

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT HAMILTON ELEMENTARY SCHOOL

**2020-21**

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:** Tavasci, Magdalena

**Contact Person:** Tavasci, Magdalena

**Position:** Interim Principal

**Telephone Number:** (619) 344-6800

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

**E-mail Address:** mtavasci@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

**Board Approval: 12/15/2020**

**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.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**  
**RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: **Alexander Hamilton Elementary School**

**DUE: October 5, 2020**

SITE CONTACT PERSON: **Principal or Vice Principal**

PHONE: 619-344-6800

FAX: 619-344-6849

E-MAIL ADDRESS: **AHES@sandi.net**

**Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):**

- Title 1 Schoolwide Programs (SWP)     CSI School

**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:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: <u>  11/6/2020  </u>   |
| <input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: <u>  NA  </u>          |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: <u>  NA  </u>          |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: <u>  In Progress  </u> |
| <input type="checkbox"/> Other (list): _____  | Date of presentation: _____                  |

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:   11/6/2020

**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.**

Magdalena Tavaschi (Interim)  
\_\_\_\_\_  
Type/Print Name of School Principal

*Magdalena Tavaschi*  
\_\_\_\_\_  
Signature of School Principal / Date

Shannon Skuce  
\_\_\_\_\_  
Type/Print Name of SSC Chairperson

*Shannon Skuce*  
\_\_\_\_\_  
Signature of SSC Chairperson / Date

Kathleen Ramirez / Reyna Guevara  
\_\_\_\_\_  
Type/Print Name of ELAC Chairperson

*Kathleen Ramirez / Reyna Guevara*  
\_\_\_\_\_  
Signature of ELAC Chairperson / Date

Dr. Christina Casillas  
\_\_\_\_\_  
Type/Print Name of Area Superintendent

*Christina Casillas*    **11/24/20**  
\_\_\_\_\_  
Signature of Area Superintendent / Date

**Submit Document With Electronic Signatures To:**

## **TABLE OF CONTENTS**

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - A. Budget Summary
  - B. Parent & Family Engagement Policy
  - C. School Parent Compact
  - D. Data Reports
  - E. 2020-21 SPSA Assessment and Evaluation

**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of the *Title I Schoolwide Program*. The faculty and staff of Alexander Hamilton E.S., continue to strive toward excellence in meeting the needs of every student, every day. As such, our school programs are strategically engineered to engage students, faculty, and staff in consistently improved levels of teaching and learning. To provide a strong, structured academic program in our diverse setting, AHES practitioners systematically collaborate to ensure rigorous, standards-based, data-informed opportunities for students to develop appropriate language, literacy, critical thinking, social-emotional and problem-solving skills to foster life-long learning and to ensure that all students can duly access a high-quality public education.

This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. It is our collective goal and commitment to foster a safe, inclusive, and collaborative learning environment for all Alexander Hamilton E.S. stakeholders, but most importantly, for our students.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

All goals contained in the SPSA are directly linked to the SDUSD's LCP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

**LCP Goal 1: *Safe, Collaborative, and Inclusive Culture***

*To support Alexander Hamilton E.S. students, the following systems currently function to monitor and evaluate supports for students in the areas of mental health and social and emotional well-being:*

- Social-Emotional Learning - Supporting the physical and mental well-being of ALL students by including social-emotional learning into daily check-ins, lessons, and units of instruction.
- Developing Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
- SDUSD's on-site learning option offers students access to daily in-person instruction, which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.
- Social and Emotional Learning (SEL) is embedded in the instructional core during online and onsite learning.
- AHES continue wellness efforts via school wellness coordinators.

**Attendance/Chronic Absenteeism**

- Tier 1 -AHES Classroom Teachers are required to take attendance daily in PowerSchool. Parents of students who are absent are notified through teachers using apps such as Blooms and Dojo, and School Messenger, by attendance Assistant on live calls, that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors monitor weekly attendance and participation and on-going contact with the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.

-Tier 3 - AHES collaborates with the District's Family and Community Engagement team weekly. This team also conducts home visits and wellness checks to connect with the students who are not engaging in online learning.

-Classified clerical employees have re-focused their work, monitoring attendance, and working with families to ensure access to online resources and instruction.

**LCP Goal 2: English Language Arts**

*To support Alexander Hamilton E.S. students, the following structures currently function to monitor and evaluate the effectiveness of supports to students in the acceleration of English Language Arts.*

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Daily assessment strategies include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages, and other presentations.

- Summative assessments are used to assess mastery toward grade-level standards and in determining student grades.

-Structures and digital tools to support student collaboration

-AHES teachers provide both whole group, small group, and individual instruction based on student need and grade-level Common Core Standards

-Multiple assessment opportunities are embedded throughout to allow teachers to assess and provide feedback to support students as they approximate mastery

-To optimize Quality Learning Interactions and Quality Teaching Practices, monthly on-going Professional development is accessible and expected for AHES educators

-Daily English Language Development lessons, Both Integrated and Designated, are embedded into the Literacy block in addition to strategies for differentiation and scaffolding instruction for English Language Learners

-Standards-Based Grading

**-LCP Goal 3: Mathematics**

*To support Alexander Hamilton E.S. students, the following structures currently function to monitor and evaluate the effectiveness of supports to students in the acceleration of Mathematics*

-In preparation for offering both online and on-site learning during the 2020-2021 school year, AHES will refine its comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages, and other presentations.

- It is critical that summative assessments be used to assess mastery toward grade-level standards and in determining student grades.

-Structures and digital tools to support student collaboration

-Flexibility for teachers to provide both whole group, small group, and individual instruction

-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

- To optimize Quality Learning Interactions and Quality Teaching Practices, monthly on-going Professional development is accessible and expected for AHES educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading
- LCP Goal 4: English Learners**
- To support Alexander Hamilton E.S. English Learning students, the following structures currently function to monitor and evaluate students in the acceleration of Reclassification and the acceleration of their learning to ensure Integrated and Designated ELD will be implemented with fidelity.*
- The Integrated Model approach will build the educator capacity in Quality Teaching Practices and Quality Learning Interactions as well as strategies to support English language development.
- Coaching will support classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support is provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content instruction
- Online professional development modules with iELD (integrated English Language)
- Direct instruction for how English works, the Office of Language Acquisition will implement direct instruction for comprehension activities, and participation activities.
- Formative assessment data will be collected, analyzed, and feedback given to students.
- Professional development will also be offered to AHES teachers serving this English Learner group
- The English Language Instructional Resource Teacher (ELI) will collaborate with the Principal, EL Coordinator, and classroom educators to analyze student data in order to prepare information to present to EL families.
- This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC?
- LCP Goal 5: Students with Disabilities**
- To support Alexander Hamilton E.S., students with disabilities, the following structures currently function to support and monitor students in the acceleration of progress toward their goals.*
- What structures do you have in place to monitor and evaluate the effectiveness of supports to Students with Disabilities Learners in the acceleration of their learning?
- AHES Educators engaged in many Professional Development opportunities, receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).
- All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
- The integrated team will consist of general education teachers, educational specialists, related services providers, and para educators.
- All staff will be working as a team to support all students to accelerate their learning and progress

***LCP Goal 6: Supporting Black Youth***

To support Alexander Hamilton E.S. Black students, the following systems function to monitor and evaluate the effectiveness of systems that support and provide equitable instruction for black youth who may also identify as African American.

Alexander Hamilton will continue to provide Trauma-Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

***LCP Goal 7: Family Engagement***

-A Welcome Week was hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.

-All Students have received a district-issued device to ensure access to the curriculum while in a distance learning format.

-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

-

The district is also supplying families with training on SEL, Wellness, Health, and Safety.

-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices, and health/safety recommendations.

-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Training for parents and other caregivers

Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide

***LCP Goal 8: Graduation/Promotion Rate*****STAKEHOLDER INVOLVEMENT (REQUIRED)**

The various Alexander Hamilton E.S. stakeholder groups engaged in a series of comprehensive and respective meetings throughout this collaborative SPSA Development process, essential to maintain and enhance our growing culture of achievement. In 2019/2020, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue, solicit input, and duly advise. These included SSC, ELAC, Parents, ILT, Faculty, and staff meetings held throughout the year.

January 2020- SSC Preliminary Budget Conversation

January 2020- Staff met to analyze data and provided budget recommendations.

January 2020 - ILT met to analyze data and provided budget recommendations

February 7, 2020 - In the general assembly, AHES Parents were presented with a budget and provided recommendations

February 7, 2020 - AHES ELAC Committee met, crafted, and provided budget recommendations  
 February 7, 2020 - AHES SCC Committee met, processed through, and reviewed 2020/21 budget  
 February 10, 2020 - AHES SCC Committee met, reviewed, and approved 2020/21 budget  
 March 2020- SSC met to discuss the evaluation and assessment survey.  
 March 2020 SSC developed the School-Parent Compact and Parent Involvement Policy.  
 October 2, 2020- SSC developed and approved 2020-2021 SPSA Goals.  
 October 16, 2020, the Annual Title I Parent Meeting is scheduled. Parents will also receive School-Parent Compact and Parent Involvement Policy

### RESOURCE INEQUITIES

The AHES root cause analysis involved an analysis of the following data reports: CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, monitoring data gathered in PLCs; and a review of the 2019/20 SPSA. An analysis of CAASPP Summary Proficiency Reports demonstrates consistent overall growth from 2015/16 through 2017/18 in both English Language Arts and Mathematics. CAASPP 2018/19 preliminary results reflect the same trend in both English Language Arts and Mathematics. Due to the Covid Pandemic, there are no CAASPP Data for 2019/2020.

2015/16	Cohort Data	English Language Arts	3 <sup>rd</sup> - 5 <sup>th</sup> gr	Progress: 3 <sup>rd</sup> 15/16: 33%	Progress: 4 <sup>th</sup> 16/17: 33%	Progress: 5 <sup>th</sup> 17/18: 50%
2016/17	Cohort Data	English Language Arts	3 <sup>rd</sup> - 5 <sup>th</sup> gr.	Progress: 3 <sup>rd</sup> 16/17: 31%	4 <sup>th</sup> 17/18: 44%	5 <sup>th</sup> 18/19: 51%
2017/18	Cohort Data	English Language Arts	3 <sup>rd</sup> - 4 <sup>th</sup> gr.	Progress: 3 <sup>rd</sup> 17/18: 31%	4 <sup>th</sup> 18/19:45%	5 <sup>th</sup> 19/20: NO DATA
2018/19	Cohort Data	English Language Arts	3 <sup>rd</sup> gr.	Progress 3 <sup>rd</sup> 8/19: 35%	4 <sup>th</sup> 19/20 NO DATA	
2015/16	Cohort Data	Mathematics	3 <sup>rd</sup> - 5 <sup>th</sup> gr.	Progress 3 <sup>rd</sup> 15/16: 34%	4 <sup>th</sup> 16/17: 27%	5 <sup>th</sup> 17/18: 40%
2016/17	Cohort Data	Mathematics	3 <sup>rd</sup> - 5 <sup>th</sup> gr.	Progress: 3 <sup>rd</sup> 16/17: 33%	4 <sup>th</sup> 17/18: 48%	5 <sup>th</sup> 18/19: 49%
2017/18	Cohort Data	Mathematics	3 <sup>rd</sup> - 4 <sup>th</sup> gr	Progress: 3 <sup>rd</sup> 17/18: 39%	4 <sup>th</sup> 18/19:46%	5 <sup>th</sup> 9/20: NO DATA
2018/19	Cohort Data	Mathematics	3 <sup>rd</sup> gr	Progress: 3 <sup>rd</sup> 18/19: 37%	4 <sup>th</sup> 19/20: NO DATA	



<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Mustafa Musa	Parent
Shannon Skuce	Teacher
Ada Lyles	Parent
Joanna Boites	Parent
Diana Grijalva	Administrator
Reyna Guevara	Parent
Uchenna Agbahiwe	Teacher
Adrienne Donskoy (formerly Riskin)	Teacher
Hilaria Zacarias	Community Member
Cathy Torres	Other Staff Member

**GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Call to Action Belief Statement**

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

**District LCAP Goals**

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

**Annual Review of This Goal: SPSA Reviewed 2019-20**

**\*Analysis**

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

Hamilton planned to pay for a Counselor FTE to support decreasing chronic absenteeism. The counselor was hired. The counselor conducted home visits, monitored the SARB, and collaborated with the Guidance Assistant.

**\*Major Differences**

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 Counselor worked well with the Guidance Assistant. Although, due to Covid and Distance learning the work to decrease chronic absenteeism was interrupted in March of 2020.

**\*Changes**

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

No changes to the Counselor's work as it relates to the topic. Although, the counselor will be conducting Zoom meetings as well as phone contact with families due to online learning and to ensure students are logging into online learning class.

<b>*Goal 1 - Safe, Collaborative and Inclusive Culture</b>						
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	TK-5	Decrease the overall school wide chronic absenteeism rate.	25.3%	11.4%	Attendance	Month
June 2021	TK-5	Maintain the overall school wide suspension rate.	0%	0%	Suspension	Trimester
June 2021	TK-5	Increase the average parent involvement rate ("strongly agree" in each of the 4 indicators).	48.85%	98%	CAL-SCHLS (CSPS)	Annually

**\*Identified Need**

Hamilton is 91.2% socioeconomically disadvantaged and the all students goal serves this population. The California Dashboard report reflects AHES needs to improve attendance for its students that are chronically truant. We are currently in the red in this area.

The overall school chronic absenteeism rate is 25.3%.

**Chronic Absenteeism Rates by Subgroups:**

Red Dial/Category:

- African American students=25.7%
- Homeless = 31.8%
- Students with disabilities=44%
- Hispanic students= 28.9%
- Socioeconomically Disadvantaged= 25..3% Over 91% of the AHES student population is considered socioeconomically disadvantaged.

Orange Dial/ Category:

- Asian =12.2
- English Learners=19.1%

**\*Online Learning Implications**

- Social Emotional Learning - Supporting the physical and mental well-being of ALL students by including social emotional learning into daily check-ins, lessons and units of instruction.
- Developing Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.

## Hamilton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

-SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.

-Social and Emotional Learning (SEL) is embedded into the instructional core during online and onsite learning.

-AHES continue wellness efforts via school wellness coordinators.

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	Homeless/Foster	To decrease chronic absenteeism	31.8%	21.8%	Attendance	Daily
June 2021	K-5	Students with Disabilities	To decrease chronic absenteeism	44%	34%	Attendance	Daily
June 2021	K-5	Hispanic or Latino	To decrease chronic absenteeism	28.9%	19%	Attendance	Daily
June 2021	K-5	Black or African American	To decrease chronic absenteeism	25.9%	16%	Attendance	Weekly
June 2021	K-5	English Learner	To decrease chronic absenteeism	19.1%	9%	Attendance	Weekly
June 2021	K-5	Asian	To decrease chronic absenteeism	12.2%	2.2%	Attendance	Monthly
June 2021	k-5	Black or African American	To decrease suspension rates	4.1%	1.0%	Suspension	Monthly
June 2021	k-5	English Learner	To decrease suspension rates	1.1%	0%	Suspension	Monthly
June 2021	k-5	Hispanic or Latino	To decrease suspension rates	1.6%	0%	Suspension	Monthly
June 2021	k-5	Homeless/Foster	To decrease suspension rates	5.4%	1.0%	Suspension	Monthly
June 2021	k-5	Students with Disabilities	To decrease suspension rates	0.9%	0%	Suspension	Monthly

**Counselor: Social Emotional Support**

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this multi-tiered approach/strategy in the area of **Chronic Absenteeism**, specifically the following subgroups: Students with disabilities, students who are Socioeconomically Disadvantaged, Homeless, Hispanic, African American, English Learners, and Asian.  
Note: Over 91% of Alexander Hamilton's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

**\*Strategy/Activity - Description**

The School Counselor will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. The School Counselor will also work collaboratively with students, parents, principal, Attendance Assistant and the United Way Intern, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The School Counselor will conduct weekly home visits with the Attendance Assistant to ensure families receive the supports they need to get their children to school every day and on time. The School Counselor will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture and ALL students' access to free and public education.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F013527	School Counselor	0.70000	\$60,950.40	\$87,880.40	0135-30100-00-1210-3110-0000-01000-0000	Title I Basic Program			Counselor will lead the attendance team and work with families to provide wrap services to decrease chronic absenteeism.

**\*Additional Supports for this Strategy/Activity**

The Attendance Assistant will work collaboratively with students, parents, community partners, principal, office staff, nurse, health technician, classroom teachers, support staff, and the United Way Intern to implement Tier 1,2, and 3 strategies that will decrease chronic absenteeism. The Attendance Assistant will conduct home visits with the School Counselor to ensure families receive the supports they need to get their children to school every day and on time. The Attendance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.

**Absentee Team Leader**

**\*Students to be served by this Strategy/Activity**

All students will benefit from this strategy. Over 94% of Alexander Hamilton, students are socioeconomically disadvantaged.

**\*Strategy/Activity - Description**

A part time Vice Principal will assist with lowering the Chronic Absenteeism rate.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F013528	Vice Principal	0.50000	\$56,823.00	\$79,346.48	0135-30106-00-1309-2100-0000-01000-0000	Title I Supplmnt Prog Imprvmnt			VP works with families and leadership to identify students who need support in ELA and Math to coordinate small group instruction as well as appointment based learning to decrease chronic absenteeism and increase ELA and Math scores.

**\*Additional Supports for this Strategy/Activity**

United Way Social Worker Intern will also support students with Tier 3 level strategies for Chronic Absenteeism.

## **Goal 2 - English Language Arts**

### **Call to Action Belief Statement**

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

### **District LCAP Goals**

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### **Annual Review of This Goal: SPSA Reviewed 2019-20**

#### **\*Analysis**

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

Resources were allocated to fund the following:

Instructional Vice Principal to support classroom teachers with effective teaching in every classroom, and collaborating, planning, and imparting a guaranteed, viable curriculum; levels 2 and 3 of a High-Reliability School. Also, to support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade-level content; Collaborate with teachers to improve Tier 1 teaching practices in providing more individualized instruction and supports for students in ELA and other content areas; Support monthly professional development in addition to grade-level PLCs.

In-School Resource Teacher (RT) to support classroom teachers with tier 1 instruction and to support struggling students with tier 2 and 3 interventions. Support monthly professional development in addition to grade-level PLCs. The collaboration includes support in academics, social/emotional, assessments, direct instruction to the potentially at-risk LTELs. RT to help facilitate professional development in all grade levels and work directly with parents and ELAC.

Visiting teachers to provide release classroom teachers from the classroom for professional development/collaboration to design lessons, analyze student work/data, and improve instructional strategies.

**\*Major Differences**

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

Instructional Vice Principal to support classroom teachers with effective teaching in every classroom, and collaborating, planning, and imparting a guaranteed, viable curriculum; levels 2 and 3 of a High-Reliability School. Instructional Vice Principal was appointed Principal at a different site and transitioned to another site that was not AHES in March 2020. The position remained vacant until the end of the school year.

In-School Literacy Resource Teacher (RT) supported classroom teachers with tier 1 instruction but did not support all struggling students with tier 2 interventions. RT collaborated with classroom teachers and other support staff in the areas of academics, social/emotional needs, assessments. RT facilitated professional development in all grade levels and worked directly with parents and ELAC.

Visiting teachers released classroom teachers for professional learning communities (PLCs) but it was inconsistent due to visiting teachers not picking up assignments promptly or canceling the assignment on the morning of the professional development. This impacted classroom teachers' actual time in the PLCs. Not all teachers had the opportunity to participate in PLCs, this created inequity across grade levels, and classrooms as not all students were able to benefit from a guaranteed and viable curriculum.

Schools were closed on March 13, 2020, due to the global pandemic caused by the Corona Virus and Smarter Balanced state testing was canceled.

**\*Changes**

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

Literacy Resource Teacher (LRT) supported classroom teachers with tier 1 instruction but did not support all struggling students with tier 2 interventions. LRT supported and collaborated with teachers to impact teacher effectiveness by providing more differentiated and supports for students. LRT also supported professional development. LRT also facilitated professional development in all grade levels and worked directly with parents and ELAC as well as serving as the site EL Coordinator.

Visiting teachers released classroom teachers for professional learning communities (PLCs) but it was inconsistent due to visiting teachers not picking up assignments promptly or canceling the assignment on the morning of the professional development. This impacted classroom teachers' actual time in the PLCs. All teachers did not have the opportunity to participate in lesson studies.



<b>*Goal 2 - English Language Arts</b>						
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3rd Grade	Increase the percentage of students meeting and exceeding grade level standards.	35.1%	45.1%	CAASPP ELA	Annually
June 2021	4th Grade	Increase the percentage of students meeting and exceeding grade level standards.	45.2%	55.2%	CAASPP ELA	Annually
June 2021	5th Grade	Increase the percentage of students meeting and exceeding grade level standards.	50.8%	60.8%	CAASPP ELA	Annually
June 2021	Grades 3-5	Increase the percentage of students meeting and exceeding grade level standards.	43.4%	53.4%	CAASPP ELA	Annually

**\*Identified Need**

Alexander Hamilton's overall data in English Language Arts for the 2017 school year indicates that 38.9% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 42.5% of 3rd-5th grade students met or exceeded grade-level standards in ELA. The 2019 data, at 43.4, demonstrates another slight gain in the area of ELA from 2018 to 2019. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners, students with disabilities, and our Hispanic students. Over 91% of the AHES student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

The 2016-2017 3rd grade student group met or exceeded grade-level standards at 31.3% (ELA). The same group of students moved up to 4th grade in 2017-2018 and their performance in met or exceeded was at 44.5% (ELA) and during the 2018-2019 school year, their performance in ELA met or exceeded grade-level standards was at 50.8% (ELA). This specific group of students grew 19.5 percentage points in ELA.

The 2017-2018 3rd grade student group met or exceeded grade-level standards at 30.7% (ELA). When this group of students moved to 4th grade in the 2018-19 school year, their performance at the met or exceeded grade-level standards was at 45.2% (ELA). This is a 15.5% increase in ELA. The 2019-

20 SPSA was focused on ELA and funding supported ELA development.

To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in monthly PLCs). Focus will also strengthen tier one instruction by integrating lesson study and lesson design throughout the school year for all classroom teachers and Education Specialists. Finally, administering common diagnostic *fast* (3 times a year) and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a bi-monthly basis. In addition, 4yr/TK, Kindergarten, First, and second-grade Teachers will continue the ELLA A-N Reading strategy work guided by Vice Principal and our Literacy Resource Teacher.

### \*Online Learning Implications

-In preparation for offering both online and on-site learning during the 2020-2021 school year, AHES will refine its' comprehensive assessment plan to include both virtual assessment tools and in-person assessments.

-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages, and other presentations.

- Summative assessments must be used to assess mastery toward grade-level standards and in determining student grades.

-Structures and digital tools to support student collaboration

-Flexibility for teachers to provide both whole group, small group, and individual instruction

-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

-Professional development for educators

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	To increase the percent of students meeting or exceeding	16.67%	26.67%	CAASPP ELA	Annually
June 2021	3	Students with Disabilities	To increase the percent of students meeting or exceeding	11%	21%	CAASPP ELA	Annually
June 2021	3	Hispanic or Latino	To increase the percent of students meeting or exceeding	30.6%	40.6%	CAASPP ELA	Annually
June 2021	4	English Learner	To increase the percent of students meeting or exceeding	18.18%	28.28%	CAASPP ELA	Annually
June 2021	5	English Learner	To increase the percent of students meeting or exceeding	16.67%	26.67%	CAASPP ELA	Annually
June 2021	4	Students with Disabilities	To increase the percent of students meeting or exceeding	11%	21%	CAASPP ELA	Annually

## Hamilton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	5	Students with Disabilities	o increase the percent of students meeting or exceeding	11%	21%	CAASPP ELA	Annually
June 2021	4	Hispanic or Latino	o increase the percent of students meeting or exceeding	38.64%	48.64%	CAASPP ELA	Annually
June 2021	5	Hispanic or Latino	o increase the percent of students meeting or exceeding	39.62%	49.62%	CAASPP ELA	Annually
June 2021	3-5	Black or African American	o increase the percent of students meeting or exceeding	61.19%	49%	CAASPP ELA	Annually

### Professional Learning Communities and Professional Development

#### \*Students to be served by this Strategy/Activity

All students will benefit from this strategy.

#### \*Strategy/Activity - Description

*Based on the SPSA Needs Assessment conducted, students will benefit from differentiated, meaningfully delivered instruction which will be the outcome of the monthly PLCs, focusing on Lesson Design and Effective Teaching.*

For intervention support, students approaching grade-level expectations in reading have an additional guided reading lesson twice - three times per week. All students access Raz Kids for target reading fluency and other skills needed in ELA. Students not reading at grade level in grades 3-5 will receive A-N support from their classroom teacher as necessary to catch up to grade level. LRT will train 3-5th grade teachers in A-N strategies during PLCs.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F013529	Inschool Resource Tchr	0.65000	\$61,806.55	\$88,003.63	0135-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Low-Income		In School Resource Teacher will work to provide additional small group instruction as well as train teachers on intervention strategies.
F01352A	Inschool Resource Tchr	0.35000	\$33,280.45	\$47,386.57	0135-30100-00-1109-1000-1110-01000-0000	Title I Basic Program			In School Resource Teacher will work to provide additional small group instruction as well as train teachers on intervention strategies.
N01352	Prof&Curriclm Dev Vist Tchr		\$21,405.00	\$26,176.17	0135-30100-00-1192-1000-1110-01000-0000	Title I Basic Program			In School Resource Teacher in collaboration with the VP will lead PLCs for teachers to evaluate student data. Visiting teacher will be used to release teachers from the classroom.
N01354G	Prof&Curriclm Dev Vist Tchr		\$1,895.00	\$2,317.40	0135-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		In School Resource Teacher in collaboration with the VP will lead PLCs for teachers to evaluate student data. Visiting teacher will be used to release teachers from the classroom.

**\*Additional Supports for this Strategy/Activity**

Literacy Resource Teacher will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). LRT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). LRT collaboration and support will affect teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. LRT will continue to collaborate with administration and other support staff (Education Specialists, Counselor, School Psychologist, Speech Pathologists, to accomplish the following: Increase academics; Monitor student progress; Provide direct instruction to the potential at-risk LTELs.

**Instructional Coaching**

**\*Students to be served by this Strategy/Activity**

All students will be served by this Strategy/Activity.

**\*Strategy/Activity - Description**

Vice Principal (Instructional) will support classroom teachers with tier 1 instruction and specific instructional practices based on observed needs and informed by student achievement data which will be actualized through lesson design and lesson studies throughout the school year. Vice Principal (Instructional) will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). Vice Principal (Instructional) collaboration and support will influence teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. Vice Principal (Instructional) will also collaborate with Principal in closely monitor student progress and will collaborate with support staff (Education Specialists, Counselor, School Psychologist, Speech Pathologists) to increase academic achievement.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Vice Principal				0135-30106-00-1309-2100-0000-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F013528	VP will work with the in school resource teacher to plan and lead PLC meetings. VP will lead the collaboration of Tier 2 interventions to target low performing students, EL, and SWD.

**\*Additional Supports for this Strategy/Activity**

Also, TK- 2nd-grade students and teachers will continue to use the ELLA A-N Guaranteed Viable Curriculum in Literacy. This work will be co-guided by Admin and LRT.

**Instructional Supplies**

**\*Students to be served by this Strategy/Activity**

All AHES students will benefit from this Strategy/Activity

**\*Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning to maximize instructional time, help close the achievement gap, and provide for quality professional development.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01353N	Supplies		\$4,860.00	\$4,860.00	0135-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Instructional supplies will support small group instruction as well as interventions for EL and SWD.
N0135CC	Supplies		\$1,498.52	\$1,498.52	0135-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt			Instructional supplies will support small group instruction as well as interventions for EL and SWD.

**Community Connection and Partnership**

**\*Students to be served by this Strategy/Activity**

All students will be served by this Strategy/Activity.

**\*Strategy/Activity - Description**

AHES students will continue to build schema to enhance literacy and whole world comprehension by engaging in academic/common core standards-based field trips.

## Goal 3 - Mathematics

### Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Principal, Resource Teacher, and Grade Level Leaders (ILT) were to support classroom teachers with strengthening tier 1 instruction in both ELA and Math; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students, and Support professional development.

#### \*Major Differences

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

Admin & Resource teachers supported classroom teachers with strengthening tier 1 instruction but not in both ELA and Math. More emphasis was placed on ELA. In addition, the school did not have school-wide common diagnostic and formative assessments in the area of Math.

#### \*Changes

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

Resource Teacher and Vice Principal will support classroom teachers with the following: Strengthening tier 1 instruction in both ELA and Math; Strengthening instructional practices by implementing lesson studies; Researching and ensuring that classroom teachers have appropriate instructional materials to support struggling students with tier 2 interventions. Both resource teachers will work with other support staff to accomplish the following: Increase academic achievement; Create meaningful and ongoing formative assessments; Monitor student progress and attendance; Support social/emotional needs; Provide direct instruction to the potential at-risk LTELs. A common diagnostic assessment (FAST) will also be in place for all students (3rd-5th).

<b>*Goal 3 - Mathematics</b>						
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3rd Grade	Increase the percentage of students meeting and exceeding grade level standards.	36.5%	46.5%	CAASPP Math	Annually
June 2021	4th Grade	Increase the percentage of students meeting and exceeding grade level standards.	46%	56%	CAASPP Math	Annually
June 2021	5th Grade	Increase the percentage of students meeting and exceeding grade level standards.	48.4%	58.4%	CAASPP Math	Annually
June 2021	Grades 3-5	Increase the percentage of students meeting and exceeding grade level standards.	43.4%	53.4%	CAASPP Math	Annually

### **\*Identified Need**

The school's overall data for the 2017 school year indicates 36.2% of 3rd-5th grade students met or exceeded standards in Math. In the 2018 school year, the data indicates 41.6% of 3rd-5th grade students met or exceeded grade-level standards in Math, and the overall data for 2019 shows that 43.4 % of third through fifth-graders met or exceeded common core standards in Math. These data indicate a gain of 7.2% in the area of Math from 2017 to 2019. Although we have made consistent gains, data shows that our English learning students and our students with disabilities are not experiencing the same growth in their learning.

Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicate that there is an achievement gap with socioeconomically disadvantaged students. Over 94% of AHES's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

The 2015-2016 3rd grade student group met or exceeded grade-level standards at 45.2% (Math). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 47.3% (Math). During the 2017-2018 school year, their performance in met or exceeded grade-level standards was at 31.31% (Math). This specific group of students dropped 15.99% in Math!

The 2016-2017 3rd grade student group met or exceeded grade-level standards at 32.9% (Math). When this group of students moved to 4th grade in the

2017-18 school year, their performance at the met or exceeded grade-level standards was at 47.6% (Math). During the 2018/19 school year, the same cohort performed at 48.4% in 5th grade Math. This is a 15.5% gain in Math. Although the data have shown steady yet modest gains in Math schoolwide over the years, a closer look at our subgroup data for English Learning students, Hispanic students, and Students w/disabilities paints a different picture. As a result, this analysis, there are inequities in the area of math for English learning students, students with disabilities, and students of Hispanic origin.

### **\*Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages, and other presentations.
- Summative assessments must be used to assess mastery toward grade-level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group, and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators

### **\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3,4,5	Students with Disabilities	To increase the percent of students meeting or exceeding	18.18	28%	CAASPP Math	Annually
June 2021	3	Hispanic or Latino	To increase the percent of students meeting or exceeding	41.30	51.30%	CAASPP Math	Annually
June 2021	3	English Learner	To increase the percent of students meeting or exceeding	18.51%	28.51	CAASPP Math	Annually
June 2021	4	Hispanic or Latino	To increase the percent of students meeting or exceeding	43.47%	53.47%	CAASPP Math	Annually



## Hamilton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	5	Hispanic or Latino	To increase the percent of students meeting or exceeding	47.5%	57.5%	CAASPP Math	Annually
June 2021	4	English Learner	To increase the percent of students meeting or exceeding	31.70%	41.70%	CAASPP Math	Annually
June 2021	5	English Learner	To increase the percent of students meeting or exceeding	25%	35%	CAASPP Math	Annually
June 2021	3-5	Black or African American	To increase the percent of students meeting or exceeding	60%	49%	CAASPP Math	Annually

### Professional Learning Communities

#### \*Students to be served by this Strategy/Activity

All students will benefit from this strategy, including English Learners, Hispanic students, and students with disabilities.

#### \*Strategy/Activity - Description

*Based on the SPSA Needs Assessment conducted in Spring, students will benefit from differentiated, meaningfully delivered instruction, which will be the outcome of the monthly PLCs, focusing on Lesson Design, and Effective Teaching including Quality Teaching Practices constructed upon quality learning interactions.*

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0135-30100-00-1192-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts   Ref Id : N01352	PLCs will focus on lesson studies using the backwards design as well as evidence based instructional strategies to support all learners.
	Prof&Curriclm Dev Vist Tchr				0135-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N01354G	PLCs will focus on lesson studies using the backwards design as well as evidence based instructional strategies to support all learners.

**Strategy/Activity 2**

**\*Students to be served by this Strategy/Activity**

All students will benefit from this strategy.

**\*Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies to enhance Mathematics Teaching and Learning. Preparation of instructional supplies is a critical part of teaching and learning to maximize instructional time, help close the achievement gap, and provide professional development for Quality Learning Interactions and Quality Teaching Practices in Mathematics.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0135-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts   Ref Id : N01353N	Instructional Supplies will support tier 2 interventions as well as specific learning interventions for all learners.
	Supplies				0135-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts   Ref Id : N0135CC	Instructional Supplies will support tier 2 interventions as well as specific learning interventions for all learners.

## Goal 4- Supporting English Learners

### Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Resources were allocated to fund the following:

Vice-Principal (VP) to support classroom teacher efficacy with tier 1 instruction; Collaborate with teacher practitioners to affect the effectiveness of instruction in providing more individualized supports; Support professional development.

In-School Resource Teacher (LRT) to support classroom teachers with tier 1 instruction and supports struggling students with tier 2 interventions. The collaboration includes support in academics, social/emotional, assessments, direct instruction to the potential at-risk LTELs. RT to help facilitate professional development in all grade levels and work directly with parents and ELAC. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### \*Major Differences

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

Our new Vice Principal will clearly enhance our school-wide program. By focusing on building capacity via effective instruction across all grade levels, our students, specifically English Learning students will all benefit.

Literacy Resource Teacher (LRT) will support classroom teachers with tier 1 instruction and support struggling students and newcomers with tier 2

interventions. She will also collaborate with classroom teachers regarding assessments. Our LRT will also facilitate professional development in all grade levels and work directly with parents and ELAC serving as our English Learner Coordinator along with our Vice-Principal and School Clerk.

**\*Changes**

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

Vice-Principal (VP) will support classroom teacher efficacy with tier 1 instruction; collaborate with teacher practitioners to impact the effectiveness of instruction in providing more individualized supports; Support professional development, including Lesson Study and close monitoring of the achievement levels of our English Learning students and all students.

Our Literacy Resource Teacher (LRT) will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). LRT will also support classroom teachers with applying our Common Core curricular resources to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). LRT will continue to collaborate with administration and other support staff to increase academic achievement; create meaningful and ongoing formative assessments; monitor student progress, and provide direct instruction to the potential at-risk LTELs to increase the number of students that are moving up to the expected annual growth rate. Taking into consideration issues such as date entered the US, attendance, or any other circumstances; we would like to see all students making annual expected growth. Data from 18-19 will continue to serve as a baseline.

**\*Integrated English Language Development**

The Alexander Hamilton E.S. Professional Development plan takes information rendered through our data studies into account, using established structures, such as site-wide PD sessions on early dismissal days, Grade Level PLCs, and the Lesson Design process to affect and improve Integrated ELD and with Quality Teaching Practices.

Specific content taught in Professional Development such as Integrated ELD Bundles training will then be reinforced in PLCs. Classroom observations by site Leadership and the Instructional Leadership Team, and District Leadership, will be followed up with meaningful feedback and coaching when necessary.

**\*Designated English Language Development**

The Alexander Hamilton E.S. Professional Development plan takes information rendered through our data studies into account, using established structures, such as site-wide PD sessions on early dismissal days, Grade Level PLCs, and the Lesson Design process to influence and improve Designated ELD, Integrated ELD, and Effective Tier 1 teaching.

Specific content taught in PD such as Designated ELD Bundles training, will then be reinforced in PLCs. Classroom observations by District Leadership, site Leadership, and the Instructional Leadership Team will be followed up with meaningful feedback and coaching when necessary.

<b>*Goal 4 - English Learners</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3-5	English Learner	To increase the percent of students meeting or exceeding in ELA	26%	36%	CAASPP ELA	Annually
June 2021	3-5	English Learner	To increase the percent of students meeting or exceeding in Math	25%	35%	CAASPP Math	Annually
June 2021	K-5	English Learner	Increase a minimum of one performance level.	55.6%	65.6%	Summative ELPAC	Annually

**\*Identified Need**

English Learner students make up approximately 53.7% of the overall student population. Of that number, 97 EL students in grades 3,4 &5 took the Smarter Balanced ELA Assessment. According to the CA Dashboard, those English Learner students performed 60.5 points below standards in ELA and 57.4, below standards in Math. According to the K-5 Summative ELPAC data, 161 students are English Learners, 55.5% of that number moved up a level, and 30.2% maintained their level of EL performance while 14.1% decreased a level. It is further reported in Ca. Dashboard, are performing at level 4 (well developed), 30.9% are performing at Level 3 (moderately developed), 23.3% are performing at Level 2 (somewhat developed), and 24.8% are performing at Level 1 (minimally developed).

**\*Online Learning Implications**

The Integrated Model approach will build the educator's capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.

Job embedded coaching will support classroom educators in developing instructional practices and interactions to meet the needs of each language learner.

Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.

Online professional development modules with iELD (integrated English Language)

The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)

These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.

Direct instruction for how English works, the Office of Language Acquisition will implement direct instruction for comprehension activities, and

participation activities.

Formative assessment data will be collected, analyzed, and feedback given to students.

Professional development will also be offered to teachers across the district serving this English Learner group

The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	1-5	English Learner	To reclassify all potential English Learners	95%	100%	Other (Describe in Objective)	Annually
June 2021	3	English Learner	To increase the percent of students meeting or exceeding in Math	14.8%	24.8%	CAASPP Math	Annually
June 2021	3	English Learner	To increase the percent of students meeting or exceeding in ELA	18.5%	28.5%	CAASPP ELA	Annually
June 2021	4	English Learner	To increase the percent of students meeting or exceeding in ELA	30%	40%	CAASPP ELA	Annually
June 2021	4	English Learner	To increase the percent of students meeting or exceeding in Math	31.7	41.7%	CAASPP Math	Annually
June 2021	5	English Learner	To increase the percent of students meeting or exceeding in Math	25%	35%	CAASPP Math	Annually
June 2021	5	English Learner	To increase the percent of students meeting or exceeding in ELA	27.3%	37.3%	CAASPP ELA	Annually

**Small Group Intervention**

**\*Students to be served by this Strategy/Activity**

Although all students will benefit from this strategy, English learning students will specifically benefit from the following strategies.

**\*Strategy/Activity - Description**

*Professional Learning, including Co-teaching ELD, Lesson Design, Professional Development and classroom observations, and monthly monitoring will all be included in this activity.*

*Classroom Teachers have access to and are strongly encouraged to access the Benchmark Materials for ELD for effective Designated ELD planning. CA State ELD Standards are also made available to Teachers for grade-level planning purposes.*

*Additional tutoring is also rendered to English Learning students during the Guided Reading block and after school twice weekly.*

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0135C0	Classroom Teacher Hrly		\$5,000.00	\$6,114.50	0135-30100-00-1157-1000-1110-01000-0000	Title I Basic Program			Additional support for small group instruction/tutoring to ensure EL students are meeting goals and standards.

## Goal 5 - Supporting Students with Disabilities

### Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.  
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.  
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

2019-20 SPSA supported an In-School Resource Teacher who assisted with planning interventions and instructing small groups of students not yet reading in addition to services in the IEP.

#### \*Major Differences

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

Interventions were delivered by the In-School Resource Teacher but were interrupted due to Covid 19 and the implementation of Distance Learning. Progress on reading was difficult to measure, as assessments were not implemented due to Covid 19 and the implementation of distance learning.

#### \*Changes

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

Hamilton will continue to fund the In-School Resource Teacher with plans to adjust interventions based on online learning. Intervention groups will be online and assessments will be given online as well.



<b>*Goal 5- Students with Disabilities</b>							
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>	
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	10.7%	20.7%	Other (Describe in Objective)	Annually	
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	7.4%	17.4%	Other (Describe in Objective)	Annually	
<b>*Identified Need</b>							
According to the 2019 California Dashboard, students with disabilities are performing 76.3 points below standards in ELA, which indicates an increase of 15.4 points for this student group. In Math, Students with Disabilities performed at 101.2 below the standard, indicating a decline of 6.9 points. *Note: Goals under Annual Measurable Outcomes are limited by accessible data.							
<b>*Online Learning Implications</b>							
<p>Implementation of IEP Services in Online Learning Setting</p> <p>Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).</p> <p>All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes</p> <p>The integrated team will consist of general education teachers, educational specialists, related services providers, and para educators.</p> <p>All staff will be working as a team to support all students to accelerate their learning.</p>							
<b>*Annual Measurable Outcomes</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Subgroup</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding	- (4students)	10%	Other (Describe in Objective)	Annually

## Hamilton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			grade level standards in ELA as measured by CAASPP.				
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	7.7%	17.7%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	18.2%	28.2%	Other (Describe in Objective)	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	- (4 students)	10%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in	7.7%	17.7%	Other (Describe in Objective)	Annually

## Hamilton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			MATH as measured by CAASPP.				
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	10%	20%	Other (Describe in Objective)	Annually

### Instructional Coaching

#### \*Students to be served by this Strategy/Activity

All students will benefit from this strategy. Students with disabilities will specifically benefit from this strategy.

#### \*Strategy/Activity - Description

In grade 3 - 5th grade classrooms, Literacy Resource Teacher will coach teachers to use the A-N ELLA Strategy approach to assist students not yet reading at their expected grade level.

A-Z Learning/Raz Kids online reading lessons for all students (TK-3rd grade).

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0135-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : F013529	In School Resource Teacher will support small group interventions in addition to the IEP services for non-reader students as well as implementing evidence based instructional strategies.
	Inschool Resource Tchr				0135-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : F01352A	In School Resource Teacher will support small group interventions in addition to the IEP services for non-reader students as well as implementing evidence based instructional strategies.

#### \*Additional Supports for this Strategy/Activity

We have strategically created Para Educator schedules to be able to participate in our Student Services PLC meetings/trainings and Professional Development sessions on our early release days to better serve students with disabilities.

## Goal 6 - Supporting Black Youth

### Call to Action Belief Statement

Developing antiracist and restorative school communities.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### \*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	A.A./Black Youth	To Decrease Schoolwide Suspensions	4.1%	0-2%	Suspensions (Classroom and School)	Yearly
June 2021	TK-5	A.A./Black Youth	To Decrease Classroom Suspensions	.4%	0%	Suspensions (Classroom and School)	Yearly43
June 2021	TK-5	A.A./Black Youth	In ELA, to Increase the number of students receiving 3 & 4 on Standards Based Report Card	43.8%	53.8%	Grades	Twice Yearly
June 2021	TK-5	A.A./Black Youth	In Math, to Increase the number of students receiving 3 & 4 on Standards Based Report Card	40.7%	50.7%	Grades	Twice Yearly

## Hamilton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	TK-5	A.A./Black Youth	To increase agency levels by improving engagement levels.	RED Category on Dashboard	YELLOW Category on Dashboard	Grades	Monthly Attendance Monitoring
<b>*Goal 6 Supporting Black Youth - Additional Goals</b>							
<p>✓ 1. Beginning in the Fall of 2020, the Alexander Hamilton Elementary School selection/hiring panel will complete anti-bias training before conducting any interviews.</p> <p>✓ 2. In the 2020-21 school year, Alexander Hamilton Elementary School will develop and implement a site-specific system for tracking classroom referrals.</p> <p>✓ 3. Alexander Hamilton Elementary School will create a process for ensuring students are assigned a Student Champion (Staff member) to help them through any suspension or expulsion process.</p> <p>✓ 4. Alexander Hamilton Elementary School will develop a No Place for Hate Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goals.</p> <p>✓ 5. In the 2020-21 school year, Alexander Hamilton Elementary School will develop and implement a site-specific system for tracking school police detentions or interventions.</p> <p>✓ 6. The staff diversity goal at Alexander Hamilton Elementary School is to maintain or increase the percentage of diverse educators from the current year to the following year as Human Resource hiring practices and staff permits.</p>							
<b>*Identified Need</b>							
<p>Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.</p> <p>At AHES, all teacher practitioners have committed to a year-long inquiry and learning initiative to move our school and school culture toward a restorative, and ante racist culture for AHES students and staff! In addition to growing agency and an attitude of knowing and showing that, they matter. To this end, each Professional Development presentation will be comprised of a Professional Reading activity. We are beginning with <i>We Want to do More Than Survive</i> by Dr. Bettina Love. In addition, Grade levels will create their plan of action to ensure actualized agency and change both inside and outside of classrooms.</p>							
<b>*Online Learning Implications</b>							
<p>-Our District will continue to provide Trauma-Informed Care &amp; Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.</p> <p>-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.</p> <p>-Culturally Responsive-Sustaining Practices</p>							

<b>Attendance Team/Counselor</b>									
<b>*Students to be served by this Strategy/Activity</b>									
Black youth									
<b>*Strategy/Activity - Description</b>									
The attendance team will support the black youth at Hamilton to decrease chronic absenteeism. The Counselor will also support black youth by providing wrap services to support a decrease in suspension rates.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
	School Counselor				0135-30100-00-1210-3110-0000-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F013527	Counselor will conduct Zoom and phone meetings to support black youth families in assuring they are able to attend or log into online learning. Supporting the family and the whole child through wrap services will address behavior concerns.

## Goal 7 - Family Engagement

### Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Based on the California Dashboard, there is inequity in the areas of chronic absenteeism ( reflecting red). The school community has put systems and structures in place to address and decrease chronic absenteeism rates. The office staff will continue to work collaboratively and closely with the principal, school counselor, attendance assistant, and certificated staff to monitor attendance and social-emotional needs. There will be consistent weekly home visits and communication with families to ensure that students are in school.

Also, the goal is to increase parent engagement and strengthen the school-home relationships with families. There will be counseling services on-site (5 days a week) to support students with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills. Also, the counselor and United Way Social Work intern will work directly with staff and families to provide professional development and parent training that include strategies on how to support students in class and at home. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement PBIS school-wide to cultivate a positive school culture.

According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 42.75% (see indicators below). \*Note: The percentages only include the response of "Strongly Agree." 100 parents completed the survey in a student population of 488 students.

#### **Parent Involvement (indicators) that include only "Strongly Agree" responses:**

- School allows input and welcomes parents' contributions=42%
- School encourages me to be an active partner with the school in educating my child=43%
- School actively seeks the input of parents before making important decisions=39%
- Parents feel welcome to participate in this school=47%

#### **Parent Involvement (indicators) that include both "Strongly Agree" and "Agree" responses:**

- School allows input and welcomes parents' contributions (42%, 53%=**95%**)

- School encourages me to be an active partner with the school in educating my child (43% 47%=**90%**)
- School actively seeks the input of parents before making important decisions (39% 51%=**90%**)
- Parents feel welcome to participate in this school (47% 44%=**91%**).

**\*Major Differences**

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

For the current year, we convened our parent leaders over the summer and co-created our Parent Engagement Calendar with much of their input and ideas. We added activities that they ideated upon such as School Beautification and Walking Club, a before-school activity for children. Also, we calendared the Parent Volunteer training at varied times to ensure higher parent involvement. We also set an additional goal for Parent Engagement together and our Parents will assist with the upkeep of our Parent Communication Bulletin Boards at key entry points around campus.

**\*Changes**

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

Continue to offer light snacks for in-person parent training/meetings when possible. Also, Parents in Leadership roles will work collaboratively with administration, faculty, and staff to plan and facilitate events that will increase parent involvement and will also attend Hoover Cluster Meetings to continue to develop Classroom teachers and staff will continue efforts to directly connect with families to invite and encourage them to attend training and meetings. All staff will work collaboratively to increase parent awareness of the importance and impact of parent involvement and academic achievement. Administration and staff to work with Parent Leadership to create Parent Engagement yearly calendar, which will be, aligned to school's achievement strategies.

**\*Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the number of parent participation from all parent groups.	100	110	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement (average of 4 indicators) from all parent groups.	42.75%	52.75%	CAL - SCHLS (CSPS)



**\*Identified Need**

Parent Involvement (indicators) that include only "Strongly Agree" responses:

- School allows input and welcomes parents' contributions=42%
- School encourages me to be an active partner with the school in educating my child=43%
- School actively seeks the input of parents before making important decisions=39%
- Parents feel welcome to participate in this school=47%

Parent Involvement (indicators) that include both "Strongly Agree" and "Agree" responses:

- School allows input and welcomes parents' contributions (42%, 53%=95%)
- School encourages me to be an active partner with the school in educating my child (43% 47%=90%)
- School actively seeks the input of parents before making important decisions (39% 51%=90%)
- Parents feel welcome to participate in this school (47% 44%=91%).

**\*Online Learning Implications**

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
- All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
- District is also supplying families with training on SEL, Wellness, Health and Safety.
  - These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
  - These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.
- For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.
  - This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Training for parents and other caregivers

Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

<b>*Annual Measurable Outcomes</b>					
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding “Strongly Agree” in Indicator 1: School allows input and welcomes parents’ contributions from all parent groups as measured by CA Parent Survey.	42%	52%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding “Strongly Agree” in Indicator 2: School encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey.	43%	53%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding “Strongly Agree” in Indicator 3: School actively seeks the input of parents before making important decisions from all parent groups as measured by CA Parent Survey.	39%	49%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding “Strongly Agree” in Indicator 4: Parents feel welcome to participate at this school from all parent groups as measured by CA Parent Survey.	47%	57%	Other - Describe in Objective

**Parent Training/Meetings**

**\*Families to be served by this Strategy/Activity**

All AHES families will be served by this Strategy/Activity

**\*Strategy/Activity - Description**

AHES Administration, faculty, and staff will maintain and enhance the development of a safe and welcoming environment for our parent partners by providing light snacks for every Parent Training, meeting, and celebration including monthly Family Fridays, trimester Principal Chats, SSC and ELAC meetings, and Family Literacy, Math and Science nights.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0135AW	Inservice supplies		\$3,109.00	\$3,109.00	0135-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement			Supplies to support parent trainings, meetings, and handouts.

**Parent Communication**

**\*Families to be served by this Strategy/Activity**

All AHES families will be served by this Strategy/Activity.

**\*Strategy/Activity - Description**

Parent Communication and Community Resources - All AHES students will benefit from their parents being well informed regarding dates and opportunities to learn about activities and initiatives to help them better prepare their children in partnership with our school by having access to our Monthly Parent bulletin as well as having access to three strategically placed Parent Information boards and a Parent Vision Board.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inservice supplies				0135-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement		Goal 7 - Family Engagement   Ref Id : N0135AW	Supplies to support parent communication and engaging parents in the school community.

## Goal 8- Graduation/Promotion Rate

### Call to Action Belief Statement

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.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Vice-Principal (half time) to co-lead Professional Development, PLCs, and to affect teaching and learning by coaching teachers toward improved instruction.

In-School Literacy Resource Teacher (RT) to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions. The In-School Resource Teacher will provide support for English Learners in acquiring English and accessing grade-level content, as well as collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas to support professional development. The collaboration includes support in academics, social/emotional, assessments, direct instruction to the potential at-risk LTELs. RT to help facilitate professional development in all grade levels and work directly with parents and ELAC.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration to design lessons, analyze student work/data, and improve instructional strategies.

#### \*Major Differences

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

Literacy Resource Teacher (LRT) supported classroom teachers with tier 1 instruction but did not support all struggling students with tier 2 interventions. LRT collaborated with teacher practitioners to impact teacher effectiveness by providing more differentiated supports for students. LRT also supported professional development.

Visiting teachers released classroom teachers for professional learning communities (PLCs) but it was inconsistent due to visiting teachers not picking up

assignments promptly or canceling the assignment on the morning of the professional development. This impacted classroom teachers' actual time in the PLCs. Not all teachers had the opportunity to participate in lesson design.

**\*Changes**

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

Vice Principal will facilitate effective planning in PLCs, including the implementation of differentiated instruction and supports for struggling students (tier 1 and tier 2 instruction), and will continue to support professional development (plan, organize, and facilitate) in ELA and Math. In addition, Vice Principal will continue to collaborate with administration and other support staff to increase academic achievement; create meaningful ongoing formative assessments; monitor student progress; provide direct instruction to the potential at-risk LTELs.

LRT will also continue to support professional development (plan, organize, and facilitate) in ELA. Also, LRT will continue to collaborate with administration and other support staff to increase academic achievement; create meaningful ongoing formative assessments; monitor student progress; provide direct instruction to the potential at-risk LTELs.

School Counselor will support social/emotional needs; and work directly with community partners, students, and families to increase family engagement which will positively impact attendance, school culture, and academic progress.

Visiting teachers will provide release time for classroom teachers to effectively participate in every aspect of the PLC including Lesson Design.

**\*Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3	Increase the percentage of students reading at or above grade level as measured by the DRA2.	55%	65%	Grade 3 ELA Reading	Trimester
June 2020	5	Increase the percentage of students reading at or above grade level as measured by the DRA2.	56%	76%	Grade 5 ELA Reading	Trimester

### \*Identified Need

The 2016-2017 3rd grade students met or exceeded grade-level standards was at 33% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade-level standards was at 42.5% (ELA). This is a 9.5% increase in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development. The school's overall data for the 2017 school year indicated 37.5% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicated 41.5% of 3rd-5th grade students met or exceeded grade-level standards in ELA. There was a slight gain of 4% in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus to improve student achievement and close the achievement gap specifically with our English Learners and students with disabilities.

### \*Online Learning Implications

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages, and other presentations.

- Summative assessments must be used to assess mastery toward grade-level standards and in determining student grades.

-Structures and digital tools to support student collaboration

-Flexibility for teachers to provide both whole group, small group, and individual instruction

-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

-Professional development for educators

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA2.	18.5%	28.5%	Grade 3 ELA Reading	Trimester
June 2020	3	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA2.	-	10%	Grade 3 ELA Reading	Trimester
June 2020	5	English Learner	Increase the	27.3%	37.3%	Grade 5 ELA	Trimester

## Hamilton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			percentage of students reading at or above grade level as measured by the DRA2.			Reading	
June 2020	5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA2.	18.2%	27.39%	Grade 5 ELA Reading	Trimester

### Literacy Instructional Support/Coaching

**\*Students to be served by this Strategy/Activity**

All students will benefit from this strategy and English Learning students and students with disabilities will specifically benefit.

**\*Strategy/Activity - Description**

The Literacy Resource Teacher will continue to support and collaborate with classroom teachers to impact teacher effectiveness. She will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Our LRT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. LRT will work with the Library Assistant to engage all students in identifying "just right" books and foster a love of reading.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01352B	Library Asst	0.20000	\$5,781.60	\$7,705.13	0135-30100-00-2231-2420-1110-01000-0000	Title I Basic Program			Library assistant works collaboratively with the Resource Teacher to ensure students are selecting "just right" books to engage in independent reading.
	Inschool Resource Tchr				0135-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts   Ref Id : F01352A	LRT will work with teachers to implement small group instruction as well as differentiated instruction to reach all learners. LRT will collaborate with the Library Assistant on ensuring rich , multicultural books are available for readers to access the "just right" books

## School Leadership Actions

### Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

The site administrators will work alongside all members of the AHES team to ensure that the following are in place at the school:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school-wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Create a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice.
- Daily classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies, and the quality of student learning.
- All staff knows students' learning needs and can recognize if the instruction is affecting learning.

### Monitoring Student Learning and Providing Support

The site administrators, the ILT, and all faculty members will take responsibility in systematically monitoring student learning and providing appropriate support:

- Develop, fine-tune, and actualize a comprehensive assessment system.
- Implement three- to six-week data cycles in an effort to closely monitor student mastery of standards throughout the year.
- Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- Ensure that re-teaching and reassessment opportunities are provided to students.
- Ensure that all students have access to rigorous and standards-based lessons.

### Targeted Professional Learning and Implementation

The site administrators along with the Literacy RT and Counselor will continue to focus on creating a collaborative risk-taking environment for teachers and students, and lead an instructional leadership team, and aligns systems and structures for cultivating teacher leadership. The site administrators along with the Literacy RT and Counselor The site administrator will ensure the following takes place at the school:

Key Staff in collaboration with Admin. will continue to facilitate an Anti-Racist Teaching initiative to grow an anti-racist, restorative culture at AHES.

- Data from classroom observations and common assessments will be used to inform professional learning opportunities.
- Identify teacher's practices and develop multiple, differentiated professional learning opportunities grounded in current research and based on students'



needs.

-The school's focus, common pedagogy, professional learning, and teacher collaboration are evident in all classrooms.

### **Interpersonal Skills**

-Model positive and productive relationships with staff, students, parents, and the community.

-Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.

-Value mutual respect, multiple cultural perspectives, and experiences.

-Views work through an appreciative lens and focus on what is working at the school.

### **Organizational Leadership**

-Develop and maintain clear systems to organize and maximize resources and operations.

-Establish clear lines of communication.

-Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.

### **Parents/ Community**

-Cultivate and continue to maintain alliances/positive relationships with parents and the community.

-Implement systems and structures that engage, teach, and support parents/community.

-Have clear and open communication with parents/community.

-Help parents understand their child's learning successes and needs and how they can help their child's learning.

-Provide resources and make appropriate referrals to support parents and families.

### **Leading for Second-Order Change**

-Strengthen and fine-tune current instructional practices.

Press for progress toward

-Study our instructional practices publicly (within grade levels and vertical alignment). Participate in lesson studies.

-Professional Development focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance, and Social-Emotional learning (safe, supportive, and collaborative school culture).

-Ensure all learning goals and targets are aligned with Critical Concepts/Common Core Standards & based on student data.

-Reflect on our work and roles as educators to leverage equity for ALL STUDENTS.

-Be comfortable with Being Uncomfortable

-Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

### **Outcomes:**

**Professional Learning Outcomes:** Teachers will move from theory to application in regards to acquiring **and responding to** evidence of student understanding by:

-Strong knowledge of the standards.

-Deeper understanding of the vertical alignment of critical concepts between grade levels.

-Understanding and application of teaching practices that impact student achievement.

**Teaching Outcomes:** Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding. Along with building upon learning from the previous year, as evidenced by Daily monitoring of student progress towards a learning goal as well as specific targets, Lifting or shifting instruction in the moment based on what students are controlling and approximating; Team analysis of student work and next steps on a biweekly basis (PLC).

**Planning Outcomes:** Teachers will move from theory to application in regards to acquiring and **responding to evidence** of student understanding by:  
-Starting with assessment and critical concept (standards) and making decisions around how they will use critical literacy units in a balanced literacy approach.

-Planning learning goals based on critical concepts and breaking them down into smaller targets (kid-friendly, replicable, and measurable) to meet the goal.

**Professional Development Plan and Progression of Learning: Progression of Learning**

- Vertical alignment of critical concepts.
- Starting with student assessment and critical concept to make decisions about units using balanced literacy.
- Designing quality assessment to inform learning goals and setting learning targets based on assessment and critical concepts.
- PLC/Lesson Study/PD (Ongoing formative assessment - Making decisions about what, who, why) .
- Monitoring/analyzing and responding lessonly, daily, weekly (common/PLCs).
- Developing systems for monitoring.

**Professional Development Goals**

- Build an Understanding of Vertical Alignment of Standards.
- Set learning goals and targets (standards).
- Use qualitative and quantitative data to make instructional decisions (revisit targets).

**Professional Development Structures:** Monthly ILT; Monthly PLCs; Monthly afternoon PDs; Lesson Design; Lesson Study

## **APPENDICES**

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

**APPENDIX A**

**BUDGET SUMMARY**

# Franklin Budget Summary

## DESCRIPTION

## AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 183,231.77

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0.00

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 354,397.80

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 80,845.00
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 80,845.00

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$90,321.03
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 90,321.03

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$354,397.80

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Hamilton Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109	Pull/Out Push In	0.6500	\$ 61,806.55
		Inschool Resource Tchr	3000			\$ 26,197.08
			1192	Prof&Curriclm Dev Vist Tchr		\$ 1,895.00
			3000			\$ 422.40
			4301	Supplies		\$ -
	<b>09800 LCFF Intervention Support Total</b>				<b>0.6500</b>	<b>\$ 90,321.03</b>
	30100 Title I Basic Program	Inschool Resource Tchr	1109	Pull/Out Push In	0.3500	\$ 33,280.45
		Inschool Resource Tchr	3000			\$ 14,106.12
		Library Asst	2231	Other Support Prsnl PARAS	0.2000	\$ 5,781.60
		Library Asst	3000			\$ 1,923.53
		School Counselor	1210	Counselor	0.7000	\$ 60,950.40
		School Counselor	3000			\$ 26,930.00
		Vice Principal	1309	Vice-Principal		\$ -
		Vice Principal	3000			\$ -
			1157	Classroom Teacher Hrly		\$ 5,000.00
			1192	Prof&Curriclm Dev Vist Tchr		\$ 21,405.00
			3000			\$ 5,885.67
			4301	Supplies		\$ 4,860.00
			5735	Interprogram Svcs/Field Trip		\$ -
	<b>30100 Title I Basic Program Total</b>				<b>1.2500</b>	<b>\$ 180,122.77</b>
	30103 Title I Parent Involvement		4301	Supplies		\$ -
			4304	Inservice supplies		\$ 3,109.00
	<b>30103 Title I Parent Involvement Total</b>					<b>\$ 3,109.00</b>
	30106 Title I Supplmnt Prog Imprvmnt	Vice Principal	1309	Vice-Principal	0.5000	\$ 56,823.00
		Vice Principal	3000			\$ 22,523.48
			1192	Prof&Curriclm Dev Vist Tchr		\$ -
			4301	Supplies		\$ 1,498.52
	<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>				<b>0.5000</b>	<b>\$ 80,845.00</b>
<b>Grand Total</b>					<b>2.4000</b>	<b>\$ 354,397.80</b>

**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

---

*Alexander Hamilton Elementary School*  
**TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21**

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

*Alexander Hamilton Elementary School* has developed a written Title I parent & family engagement policy with input from Title I parents. ***Parent input was received on Friday, November 6, 2020 during SSC.***

It has distributed the policy to parents of Title I students.

***Policy was shared with parents during Family Friday on Friday, November 6, 2020.***

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Parents will receive ongoing updates throughout the school year both in English and in Spanish. Information will go out digitally, via School Messenger system and school marquee system.

To involve parents in the Title I, Part A programs, the following practices have been established:

Parents are invited to attend various Parent Engagement Opportunities such as: Family Fridays, Back to School Night, Parent-Teacher Conferences, SSC meetings, PTA meetings, and ELAC meetings.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

The Title I Parent meeting will be held during Back to School Night on November 6, 2020.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

Family Fridays, Principal Chats are held in the morning, and Back to School Night, Open House, and Family Academic Nights are held in the evening. Parent-Teacher Conferences are held during the afternoon with a wide span of hours.



The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

Parents are always invited to share ideas and suggestions. There are five parent members on SSC that are nominated and voted on by AHES parents. ELAC parents share their recommendations with SSC

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

Parents will receive ongoing updates throughout the year both in English and in Spanish. Information will out digitally, via SchoolMessenger system, and school marquee system.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

Parents receive an overview of the curriculum used in classrooms during the Classroom Rotation portion of Back to School Night. Parents also receive academic updates during Parent-Teacher conferences in the Fall and Spring.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

Parents are invited to attend various Parent Engagement Opportunities, such as: Family Fridays, Back to School Nights, Principals Chats, Open House, Family Academic Nights, Parent-Teacher Conferences, SSC meetings, PTA meetings, and ELAC meetings.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Parents receive an overview of the curriculum used in classrooms during the Classroom Rotation portion of Back to School Night. Parents also receive academic updates during Parent-Teacher conferences in the Fall and Spring.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Each Family Friday, Principals Chat, and Family Academic Night has a different theme centered around helping parents work with their children.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Staff receives weekly updates via the Staff Bulletin sharing parent contributions from meetings.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Community organizations are invited to school events to share information to families.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Parent communications are sent both in English and in Spanish.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Parents are invited to attend various Parent Engagement Opportunities, such as: Family Fridays, Back to School Nights, Principals Chats, Open House, Family Academic Nights, Parent-Teacher Conferences, SSC meetings, PTA meetings, and ELAC meetings.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Parents will receive ongoing updates throughout the school year both in English and in Spanish. Information will go out digitally, via School Messenger system and school marquee system.

If the school wide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Parent input is always welcomed and appreciated.

This policy was adopted by Alexander Hamilton Elementary School on November 6, 2020 and will be in effect for the period of 2020-21 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: November 6, 2020.

Magdalena Tavasci, Interim Principal

Signature of authorized official here: Magdalena Tavasci

Enter date approved: 11/6/2020

**APPENDIX C**

**SCHOOL PARENT COMPACT**



San Diego Unified School District  
Finance Division  
**Financial Planning, Monitoring and Accountability Department**

---

ALEXANDER HAMILTON ELEMENTARY SCHOOL

**TITLE I SCHOOL PARENT COMPACT**

This School Parent Compact is in effect year 2020-21.

*Alexander Hamilton Elementary School* distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

**REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

Parents are invited to attend various Parent Engagement Opportunities such as: Family Fridays, Back to School Night, Parent-Teacher Conferences, SSC meetings, PTA meetings, and ELAC meetings.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

Parents are invited to attend various Parent Engagement Opportunities such as: Family Fridays, Back to School Night, Parent-Teacher Conferences, SSC meetings, PTA meetings, and ELAC meetings.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

Parents are invited to attend various Parent Engagement Opportunities such as: Family Fridays, Back to School Night, Parent-Teacher Conferences, SSC meetings, PTA meetings, and ELAC meetings.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

Parents are invited to attend various Parent Engagement Opportunities such as: Family Fridays, Back to School Night, Parent-Teacher Conferences, SSC meetings, PTA meetings, and ELAC meetings.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

Community organizations are invited to school events to share information to families.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

Parents will receive ongoing updates throughout the school year both in English and in Spanish. Information will go out digitally, via School Messenger system and school marquee system.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

Parent input is always welcomed and appreciated.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

Parents will receive ongoing updates throughout the school year both in English and in Spanish. Information will go out digitally, via School Messenger system and school marquee system.

This Compact was adopted by the Alexander Hamilton Elementary School on November 6, 2020 and will be in effect for the period of 20-21 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: November 6, 2020.

Magdalena Tavasci, Interim Principal

Signature of authorized Official here: *Magdalena Tavasci*

Enter date approved: 11/6/2020

## APPENDIX D

### DATA REPORTS

Data Reports can be retrieved from

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

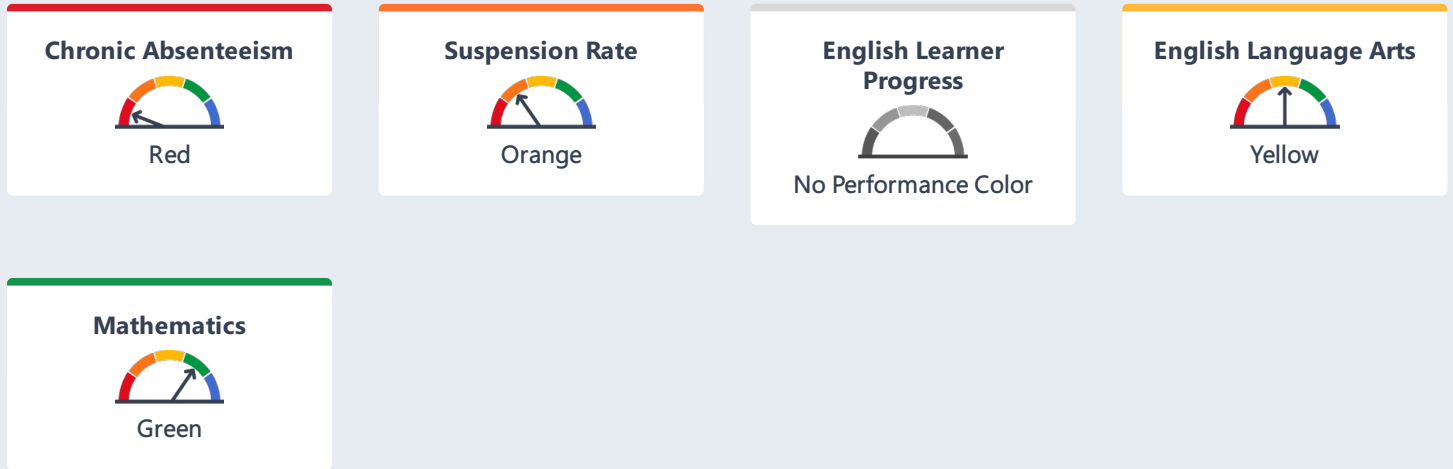
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

# Hamilton Elementary

Explore the performance of Hamilton Elementary under California's Accountability System.

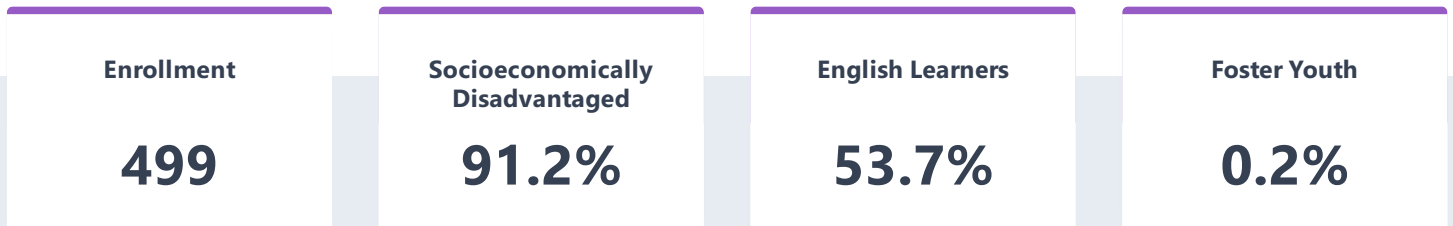


## School Details

<b>NAME</b> Hamilton Elementary	<b>ADDRESS</b> 2807 Fairmount Avenue San Diego, CA 92105-4635	<b>WEBSITE</b> <a href="http://new.sandi.net/sch...">http://new.sandi.net/sch...</a>	<b>GRADES SERVED</b> K-5
------------------------------------	---	---	-----------------------------

## Student Population

Explore information about this school's student population.





# Academic Performance

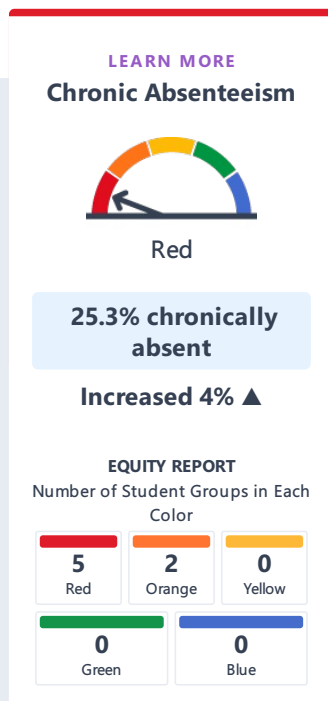
View Student Assessment Results and other aspects of school performance.



## HAMILTON ELEMENTARY

# Academic Engagement

See information that shows how well schools are engaging students in their learning.




# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



Orange

**1.8% suspended at least once**

**Increased 1.4% ▲**

**EQUITY REPORT**  
Number of Student Groups in Each Color

<b>0</b> Red	<b>5</b> Orange	<b>0</b> Yellow
<b>1</b> Green	<b>2</b> Blue	

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Yellow

19.9 points below standard

Increased 3.9 Points ▲

Number of Students: 207

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

Students with Disabilities



Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

Pacific Islander

White

### African American



No Performance Color

30.2 points below standard

Increased 7.6 Points ▲

Number of Students: 26

### Asian



No Performance Color

7.6 points above standard

Declined 53.3 Points ▼

Number of Students: 20

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Homeless



No Performance Color

9 points below standard

Increased 44.8 Points ▲

Number of Students: 25

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Students with Disabilities



Orange

76.3 points below standard

Increased 15.4 Points ▲

Number of Students: 36

### English Learners



Yellow

25.1 points below standard

Increased 9.3 Points ▲

Number of Students: 143

### Hispanic



Yellow

22.8 points below standard

Increased 12.1 Points ▲

Number of Students: 144

### Socioeconomically Disadvantaged



Yellow

21.6 points below standard

Increased 3.8 Points ▲

Number of Students: 197

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 45.6 points below standard

23.7 points below standard

19.9 points below standard

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.


Current English Learners	Reclassified English Learners	English Only
60.5 points below standard	49.5 points above standard	18.1 points below standard
Increased 18.7 Points ▲	Maintained -1.3 Points	Declined 16.6 Points ▼
Number of Students: 97	Number of Students: 46	Number of Students: 56

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**All Students**

  
Green

19.1 points below standard







Increased 4.6 Points ▲

Number of Students: 206

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups

 <b>Red</b> Students with Disabilities	 <b>Orange</b> No Students	 <b>Yellow</b> No Students
 <b>Green</b> English Learners Hispanic Socioeconomically Disadvantaged	 <b>Blue</b> No Students	 <b>No Performance Color</b> African American Asian Filipino Homeless Two or More Races

**African American**

No Performance Color

31 points below standard

Increased 4 Points ▲

Number of Students: 26

**Asian**

No Performance Color

3.2 points above standard

Declined 48.9 Points ▼

Number of Students: 20

**Filipino**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

**Homeless**

No Performance Color

22.5 points below standard

Increased 32.9 Points ▲

Number of Students: 25

**Two or More Races**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

**Pacific Islander**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

**White**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

**Students with Disabilities**

Red

101.2 points below standard

Declined 6.9 Points ▼

Number of Students: 35

**English Learners**

Green

21.2 points below standard

Increased 8.8 Points ▲

Number of Students: 142

**Hispanic**

Green

18.1 points below standard

Increased 15.5 Points ▲

Number of Students: 143

**Socioeconomically Disadvantaged**

Green

20.6 points below standard

Increased 4.8 Points ▲

Number of Students: 196

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	31.3 points below standard	23.7 points below standard	19.1 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
57.4 points below standard	54.4 points above standard	27 points below standard
Increased 15.2 Points ▲	Increased 3.1 Points ▲	Declined 15.1 Points ▼
Number of Students: 96	Number of Students: 46	Number of Students: 56

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

**English Learner Progress**

**55.6% making progress towards English language proficiency**

**Number of EL Students: 162**

**Performance Level High**

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

### Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

---

ELs Who Decreased at Least One ELPI Level	14.1%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	30.2%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	55.5%

---



# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

#### All Students



Red

25.3% chronically absent

Increased 4% ▲

Number of Students: 533

### Student Group Details

#### All Student Groups by Performance Level

7 Total Student Groups



Red

African American

Students with Disabilities

Hispanic

Homeless

Socioeconomically Disadvantaged



Orange

Asian

English Learners



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander

Two or More Races

White

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Two or More Races



No Performance Color

12.9% chronically absent

Declined 5% ▼

Number of Students: 31

### White



No Performance Color

14.3% chronically absent

Declined 10.7% ▼

Number of Students: 14

### African American



Red

25.9% chronically absent

Increased 8.3% ▲

Number of Students: 81

### Students with Disabilities



Red

44% chronically absent

Increased 15.7% ▲

Number of Students: 84

### Hispanic



Red

28.9% chronically absent

Increased 5.3% ▲

Number of Students: 343

### Homeless



Red

31.8% chronically absent

Increased 2.9% ▲

Number of Students: 85

### Socioeconomically Disadvantaged



Red

25.3% chronically absent

Increased 4% ▲

Number of Students: 491

### Asian



Orange

12.2% chronically absent

Increased 5.4% ▲

Number of Students: 49

### English Learners



Orange

19.1% chronically absent

Increased 2.6% ▲

Number of Students: 309

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

#### All Students



Orange

1.8% suspended at least once

Increased 1.4% ▲

Number of Students: 666

### Student Group Details

#### All Student Groups by Performance Level

8 Total Student Groups



Red

No Students



Orange

African American

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Yellow

No Students



Green

Students with Disabilities



Blue

Asian

Two or More Races



No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander

White



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### White



No Performance Color

5.6% suspended at least once

Increased 5.6% ▲

Number of Students: 18

### African American



Orange

4.1% suspended at least once

Increased 3.1% ▲

Number of Students: 98

### English Learners



Orange

1.1% suspended at least once

Increased 0.6% ▲

Number of Students: 377

### Hispanic



Orange

1.6% suspended at least once

Increased 1.2% ▲

Number of Students: 436

### Homeless



Orange

5.4% suspended at least once

Increased 3.1% ▲

Number of Students: 111

### Socioeconomically Disadvantaged



Orange

2% suspended at least once

Increased 1.5% ▲

Number of Students: 613

### Students with Disabilities



Green

0.9% suspended at least once

Maintained -0.1%

Number of Students: 110

### Asian



Blue

0% suspended at least once

Maintained 0%

Number of Students: 59

### Two or More Races



Blue

0% suspended at least once

Maintained 0%

Number of Students: 38



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	252	30.6	257	38.9	237	37.6	217	41.5	212	43.4	12.8	1.9	266	24.1	263	32.3	246	36.2	219	41.6	212	43.4	19.3	1.8
Female	116	32.8	118	40.7	110	43.6	105	48.6	101	53.5	20.7	4.9	123	22.8	121	28.9	114	39.5	106	43.4	100	50.0	27.2	6.6
Male	136	28.7	139	37.4	127	32.3	112	34.8	111	34.2	5.5	-0.6	143	25.2	142	35.2	132	33.3	113	39.8	112	37.5	12.3	-2.3
African American	29	31.0	35	45.7	30	36.7	30	50.0	32	43.8	12.8	-6.2	34	23.5	36	36.1	33	27.3	29	48.3	32	40.6	17.1	-7.7
Asian**	12	25.0	8	-	3	-	3	-	18	44.4	-	-	12	41.7	8	-	3	-	3	-	18	61.1	-	-
Filipino	0	-	0	-	0	-	1	-	4	-	-	-	0	-	0	-	0	-	1	-	4	-	-	-
Hispanic	186	29.6	187	34.8	174	34.5	148	33.8	145	42.1	12.5	8.3	195	22.1	192	29.7	178	32.6	150	35.3	144	43.8	21.7	8.5
Indochinese**	25	40.0	23	60.9	18	66.7	12	83.3	-	-	-	-	25	32.0	23	43.5	18	83.3	12	75.0	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	3	-	3	-	-	-	0	-	0	-	1	-	3	-	3	-	-	-
White	0	-	0	-	5	-	3	-	1	-	-	-	0	-	0	-	5	-	4	-	2	-	-	-
Multiracial	0	-	4	-	6	-	17	52.9	9	-	-	-	0	-	4	-	8	-	17	52.9	9	-	-	-
English Learner	139	12.2	141	19.9	107	12.1	104	15.4	100	26.0	13.8	10.6	151	9.9	147	19.7	115	14.8	107	18.7	100	25.0	15.1	6.3
English-Speaking	113	53.1	116	62.1	130	58.5	113	65.5	112	58.9	5.8	-6.6	115	42.6	116	48.3	131	55.0	112	63.4	112	59.8	17.2	-3.6
Reclassified†	58	69.0	55	85.5	69	79.7	55	78.2	47	76.6	7.6	-1.6	58	65.5	55	63.6	69	75.4	55	83.6	47	83.0	17.5	-0.6
Initially Eng. Speaking	55	36.4	61	41.0	61	34.4	58	53.4	65	46.2	9.8	-7.2	57	19.3	61	34.4	62	32.3	57	43.9	65	43.1	23.8	-0.8
Econ. Disadv.*	252	30.6	229	39.3	230	37.0	208	40.4	190	44.7	14.1	4.3	266	24.1	234	31.6	239	35.6	209	41.6	190	43.7	19.6	2.1
Non-Econ. Disadv.	0	-	28	35.7	7	-	9	-	22	31.8	-	-	0	-	29	37.9	7	-	10	40.0	22	40.9	-	0.9
Gifted	40	67.5	39	79.5	31	77.4	19	78.9	17	88.2	20.7	9.3	40	62.5	39	66.7	31	77.4	19	73.7	17	88.2	25.7	14.5
Not Gifted	212	23.6	218	31.7	206	31.6	198	37.9	195	39.5	15.9	1.6	226	17.3	224	26.3	215	30.2	200	38.5	195	39.5	22.2	1.0
With Disabilities	27	0.0	32	6.3	34	5.9	31	9.7	28	10.7	10.7	1.0	28	0.0	32	3.1	34	2.9	31	3.2	27	7.4	7.4	4.2
WO Disabilities	225	34.2	225	43.6	203	42.9	186	46.8	184	48.4	14.2	1.6	238	26.9	231	36.4	212	41.5	188	47.9	185	48.6	21.7	0.7
Homeless	32	25.0	29	37.9	34	26.5	27	29.6	22	50.0	25.0	20.4	37	21.6	29	24.1	37	32.4	27	18.5	22	40.9	19.3	22.4
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	4	-	0	-	4	-	4	-	-	-	1	-	4	-	1	-	3	-	4	-	-	-

\* 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.  
 \*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	89	20.2	85	32.9	67	31.3	78	30.8	74	35.1	14.9	4.3	96	21.9	86	33.7	70	32.9	79	39.2	74	36.5	14.6	-2.7
Female	44	15.9	43	32.6	27	48.1	42	38.1	34	41.2	25.3	3.1	47	14.9	43	37.2	28	39.3	42	42.9	34	32.4	17.5	-10.5
Male	45	24.4	42	33.3	40	20.0	36	22.2	40	30.0	5.6	7.8	49	28.6	43	30.2	42	28.6	37	35.1	40	40.0	11.4	4.9
African American	10	30.0	13	38.5	6	-	13	38.5	13	23.1	-6.9	-15.4	13	23.1	13	38.5	7	-	12	33.3	13	38.5	15.4	5.2
Asian**	3	-	0	-	2	-	2	-	8	-	-	-	3	-	0	-	2	-	2	-	8	-	-	-
Filipino	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Hispanic	68	17.6	65	26.2	47	23.4	51	23.5	51	41.2	23.6	17.7	72	20.8	66	28.8	48	25.0	52	36.5	51	37.3	16.5	0.8
Indochinese**	8	-	4	-	5	-	2	-	-	-	-	-	8	-	4	-	5	-	2	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	2	-	0	-	-	-	0	-	0	-	1	-	2	-	0	-	-	-
White	0	-	0	-	3	-	0	-	0	-	-	-	0	-	0	-	3	-	1	-	0	-	-	-
Multiracial	0	-	3	-	3	-	7	-	1	-	-	-	0	-	3	-	4	-	7	-	1	-	-	-
English Learner	61	14.8	57	24.6	32	9.4	41	12.2	27	18.5	3.7	6.3	67	14.9	58	25.9	35	17.1	43	25.6	27	14.8	-0.1	-10.8
English-Speaking	28	32.1	28	50.0	35	51.4	37	51.4	47	44.7	12.6	-6.7	29	37.9	28	50.0	35	48.6	36	55.6	47	48.9	11.0	-6.7
Reclassified†	10	50.0	9	-	11	81.8	14	50.0	19	57.9	7.9	7.9	10	70.0	9	-	11	81.8	14	78.6	19	63.2	-6.8	-15.4
Initially Eng. Speaking	18	22.2	19	36.8	24	37.5	23	52.2	28	35.7	13.5	-16.5	19	21.1	19	36.8	24	33.3	22	40.9	28	39.3	18.2	-1.6
Econ. Disadv.*	89	20.2	79	35.4	66	30.3	75	29.3	64	35.9	15.7	6.6	96	21.9	80	35.0	69	31.9	75	40.0	64	37.5	15.6	-2.5
Non-Econ. Disadv.	0	-	28	35.7	1	-	3	-	10	30.0	-	-	0	-	6	-	1	-	4	-	10	30.0	-	-
Gifted	11	54.5	11	63.6	8	-	2	-	8	-	-	-	11	63.6	11	72.7	8	-	2	-	8	-	-	-
Not Gifted	78	15.4	74	28.4	59	25.4	76	28.9	66	30.3	14.9	1.4	85	16.5	75	28.0	62	25.8	77	37.7	66	30.3	13.8	-7.4
With Disabilities	11	0.0	32	6.3	8	-	10	10.0	4	-	-	-	11	0.0	10	0.0	8	-	10	10.0	4	-	-	-
WO Disabilities	78	23.1	75	37.3	59	33.9	68	33.8	70	37.1	14.0	3.3	85	24.7	76	38.2	62	35.5	69	43.5	70	38.6	13.9	-4.9
Homeless	12	8.3	9	-	8	-	11	18.2	8	-	-	-	14	21.4	9	-	9	-	11	9.1	8	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	0	-	4	-	2	-	-	-	1	-	2	-	0	-	3	-	2	-	-	-

\* 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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	79	25.3	88	35.2	82	32.9	63	44.4	73	45.2	19.9	0.8	81	16.0	93	19.4	85	27.1	63	47.6	74	45.9	29.9	-1.7
<b>Female</b>	28	35.7	43	37.2	38	36.8	26	53.8	41	56.1	20.4	2.3	30	20.0	46	15.2	40	30.0	26	50.0	41	56.1	36.1	6.1
<b>Male</b>	51	19.6	45	33.3	44	29.5	37	37.8	32	31.3	11.7	-6.5	51	13.7	47	23.4	45	24.4	37	45.9	33	33.3	19.6	-12.6
<b>African American</b>	9	-	12	41.7	13	38.5	5	-	14	50.0	-	-	9	-	13	23.1	14	21.4	5	-	14	35.7	-	-
<b>Asian**</b>	6	-	2	-	0	-	1	-	4	-	-	-	6	-	2	-	0	-	1	-	4	-	-	-
<b>Filipino</b>	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
<b>Hispanic</b>	52	25.0	67	31.3	60	26.7	44	38.6	48	41.7	16.7	3.1	54	14.8	71	16.9	61	23.0	44	40.9	48	47.9	33.1	7.0
<b>Indochinese**</b>	12	33.3	7	-	5	-	5	-	-	-	-	-	12	16.7	7	-	5	-	5	-	-	-	-	-
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	1	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
<b>White</b>	0	-	0	-	2	-	2	-	0	-	-	-	0	-	0	-	2	-	2	-	1	-	-	-
<b>Multiracial</b>	0	-	0	-	2	-	5	-	3	-	-	-	0	-	0	-	3	-	5	-	3	-	-	-
<b>English Learner</b>	40	10.0	51	17.6	38	5.3	33	18.2	40	30.0	20.0	11.8	41	7.3	56	8.9	40	5.0	33	21.2	41	31.7	24.4	10.5
<b>English-Speaking</b>	39	41.0	37	59.5	44	56.8	30	73.3	33	63.6	22.6	-9.7	40	25.0	37	35.1	45	46.7	30	76.7	33	63.6	38.6	-13.1
Reclassified†	15	53.3	17	82.4	26	76.9	12	91.7	12	91.7	38.4	0.0	15	60.0	17	47.1	26	69.2	12	100.0	12	100.0	40.0	0.0
Initially Eng. Speaking	24	33.3	20	40.0	18	27.8	18	61.1	21	47.6	14.3	-13.5	25	4.0	20	25.0	19	15.8	18	61.1	21	42.9	38.9	-18.2
<b>Econ. Disadv.*</b>	79	25.3	83	33.7	82	32.9	62	43.5	69	46.4	21.1	2.9	81	16.0	87	18.4	85	27.1	62	46.8	70	45.7	29.7	-1.1
<b>Non-Econ. Disadv.</b>	0	-	5	-	7	-	1	-	4	-	-	-	0	-	6	-	7	-	1	-	4	-	-	-
<b>Gifted</b>	14	57.1	12	83.3	10	70.0	7	-	1	-	-	-	14	42.9	12	50.0	10	60.0	7	-	1	-	-	-
<b>Not Gifted</b>	65	18.5	76	27.6	72	27.8	56	39.3	72	44.4	25.9	5.1	67	10.4	81	14.8	75	22.7	56	44.6	73	45.2	34.8	0.6
<b>With Disabilities</b>	11	0.0	7	-	34	5.9	9	-	13	7.7	7.7	-	12	0.0	7	-	34	2.9	9	-	13	7.7	7.7	-
<b>WO Disabilities</b>	68	29.4	81	37.0	69	39.1	54	50.0	60	53.3	23.9	3.3	69	18.8	86	20.9	72	31.9	54	55.6	61	54.1	35.3	-1.5
<b>Homeless</b>	10	20.0	11	45.5	12	16.7	7	-	8	-	-	-	11	9.1	11	18.2	13	15.4	7	-	8	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	0	-	0	-	0	-	0	-	2	-	-	-	0	-	1	-	1	-	0	-	2	-	-	-

\* 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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	84	46.4	84	48.8	88	46.6	76	50.0	65	50.8	4.4	0.8	89	33.7	84	45.2	91	47.3	77	39.0	64	48.4	14.7	9.4
Female	44	47.7	32	56.3	45	46.7	37	56.8	26	65.4	17.7	8.6	46	32.6	32	37.5	46	47.8	38	39.5	25	64.0	31.4	24.5
Male	40	45.0	52	44.2	43	46.5	39	43.6	39	41.0	-4.0	-2.6	43	34.9	52	50.0	45	46.7	39	38.5	39	38.5	3.6	0.0
African American	10	40.0	10	60.0	11	36.4	12	58.3	5	-	-	-	12	33.3	10	50.0	12	25.0	12	58.3	5	-	-	-
Asian**	3	-	6	-	1	-	0	-	6	-	-	-	3	-	6	-	1	-	0	-	6	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	66	45.5	55	49.1	67	49.3	53	39.6	46	43.5	-2.0	3.9	69	29.0	55	47.3	69	46.4	54	29.6	45	46.7	17.7	17.1
Indochinese**	5	-	12	41.7	8	-	5	-	-	-	-	-	5	-	12	33.3	8	-	5	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Multiracial	0	-	1	-	1	-	5	-	5	-	-	-	0	-	1	-	1	-	5	-	5	-	-	-
English Learner	38	10.5	33	15.2	37	21.6	30	16.7	33	27.3	16.8	10.6	43	4.7	33	27.3	40	22.5	31	6.5	32	25.0	20.3	18.5
English-Speaking	46	76.1	51	70.6	51	64.7	46	71.7	32	75.0	-1.1	3.3	46	60.9	51	56.9	51	66.7	46	60.9	32	71.9	11.0	11.0
Reclassified†	33	81.8	29	89.7	32	81.3	29	86.2	16	87.5	5.7	1.3	33	66.7	29	69.0	32	78.1	29	79.3	16	93.8	27.1	14.5
Initially Eng. Speaking	13	61.5	22	45.5	19	36.8	17	47.1	16	62.5	1.0	15.4	13	46.2	22	40.9	19	47.4	17	29.4	16	50.0	3.8	20.6
Econ. Disadv.*	84	46.4	67	50.7	82	46.3	71	49.3	57	52.6	6.2	3.3	89	33.7	67	44.8	85	47.1	72	38.9	56	48.2	14.5	9.3
Non-Econ. Disadv.	0	-	17	41.2	6	-	5	-	8	-	-	-	0	-	17	47.1	6	-	5	-	8	-	-	-
Gifted	15	86.7	16	87.5	13	84.6	10	70.0	8	-	-	-	15	80.0	16	75.0	13	84.6	10	70.0	8	-	-	-
Not Gifted	69	37.7	68	39.7	75	40.0	66	47.0	57	43.9	6.2	-3.1	74	24.3	68	38.2	78	41.0	67	34.3	56	42.9	18.6	8.6
With Disabilities	5	-	15	6.7	13	7.7	12	8.3	11	18.2	-	9.9	5	-	15	6.7	34	2.9	12	0.0	10	10.0	-	10.0
WO Disabilities	79	49.4	69	58.0	75	53.3	64	57.8	54	57.4	8.0	-0.4	84	35.7	69	53.6	78	55.1	65	46.2	54	55.6	19.9	9.4
Homeless	10	50.0	9	-	14	42.9	9	-	6	-	-	-	12	33.3	9	-	15	53.3	9	-	6	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	0	-	1	-	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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**APPENDIX E**

**2020-21 SPSA ASSESSMENT AND EVALUATION**

**Hamilton Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

**SCHOOL NAME: HAMILTON ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2019-20**

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

*Based on the SPSA Needs Assessment conducted in Spring, students will benefit from differentiated, meaningfully delivered instruction which will be the outcome of the monthly PLCs, focusing on Lesson Design and Effective Teaching.*

For intervention support, students approaching grade level expectations in reading have an additional guided reading lesson twice - three times per week. All students access Raz Kids for target reading fluency and other skills needed in ELA. Students not reading at grade level in grades 3-5 will receive A-N support from their classroom teacher as necessary to catch up to grade level. LRT will train 3-5th grade teachers in A-N strategies during PLCs.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Ramirez, Kathleen	0.70000	\$92,248.46	09800-1109	To support and coach Teachers in PLCs and Lesson Design and to provide intervention to EL students and students not at Grade level	Yes, IRT is supporting and coaching teachers in PLCs and Lesson Design. IRT provides intervention to EL students and students not at Grade level	Due to COVID, the scope of the intervention is smaller than optimum if in person.	Due to COVID, few modifications are made although IRT is strategically using time. As learning shifts to in person or hybrid, roles and responsibilities will be reevaluated.

Note/Reminders (optional):

**Goal 4- English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

*Professional Learning, including Co-teaching ELD, Lesson Design, Professional Development and classroom observations, and monthly monitoring will all be included in this activity.*

*Classroom Teachers have access to and are strongly encouraged to access the Benchmark Materials for ELD for effective Designated ELD planning. CA State ELD Standards are also made available to Teachers for grade level planning purposes.*

*Additional tutoring is also rendered to English Learning students during the Guided Reading block, and after school twice weekly.*

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$2,475.00	09800-4301	Instructional supplies and materials for unduplicated students.	We were able to buy supplies at the beginning of the year.	Not enough money to support the supplies needed for home distribution. More supplies were needed for Phase One and Online Learning.	SSC approved a transfer from different funds to augment the need.
Inschool Resource Tchr - Ramirez, Kathleen	--	--	09800-1109	To support and coach Teachers in PLCs and Lesson Design and to provide intervention to EL students and	Yes, Yes, IRT is supporting and coaching teachers in PLCs and Lesson Design. IRT provides intervention to EL students and	Due to COVID, the scope of the intervention is smaller than optimum if in person.	Due to COVID, few modifications are made although IRT is strategically using time. As learning shifts to in person or hybrid, roles and

## **Hamilton Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

students not at  
Grade level

students not at  
Grade level

responsibilities will  
be reevaluated.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

**Hamilton Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

**SCHOOL NAME: HAMILTON ELEMENTARY**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2019-20**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

The School Counselor will continue to support students’ social and emotional well being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the School Counselor will work collaboratively with students, parents, principal, Attendance Assistant and the United Way Intern, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The School Counselor will conduct weekly home visits with the Attendance Assistant to ensure families receive the supports they need to get their children to school everyday and on time. The School Counselor will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture and ALL students' access to a free and public education.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) &amp; why?</b>	<b>What is not working (ineffective) &amp; why?</b>	<b>Modification based on evaluation results.</b>
School Counselor - Ramirez- Holbrook, Eva	--	--	30100-1210	assist with chronic absenteeism	Yes, Counselor is assisting with chronic absenteeism by attending weekly attendance meetings, providing resources to absent students such as wifi support lines, etc.	A small group of chronically absent students require more interventions than the school site can offer as a result of distance learning.	As learning conditions change, new supports for chronically absent students may be used.

## Hamilton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Note/Reminders (optional):

### Strategy/Activity 2

**\*Strategy/Activity - Description**

A part time Vice Principal will assist with lowering the Chronic Absenteeism rate.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - Ramirez-Holbrook, Eva	0.70000	\$83,615.31	30100-1210	To assist w/ Chronic absenteeism and to co-lead the safe, collaborative and inclusive work.	Yes, Counselor is assisting with chronic absenteeism by attending weekly attendance meetings, providing resources to absent students such as wifi support lines, etc. School Counselor also supports with family meetings to support success and family partnerships.	A small group of chronically absent students require more interventions than the school site can offer as a result of distance learning.	As learning conditions change, new supports for chronically absent students may be used.
Vice Principal - NEW POSN, SBB2512823	0.10000	\$17,218.43	30100-1309	To assist with Chronic Absenteeism	Yes, Vice Principal is supporting chronic absenteeism through communication	A small group of chronically absent students require more interventions than the school site	As learning conditions change, new supports for chronically absent

## **Hamilton Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

with parents can offer as a result students may be  
partners, facilitating of distance learning. used.  
attendance  
meetings and  
offering individual  
supports for  
families.

Note/Reminders (optional):

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

*Based on the SPSA Needs Assessment conducted in Spring, students will benefit from differentiated, meaningfully delivered instruction which will be the outcome of the monthly PLCs, focusing on Lesson Design and Effective Teaching.*

For intervention support, students approaching grade level expectations in reading have an additional guided reading lesson twice - three times per week. All students access Raz Kids for target reading fluency and other skills needed in ELA. Students not reading at grade level in grades 3-5 will receive A-N support from their classroom teacher as necessary to catch up to grade level. LRT will train 3-5th grade teachers in A-N strategies during PLCs.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof Curriculum Dev Vist Tchr		\$20,609.19	30100-1192	To provide release time for teachers to attend PLCs	Due to the online teaching environment, this strategy is delivered differently.	Due to COVID, PLC schedules are altered and release time is not used as it was in brick and mortar.	As learning conditions change, school site team will re evaluate the implementation and use of release time and PLCS.

Note/Reminders (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

Vice Principal (Instructional) will support classroom teachers with tier 1 instruction and specific instructional practices based on observed needs and informed by student achievement data which will be actualized through lesson design and lesson studies throughout the school year. Vice Principal (Instructional) will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). Vice Principal (Instructional) collaboration and support will impact teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. Vice Principal



## Hamilton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

(Instructional) will also collaborate with Principal in closely monitor student progress and will collaborate with support staff (Education Specialists, Counselor, School Psychologist, Speech Pathologists) to increase academic achievement.

### \*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Vice Principal - NEW POSN, SBB2512823	0.40000	\$68,873.72	30106-1309	V.P. (Instructional) will support all aspects of AHES Strategic Plan	Yes, Vice Principal supports instruction through focused observations, PLC guidance and ILT facilitation and PD delivery.	Due to COVID, the scope of influence is less far reaching.	As learning conditions change, team will reevaluate how to maximize the impact on instruction, teacher practice and student achievement.

Note/Reminders (optional):

### Strategy/Activity 3

#### \*Strategy/Activity - Description

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

### \*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

## Hamilton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source		What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$1,655.50	30100-4301	Supplies for implementation of Teaching and learning strategies.	We were able to buy supplies at the beginning of the year.	Not enough money to support the supplies needed for home distribution. More supplies were needed for Phase One and Online Learning.	SSC approved a transfer from different funds to augment the need.

Note/Reminders (optional):

### Strategy/Activity 4

**\*Strategy/Activity - Description**

AHES students will continue to build schema to enhance literacy and whole world comprehension by engaging in academic/common core standards based field trips.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Field Trip		\$1,400.00	30100-5735	To build students' comprehension by expanding schema learning outside of the classroom.	We couldn't do it because of COVID. Money was reallocated based on online learning needs.	The learning opportunity outside of the classroom is not possible due to COVID.	Money was reallocated to support school need.

Note/Reminders (optional):

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

*Based on the SPSA Needs Assessment conducted in Spring, students will benefit from differentiated, meaningfully delivered instruction which will be the outcome of the monthly PLCs, focusing on Lesson Design and Effective Teaching.*

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$13,525.91	30106-1192	To provide release time for Teachers to plan and collaborate in Monthly PLCs	Due to the online teaching environment, this strategy is delivered differently.	Due to COVID, PLC schedules are altered and release time is not used as it was in brick and mortar.	As learning conditions change, school site team will re-evaluate the implementation and use of release time and PLCS.

Note/Reminders (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies to enhance Mathematics Teaching and Learning. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

## Hamilton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$1,655.50	30100-4301	instructional supplies to enhance Mathematics Teaching and Learning	We were able to buy supplies at the beginning of the year.	Not enough money to support the supplies needed for home distribution. More supplies were needed for Phase One and Online Learning.	SSC, School Team will work together to decide what supplies best support student learning

Note/Reminders (optional):

**Goal 4- English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

*Professional Learning, including Co-teaching ELD, Lesson Design, Professional Development and classroom observations, and monthly monitoring will all be included in this activity.*

*Classroom Teachers have access to and are strongly encouraged to access the Benchmark Materials for ELD for effective Designated ELD planning. CA State ELD Standards are also made available to Teachers for grade level planning purposes.*

*Additional tutoring is also rendered to English Learning students during the Guided Reading block, and after school twice weekly.*

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Vice Principal - NEW POSN, SBB2512823	--	--	30106-1309	V.P. (Instructional) will support all aspects of AHES Strategic Plan	Yes, Vice Principal supports instruction through focused observations, PLC guidance and ILT facilitation and PD delivery.	Due to COVID, the scope of influence is less far reaching.	As learning conditions change, team will reevaluate how to maximize the impact on instruction, teacher practice and student achievement.

Note/Reminders (optional):

## Goal 6 - Family Engagement

### Strategy/Activity 1

#### \*Strategy/Activity - Description

AHES Administration, faculty and staff will maintain and enhance the development of a safe and welcoming environment for our parent partners by providing light snacks for every Parent Training, meeting and celebration including monthly Family Fridays, tri mesterly Principal Chats, SSC and ELAC meetings, and Family Literacy, Math and Science nights.

#### \*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inservice supplies		\$1,463.00	30103-4304	Light Refreshments for Parent meetings and trainings.	Not able to use, due to COVID.	Not able to use, due to COVID.	Money will be reallocated.

Note/Reminders (optional):

### Strategy/Activity 2

#### \*Strategy/Activity - Description

Parent Communication and Community Resources - All AHES students will benefit from their parents being well informed in regard to dates and opportunities to learn about activities and initiatives to help them better prepare their children in partnership with our school by having access to our Monthly Parent bulletin as well as having access to three strategically placed Parent Information boards and a Parent Vision Board.

#### \*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

## Hamilton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$1,500.00	30103-4301	To create and maintain 3 - 5 Parent Information boards and the monthly AHES Parent Bulletin to enhance Home School Communication.	Parent Bulletin is being distributed digitally to enhance Home School Communication.	Due to COVID, Families cannot access the Parent Information Boards on campus.	Money will be reallocated. If learning conditions change, School Team will re-evaluate strategy.

Note/Reminders (optional):

**Goal 7- Graduation/Promotion Rate**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

The Literacy Resource Teacher will continue to support and collaborate with classroom teachers to impact teacher effectiveness. She will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Our LRT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Ramirez, Kathleen	0.30000	\$39,535.05	30100-1109	RT to provide supplemental instruction in ELA and supplemental Reading to students not yet reaching grade level in reading.	Yes, Yes, RT is providing supplemental instruction in ELA and supplemental Reading to students not yet reaching grade level in reading. and coaching teachers in PLCs and Lesson Design. IRT provides intervention to EL students and students not at Grade level	Due to COVID, the scope of the intervention is smaller than optimum if in person.	Due to COVID, few modifications are made although IRT is strategically using time. As learning shifts to in person or hybrid, roles and responsibilities will be stratgically reevaluated.





# Hamilton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Library Asst - Vacancy, SBB2510270	0.20000	\$6,951.71	30100-2231	Library asst to foster a love of reading and exposure to additional genres beyond childs' reading level.	Position is vacant.	Due to COVID, staffing of position and role implementation is delayed.	As staffing and learning conditions change, the strategy and implementation will be re-evaluated.
--	---------	------------	------------	--	---------------------	--	--

Note/Reminders (optional):

What are my leadership strategies in service of the goals?