grade Teachers also take students to visit SDSU or other local Universities to ensure students have a visual picture of what a university looks like.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Health Technician	0.0500	\$1,705.90	\$2,195.40	0135-30100-00-2236- 3140-0000-01000- 0000	Title I Basic Program	01, 02, 03, 04, 05	To provide students at-the-moment health care in order to assist the student in getting proper care, so that they can get back to their classrooms to optimize their time in the classroom during instruction.
School Counselor	0.7000	\$55,601.70	\$79,830.66	0135-30100-00-1210- 3110-0000-01000- 0000	Title I Basic Program	01, 02, 03, 04, 05	Counselor will assist with student attendance and will provide assistance to students who are unable to access academic curriculum due to social emotional challenges

How will you monitor these strategies/activities?

Our monitoring system is quite comprehensive as we monitor student attendance daily, weekly, monthly, by trimester and school year and have a tired level of approaches to improve student achievement by ensuring students are present at school daily. We also monitor Student achievement data including English Learner data to ensure students are prepared to take a stance in their own learning and become actively literate, contributing members of society who make a positive difference in the world.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

To maintain parent engagement forced on Student achievement, we kick off our school year with a Back to School night, where we also present the Title 1 program and offerings. Hamilton offers monthly parent meetings, such as Family Fridays, where we usually have Parent trainings, and parents visit their child's classroom to read with them. We also hold a monthly Principal Coffee where we update parents on current initiatives and student progress. We also hold a Family Academic Night each trimester, focusing on Literacy, Mathematics, or Science. Teachers volunteer their time and present ideas parents can also use at home to motivate and support their child's learning. Our Attendance Assistant assists with translation and also monitors and presents attendance data.

Hamilton Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
In-service supplies		\$2,000.00	\$2,000.00	0135-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Materials such as book boxes, writing journals, pencils, and binders are provided to support family involvement. Opportunities consist of Family Fridays and other evening and day time events.
Equipment Non Capitalized		\$952.00	\$952.00	0135-30103-00-4491-2495-0000-01000-0000	Title I Parent Involvement	05	Equipment to keep parent room current including printer, coffee maker...

How will you monitor these strategies/activities?
 Principal maintains a binder of all parent attendance at each event. Parents give continuous input for desired future trainings, etc. Attendance is closely monitored by our attendance assistant. Principal and Counselor offer many incentives for individual attendance, classroom, grade level and school wide attendance.

Local Control Funding Formula Goals and Budget**Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

At Hamilton, supports are provided to students that have a demonstrated need of enhanced supports that may be: additional Guided reading instruction, small group instruction in shared reading, Math, or additional ELD instruction. Intervention support is mostly provided after school and is provided by teachers, push-in teachers, and our resource teacher. Literacy Strategies include: Daily Guided Reading (This is an intervention in grades 4 & 5), Additional Guided Reading, Reading Recovery (Select 1st Graders, Books on Tape/Listening Post (Shared/Read Aloud w/ Text Support), RAZ Kids online, MOBY MAX online, SES Free Tutoring, After School Tutoring, *Daily Writing homework, Academic Support in Prime Time, Additional ELD, Newcomer Support, Weekly Home Reading Log, Vacation Reading Log. Math and ELD Strategies include: Small group instruction, Academic Support in Prime Time, Additional ELD

Newcomer Support, SES Free Tutoring, After School Tutoring Attendance Strategies Include: Monitoring for Sufficient Time in School Saturday School

Identified Need::

Teachers and grade level PLCs identify student's needs on an ongoing and continuous basis throughout the school year by monitoring student assessment results and anecdotal notes during Guided Reading. In addition, the Principal monitors DRA levels periodically (at each reporting Period). CELDT data is also monitored to ensure students are increasing their levels of English proficiency as well as to identify and support Long Term English Learners.

Target Group::

Our Hamilton ILT has identified the following groups of students for additional supports :

- English Learners scoring in the "Intermediate" level on the CELDT
- Students who are just one to two levels behind the expected DRA level
- Long Term English Learners
- Students that need additional Support in Math

Students with special needs

Monitoring::

Teachers monitor student achievement and progress in their PLCs. Which are monitored by the Principal.

The principal also holds monitoring conversations with teachers every other month to ensure continued student growth and to assign any other necessary levels of support to students or teachers. Attendance is also monitored by the Principal, the Attendance Asst. and the Counselor. Saturday School is available to students who need to make up unexcused absences or tardies.

Personnel Responsible::

All adults on campus are responsible for every Hamilton student! At Hamilton, Intervention supports are provided by classroom teachers and Push-in teachers and by our Literacy Support Teacher and by our Academic Specialists. The Counselor and attendance asst. are also responsible for monitoring attendance with the Principal.

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

At Hamilton, student supports are provided to classrooms that have a demonstrated need of enhanced supports that may be: additional Guided reading instruction, small group instruction in shared reading, Math, or ELD. Classroom supports are provided by teachers, our Literacy resource teacher and by Area 6 ELSTS when we identify the need.

These include linguistic scaffolds: vocabulary development, visual charts, visual representations, modeling, re-teaching of key concepts, and differentiated instruction to include whole group, shared instruction, small group, and guided lessons. All English Learners are assessed annually using CELDT and/or ELPAC. SpEd students with IEP's will have their plans updated yearly and teachers are informed and knowledgeable of their individualized learning needs.

Identified Need::

Teachers and grade level PLCs identify student's needs on an ongoing and continuous basis throughout the school year by monitoring student assessment results and anecdotal notes during Guided Reading. In addition, the Principal monitors DRA levels periodically (at each reporting Period). CELDT data is also monitored to ensure students are increasing their levels of English proficiency as well as to identify and support Long Term English Learners.

Target Group::

Our Alexander Hamilton ILT has identified the following groups of students for additional supports :

- English Learners scoring in the "Intermediate" level on the CELDT
- Students who are just one to two levels behind the expected DRA level
- Students at Risk of becoming Long Term English Learners
- Students that need additional support with attendance
- Students with special needs

Monitoring::

Teachers monitor student achievement and progress in their PLCs. Which are monitored by the Principal. The ILT, along with the Principal also monitors schoolwide progress monthly and at each report period.

The principal also holds monitoring conversations with teachers every other month to ensure continued student growth and to assign any other necessary levels of support to students or teachers.

Personnel Responsible::

All adults on campus are responsible for every Alexander Hamilton student! At Alexander Hamilton, classroom teachers are majorly responsible for classroom achievement however, we also have a Literacy Resource Teacher that works with teachers to ensure effective planning and as well. The

Counselor and attendance assistance are also responsible for monitoring attendance with the Principal.

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Beginning with the Instructional Leadership Team (ILT), using professional reads from the following core texts: *Leading for Instructional Improvement* by Fink & Mark Holt; *How to Create a Culture of Achievement* by Fischer, Frey and Pumpian; *Choice Words* by Peter Johnston; and *Mindsets* by Carol Dweck. This work was then embedded into our twice monthly Professional Development sessions and into the PLCs. Hamilton faculty continues to engage in clear expectations of what quality instructional practices look like as well as engaging in on going Lesson Design and study using our District Learning Cycles to ensure a personalized, tailored approach for our Hamilton students. In addition, monitoring data is used to establish student need which is also an important factor used to establish adult learning foci.

Identified Need::

Our adult learning focuses on a number of overarching cross curricular themes:

- Guided Reading Instruction based on Reading Behaviors and of SDUSD Grade Level Reading Expectations
- Intellectual Struggle – grappling, persevering, cognitive engagement
- Gradual release of responsibility/Teaching our students how to access complex texts - strategies.
- Academic Language Extension – knowledge, how meaning shifts with key words, access words
- Collaborative Conversations – making meaning of text
- Support for ELL Students – Scaffold Instruction, QTEL Strategies, Quality ELD Instruction
- Classroom Environment – Creating and maintaining environments that are inspiring, personalized, interactive and uncluttered

Target Group::

Common Core Work: Teachers are provided a release days each month and meet then in their PLC. PLC work includes Lesson Design, Lesson Study, and Monitoring of student achievement goals/assessments in Math, English Language Arts, and ELD. Teachers also use the time to plan for the Smarter Balanced assessments. In addition, many PLCs voluntarily meet after school on Wednesdays, (our modified day) when we don't have a Professional Development session planned.

Monitoring::

Classroom Observation: Principal focused walkthroughs (on-going) to observe identified areas of need, growth and/or focus. Principal general walkthroughs (once weekly) to ensure bell to bell instruction and necessary degree of cognitive student engagement. Teachers are encouraged to confer that same day and are given written feedback when requested. The ILT also conducts monthly walkthroughs to ensure our PD foci are being applied into the classroom setting. When any need is identified, the Principal follows up with the teacher providing relevant support as mutually agreed upon

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between her and the teacher. When the ILT debriefs monthly walkthroughs, appropriate follow-up is decided by the group as some things are easier to address in a group (PLC).

Student Assessment/Achievement Data: In addition to Principal and ILT walkthroughs and analyses of achievement data, teachers monitor their students' and their grade level's assessment results to ensure on-going growth and adequate approximation to meeting Common Core standards. In the PLCs, teachers' monitoring of common assessments informs our cycle of continuous learning, ensuring classes and students are meeting their personalized academic goals.

Personnel Responsible:

All adults on campus are responsible for every Hamilton student! At Hamilton, the Principal is joined by our Literacy Resource Teacher and the Grade level leaders to deliver/steward the instructional leadership necessary to ensure ours is a Quality Neighborhood School.

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr -	0.7000	\$62,256.60	\$87,914.71	0135-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	In school Resource Teacher to provide direct instructional support to students by providing Tier 2 and 3 leveled supports including strategies to increase English Learner achievement with an acute focus on bringing them to grade level in ELA and preparing them for Common Core State Standards.
Supplies		\$5,431.00	\$5,431.00	0135-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Instructional supplies to support English Language development (for ELL students within ELA) such as pencils, headphones for listening/learning centers, crayons, batteries and powercords and student writing journals.
Classroom Teacher Hrly		\$5,000.00	\$6,019.50	0135-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Provides after school homework club and tutoring at every grade level, and across the curriculum.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hamilton
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	252	30.6	257	38.9	237	37.6	7.0	-1.3	266	24.1	263	32.3	246	36.2	12.1	3.9
Female	116	32.8	118	40.7	110	43.6	10.8	2.9	123	22.8	121	28.9	114	39.5	16.7	10.6
Male	136	28.7	139	37.4	127	32.3	3.6	-5.1	143	25.2	142	35.2	132	33.3	8.1	-1.9
African American	29	31.0	35	45.7	30	36.7	5.7	-9.0	34	23.5	36	36.1	33	27.3	3.8	-8.8
Asian	12	25.0	8	-	3	-	-	-	12	41.7	8	-	3	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	186	29.6	187	34.8	174	34.5	4.9	-0.3	195	22.1	192	29.7	178	32.6	10.5	2.9
Indochinese	25	40.0	23	60.9	18	66.7	26.7	5.8	25	32.0	23	43.5	18	83.3	51.3	39.8
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
White	0	-	0	-	5	-	-	-	0	-	0	-	5	-	-	-
Multiracial	0	-	4	-	6	-	-	-	0	-	4	-	8	-	-	-
English Learner	139	12.2	141	19.9	107	12.1	-0.1	-7.8	151	9.9	147	19.7	115	14.8	4.9	-4.9
English-Speaking	113	53.1	116	62.1	130	58.5	5.4	-3.6	115	42.6	116	48.3	131	55.0	12.4	6.7
Reclassified†	58	69.0	55	85.5	69	79.7	10.7	-5.8	58	65.5	55	63.6	69	75.4	9.9	11.8
Initially Eng. Speaking	55	36.4	61	41.0	61	34.4	-2.0	-6.6	57	19.3	61	34.4	62	32.3	13.0	-2.1
Econ. Disadv.*	252	30.6	229	39.3	230	37.0	6.4	-2.3	266	24.1	234	31.6	239	35.6	11.5	4.0
Non-Econ. Disadv.	0	-	28	35.7	7	-	-	-	0	-	29	37.9	7	-	-	-
Gifted	40	67.5	39	79.5	31	77.4	9.9	-2.1	40	62.5	39	66.7	31	77.4	14.9	10.7
Not Gifted	212	23.6	218	31.7	206	31.6	8.0	-0.1	226	17.3	224	26.3	215	30.2	12.9	3.9
With Disabilities	27	0.0	32	6.3	34	5.9	5.9	-0.4	28	0.0	32	3.1	34	2.9	2.9	-0.2
WO Disabilities	225	34.2	225	43.6	203	42.9	8.7	-0.7	238	26.9	231	36.4	212	41.5	14.6	5.1
Homeless	32	25.0	29	37.9	34	26.5	1.5	-11.4	37	21.6	29	24.1	37	32.4	10.8	8.3
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	4	-	0	-	-	-	1	-	4	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hamilton
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	89	20.2	85	32.9	67	31.3	11.1	-1.6	96	21.9	86	33.7	70	32.9	11.0	-0.8
Female	44	15.9	43	32.6	27	48.1	32.2	15.5	47	14.9	43	37.2	28	39.3	24.4	2.1
Male	45	24.4	42	33.3	40	20.0	-4.4	-13.3	49	28.6	43	30.2	42	28.6	0.0	-1.6
African American	10	30.0	13	38.5	6	-	-	-	13	23.1	13	38.5	7	-	-	-
Asian	3	-	0	-	2	-	-	-	3	-	0	-	2	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	68	17.6	65	26.2	47	23.4	5.8	-2.8	72	20.8	66	28.8	48	25.0	4.2	-3.8
Indochinese	8	-	4	-	5	-	-	-	8	-	4	-	5	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
White	0	-	0	-	3	-	-	-	0	-	0	-	3	-	-	-
Multiracial	0	-	3	-	3	-	-	-	0	-	3	-	4	-	-	-
English Learner	61	14.8	57	24.6	32	9.4	-5.4	-15.2	67	14.9	58	25.9	35	17.1	2.2	-8.8
English-Speaking	28	32.1	28	50.0	35	51.4	19.3	1.4	29	37.9	28	50.0	35	48.6	10.7	-1.4
Reclassified†	10	50.0	9	-	11	81.8	31.8	-	10	70.0	9	-	11	81.8	11.8	-
Initially Eng. Speaking	18	22.2	19	36.8	24	37.5	15.3	0.7	19	21.1	19	36.8	24	33.3	12.2	-3.5
Econ. Disadv.*	89	20.2	79	35.4	66	30.3	10.1	-5.1	96	21.9	80	35.0	69	31.9	10.0	-3.1
Non-Econ. Disadv.	0	-	28	35.7	1	-	-	-	0	-	6	-	1	-	-	-
Gifted	11	54.5	11	63.6	8	-	-	-	11	63.6	11	72.7	8	-	-	-
Not Gifted	78	15.4	74	28.4	59	25.4	10.0	-3.0	85	16.5	75	28.0	62	25.8	9.3	-2.2
With Disabilities	11	0.0	32	6.3	8	-	-	-	11	0.0	32	3.1	8	-	-	-
WO Disabilities	78	23.1	75	37.3	59	33.9	10.8	-3.4	85	24.7	76	38.2	62	35.5	10.8	-2.7
Homeless	12	8.3	9	-	8	-	-	-	14	21.4	9	-	9	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hamilton
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	79	25.3	88	35.2	82	32.9	7.6	-2.3	81	16.0	93	19.4	85	27.1	11.1	7.7
Female	28	35.7	43	37.2	38	36.8	1.1	-0.4	30	20.0	46	15.2	40	30.0	10.0	14.8
Male	51	19.6	45	33.3	44	29.5	9.9	-3.8	51	13.7	47	23.4	45	24.4	10.7	1.0
African American	9	-	12	41.7	13	38.5	-	-3.2	9	-	13	23.1	14	21.4	-	-1.7
Asian	6	-	2	-	0	-	-	-	6	-	2	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	52	25.0	67	31.3	60	26.7	1.7	-4.6	54	14.8	71	16.9	61	23.0	8.2	6.1
Indochinese	12	33.3	7	-	5	-	-	-	12	16.7	7	-	5	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Multiracial	0	-	0	-	2	-	-	-	0	-	0	-	3	-	-	-
English Learner	40	10.0	51	17.6	38	5.3	-4.7	-12.3	41	7.3	56	8.9	40	5.0	-2.3	-3.9
English-Speaking	39	41.0	37	59.5	44	56.8	15.8	-2.7	40	25.0	37	35.1	45	46.7	21.7	11.6
Reclassified†	15	53.3	17	82.4	26	76.9	23.6	-5.5	15	60.0	17	47.1	26	69.2	9.2	22.1
Initially Eng. Speaking	24	33.3	20	40.0	18	27.8	-5.5	-12.2	25	4.0	20	25.0	19	15.8	11.8	-9.2
Econ. Disadv.*	79	25.3	83	33.7	82	32.9	7.6	-0.8	81	16.0	87	18.4	85	27.1	11.1	8.7
Non-Econ. Disadv.	0	-	5	-	7	-	-	-	0	-	6	-	7	-	-	-
Gifted	14	57.1	12	83.3	10	70.0	12.9	-13.3	14	42.9	12	50.0	10	60.0	17.1	10.0
Not Gifted	65	18.5	76	27.6	72	27.8	9.3	0.2	67	10.4	81	14.8	75	22.7	12.3	7.9
With Disabilities	11	0.0	7	-	34	5.9	5.9	-	12	0.0	32	3.1	34	2.9	2.9	-0.2
WO Disabilities	68	29.4	81	37.0	69	39.1	9.7	2.1	69	18.8	86	20.9	72	31.9	13.1	11.0
Homeless	10	20.0	11	45.5	12	16.7	-3.3	-28.8	11	9.1	11	18.2	13	15.4	6.3	-2.8
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	1	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hamilton
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	84	46.4	84	48.8	88	46.6	0.2	-2.2	89	33.7	84	45.2	91	47.3	13.6	2.1
Female	44	47.7	32	56.3	45	46.7	-1.0	-9.6	46	32.6	32	37.5	46	47.8	15.2	10.3
Male	40	45.0	52	44.2	43	46.5	1.5	2.3	43	34.9	52	50.0	45	46.7	11.8	-3.3
African American	10	40.0	10	60.0	11	36.4	-3.6	-23.6	12	33.3	10	50.0	12	25.0	-8.3	-25.0
Asian	3	-	6	-	1	-	-	-	3	-	6	-	1	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	66	45.5	55	49.1	67	49.3	3.8	0.2	69	29.0	55	47.3	69	46.4	17.4	-0.9
Indochinese	5	-	12	41.7	8	-	-	-	5	-	12	33.3	8	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Multiracial	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
English Learner	38	10.5	33	15.2	37	21.6	11.1	6.4	43	4.7	33	27.3	40	22.5	17.8	-4.8
English-Speaking	46	76.1	51	70.6	51	64.7	-11.4	-5.9	46	60.9	51	56.9	51	66.7	5.8	9.8
Reclassified†	33	81.8	29	89.7	32	81.3	-0.5	-8.4	33	66.7	29	69.0	32	78.1	11.4	9.1
Initially Eng. Speaking	13	61.5	22	45.5	19	36.8	-24.7	-8.7	13	46.2	22	40.9	19	47.4	1.2	6.5
Econ. Disadv.*	84	46.4	67	50.7	82	46.3	-0.1	-4.4	89	33.7	67	44.8	85	47.1	13.4	2.3
Non-Econ. Disadv.	0	-	17	41.2	6	-	-	-	0	-	17	47.1	6	-	-	-
Gifted	15	86.7	16	87.5	13	84.6	-2.1	-2.9	15	80.0	16	75.0	13	84.6	4.6	9.6
Not Gifted	69	37.7	68	39.7	75	40.0	2.3	0.3	74	24.3	68	38.2	78	41.0	16.7	2.8
With Disabilities	5	-	15	6.7	13	7.7	-	1.0	5	-	15	6.7	34	2.9	-	-3.8
WO Disabilities	79	49.4	69	58.0	75	53.3	3.9	-4.7	84	35.7	69	53.6	78	55.1	19.4	1.5
Homeless	10	50.0	9	-	14	42.9	-7.1	-	12	33.3	9	-	15	53.3	20.0	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



San Diego Unified School District
Office of Accountability
Monitoring and Accountability Reporting Department

Alexander Hamilton Elementary School

TITLE I PARENT INVOLVEMENT POLICY

On October 1, 2014, the annual meeting was held at our Back to School Night to share with parents a description of the Title I program and its requirements with parents.

- ***Alexander Hamilton Elementary School*** will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in a variety of language groups. Topics covered during the meetings are:
 - Improving communication between the school and home.
 - Discussing current student assessment data and student progress.
 - Providing information about school and district resources for student academic improvement.
 - Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities.
- Conferencing with teachers.
- Providing training programs to help parents support and work with their children at home and at school.
- Advocating for students, teachers and parents.
- Valuing cultural diversity.
- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.
- The school-wide parent calendar is sent home informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. The parent center is used to advertise parent meetings and training sessions offered at ***Hamilton Elementary***, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.
- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- **Parents are notified annually of individual student assessment results by Assessment Services Department. An explanation of the information is available in several languages.**



San Diego Unified School District
Office of Accountability
Monitoring and Accountability Reporting Department

Escuela Primaria Alexander Hamilton
POLÍTICA DE PARTICIPACIÓN TITLE I

El 1 de octubre de 2014 durante la junta de Noche de Regreso a la escuela, se presentó a los padres el programa y requisitos del Programa Título I.

- ⊞ ***Escuela Hamilton*** proporcionará la cantidad flexible de reuniones que permitan la participación familiar. Estas juntas mensuales se programarán por la escuela en varios idiomas. Los asuntos que se tratarán en estas reuniones incluirán:
 - Mejorar la comunicación entre la escuela y el hogar.
 - Tratar la información actual de evaluación y desempeño del alumno.
 - Proveer información acerca de los recursos de la escuela y del distrito para el aprovechamiento académico del estudiante.
 - Evaluación de la efectividad de la política de participación familiar para aumentar la participación de los padres en las actividades del Title I.
 - Entrevistas con los Maestros.
 - Proveer programas de capacitación para ayudar a los padres, para que apoyen y trabajen con sus hijos en el hogar y en la escuela.
 - Abogar por los maestros y por los padres de familia.
 - Valuación de la diversidad cultural.

- ⊞ Las sugerencias de las reuniones de padres y sesiones de capacitación se compartirán con el Comité Consultivo del Plantel (SSC) para proveer una forma organizada, continua y en tiempo de participación de los padres, en la planificación, revisión y mejoramiento del programa.

- ⊞ El calendario escolar los mandamos con los estudiantes, informando a los padres de todas las reuniones de interés. Para las reuniones extraordinarias, los grupos de idiomas distintos, reciben las convocatorias a las juntas en su idioma nativo. El Centro de Padres se utiliza para informar sobre las reuniones de padres y sesiones de capacitación que se ofrecen en ***Escuela Hamilton***, en el Comité Consultivo del Distrito, ubicado en el Centro de Padres Harold J. Ballard y en todo el distrito. Se hacen todos los esfuerzos para comunicarnos con los padres en su idioma.

- ⊞ Durante las juntas de padres, se ofrecerán oportunidades para la formulación de sugerencias de los padres. Las respuestas a sus sugerencias se revisarán en su momento, si fuera posible, en la siguiente reunión programada. Los temas que son adecuados para la acción/revisión del Comité Consultivo del Plantel SSC se incluirán en el Orden del Día para siguiente reunión ordinaria programada por la administración de la escuela.

- ⊞ Se notifica anualmente a los padres de los resultados individuales de evaluación del alumno/a provenientes del Departamento de Información e Investigación y del Departamento de Exámenes. Se dispone de una explicación de la información en varios idiomas.

APPENDIX C

HOME/SCHOOL COMPACT



Alexander Hamilton Elementary School
HOME / SCHOOL COMPACT

This Home/School Compact is in effect during school year 2018-19

School Responsibilities:

Alexander Hamilton Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

Hamilton Elementary works closely with San Diego Unified in the implementation of high quality, Common Core curriculum in the subject areas of Math, Language Arts, Science, Physical Education, and Social Studies. Hamilton Elementary School also incorporates successful programs in the subject areas of Systematic English Language Development and Visual and Performing Arts.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Parent conferences are held during the following dates for the 2018-19 school year:

November 13-16, 2018

March 19-22, 2019

3. Provide parents with frequent reports on their child's progress.

Teachers are always available to discuss students' individual progress. In addition, Progress Reports are provided for all students in grades K – 5 three times a year.

The cycle dates for the 2018-2019 school year are as follows:

Cycle 1: November 13, 2018

Cycle 2: March 22, 2018

Cycle 3: July 19, 2019

4. Provide parents reasonable access to staff.

⊞ Parent Conferences are held twice a year, but parents are always invited and welcomed to make appointments with teachers and staff at Hamilton. Classroom visits are welcomed and encouraged, in order for parents to see first-hand their child's progress in the classroom and become an active participant in their child's academic success.

⊞ **Other Parent Activities:**

Family Fridays, Family Academic Nights, Back to School Night, Writers Showcase, Spring Concert, School Site Council (SSC), Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC) meetings, Monday Morning Assemblies, and Scholarly Recognition assemblies are held throughout the year and provide opportunities for parents to interact with teachers and staff.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- ⊞ Parents are invited to visit their child's classroom at any time throughout the school year. Parents may serve as a school volunteer in classrooms and participate regularly upon meeting the districts requirements. The district requires the completion and clearance of a volunteer application and proof of Tuberculosis (T.B.) testing.

Family/Parent Responsibilities:

We, as parents, will support our child's learning by:

- Ensuring that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Providing a quiet time and place for homework and monitor TV viewing and making sure that homework is completed.
- Reading to my child and/or encourage my child to read every day
- Monitoring amount of television my child watches.
- Monitoring the television shows and movies my child watches to ensure it is age appropriate.
- Monitoring the video games my child plays.
- Volunteering at my child's school and participating in my child's classroom
- Attending Family Fridays and all other after hours parent activities at Hamilton Elementary.
- Participating, as appropriate, in decisions relating to my child's education.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, DELAC, ELAC (the English Learner Advisory Committee), DELAC (the District English Learner Advisory Committee), or other school advisory groups.
- Communicating and modeling the importance of education and learning to my child.
- Respecting the school, staff, students, and families.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards.

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Ask for help or support as needed.
- Read 30 minutes every day outside of school time.
- Understand and follow school and class rules.
- Demonstrate and practice our character traits and scholarly behaviors.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching/ video game playing
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Respect the school, classmates, staff and families.
- I will be kind to my classmates and schoolmates

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

Site: 0135 Hamilton Elementary	09800 LCFF		30100 Title I Basic		30103 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$ 99,365.00		\$ 179,721.00		\$ 2,952.00
Certificated Salaries / Monthly	0.7	\$62,256.60	1	\$ 82,283.10	0	\$ -
2040 Inschool Resource Tchr	0.7	\$62,256.60	0.3	\$ 26,681.40	0	\$ -
2605 School Counselor	0	\$ -	0.7	\$ 55,601.70	0	\$ -
Classified Salaries / Monthly	0	\$ -	0.25	\$ 6,695.10	0	\$ -
6410 Health Technician	0	\$ -	0.05	\$ 1,705.90	0	\$ -
6472 Library Asst	0	\$ -	0.2	\$ 4,989.20	0	\$ -
Certificated Salaries		\$ 5,000.00		\$ 35,000.00		\$ -
1157 Classroom Teacher Hrly		\$ 5,000.00		\$ 15,000.00		\$ -
1192 Prof&Curriclm Dev Vist Tchr		\$ -		\$ 20,000.00		\$ -
Employee Benefits		\$26,677.61		\$ 44,282.93		\$ -
Books and Supplies		\$ 5,431.00		\$ 11,260.00		\$2,952.00
4301 Supplies		\$ 5,431.00		\$ 11,260.00		\$ -
4304 Inservice supplies		\$ -		\$ -		\$2,000.00
4491 Equipment Non Capitalized		\$ -		\$ -		\$ 952.00
Services and Other Operating		\$ -		\$ 200.00		\$ -
5735 Interprogram Svcs/Field Trip		\$ -		\$ 200.00		\$ -

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX F
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: **Alexander Hamilton Elementary School**

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
<p>MAXIMIZING INSTRUCTIONAL TIME</p> <p>Average Score: 4 Substantial</p>	<ul style="list-style-type: none"> • AHES has clear procedures for maximizing instructional time: Bell to bell teaching, • Teachers have aligned their daily schedule to ensure increased quality student talk. Students in all grades are making steady progress in explaining their thinking and providing evidence verbally and in writing. • This year, Teachers re-committed to a 3 hour balanced literacy block • Lucy Calkins was a site focus and all teachers at all grades embraced the work.
<p>CLOSING THE ACHIEVEMENT GAP</p> <p>Average Score: 4.5 – Substantially/Fully</p>	<p>ELA- Students are making steady progress in meeting goals on common and formative assessments. ELA Smart Goal – 56%, As of 5/11/18, 55% of K-5 students are meeting or exceeding on the DRA 2 as shown below.</p> <p>K – 74% Smart Goal 73% 1 – 57% Smart Goal 67% 2 – 59% Smart Goal 72% 3 – 49% Smart Goal 55% 4 - 61% Smart Goal 56% 5 - 37% Smart Goal 58%</p> <p>Math- Students continue to make steady progress in meeting goals on assessments. MATH Smart Goal –49% (School wide) Grade level Math Smart goals are:</p>

	<p>1st - 57% 2nd - 56% 3rd - 44% 4th - 51% 5th - 51%</p> <p>Designated ELD, After School tutoring and intensive support/Power Hour (MTSS) all support student progress substantially.</p>
<p>PROFESSIONAL DEVELOPMENT</p> <p>Average Score: 4 - Substantial</p>	<ul style="list-style-type: none"> • Grade level PLCs meet twice monthly, reviewing student data, charting student progress, and plan data driven instruction, to be sure students are on track of meeting goals in ELA and Math (Charts are on display in Professional Development Room). • Professional Development is held monthly for all teachers and is aligned to CCSS, District Curriculum and District Learning Cycles and to the Equity levers. • Special Education Teachers also hold PLCs and meet with Grade level PLCs • Monthly Professional Development is held on Wednesdays (early dismissal day) and is attended by all certificated staff members.
<p>GRADUATION/PROMOTION</p> <p>4 - Substantial</p>	<ul style="list-style-type: none"> • This year A. Hamilton E.S. will Reclassify 28 students. • <u>All students</u> practice goal-setting and adjust their goals in ELA, MATH and ELD/CELDT. • Principal and Literacy Resource Teachers met with 19 students at risk of becoming LTELs in grades 3-5. Student review their CELDT scores so students can stay focused to meet their goals. • Teachers have been given a list of Students who are at Risk of becoming Long Term English Learners. The Gap Finder, an assessment, was administered. Teachers were given the results of the assessment, to understand the students' instructional needs and inform designated ELD planning. <p>An average of 86% of parents attended their child's spring parent conferences to receive and discuss their child's updated SBRC reports.</p>

<p>PARENT ENGAGEMENT</p> <p>4 - Substantial</p>	<ul style="list-style-type: none">• Parents participate in monthly principal coffee meetings. Translation in various languages has been provided. Light snacks and refreshments are served. Parents have been informed on Reclassification, SBAC testing, Volunteering Opportunities, Writing Strategies, Common Core State Standards• Parents participate in weekly NCEP/Early Years workshops linked to student learning in social emotional developmental awareness and mental health.• Parents participate in monthly Family Friday's. Parents are invited into their child's classroom to read with their child.• Parents and students participate in quarterly Family Academic Nights.• An average of 83% of parents attended their child's spring, parent/teacher conferences.
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