



THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT HAMILTON ELEMENTARY SCHOOL

2022-23

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: Daley, Brittany

Contact Person: Daley, Brittany

Position: Principal

Telephone Number: 619/344-6800;

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

E-mail Address: bdaley@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: *January 24, 2023*

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.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Hamilton Elementary PHONE: 619 344 6800 FAX: _____
SITE CONTACT PERSON: Brittany Daley E-MAIL ADDRESS: bdaley@sandi.net

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

- Title I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and 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>10/6/22</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: _____ |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/6/22

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.

Brittany Daley
Type/Print Name of School Principal

Roxana Flores
Type/Print Name of SSC Chairperson

Adrienne Donskoy
Type/Print Name of ELAC Representative

Christina Casillas
Type/Print Name of Area Superintendent

Brittany Daley 10/7/22
Signature of School Principal / Date

[Signature] 10/7/22
Signature of SSC Chairperson / Date

Adrienne Donskoy 10/7/22
Signature of ELAC Representative / Date

[Signature] 10/11/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

one October 7th 2022

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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 and Hamilton is an ATSI school for Chronic Absenteeism specifically pertaining to the sub group of Homeless and Foster Youth. The faculty and staff of Hamilton Elementary School continue to strive toward excellence in meeting the needs of every student, every day. As such, our school programs are strategically designed 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, Hamilton educators 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. We see families as partners and our work also engages the community by offering support that allows our students to be supported in their future trajectory-college, career and beyond.

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 Hamilton Elementary School 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 LCAP 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.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

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

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

ENGAGING EDUCATIONAL PARTNERS

The various Hamilton Elementary School 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 2021/2022, stakeholders were involved in the 2022-2023 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 2022- SSC Preliminary Budget Conversation

January 2022- Staff met to analyze data and provided budget recommendations.

January 2022 - ILT met to analyze data and provided budget recommendations

February 2022 - HES ELAC Committee met, crafted, and provided budget recommendations

February 2022 - HES SCC Committee met, processed through, and reviewed 2022/23 budget

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March 2022 - HES SCC Committee met, reviewed, and approved 2022/23 budget

March 2022- SSC met to discuss the evaluation and assessment survey.

March 2022 SSC developed the School-Parent Compact and Parent Involvement Policy.

October 6, 2022- SSC developed and approved 2022-2023 SPSA Goals.

September 19 2022, the Annual Title I Parent Meeting took place in the auditorium. Parents will also received digital copies of School-Parent Compact and Parent Involvement Policy and have paper copies available for them to be sent home.

RESOURCE INEQUITIES

The HES 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 202122 SPSA. An analysis of CAASPP Summary Proficiency Reports demonstrates decrease in all areas and subgroups. Data was not available in 19-20 or 20-21 due to COVID therefore cohort data across years is not comparable. Due to the Covid Pandemic, there are no CAASP Data for 2019/2020 or 2020/2021. Therefore for more recent accurate data to inform the SPSA, Hamilton consulted the Fountas and Pinnell Reading assessments given Fall/Spring, District FAST and DEMI results.

Below are the Spring FAST Results. Overall 41.4% of students were low risk or advanced.

School/Grade	Number of Students	High Risk	Some Risk	Low Risk	Advanced	Low Risk/ Advanced
Hamilton Elementary	191	28.8%	29.8%	33.0%	8.4%	41.4%
3	71	33.8%	33.8%	28.2%	4.2%	32.4%
4	67	22.4%	26.9%	37.3%	13.4%	50.7%
5	53	30.2%	28.3%	34.0%	7.5%	41.5%

According the Spring 2021 Assessment of the FAST 41.4% of HES students in grades 2-5 are reading at or appraoching grade level as measured by FAST. this is higher than the previous spring where 27% was at or above. This is further confirmed by the Fountas and Pinnell reading assessments we conducted internally Fall 2021 where the average student at Hamilton was 1.93 years belows grade level. Students in grades TK-3 need letter ID, sound, name, sight words and phonics instruction.

Below is Spring Fountas and Pinnel data for students in UTK-2. The yellow represents students at or above grade level.

Hamilton Elementary	209	58.4%	34.4%	7.2%
1	61	77.0%	11.5%	11.5%
2	65	52.3%	44.6%	3.1%
K	64	50.0%	40.6%	9.4%
TK	19	47.4%	52.6%	0.0%

Below is the Spring 22 DEMI Data:

School/Grade Level	Knowledge			Application			Communication					
	Count of Students	Incomplete	Proficient	Strong	Count of Students	Incomplete	Proficient	Strong	Count of Students	Incomplete	Proficient	Strong
Hamilton Elementary	188	38.8%	56.4%	4.8%	188	48.4%	46.3%	5.3%	182	46.7%	52.2%	1.1%
3	72	38.9%	52.8%	8.3%	71	67.6%	29.6%	2.8%	67	73.1%	26.9%	0.0%
4	65	38.5%	61.5%	0.0%	66	42.4%	56.1%	1.5%	65	26.2%	72.3%	1.5%
5	51	39.2%	54.9%	5.9%	51	29.4%	56.9%	13.7%	50	38.0%	60.0%	2.0%

Below is the Spring 22 DEMI Data:

39% of students were at a 3 or 4 on the state testing for ELA in 21-22 and 30% of students were at a 3 or 4 in Math.

In addition, the attendance rate is highly fluctuating and is synced with fluctuating COVID case rates in our zip code and we finished the year at a 92.57%.

Based on the data, resource needs include:

- Curriculum and Content for supporting students in literacy such as guided reading books at all levels in English and Spanish. This would also include centers and materials to differentiate and address the variety of needs in the classroom*
- Early Intervention for students experiencing needs in literacy as well as behavior*
- Increased Family Academic Engagement in School policies, events and procedures*
- Learning Ready Facilities: The library, book room, supply room and curriculum room are not yet useful or maximized for staff and students*
- effective and predictable PLC structures to improve outcomes.*

Effectiveness and Impact of Funded Positions and Strategies

The Library Assistant supports ELA and student literacy by conducting read aloud aligned to grade levels standards. In addition they support students in accessing books to further strengthen and practice their literacy skills.

The Resource Teacher is effective as they provide strategic literacy intervention groups to support student literacy and learning. In addition they serve as the EL Coordinator for the school and conduct designated ELD classes and support with reclassification and ELPAC testing.

The School Counselor position is effective of supporting student emotional well being and creating a safe inclusive culture as they conduct daily individual and group sessions as well as provide explicit classroom lessons to students on how we can have a safe school climate.

The software programs we purchase are IX, Formative Loop and RAZ kids. These programs are used daily in all classrooms by all students. They support literacy and math development by providing individualized learning at each student's instructional level.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Jacey Prah	Teacher
Adrienne Donskoy	Teacher
Jesus Celiceo	Parent
Brittany Daley	Principal
Roberta Villalobos	Teacher
Gerry Lynn Phillips	Staff: other
Roxana Flores	Parent
Jose Cerna	Parent
Zulma Garcia	Parent
April Mills	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Hamilton planned to pay for Counselor FTE to support decreasing chronic absenteeism and foster a safe learning environment where equity and anti racist teaching is at the core. The counselor continued in the role in the 21-22 school year. Due to unforeseen circumstances, the Counselor role was not active on campus. However, per the job description, The counselor conducted home visits, supported student need during the pandemic, and collaborated with the Guidance Assistant as well as general education teachers to conduct SSTs to support academics. This position continues to be funded in the 22-23 School Year. The job is actively serving students through counselling small groups, in class lessons, leading SSTs and attendance efforts. This supports attendance and a safe inclusive culture where equity is at the core.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to unforeseen circumstances, the role was not executed as desired in the job description as it was 'vacant' due to the sub shortage. However, the first half of the school year, the Counselor provided supervision at recess and facilitated SSTs.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

No changes to the Counselor's work as it relates to the topic. The Counselor will facilitate a comprehensive counseling program at the school centered on social skills and well being in the community. The Counselor will also offer weekly social groups to support students with challenges such as chronic absenteeism, creating a sense of belonging, identity and more. The Counselor will also conduct Second Step Lessons in each classroom to foster a sense of community, belonging and equity.

***Identified Need**

Hamilton is 97.8% socioeconomically disadvantaged and the all students goal serves this population. The 21-22 Data shows that the suspension rate is 2.5% and that African American Youth are over represented in our school's discipline. There is a need for Professional Development, training, data analysis and critical conversations around race, the education system and ensuring students belong.

The California Dashboard report reflects HES 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% for 2019 and increased in 2020-21 to nearly 27% and then returned to 25% in 2021-22 School Year.

Chronic Absenteeism Rates by Subgroups pulled from the 2019 Dashboard Results:

Red Dial/Category:

African American students=25.9%

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%

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Decrease the overall school wide chronic absenteeism rate.	25%	15%	Attendance	Month
June 2023	TK-5	Decrease the overall school wide suspension rate.	2.5%	.8%	Suspension	Trimester

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June 2023	TK-5	Increase the average parent involvement rate (“strongly agree” in each of the 4 indicators).	48.85%	88%	CAL-SCHLS (CSPS)	Annually
June 2023	TK-5	Increase the overall school attendance rate.	92.3%	94%	Attendance	Month

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Homeless/Foster	To decrease chronic absenteeism	31.8%	21.8%	Attendance	Daily
June 2023	UTK-5	Students with Disabilities	To decrease chronic absenteeism	44%	34%	Attendance	Daily
June 2023	UTK-5	Hispanic or Latino	To decrease chronic absenteeism	28.9%	19%	Attendance	Daily
June 2023	UTK-5	Black or African American	To decrease chronic absenteeism	25.9%	16%	Attendance	Weekly
June 2023	UTK-5	English Learner	To decrease chronic absenteeism	19.1%	9%	Attendance	Weekly
June 2023	UTK-5	Asian	To decrease chronic absenteeism	12.2%	2.2%	Attendance	Monthly
June 2023	UTK-5	Black or African American	To decrease suspension rates	4.1%	1.0%	Suspension	Monthly
June 2023	UTK-5	English Learner	To decrease suspension rates	1.1%	0%	Suspension	Monthly
June 2023	UTK-5	Hispanic or Latino	To decrease suspension rates	1.6%	0%	Suspension	Monthly

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June 2023	UTK-5	Homeless/Foster	To decrease suspension rates	5.4%	1.0%	Suspension	Monthly
June 2023	UTK-5	Students with Disabilities	To decrease suspension rates	0.9%	0%	Suspension	Monthly

Supporting Black Youth - Additional Goals

- ✓ 1. Hamilton’s Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Hamilton is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Hamilton’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, [Hamilton will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Hamilton will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Hamilton’s Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Hamilton will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Hamilton will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

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 95% of Alexander Hamilton's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

All student sat Hamilton will benefit from the Counselor's focus on leading curriculum that create safe spaces for all. Black Youth will be empowered and supported to be successful in the classroom and advocate for what they need from their school community.

*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. Also, the School Counselor will work collaboratively with students, parents, principal, Attendance Assistant and the

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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.

The School Counselor will decrease Chronic Absenteeism rates by conducting home visits for student that are trending chronic absenteeism and will create support plans for students to bridge the gaps/needs that is keeping students from attending school. Counselor will also connect families to community resources that support school attendance. In necessary cases, School Counselor facilitate the SART and SARB letters for chronically absent students.

In addition, the Counselor will conduct weekly small group counseling sessions and also proactive and responsive lessons to create a safe classroom culture. These lessons will elevate the voices of Black Youth in advocating for a school that is anti racist in its practices.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F013521	School Counselor -	0.60000	\$53,725.80	\$78,504.78	0135-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Counselor will pull small groups based on need as well as deliver weekly lessons in classrooms to create a safe school environment for all students specifically Black youth.

***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.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All**Call to Action Belief Statements**

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Resources were allocated to fund the following:

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.

PLC works supports Math and Literacy instruction as data and instruction is revised to meet student needs, student sub groups are visible in data analysis as equity is at the center o data analysis. This impact graduation rates as we know literacy in 3rd and 5th grade supports students in being prepared to be successful in high school and beyond.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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.

PLCs and guest teachers were not used as intended due to the pandemic and online learning. There was a sub shortage during OMicron that impacted the school's ability to host PLCs as previously outlined.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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

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PLCs. All teachers did not have the opportunity to participate in lesson studies. Therefore, we are funding the VAPA PLC program to give teachers more PLC times. We also added a PIF position to support with small group guided reading.

*Identified Need - English Language Arts

In the Fall of 2021, all students were assessed using the Fountas and Pinnell Benchmark assessment kits. 8.49% were considered on grade level or within 5 months of being at grade level. This equates to 36 students. In Fall of 2022, 41% of students are at or above grade levels in grades 1-5.

In the 21-22 School Year, 39% of students were proficient in ELA as measured by the state assessments, 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.

Therefore, there is a slight decrease in the years following covid and virtual 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, students with disabilities, and our Hispanic students. Over 95% of the AHES student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

The 3rd grade cohort scores 31%, 4th grade 28% and 5th grade 50%.

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); strengthening tier one instruction by integrating lesson study and lesson design throughout the school year for all classroom teachers and Education Specialists; and 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. Also, Teachers will continue the ELLA A-N Reading strategy work and a focus on guided reading by all teachers in grades UTK-5. Fountas and Pinnel testing will continue for all students.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	3rd Grade	Increase the percentage of students meeting and exceeding grade level standards.	35.1%	45.1%	CAASPP ELA	Annually
June 2022	4th Grade	Increase the percentage of students meeting and exceeding grade level standards.	45.2%	55.2%	CAASPP ELA	Annually
June 2022	5th Grade	Increase the percentage of students meeting and	50.8%	60.8%	CAASPP ELA	Annually

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		exceeding grade level standards.				
June 2022	Grades 3-5	Increase the percentage of students meeting and exceeding grade level standards.	43.4%	53.4%	CAASPP ELA	Annually
June 2022	Grades TK-5	Increase the percentage of students reading at or above grade level.	8.49%	45%	Running Records/Miscue Analysis	Annually
June 2022	Grades TK-5	Increase the percentage of students growing 1.5 years in reading per year.	N/A	95%	Running Records/Miscue Analysis	Annually

***Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	To increase the percent of students meeting or exceeding	10.7%	30%	FAST aReading	Annually
June 2023	3-5	Students with Disabilities	To increase the percent of students meeting or exceeding	11%	21%	FAST aReading	Annually
June 2023	3-5	Black or African American	To increase the percent of students meeting or exceeding	41.7%	60%	FAST aReading	Annually
June 2023	3-5	Hispanic or Latino	To increase the percent of students meeting or exceeding	40.4%	26.67%	FAST aReading	Annually

Hamilton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	UTK-2	Students with Disabilities	o increase the percent of students meeting or exceeding	8.1%	21%	Fountas and Pinnel	Annually
June 2023	UTK-2	Hispanic or Latino	o increase the percent of students meeting or exceeding	34.6%	60%	Fountas and Pinnel	Annually
June 2023	UTK-2	Black or African American	To increase the percent of students meeting or exceeding	62.5%	80%	Fountas and Pinnel	Annually
June 2023	UTK-2	English Learner	To increase the percent of students meeting or exceeding	31.2%	50%	Fountas and Pinnel	Annually
June 2023	UTK-2	Asian	To increase the percent of students meeting or exceeding	69.2%	85%	Fountas and Pinnel	Annually
June 2023	3-5	Asian	To increase the percent of students meeting or exceeding	66.7%	60%	FAST aReading	Annually
June 2023	3-5	White	To increase the percent of students meeting or exceeding	18.25	50%	FAST aReading	Annually
June 2023	3-5	Two or More Races	To increase the percent of students meeting or exceeding	47.1%	65%	FAST aReading	Annually

***Identified Need - Math**

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The internal DEMI District Math assessment demonstrated that communication and communicating about thinking is the largest area of need for the school. 4% of students showed strength in the areas of knowledge and communication while 5% showed strength in the area of application. The school's overall data for the 2021-22 School Year shows that 30% of student met or exceeded the standard as measured by the State assessments. 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 98% of AHES's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students. As a result of this analysis, there are inequities in the area of math for English learning students, students with disabilities, and students of Hispanic origin, Black Youth,.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Grades 3-5	Increase the percentage of students meeting and exceeding grade level standards.	30%	50%	CAASPP Math	Annually
June 2023	Grades 2-5	Increase the percentage of students showing strength in the knowledge section of the DEMI.	4.8%	50%	DEMI	Annually
June 2023	Grades 2-5	Increase the percentage of students showing strength in the communication section of the DEMI.	1.1%	45%	DEMI	Annually
June 2023	Grades 2-5	Increase the percentage of students showing strength in the application section of the DEMI.	5.3%	50%	DEMI	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Math

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By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	3-5	Students with Disabilities	Increase the percentage of students showing strength in the application section of the DEMI.	0%	25%	DEMI	Annually
June 2022	3-5	Hispanic or Latino	Increase the percentage of students showing strength in the application section of the DEMI.	5.2	25%	DEMI	Annually
June 2022	3-5	English Learner	Increase the percentage of students showing strength in the application section of the DEMI.	2.7%	22.7%	DEMI	Annually
June 2022	3-5	Black or African American	Increase the percentage of students showing strength in the application section of the DEMI.	2.8%	30%	DEMI	Annually
June 2022	3-5	Asian	Increase the percentage of students showing strength in the application section of the DEMI.	12.5%	30%	DEMI	Annually
June 2022	3-5	Two or More Races	Increase the percentage of students showing	0%	25%	DEMI	Annually

Hamilton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			strength in the application section of the DEMI.				
June 2022	3-5	Students with Disabilities	Increase the percentage of students showing strength in the communication section of the DEMI.	0%	25%	DEMI	Annually
June 2022	3-5	Hispanic or Latino	Increase the percentage of students showing strength in the communication section of the DEMI.	0.9%	25.9%	DEMI	Annually
June 2022	3-5	Black or African American	Increase the percentage of students showing strength in the communication section of the DEMI.	0%	25%	DEMI	Annually
June 2022	3-5	English Learner	Increase the percentage of students showing strength in the communication section of the DEMI.	0%	25%	DEMI	Annually
June 2022	3-5	Asian	Increase the percentage of students showing strength in the communication	6.3%	26.3%	DEMI	Annually

Hamilton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			section of the DEMI.				
June 2022	3-5	Two or More Races	Increase the percentage of students showing strength in the communication section of the DEMI.	0%	25%	DEMI	Annually
June 2022	3-5	Black or African American	Increase the percentage of students showing strength in the knowledge section of the DEMI.	37.8%	50%	DEMI	Annually
June 2022	3-5	Students with Disabilities	Increase the percentage of students showing strength in the knowledge section of the DEMI.	0%	25%	DEMI	Annually
June 2022	3-5	Hispanic or Latino	Increase the percentage of students showing strength in the knowledge section of the DEMI.	65.2%	80%	DEMI	Annually
June 2022	3-5	Two or More Races	Increase the percentage of students showing strength in the knowledge section of the DEMI.	60%	80%	DEMI	Annually
June 2022	3-5	Asian	Increase the percentage of students showing	93.8%	98%	DEMI	Annually

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			strength in the knowledge section of the DEMI.				
June 2022	3-5	English Learner	Increase the percentage of students showing strength in the knowledge section of the DEMI.	47.1%	60%	DEMI	Annually

***Identified Need - English Learners**

English Learner students make up approximately 48% of the overall student population. 11% of students who took the ELPAC scored a 4 on the assessment. There is a need for integrated and designated ELD that supports students in both acquiring the English language while also developing deep content knowledge. This should be reflected in our professional development structures, PLCs, data meetings, lesson planning and school culture.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	English Learner	Increase the percentage of student at or above grade level as measured by Fountas and Pinnel	26.1%	60%	Reclassification Rates	annual
June 2023	UTK-5	English Learner	Increase the percentage of students reclassified	2%	25%	Summative ELPAC	annual

***Identified Need - Graduation/Promotion Rate**

In Fall of 2021, All students at Hamilton Elementary received a Fountas and Pinnel reading Benchmark assessment. It indicated that 8.49% of students were at grade level or near it within half a year. By Fall of 2022, that number rose to a little over 40%. The 21-22 Smarter Balance Assessment for ELSA also showed that 38% of students performed at or above grade level. 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. We need to prioritize early intervention and acceleration for literacy. We also need to ensure aligned programs across grade levels for our literacy block.

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*Goal 5- Graduation/Promotion Rate						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	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 2022	5	Increase the percentage of students reading at or above grade level as measured by the DRA2.	56%	76%	Grade 5 ELA Reading	Trimester

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	English Learner	Increase the percentage of students reading at or above grade level as measured by the FP Assessments.	29%	50%	Grade 3 ELA Reading	Trimester
June 2023	3	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the FP Assessments..	5.2%	25%	Grade 3 ELA Reading	Trimester
June 2023	5	English Learner	Increase the percentage of students reading at or above grade	27.3%	50%	Grade 5 ELA Reading	Trimester

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			level as measured by the FP Assessments..				
June 2023	5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the FP Assessments..	11%	30%	Grade 5 ELA Reading	Trimester

Optional School Goal(s)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

Professional Learning Communities and Professional Development

*Students to be served by this Strategy/Activity

All students will benefit from this strategy. In PLC we looks at data and plan instruction to meet the needs of all students. We look at data by subgroup as well: ELs, Students with a disability, racial and ethnic groups. Given that over 95% of our school qualifies for free and reduced lunch all students are represented when we look at equitably serving students from low income communities.

*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. We are using the VAPA PLC framework to try to eliminate the barrier from sub coverage.

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. In addition studets also use online programs such as RAZ kids, Formative Loop snd IXL to close learning gaps.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F013520	Inschool Resource	0.40000	\$39,566.40	\$58,951.38	0135-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Supports PLCS, Literacy Intervention and Acceleration

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									Curriculum to small groups, support EL students with testing.
N01351K	Classroom Teacher Hrly		\$5,000.00	\$6,190.50	0135-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Funds to support teachers in PLC time, hourly time for ITL to plan PLC agendas and look at data.
N013564	Prof&Currielm Dev Vist Tchr		\$4,114.00	\$5,093.54	0135-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting Teacher Funds to support needed PLCS outside of VAPA days.
N013568	Classroom Teacher Hrly		\$6,423.00	\$7,952.31	0135-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		funds to pay for beginning of the year and end of the year PLCS
N0135AJ	Classroom Teacher Hrly		\$2,437.00	\$3,017.26	0135-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		funds to provide for tutoring as needed, plc time, ILT time to support student achievement.
N0135AT	Interprogram Svcs/VAPA		\$21,400.00	\$21,400.00	0135-30100-00-5738-1000-1110-01000-0000	Title I Basic Program	[no data]		funds to pay for VAPA PLC program.

***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 impact 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 Supplies

*Students to be served by this Strategy/Activity

All HES 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. These instructional supplies include high quality and relevant books for guided reading.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01354T	Supplies		\$5,667.00	\$5,667.00	0135-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies to support instructional for all student subgroups
N013560	Interprogram Svcs/Paper		\$1,613.00	\$1,613.00	0135-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		paper to support instructional programs
N013566	Retired NonClstrm Tchr Hrly		\$3,500.00	\$4,333.35	0135-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		funds to support visiting teacher for ELPAC to support students who are English Language Learners.
N013567	Interprogram Svcs/Paper		\$3,000.00	\$3,000.00	0135-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		funds to support paper and printing to support instructional programs for all student sub groups
N013580	Supplies		\$10,077.00	\$10,077.00	0135-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Funds to buy instructional materials such as guided reading books, supplies for literacy, math manipulatives, notebooks, markers etc.
N01359N	Software License		\$8,026.00	\$8,026.00	0135-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Money to buy instructional programs to support Math and Literacy for all student sub groups. IXL, RAZ kids and Formative Loop

*Additional Supports for this Strategy/Activity

Love of Literacy and Access to Books

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

All students will benefit from this strategy.

***Strategy/Activity - Description**

Continue to allocate funds to pay for a Library Assistant. The Library Assistant reads to students in the library twice a month per each class. Students also take library visits to check out high interest books. In addition, the Library Assistant plans fun activities like Read Across America Day that encourages a love of learning and reading.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F013524	Library Asst -	0.20000	\$6,025.40	\$8,270.34	0135-30100-00-2231-2420-1110-01000-0000	Title I Basic Program	[no data]		supports student love of literacy through read alouds, library visits and community events

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

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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F013522	Inschool Resource Tchr	0.40000	\$39,566.40	\$58,951.38	0135-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Resource Teacher to support students learning English through small groups and supporting with reclassification and ELPAC testing.

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F013523	Para - Independ Faciltator -	0.70000	\$26,802.30	\$56,339.30	0135-30106-00-2104-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		PIF to support with in class or small group pull out literacy groups under the direction of the classroom teacher or resource teacher.
N013563	PullOut/Push in Hrly		\$8,000.00	\$9,904.80	0135-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	[no data]		Extra bank to provide for needed funds for Resource Teacher.

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

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

*Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

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 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

This year we are looking to re engage families following the pandemic. The health and safety guidelines amy allow for in person meetings and events, but the involvement of families is significantly impacted by technology as it may be harder for some families to access technology. We look forward to the 22-23 School Year and a return to in person meetin gs which allows more accesibility for many of our fmailies.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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.

***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:

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- 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%).

*Goal 6- 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)

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2022	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 2022	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	43%	53%	Other - Describe in Objective

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		child from all parent groups as measured by CA Parent Survey.			
June 2022	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 2022	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

HES 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
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Hamilton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N01354	Supplies		\$1,632.00	\$1,632.00	0135-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		supplies for in person family meetings. May include snacks and light refreshments, books, instructional materials.
N013561	Other Clsfd NonUnion Hrly		\$653.00	\$894.67	0135-30103-00-2986-2495-0000-01000-0000	Title I Parent Involvement	[no data]		hourly funds for classified staff to provide child care during certain in person parent meetings.
N013565	Counselor Hrly		\$1,100.00	\$1,361.91	0135-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]		hourly funds for the Counselor to support with parent meetings

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

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 HES 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N013562	Interprogram Svcs/Duplicating		\$800.00	\$800.00	0135-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	[no data]		papers and printing services to support the communication with families through newsletters, flyers, sign ups, etc

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

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

Hamilton Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 207,843
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 351,981

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)	\$ 67,383
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 67,383

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)	\$ 76,755
[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): \$ 76,755

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 351,981

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Hamilton Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	39,566.40	0.4	\$39,566.40
Hamilton Elementary			3000 Benefits			0	\$19,384.98
Hamilton Elementary		Inschool Resource Tchr Total				0.4	\$58,951.38
Hamilton Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	5,000.00	0	\$5,000.00
Hamilton Elementary			1986 Retired NonClsm Tchr Hrly	Retired NonClsm Tchr Hrly	3,500.00	0	\$3,500.00
Hamilton Elementary			3000 Benefits			0	\$2,023.85
Hamilton Elementary			4301 Supplies	Supplies	5,667.00	0	\$5,667.00
Hamilton Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	1,613.00	0	\$1,613.00
Hamilton Elementary		(blank) Total				0	\$17,803.85
Hamilton Elementary	09800 LCFF Intervention Support Total					0.4	\$76,755.23
Hamilton Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	39,566.40	0.4	\$39,566.40
Hamilton Elementary			3000 Benefits			0	\$19,384.98
Hamilton Elementary		Inschool Resource Tchr Total				0.4	\$58,951.38
Hamilton Elementary		Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	6,025.40	0.2	\$6,025.40
Hamilton Elementary			3000 Benefits			0	\$2,244.94
Hamilton Elementary		Library Asst Total				0.2	\$8,270.34
Hamilton Elementary		School Counselor	1210 Counselor	Counselor	53,725.80	0.6	\$53,725.80
Hamilton Elementary			3000 Benefits			0	\$24,778.98
Hamilton Elementary		School Counselor Total				0.6	\$78,504.78
Hamilton Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	6,423.00	0	\$6,423.00
Hamilton Elementary			1159 PullOut/Push in Hrly	PullOut/Push in Hrly	8,000.00	0	\$8,000.00
Hamilton Elementary			1192 Prof&Curricm Dev Vist Tchr	Prof&Curricm Dev Vist Tchr	4,114.00	0	\$4,114.00
Hamilton Elementary			1260 Counselor Hrly	Counselor Hrly	1,100.00	0	\$1,100.00
Hamilton Elementary			3000 Benefits			0	\$4,675.56
Hamilton Elementary			4301 Supplies	Supplies	10,077.00	0	\$10,077.00
Hamilton Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	3,000.00	0	\$3,000.00
Hamilton Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	21,400.00	0	\$21,400.00
Hamilton Elementary		(blank) Total				0	\$58,789.56
Hamilton Elementary	30100 Title I Basic Program Total					1.2	\$204,516.06
Hamilton Elementary	30103 Title I Parent Involvement	(blank)	2986 Other Clsfd NonUnion Hrly	Other Clsfd NonUnion Hrly	653	0	\$653.00
Hamilton Elementary			3000 Benefits			0	\$241.67
Hamilton Elementary			4301 Supplies	Supplies	1,632.00	0	\$1,632.00
Hamilton Elementary			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	800	0	\$800.00
Hamilton Elementary		(blank) Total				0	\$3,326.67
Hamilton Elementary	30103 Title I Parent Involvement Total					0	\$3,326.67
Hamilton Elementary	30106 Title I Supplmnt Prog Imprvmnt	Para - Independ Facilitator	2104 Special Ed Technician Clsm	Special Ed Technician Clsm	26,802.30	0.7	\$26,802.30
Hamilton Elementary			3000 Benefits			0	\$29,537.00
Hamilton Elementary		Para - Independ Facilitator Total				0.7	\$56,339.30
Hamilton Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	2,437.00	0	\$2,437.00
Hamilton Elementary			3000 Benefits			0	\$580.26
Hamilton Elementary			5841 Software License	Software License	8,026.00	0	\$8,026.00
Hamilton Elementary		(blank) Total				0	\$11,043.26
Hamilton Elementary	30106 Title I Supplmnt Prog Imprvmnt Total					0.7	\$67,382.56

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

Hamilton Elementary School
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-23

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

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, September 9, 2022 during the Title I Meeting portion of Family Friday.***

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

This policy was shared with parents during Family Friday on Friday, September 9, 2022 and was also posted on Class Dojo on October 6, 2022.

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 practical, 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 to parents digitally via SchoolMessenger (phone calls and email), and ClassDojo.

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

Parents are invited to participate in various Parent Engagement opportunities, such as: Family Friday, Back to School Night, Parent-Teacher Conferences, SSC, SGT, ELAC, HPAC meetings, and ClassDojo posts.

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 Family Friday on Friday September 9, 2022.

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:

As limitations permit, certain meetings will be held in person. Online, virtual meetings will be offered both in the mornings and the afternoons/evenings.

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. ClassDojo is utilized by all school staff members, allowing parents to interact with school staff in a timely, ongoing manner, as well as by phone or email.

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 receive and have access to updates throughout the school year in both English and Spanish. ClassDojo allows parents to translate to additional languages. Information is shared digitally, via SchoolMessenger, and the school marquee system, as well as a monthly family newsletter.

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 standards and 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 and take part of various parent engagement opportunities, such as: Family Fridays, Back to School Night, Open House, Family Enrichment Events, Parent-Teacher Conferences, as well as virtual check-ins.

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 standards and updates during Parent-Teacher conferences in the Fall and Spring. Prior to state testing, parents are invited to attend a Testing meeting for parents to best support their students. Parents can always contact school staff through ClassDojo, email, or phone if more information is needed.

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]).

Themes for parent meetings are strategically planned to meet the needs of families.

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 Newsletter, where they have access to parent meeting outcomes. All staff are connected to families through ClassDojo.

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 participate in school events to share information with families, community resources are always available for 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 communication is done in both English and Spanish, the use of ClassDojo allows families additional translation options.

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

Parents are invited to participate in various Parent Engagement opportunities, such as: Family Friday, Back to School Night, Family Enrichment Events, Parent-Teacher Conferences, SSC, SGT, ELAC, and HPAC 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 receive and have access to updates throughout the school year in both English and Spanish. ClassDojo allows parents to translate to additional languages. Information is shared digitally, via SchoolMessenger, and the 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, appreciated and responded to.

This policy was adopted by Hamilton Elementary School on October 6, 2022 and will be in effect for the period of 2022-23 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: Friday, October 7, 2022.

Dr. Brittany Daley, Principal

Signature of authorized official here: ___/Brittany Daley/___

Enter date approved: Thursday October 6, 2022

**THIS TEMPLATE IS NOT AN OFFICIAL DOCUMENT
IT IS PROVIDED ONLY AS A TEMPLATE BY THE CALIFORNIA DEPARTMENT OF EDUCATION JULY 2018**

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

HAMILTON ELEMENTARY SCHOOL

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2022-23.

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?

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

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

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

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

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

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?

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

This Compact was adopted by the Hamilton Elementary School on October 6, 2022, and will be in effect for the period of 2022-23 school year.

The school will distribute the Compact to all parents and family members of students participating on Class Dojo on October 6 and via a paper copy the week of October 10, 2022.

Dr. Brittany Daley, Principal

Signature of authorized Official here:

/Brittany Daley/

Enter date approved: Thursday October 6, 2022

APPENDIX D**DATA REPORTS**

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



Home / Testing & Accountability / Accountability / California School Dashboard and System of Support
/ School Dashboard Additional Reports and Data

Hamilton Elementary (San Diego, CA) San Diego Unified

[Return to Search](#)

Reporting Year:

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2019

[Pivot Data by StudentGroups](#)

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Orange	None	None	Yellow	Green
English Learners	Orange	Orange	None	None	Yellow	Green
Foster Youth	None	None	None	None	None	None
Homeless	Red	Orange	None	None	None	None
Socioeconomically Disadvantaged	Red	Orange	None	None	Yellow	Green
Students with Disabilities	Red	Green	None	None	Orange	Red
African American	Red	Orange	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Orange	Blue	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Orange	None	None	Yellow	Green
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	Blue	None	None	None	None



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	257	38.9	237	37.6	217	41.5	212	43.4	185	40.0	1.1	-3.4	263	32.3	246	36.2	219	41.6	212	43.4	187	31.0	-1.3	-12.4
Female	118	40.7	110	43.6	105	48.6	101	53.5	99	39.4	-1.3	-14.1	121	28.9	114	39.5	106	43.4	100	50.0	99	26.3	-2.6	-23.7
Male	139	37.4	127	32.3	112	34.8	111	34.2	86	40.7	3.3	6.5	142	35.2	132	33.3	113	39.8	112	37.5	88	36.4	1.2	-1.1
African American	35	45.7	30	36.7	30	50.0	32	43.8	37	35.1	-10.6	-8.7	36	36.1	33	27.3	29	48.3	32	40.6	36	25.0	-11.1	-15.6
Asian	8	-	3	-	3	-	18	44.4	16	62.5	-	18.1	8	-	3	-	3	-	18	61.1	17	58.8	-	-2.3
Filipino	0	-	0	-	1	-	4	-	2	-	-	-	0	-	0	-	1	-	4	-	2	-	-	-
Hispanic	187	34.8	174	34.5	148	33.8	145	42.1	110	39.1	4.3	-3.0	192	29.7	178	32.6	150	35.3	144	43.8	111	28.8	-0.9	-15.0
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	1	-	3	-	3	-	0	-	-	-	0	-	1	-	3	-	3	-	0	-	-	-
White	0	-	5	-	3	-	1	-	9	-	-	-	0	-	5	-	4	-	2	-	10	20.0	-	-
Multiracial	4	-	6	-	17	52.9	9	-	10	50.0	-	-	4	-	8	-	17	52.9	9	-	10	40.0	-	-
English Learner	141	19.9	107	12.1	104	15.4	100	26.0	70	15.7	-4.2	-10.3	147	19.7	115	14.8	107	18.7	100	25.0	73	13.7	-6.0	-11.3
English-Speaking	116	62.1	130	58.5	113	65.5	112	58.9	115	54.8	-7.3	-4.1	116	48.3	131	55.0	112	63.4	112	59.8	114	42.1	-6.2	-17.7
Reclassified†	55	85.5	69	79.7	55	78.2	47	76.6	41	78.0	-7.5	1.4	55	63.6	69	75.4	55	83.6	47	83.0	41	56.1	-7.5	-26.9
Initially Eng. Speaking	61	41.0	61	34.4	58	53.4	65	46.2	74	41.9	0.9	-4.3	61	34.4	62	32.3	57	43.9	65	43.1	73	34.2	-0.2	-8.9
Econ. Disadv.*	229	39.3	230	37.0	208	40.4	190	44.7	173	38.7	-0.6	-6.0	234	31.6	239	35.6	209	41.6	190	43.7	174	31.0	-0.6	-12.7
Non-Econ. Disadv.	28	35.7	7	-	9	-	22	31.8	12	58.3	22.6	26.5	29	37.9	7	-	10	40.0	22	40.9	13	30.8	-7.1	-10.1
Gifted	39	79.5	31	77.4	19	78.9	17	88.2	0	-	-	-	39	66.7	31	77.4	19	73.7	17	88.2	0	-	-	-
Not Gifted	218	31.7	206	31.6	198	37.9	195	39.5	185	40.0	8.3	0.5	224	26.3	215	30.2	200	38.5	195	39.5	187	31.0	4.7	-8.5
With Disabilities	32	6.3	34	5.9	31	9.7	28	10.7	17	11.8	5.5	1.1	32	3.1	34	2.9	31	3.2	27	7.4	17	5.9	2.8	-1.5
WO Disabilities	225	43.6	203	42.9	186	46.8	184	48.4	168	42.9	-0.7	-5.5	231	36.4	212	41.5	188	47.9	185	48.6	170	33.5	-2.9	-15.1
Homeless	29	37.9	34	26.5	27	29.6	22	50.0	30	40.0	2.1	-10.0	29	24.1	37	32.4	27	18.5	22	40.9	29	44.8	20.7	3.9
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	0	-	4	-	4	-	7	-	-	-	4	-	1	-	3	-	4	-	3	-	-	-

* 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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	85	32.9	67	31.3	78	30.8	0	-	68	27.9	-5.0	-	86	33.7	70	32.9	79	39.2	74	36.5	68	23.5	-10.2	-13.0
Female	43	32.6	27	48.1	42	38.1	0	-	42	21.4	-11.2	-	43	37.2	28	39.3	42	42.9	34	32.4	42	14.3	-22.9	-18.1
Male	42	33.3	40	20.0	36	22.2	0	-	26	38.5	5.2	-	43	30.2	42	28.6	37	35.1	40	40.0	26	38.5	8.3	-1.5
African American	13	38.5	6	-	13	38.5	0	-	10	40.0	1.5	-	13	38.5	7	-	12	33.3	13	38.5	9	-	-	-
Asian	0	-	2	-	2	-	0	-	4	-	-	-	0	-	2	-	2	-	8	-	5	-	-	-
Filipino	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-
Hispanic	65	26.2	47	23.4	51	23.5	0	-	46	26.1	-0.1	-	66	28.8	48	25.0	52	36.5	51	37.3	46	21.7	-7.1	-15.6
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	1	-	2	-	0	-	0	-	-	-	0	-	1	-	2	-	0	-	0	-	-	-
White	0	-	3	-	0	-	0	-	3	-	-	-	0	-	3	-	1	-	0	-	3	-	-	-
Multiracial	3	-	3	-	7	-	0	-	3	-	-	-	3	-	4	-	7	-	1	-	3	-	-	-
English Learner	57	24.6	32	9.4	41	12.2	0	-	35	8.6	-16.0	-	58	25.9	35	17.1	43	25.6	27	14.8	36	13.9	-12.0	-0.9
English-Speaking	28	50.0	35	51.4	37	51.4	0	-	33	48.5	-1.5	-	28	50.0	35	48.6	36	55.6	47	48.9	32	34.4	-15.6	-14.5
Reclassified†	9	-	11	81.8	14	50.0	0	-	3	-	-	-	9	-	11	81.8	14	78.6	19	63.2	3	-	-	-
Initially Eng. Speaking	19	36.8	24	37.5	23	52.2	0	-	30	46.7	9.9	-	19	36.8	24	33.3	22	40.9	28	39.3	29	34.5	-2.3	-4.8
Econ. Disadv.*	79	35.4	66	30.3	75	29.3	0	-	63	25.4	-10.0	-	80	35.0	69	31.9	75	40.0	64	37.5	62	24.2	-10.8	-13.3
Non-Econ. Disadv.	28	35.7	1	-	3	-	0	-	5	-	-	-	6	-	1	-	4	-	10	30.0	6	-	-	-
Gifted	11	63.6	8	-	2	-	0	-	0	-	-	-	11	72.7	8	-	2	-	8	-	0	-	-	-
Not Gifted	74	28.4	59	25.4	76	28.9	0	-	68	27.9	-0.5	-	75	28.0	62	25.8	77	37.7	66	30.3	68	23.5	-4.5	-6.8
With Disabilities	32	6.3	8	-	10	10.0	0	-	7	-	-	-	10	0.0	8	-	10	10.0	4	-	7	-	-	-
WO Disabilities	75	37.3	59	33.9	68	33.8	0	-	61	27.9	-9.4	-	76	38.2	62	35.5	69	43.5	70	38.6	61	24.6	-13.6	-14.0
Homeless	9	-	8	-	11	18.2	0	-	9	-	-	-	9	-	9	-	11	9.1	8	-	8	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	4	-	0	-	2	-	-	-	2	-	0	-	3	-	2	-	1	-	-	-

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

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	88	35.2	82	32.9	63	44.4	0	-	68	50.0	14.8	-	93	19.4	85	27.1	63	47.6	74	45.9	68	38.2	18.8	-7.7
Female	43	37.2	38	36.8	26	53.8	0	-	36	63.9	26.7	-	46	15.2	40	30.0	26	50.0	41	56.1	36	44.4	29.2	-11.7
Male	45	33.3	44	29.5	37	37.8	0	-	32	34.4	1.1	-	47	23.4	45	24.4	37	45.9	33	33.3	32	31.3	7.9	-2.0
African American	12	41.7	13	38.5	5	-	0	-	18	38.9	-2.8	-	13	23.1	14	21.4	5	-	14	35.7	18	33.3	10.2	-2.4
Asian	2	-	0	-	1	-	0	-	9	-	-	-	2	-	0	-	1	-	4	-	9	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	2	-	1	-	-	-
Hispanic	67	31.3	60	26.7	44	38.6	0	-	35	48.6	17.3	-	71	16.9	61	23.0	44	40.9	48	47.9	35	31.4	14.5	-16.5
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	2	-	0	-	-	-
White	0	-	2	-	2	-	0	-	1	-	-	-	0	-	2	-	2	-	1	-	1	-	-	-
Multiracial	0	-	2	-	5	-	0	-	4	-	-	-	0	-	3	-	5	-	3	-	4	-	-	-
English Learner	51	17.6	38	5.3	33	18.2	0	-	20	15.0	-2.6	-	56	8.9	40	5.0	33	21.2	41	31.7	20	0.0	-8.9	-31.7
English-Speaking	37	59.5	44	56.8	30	73.3	0	-	48	64.6	5.1	-	37	35.1	45	46.7	30	76.7	33	63.6	48	54.2	19.1	-9.4
Reclassified†	17	82.4	26	76.9	12	91.7	0	-	23	87.0	4.6	-	17	47.1	26	69.2	12	100.0	12	100.0	23	73.9	26.8	-26.1
Initially Eng. Speaking	20	40.0	18	27.8	18	61.1	0	-	25	44.0	4.0	-	20	25.0	19	15.8	18	61.1	21	42.9	25	36.0	11.0	-6.9
Econ. Disadv.*	83	33.7	82	32.9	62	43.5	0	-	65	50.8	17.1	-	87	18.4	85	27.1	62	46.8	70	45.7	65	38.5	20.1	-7.2
Non-Econ. Disadv.	5	-	7	-	1	-	0	-	3	-	-	-	6	-	7	-	1	-	4	-	3	-	-	-
Gifted	12	83.3	10	70.0	7	-	0	-	0	-	-	-	12	50.0	10	60.0	7	-	1	-	0	-	-	-
Not Gifted	76	27.6	72	27.8	56	39.3	0	-	68	50.0	22.4	-	81	14.8	75	22.7	56	44.6	73	45.2	68	38.2	23.4	-7.0
With Disabilities	7	-	13	0.0	9	-	0	-	4	-	-	-	7	-	13	0.0	9	-	13	7.7	4	-	-	-
WO Disabilities	81	37.0	69	39.1	54	50.0	0	-	64	53.1	16.1	-	86	20.9	72	31.9	54	55.6	61	54.1	64	40.6	19.7	-13.5
Homeless	11	45.5	12	16.7	7	-	0	-	13	53.8	8.3	-	11	18.2	13	15.4	7	-	8	-	13	46.2	28.0	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	4	-	-	-	1	-	1	-	0	-	2	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	84	48.8	88	46.6	76	50.0	0	-	49	42.9	-5.9	-	84	45.2	91	47.3	77	39.0	64	48.4	51	31.4	-13.8	-17.0
Female	32	56.3	45	46.7	37	56.8	0	-	21	33.3	-23.0	-	32	37.5	46	47.8	38	39.5	25	64.0	21	19.0	-18.5	-45.0
Male	52	44.2	43	46.5	39	43.6	0	-	28	50.0	5.8	-	52	50.0	45	46.7	39	38.5	39	38.5	30	40.0	-10.0	1.5
African American	10	60.0	11	36.4	12	58.3	0	-	9	-	-	-	10	50.0	12	25.0	12	58.3	5	-	9	-	-	-
Asian	6	-	1	-	0	-	0	-	3	-	-	-	6	-	1	-	0	-	6	-	3	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Hispanic	55	49.1	67	49.3	53	39.6	0	-	29	48.3	-0.8	-	55	47.3	69	46.4	54	29.6	45	46.7	30	36.7	-10.6	-10.0
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	0	-	0	-	1	-	0	-	5	-	-	-	0	-	0	-	1	-	1	-	6	-	-	-
Multiracial	1	-	1	-	5	-	0	-	3	-	-	-	1	-	1	-	5	-	5	-	3	-	-	-
English Learner	33	15.2	37	21.6	30	16.7	0	-	15	33.3	18.1	-	33	27.3	40	22.5	31	6.5	32	25.0	17	29.4	2.1	4.4
English-Speaking	51	70.6	51	64.7	46	71.7	0	-	34	47.1	-23.5	-	51	56.9	51	66.7	46	60.9	32	71.9	34	32.4	-24.5	-39.5
Reclassified†	29	89.7	32	81.3	29	86.2	0	-	15	66.7	-23.0	-	29	69.0	32	78.1	29	79.3	16	93.8	15	33.3	-35.7	-60.5
Initially Eng. Speaking	22	45.5	19	36.8	17	47.1	0	-	19	31.6	-13.9	-	22	40.9	19	47.4	17	29.4	16	50.0	19	31.6	-9.3	-18.4
Econ. Disadv.*	67	50.7	82	46.3	71	49.3	0	-	45	40.0	-10.7	-	67	44.8	85	47.1	72	38.9	56	48.2	47	29.8	-15.0	-18.4
Non-Econ. Disadv.	17	41.2	6	-	5	-	0	-	4	-	-	-	17	47.1	6	-	5	-	8	-	4	-	-	-
Gifted	16	87.5	13	84.6	10	70.0	0	-	0	-	-	-	16	75.0	13	84.6	10	70.0	8	-	0	-	-	-
Not Gifted	68	39.7	75	40.0	66	47.0	0	-	49	42.9	3.2	-	68	38.2	78	41.0	67	34.3	56	42.9	51	31.4	-6.8	-11.5
With Disabilities	15	6.7	13	7.7	12	8.3	0	-	6	-	-	-	15	6.7	13	0.0	12	0.0	10	10.0	6	-	-	-
WO Disabilities	69	58.0	75	53.3	64	57.8	0	-	43	48.8	-9.2	-	69	53.6	78	55.1	65	46.2	54	55.6	45	35.6	-18.0	-20.0
Homeless	9	-	14	42.9	9	-	0	-	8	-	-	-	9	-	15	53.3	9	-	6	-	8	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-

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

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

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: HAMILTON ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

Professional Learning Communities and Professional Development

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	Modifications based on qualitative and quantitative data.

Hamilton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

		\$11,981.00	09800-1192	Cost of visiting teachers to support PLC work supporting literacy and ELA. PLC time will be spent conducting lesson studies, analyzing student data and differentiation instructional practices to support all students.	Due to Omicron, sub shortages and staff absences, PLC time could not happen as planned during the 21-22 School Year.	results, etc.).	Modifications for the 22-23 School Year: We will use our money to pay for VAPA PLC program so that we do not encounter difficulties with subs.
Community Connection and Partnership							
*Strategy/Activity - Description							
HES 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							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

Hamilton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/Field Trip		\$3,000.00	09800-5735	Field trips to develop and support the schema of students through real life experiences. For example, students read about stories in social studies that take place at a CA Mission, students can visit a Mission. Before a non fiction unit on zoological animals, second graders visit the zoo.	Again, due to COVID protocols, field trips did not occur as previously planned.	Again, due to COVID protocols, field trips did not occur as previously planned.	COVID protocols for the 22-23 school year permit safe field trips and our school looks forward to planning instructional field trips in the 22-23 school year.

Goal 4- Supporting English Learners

Small Group Intervention

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$3,000.05	09800-1192	Funds to support ELPAC testing for the Summative ELPAC, resident	These funds were used to support ELPAC testing	The only thing not working is that due to such a high	We will add \$500 to the budget for the 22-23 school

Hamilton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				teachers to support testing.	primarily in UTK and K as that requires 1:1 testing. We had to test 170 students in grades UTK-5.	number of students in grades UTK-2 the funds do not cover what is needed to complete testing.	year. At this time 47-48% of our school will complete the summative assessment.
Non Clsrn Tch Hrly		\$27,000.38	09800-1957	Used to support students through strategic after school tutoring to provide extra support in guided reading and language development. Ideally will be offered three times a week/hour.	These funds were used to provide tutoring to students primarily around guided reading and Math support.	The only thing that didn't work is that it was not required for all staff as it occurred after the bell schedule therefore not all student benefitted from the tutoring.	A smaller amount of tutoring funds are allocated for the 22-23 school year.

Strategy/Activity 1

***Strategy/Activity - Description**

Teachers will participate in monthly PLC meetings. PLC meetings will include a time to review current student data as well as measure progress to end of year benchmarks and benchmarks for the grading period.

In PLCs teachers will:

- look at current reading levels for students who are ELLs and will plan appropriate scaffolds to support literacy as well as language acquisition.
- review lesson plans and unit plans to appropriately address language demands and student levels
- collaborate with the EL coordinator and resource teacher to provide aligned and strategic supports

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

Directions:

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

Guiding Questions:

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 LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLCs will allow educators to review present levels for students learning English, plan for students to meet yearly goals, revise lessons for appropriate scaffolds and supports for students learning English.	Due to Omicron, sub shortages and staff absences, PLC time could not happen as planned during the 21-22 School Year.	Due to Omicron, sub shortages and staff absences, PLC time could not happen as planned during the 21-22 School Year.	Modifications for the 22-23 School Year: We will use our money to pay for VAPA PLC program so that we do not encounter difficulties with subs.

Goal 5 - Supporting Students with Disabilities

Instructional Coaching

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$25,999.96	09800-1157	Support for teachers to provide differentiated support for students with	These funds were used to provide tutoring to students primarily around guided	The only thing that didn't work is that it was not required for all staff as it occurred	A smaller amount of tutoring funds are allocated for the 22-23 school year.

Hamilton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				disabilities in the form of tutoring in small groups in order to address grade level content and subsequent needs	reading and Math support.	after the bell schedule therefore not all student benefitted from the tutoring.	
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Goal 8- Graduation/Promotion Rate

Literacy Instructional Support/Coaching

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Other Nonclsrn PARAS Hrly		\$20,748.74	09800-2955	Support PARA training to support student literacy in the classroom.PARAS	Some funds were used to train 2 paras in the classroom to	With only two paras who also provide services for students per	Less time and money is allocated in the 22-23 school year.

Hamilton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				will be trained on the Fountas and Pinnell assessment system as well as how to conduct guided reading groups.	support guided reading practices.	their IEP we did not need this much given that they could not support with general education as much.	And a pif for gen ed is funded.
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What are my leadership strategies in service of the goals?

SCHOOL NAME: HAMILTON ELEMENTARY

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Counselor: Social Emotional Support

***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. Also, 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 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.

The School Counselor will decrease Chronic Absenteeism rates by conducting home visits for student that are trending chronic absenteeism and will create support plans for students to bridge the gaps/needs that is keeping students from attending school. Counselor will also connect families to community resources that support school attendance. In necessary cases, School Counselor facilitate the SART and SARB letters for chronically absent students.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

Hamilton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
School Counselor -	0.80000	\$99,647.82	30100-1210	The Counselor supports the decrease of Chronic Absenteeism and the increase of a safe environment for students by working with families. This will be carried out through phone calls, home visits, connecting families with support services, implement and assist with monitoring PBIS, and meet with students who have been targeted for social emotional supports.	We developed two counselling partnerships through Rady's and Healthy Early Years Clinic to provide more services and clinical support. Acquired the Second Step curriculum to serve as the foundation to classroom lessons. Piloted Mind Up in K classes.	Due to unforeseen circumstances, services could not be delivered as outlined in the goals from Jan 2022-June 2022.	For the 22/23 School Year, we will prioritize staffing for the position as well as In classroom lessons and social small groups.

Goal 2 - English Language Arts

Professional Learning Communities and Professional Development

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	0.50000	\$67,368.91	30100-1109	Resource Teacher will directly support literacy through small	RT is working with students that need acceleration	One RT cannot possibly serve all the students that	In 22-23 we will pilot using PIFs to support literacy

Hamilton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				groups targeted at student need. The RT will also work with teachers on tier 1 instruction through PLC work, model lessons, and differentiation supports.	in literacy. At the beginning of the school year around 8% of students in grades UTK-5 were at or above grade level with reading. By June 2023, 47% of students were at or above.	need support. We wonder if there is a model to have a lower and upper RT.	under the directions of the RT and Classroom Teachers.
Prof&Curriclm Dev Vist Tchr		\$32,018.02	30100-1192	Cost of visiting teachers to support PLC work supporting literacy and ELA. PLC time will be spent conducting lesson studies, analyzing student data and differentiation instructional practices to support all students.	Due to omicron, sub shortage and staff absences, PLCS did not occur as previously outlined.	Due to omicron, sub shortage and staff absences, PLCS did not occur as previously outlined.	For the 22-23 School Year, we will fund the VAPA PLC program.

Instructional Supplies

***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**

Hamilton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$6,886.00	30100-4301	Instructional materials to support classroom instruction and students progress in literacy and ELA. Materials to include Guided Reading sets for classrooms, Classroom libraries)	We were able to purchase instructional materials that supported teachers and students this included: writing curriculum resources, guided reading books and more.	N/A	We will continue funding instructional supplies and materials.

Community Connection and Partnership

***Strategy/Activity - Description**

HES 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Library Asst -	0.20000	\$7,738.76	30106-2231	The Library Assistant support literacy through library visits, exposing students to read alouds and supporting them to choose a book at	The Library Assistant reads to classes twice and month and also each class visits the library twice a month to check out relevant and	Due to COVID, interactions between the Library Assistant and the community at large were minimal.	For the 22-23 School Year, we will have a minimum of two community events where families can see the library.

Hamilton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				their just right level. This will support an increase in guided reading score and ELA scores.	engaging books.		
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Goal 3 - Mathematics

Professional Learning Communities

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	0.50000	\$67,368.91	30106-1109	RT to support students in developing the Mathematical language needed to share their	Based on data, the RT mostly worked with students in literacy. See	At the time we wrote the goal, we did know how many students would need	In 22-23 Rt will prioritize literacy and EL support. We will use our RVT as available

Hamilton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				thinking in Math. RT to support Teacher instructional practice and implementation of math thinking strategies.	above for outcomes on that support.	literacy acceleration. Therefore, we decided to focus on literacy after seeing that 51.2% of our school was more than 1.5 years behind.	for Math intervention.
Inschool Resource Tchr -	--	--	30100-1109	RT to support students in developing the Mathematical language needed to share their thinking in Math. RT to support Teacher instructional practice and implementation of math thinking strategies.	Based on data, the RT mostly worked with students in literacy. See above for outcomes on that support.	At the time we wrote the goal, we did know how many students would need literacy acceleration. Therefore, we decided to focus on literacy after seeing that 51.2% of our school was more than 1.5 years behind.	In 22-23 Rt will prioritize literacy and EL support. We will use our RVT as available for Math intervention.
Supplies	--	--	30100-4301	Support Teachers in buying guided reading books, classroom libraries, leveled readers, manipulatives to support language development in Math. Materials to support creation of	We were able to purchase instructional materials that supported teachers and students this included: writing curriculum resources, guided	N/A	We will continue funding instructional supplies and materials.

Hamilton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				mental models and physical representations of Math	reading books and more.		
Instructional Supplies							
*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. These instructional materials may include manipulatives, journals or other specialty Math instructional materials to support student learning.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30106-4301	money to support students in Math	We were able to purchase	N/A	We will continue funding

Hamilton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				instruction by materials like manipulatives, writing materials, specialty paper, flashcards, etc.	instructional materials that supported teachers and students this included: writing curriculum resources, guided reading books and more, math manipulatives, math notebooks, whiteborads, markers, etc		instructional supplies and materials.
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Goal 4- Supporting English Learners

Small Group Intervention

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$7,819.00	30106-4301	Used to purchase Guided Reading books and instructional	Fall 2021, 8% of students were at or above GL and	We still need to find more tier 1 structures to meet	In 22-23 we will implement Heggerty as well

Hamilton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				materials to support language acquisition like classroom libraries, leveled readers, materials to bridge to student native language such as guided reading books in spanish	Fall 2022 47% were at or above GL. Our focus on ensuring we have the appropriate materials to deliver instruction supported student as evidence by this growth.	the needs of all students	as GR practices to support student learning.
Software License		\$5,000.00	30106-5841	Targeted programs to support differentiation and language acquisition. The programs include IXL, RAZ kids, Rosetta Stone	We used all three programs and it supported student learning.	We want to add a program for Math Facts.	In 22-23 we will add Formative Loop.

Strategy/Activity 1

*Strategy/Activity - Description

Teachers will participate in monthly PLC meetings. PLC meetings will include a time to review current student data as well as measure progress to end of year benchmarks and benchmarks for the grading period.

In PLCs teachers will:

- look at current reading levels for students who are ELLs and will plan appropriate scaffolds to support literacy as well as language acquisition.
- review lesson plans and unit plans to appropriately address language demands and student levels
- collaborate with the EL coordinator and resource teacher to provide aligned and strategic supports

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not	Modifications
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Hamilton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Expenditures					(effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	PLCs will allow educators to review present levels for students learning English, plan for students to meet yearly goals, revise lessons for appropriate scaffolds and supports for students learning English.	Due to omicron, sub shortage and staff absences, PLCS did not occur as previously outlined.	Due to omicron, sub shortage and staff absences, PLCS did not occur as previously outlined.	For the 22-23 School Year, we will fund the VAPA PLC program.

Goal 5 - Supporting Students with Disabilities

Instructional Coaching

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	--	--	30100-1109	Guided Reading Groups to support student acceleration in reading and language	RT is working with students that need acceleration in literacy. At the beginning of the	One RT cannot possibly serve all the students that need support. We wonder if there is	In 22-23 we will pilot using PIFs to support literacy under the directions of the

Hamilton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				development, provide tier 2 instruction	school year around 8% of students in grades UTK-5 were at or above grade level with reading. By June 2023, 47% of students were at or above.	a model to have a lower and upper RT.	RT and Classroom Teachers.
Inschool Resource Tchr -	--	--	30106-1109	Guided Reading Groups to support student acceleration in reading and language development, provide tier 2 instruction	RT is working with students that need acceleration in literacy. At the beginning of the school year around 8% of students in grades UTK-5 were at or above grade level with reading. By June 2023, 47% of students were at or above.	One RT cannot possibly serve all the students that need support. We wonder if there is a model to have a lower and upper RT.	In 22-23 we will pilot using PIFs to support literacy under the directions of the RT and Classroom Teachers.

Goal 7 - Family Engagement

Parent Training/Meetings

***Strategy/Activity - Description**

HES 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$1,500.00	30103-4301	Supplies for family meetings and parent resources to support engagement.	We purchased snacks, instructional materials and resources to use	With covid protocols, attendance was limited.	In 22-23 with less restrictive procedures we hope to plan more events for more

Hamilton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					for family meetings.		family participation.
Inservice supplies		\$1,709.00	30103-4304	Supplies for family engagement events such as Coffee with the Principal, family trainings, committees.	We purchased snacks, instructional materials and resources to use for family meetings.	With covid protocols, attendance was limited.	In 22-23 with less restrictive procedures we hope to plan more events for more family participation.

Goal 8- Graduation/Promotion Rate

Literacy Instructional Support/Coaching

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$9,999.34	30106-1157	Supporting Tutoring and student reading acceleration. Tutoring will be	Select teachers provided tutoring to students focusing on	Not all students could participate that would benefit due to shortage of	Brainstorm more beneficial structures for the 22-23 school to

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				used to provide extra support to students in grades 2-5 that are not at grade level in order to ensure they reach grade level by 5th grade.	accelerating guided reading and math foundational skills.	staff volunteers.	ensure equity of tutoring.
Inschool Resource Tchr	--	--	30100-1109	RT will support students in reaching their literacy goals as well as supporting teachers through PLCs in best practices to support literacy.	RT is working with students that need acceleration in literacy. At the beginning of the school year around 8% of students in grades UTK-5 were at or above grade level with reading. By June 2023, 47% of students were at or above.	One RT cannot possibly serve all the students that need support. We wonder if there is a model to have a lower and upper RT. Due to Omicron, we could not have PLCs take place as a result.	In 22-23 we will pilot using PIFs to support literacy under the directions of the RT and Classroom Teachers.
Inschool Resource Tchr -	--	--	30106-1109	RT will support students in reaching their literacy goals as well as supporting teachers through PLCs in best practices to support literacy.	RT is working with students that need acceleration in literacy. At the beginning of the school year around 8% of students in grades UTK-5 were at or above grade level with reading. By June 2023, 47% of students were at or above.	One RT cannot possibly serve all the students that need support. We wonder if there is a model to have a lower and upper RT. Due to Omicron, we could not have PLCs take place as a result.	In 22-23 we will pilot using PIFs to support literacy under the directions of the RT and Classroom Teachers.

Goal 6 - Supporting Black Youth

Attendance Team/Counselor

***Strategy/Activity - Description**

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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor -	--	--	30100-1210	Counselor will support attendance for Black Youth as well as support a positive and anti racist school culture. The	We developed two counselling partnerships through Rady's and Healthy Early Years Clinic to	Due to unforeseen circumstances, services could not be delivered as outlined in the	For the 22/23 School Year, we will prioritize staffing for the position as well as In classroom

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				Counselor will facilitate restorative conferences, SST meetings and social groups in order to address student need	provide more services and clinical support. Acquired the Second Step curriculum to serve as the foundation to classroom lessons. Piloted Mind Up in K classes.	goals from Jan 2022-June 2022.	lessons and social small groups.
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What are my leadership strategies in service of the goals?