# School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Hamilton TK-8 School | 21 65417 6024491 | November 1, 2022 | November 15, 2022 |

# Comprehensive Needs Assessment Components

## Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys
During the 2021-22 school year, Hamilton School along with all other NUSD schools administered the Youth Truth Survey to students, parents and staff. Through research-based surveys age-and reading-level appropriate questions on the topics that aligned with LCAP and SPSA goals are asked to obtain stakeholder input.

Youth Truth Percent Positives for Elementary - Students 3-5
55% Engagement
17% Academic Challenge
42% Instructional Methods
26% Relationships
19% Culture
5% Belonging

Student-Staff Relationship
7% of students do feel like a part of their school community

Youth Truth Percent Positives for Middle School - Students 6-8
32% Engagement
39% Academic Challenge
19% Relationships
32% Culture
29% Belonging & Peer Collaboration

Student-Staff Relationship
24% of students felt like they are apart of the school community

## Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers undergo formal observations in accordance with the NUSD collective bargaining unit agreement. The principal/assistant principal conducts informal classroom observations throughout the school year. In addition to observing teachers provide instruction, the principal/assistant principal observed teachers monitoring student progress by communicating with those who were have difficulty by direct email, live chat or phone calls. Student growth is monitored through data collection and analysis and data cycles.

# Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State mandated assessments are used to monitor student achievement based on California Dashboard outcomes. Locally, students are administered the Galileo Assessment for English Language Arts and Math. These benchmark assessments are administered three times during the school year. Data from the assessments is used to create, monitor and adjust instruction to improve student achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use state and local assessment data to monitor student progress reaching expected levels of proficiency.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Credentialed and classified staff meet ESEA highly qualified requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers receive site and/or district professional development on curriculum, instruction and assessment throughout the year. Based on need, and LCAP and SPSA goals professional development is offered by trained NUSD personnel or contracted specialists. Satisfaction surveys are administered after each PD session to monitor effectiveness of PD to meet ongoing needs.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is researched-based and aligned to CA Content Standards, student achievement/SEL data and professional needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support is provided by the site administrator and district staff. An MTSS Coordinator and Student Services Coordinator provide direct support to sites and arrange for professional development based on needs. One EL TOSA supports administering ELD program for identified students. One Teaching and Learning TOSA supports teachers with access to curriculum and assessments and coordinates professional development to enhance instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The master schedule for the school has a minimum day schedule to accommodate staff collaboration weekly, with the principal's guidance, teachers are provided with numerous opportunities to collaborate as a whole school team and as grade levels. During these meetings, topics such as curriculum alignment, instructional strategies, standardized test preparation strategies, social emotional health of student body and ongoing issues affecting the school and district are discussed.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Materials are researched and standards-based.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Yes, adherence to recommended instructional minutes for ELA and math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Yes, intervention courses are considered when creating pacing schedule.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to necessary standards-based texts and technology provided to them by NUSD and the school. Compliance is monitored by Williams Act reporting.

K-8
- --Galileo
- --Imagine Learning (Reading, Math Facts, Math, Language)
- --Mystery Science
- --Freckle (site)
- --Starfall (site)

K-5
- --Math Expressions
- --Lucy Calkins Study in Reading
- --Lucy Calkins Writing
- --Social Studies Weekly

6-8
- --Language 3D
- --CPM
- --Membean (site)
- --Impact California McGraw-Hill History

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All texts and materials used in courses and intervention programs are standards-aligned and available to students.

K-5
- --Math Expressions
- --Lucy Calkins Study in Reading
- --Lucy Calkins Writing

6-8
- --Language 3D
- --CPM
- --Impact California McGraw-Hill History

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers analyze student achievement data to guide them to provide differentiated instruction, small group, one-on-one or online credit recovery programs to help students meet expected levels of proficiency.

Evidence-based educational practices to raise student achievement

- Use formative assessments to adjust instruction in math, language art, science, and social studies
- Differentiated instruction through small group and/or one-on-one instruction
- ---small groups and one-on-one instruction is given throughout the day at various times based on aide and class schedule
- ---small group and one-on-one instruction is done within the classroom with the teacher or during pull out sessions with an aide
- English Language Development for English learners
- ---During Universal Access (UA) time classroom teachers use district adopted guided reading
- ------students are in small groups or grade level cohorts with like language leveled students
- ---Guided Language Acquisition Development (GLAD) strategies (K-8)
- ---Kevin Clark (CCT) (K-8)
- ---Language 3D (6-8)
- ---Imagine Learning (K-8)
- ---Newcomer support with .5 student support TOSA
- Title I instructional support services to increase academic achievement is achieved through instructional aide support, and early morning intervention classes

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- School Community Liaison
- Mental Health Specialist
- Intervention Services
- Tutorial Services

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The annual and ongoing engagement of stakeholders is a key part of the SPSA development process. It is important that the goals, actions, metrics, and expenditures within the SPSA are informed by the voices of families, staff, and community members. The stakeholder groups individually and collectively worked to amplify the voices of the Hamilton community and share the experiences of students, families, and staff. In preparing for the SPSA stakeholder engagement process Hamilton determined that the new goals and actions must clearly reflect the school's commitment to equity and include student voice. School Site Council (SSC), and English Language Advisory Committee (ELAC) played the most active role in providing input for the SPSA, which is held virtually, increasing participation. Areas of focus surfaced by parent/community groups include; after school programs, newcomer support, sports in the younger grades, and bilingual counseling.

<u>Funding</u>

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- Title I Program Coordinator (50% of salary)
- Instructional Aides
- Professional Development for teachers
- Supplemental supplies
- Software

Fiscal support (EPC)

# Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Goals were developed as a result of a deep analysis of a variety of in class formative (exit tickets, observations, quick quiz, etc) and summative (DESSA, YouthTruth, Galileo, DRDP, ESGI, CAASPP and site specific demographic data) assessments by Hamilton's Data Team, the team is formed by classroom teachers and school administration. Through the data we noticed that our EL students needed more social emotional and academic support. We also needed to strengthen our culture of caring with more parent outreach and community events using our Community Liaison.
Goals were shared with the teaching staff by administration on October 5, 2022. Action steps were refined by teaching staff and school administration in specific areas such as academics, and social emotional in-class strategies.
Goals, actions, data and financial commitments were shared with the School Site Council on October 4, 2022 and ELAC on October 19, 2022. All comments, questions and considerations were taken under advisement.

The annual and ongoing engagement of stakeholders is a key part of the SPSA development process. It is important that the goals, actions, metrics, and expenditures within the SPSA are informed by the voices of families, staff, and community members. The stakeholder groups individually and collectively worked to amplify the voices of the Hamilton community and share the experiences of students, families, and staff. In preparing for the SPSA stakeholder engagement process Hamilton determined that the new goals and actions must clearly reflect the school's commitment to equity and include student voice. School Site Council (SSC), and English Language Advisory Committee (ELAC) played the most active role in providing input for the SPSA, which is held virtually, increasing participation.

Meetings and Listening Sessions
School site council was held virtually and ELAC was conducted in person. Spanish interpretation was made available to participants and minutes were transcribed for all meetings. In addition to commenting during a meeting, participants were invited to submit written comments and questions to the principal. All stakeholder input was reviewed by the principal to understand the priorities of

the community to guide plans for the future. Areas of focus surfaced by parent/community groups include; after school programs, newcomer support, sports in the younger grades, and bilingual counseling.

All Hamilton Teacher Meeting
Meeting Date: 10/5/22

English Language Advisory Committee (ELAC)
Participants: ELAC members and Hamilton admin
Meeting Date: 8/31/22, 10/19/22

School Site Council (SSC)
Participants: teacher, parent, and admin representatives
Meeting Date: 10/4/22, 11/1/22

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Culture of Caring

## LEA/LCAP Goal

Each school site will foster and maintain positive parent, student and community engagement to promote safe, inclusive, restorative and well-maintained campuses where all students feel a sense of belonging.

# Goal 1

Expand social-emotional support to foster an inclusive and equitable culture for all. (Wellness)

## Identified Need

Though social emotional development has been our focus for many years now, we know that we need to continue growth and progress in the area of Wellness and Culture of Caring. Our Youth Truth survey has shown that social emotional development is needed for both staff, parents and students.

In order to do this we will:

a. Offer more voice and choice in the classrooms, such as, choice in reading books, seating and academic projects:

We know that the development of student voice promotes learning and success. Learning how to express one's thoughts and ideas, is critically important for: adult-child and peer relationships, identity development, cognitive development, formative assessment and motivation (McCaslin & Good, 1996). The opportunity to have choice in one's learning supports the development of autonomy by ensuring that students regularly: initiate activities based on self-generated goals, work actively with concrete materials, try out their ideas, solve problems, and make mistakes and correct them.

b. Determine new uses of data to help us more effectively and equitably track our students of color, socio-economically disadvantaged and EL students. We are working to counter practices and attitudes that are too prevalent in the lives in these children:

Not expected to perform as well as White students. (Tenebaum & Ruck, 2007; McKown & Weinstein, 2008; Rodriquez, 2012, Harradine et.al., 2014) Almost 80% of special ed students are Black & Latino males. (USDOE & Schott Foundation Report)

More likely to be severely disciplined. (National Education Association, 2011) Fifty-nine percent of Black boys and 42 percent of Hispanic boys report being suspended. (USDOE & Schott Foundation Report)

More likely to be suspended for subjective reasons such as disrespect, attitude, noisiness while their white counterparts are suspended for concrete situations, such as smoking, fighting, obscenity. (Gregory, Skiba, & Noguera, 2010)

Less likely to be enrolled in gifted and talented programs, even if their prior achievement reflects their abilities to do the work. (NEA, 2011; Harradine et.al., 2014; Dougherty, et.al., 2014)

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Youth Truth Survey Relationships Data | Spring 2022 Staff: Students treat staff with respect? Elementary: 17%; Middle: 60% Elementary Students (3-5): Do you think your teacher cares about you? Elementary: 77% Secondary Students: How many of your teachers try to understand what your life is like outside of school? Middle 31% Family: Families and teachers care about each other? Elementary 76%; Middle 56% | Staff: Increase in relationships for staff to 80% with a focus on students treating staff with respect. Students: Increase in relationships for all students to 80% with a focus on having students feel welcome and connected to the school. Family: to continue building relationships with families and keeping 80% or higher. |
| DESSA (K-8) | Fall 2022 6% of students in need area | Decrease the percentage of students in the need area of DESSA to 2% or less by Spring. |
| ELA CAASPP for EL students | 21-2022 8% meeting or exceeding standards an increase from 2% in 20-21 | Increase to at least 20% meeting or exceeding |
| Math CAASPP for EL students | 21-2022 6% meeting or exceeding standards an increase from 2% in 20-21 | Increase to at least 20% meeting or exceeding. |

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

## Strategy/Activity 1
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Trauma

a). Maintain calming spaces and calming boxes that include books, fidgets, calming techniques and timers in each classroom
b). Registered Behavior Technician one day a week to help teachers and students with strategies to support students social emotional wellbeing (District position)

c). Revamp and have teacher be in Wellness Hub (Reset Room)

- Mindfulness

a). Mindfulness instructor Jess Pumpa TK-5 goes into classrooms and provides mindfulness (breathing, calming and awareness techniques) lessons to the class
b). Mindfulness taught weekly in grades TK-8 by teachers
  - -Middle school teachers are going over mindfulness activities from their Google classroom
  - -TK-5 teachers are reviewing techniques from Mindfulness instructor

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12000

Source(s)

Other
5800: Professional/Consulting Services And
Operating Expenditures
MCF - Mindfulness instructor

# Strategy/Activity 2

## Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Community Liaison

a). Support teacher and staff outreach to families and translation
b). Link families to support services and support families needing help navigating school and community systems
c). Work with focus families (homeless and foster) by providing, at minimum, monthly outreach
d). Start working 2 week(s) prior to the start of school to support families with the enrollment process
e). Coordinate special events for families

Family Support
a). Liz Feingold (Project Coordinator) supporting families with weekly/monthly communication
b). One minute video with S. Coe

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I

|       |                                                                                          |
|-------|------------------------------------------------------------------------------------------|
|       | 5800: Professional/Consulting Services And Operating Expenditures<br>PIQE/1 minute video tip |
| 16300 | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br>Project Coordinator |
| 49000 | Title I<br>2000-2999: Classified Personnel Salaries<br>Project Coordinator |
| 1000  | Title I<br>4000-4999: Books And Supplies<br>Supplemental Supplies |

## Strategy/Activity 3
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- Establish consistent collectivist practices to reach and provide services to all students and families. We focus on the work of Zaretta Hammond - "I am because we are." We recognize that individualism and collectivism exist on a continuum. Some cultures are individualistic with little or no collectivistic elements, while others might be primarily collectivistic with strong elements of individualism.

a). Community Events
b). Mandatory Parent Meetings
c). Weekly Community time
d). PTA events
e). School Tours
f). Middle School Parent Information Nights

- Practices woven into day-to-day classroom environment

a). Use of Social Emotional Curriculum (2nd Step) and DESSA assessment
b). Morning meetings
c). Student voice & choice in the classroom (including seating, reading books, activities and center activities)
d). Small groups for intervention, math, ELD time and ELA
e). 5 Things Ready/SOAR (Safe, On Task, Accountable, Respectful Everywhere)
f). PBIS -we will be building rules, expectations and standards for implementation next year

- After School Enrichment offered by Electivity

a). Scholarships of $50 will be offered to the first 50 students who needs it each trimester.

PK/TK/K supports
a). PreK supply money
b). Kinder orientation
c). PK parent meetings

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 4000 | Other<br>4000-4999: Books And Supplies<br>MCF - PreK supplies |
| 2000 | Other<br>1000-1999: Certificated Personnel Salaries<br>MCF - Kinder Orientation |
| 10000 | Other<br>5000-5999: Services And Other Operating Expenditures<br>MCF - Enrichment Scholarships |

# Strategy/Activity 4

## Students to be Served by this Strategy/Activity

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

All students with a focus on STAFF

Strategy/Activity

- Mickey Porter to support staff trust, collaboration, and wellness.

a). Admin work and support
b). Full staff support and meetings
c). Working with ILT

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 15000 | Other<br>5800: Professional/Consulting Services And Operating Expenditures<br>MCF- Mickey Porter Support |

# Strategy/Activity 5

## Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

- Hired a .5 Student Support person (district position)
a) Small social/emotional support groups based on DESSA results
b). Implemented during the school day
c). Small grade level groups with a focus on DESSA themes.
d). Monitoring of effectiveness will be through small DESSA questionaries and end of year DESSA as well as teacher feedback

## Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                    Source(s)

# Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

The 2021/22 school year was our first year returning to full in-person instruction
- Continued support in "Calming Corners" for K-5 classrooms to provide a safe environment for students who need quiet time to calm and redirect.
- Data Cycles were conducted with the staff with a focus on math. Data provided information to develop strategies that addressed dependent learners to help them emerge to independent learners.

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

The 2021/22 school was our first year returning to full-in person instruction
Highlighted are the differences between intended implementation and what actual needed to occur during the school year

a. Parent engagement/information and support
- Continued to share information in multiple ways to bring awareness to changes and updates (Parent Square, Principal Connections, all calls)
- Community Liaison connecting families to available resources

b. Strategy to address supporting DEPENDENT LEARNERS. Not allowing any student to fall through the cracks by monitoring attendance, engagement and participation.

- Each teacher is addressing with voice and choice in the classroom and sharing ideas with PLC partners. For example choice in books they read, projects they work on or where they sit for different activities
- Continued in class small group intervention systems based on math or ELA data cycles
- Kinder, first and second grade intense intervention based on ELA during school with Marion Hickman small groups or one on one with RISE in Reading
- Third and fourth grade intense intervention based on math during school with RISE in Math
- Opportunity Club 1-3rd before school with use of center activities and a focus on ELA
- Math intervention 1st, 2nd, 3rd, 4th and 5th 2 days a week with various grade level teachers
- ELA intervention 5th grade 2 days a week with E. Elbing
- Math Ninjas 6th grade M-F with B. McCoy for 45 minutes
- 7/8 grade Math interventions after school 2 days a week with M.Newcomb

c. SEL support
- Continued use of Morning meetings in some classes
- Continue use of Mindfulness with Jess Pumpa
- Continued use of Second Step social emotional curriculum
- Use of DESSA for social emotional screener 2 times a year
- Actively looking for student to be involved with counseling services based on teacher/staff references

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

a. Trauma
- Registered BehaviorTechnician one day a week to work with up to 7 students and social groups
- Revamp and man Wellness Hub (Reset Room)

b. Family Liaison
- Started working 2 weeks prior to the start of school to support families with enrollment process

c. After School Enrichment
- Offering scholarships

d. Mickey Porter to support staff trust, collaboration and wellness

e. Hired a .5 Student Support TOSA

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject
Culture of Competence

## LEA/LCAP Goal

To support closing the achievement gap for English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness and Foster Youth in all areas, NUSD will leverage Multiple Tiered Systems of Supports (MTSS) to ensure coherence between student needs and system response.

# Goal 2

Expand the multi-tiered systems of behavioral support and explore other means of correction to maximize resources and ensure sufficient interventions are provided to all students. (PBIS)

## Identified Need

- Our school needs to establish a focus on examining data to better understand each student's individual needs. Although we have been using measurements like CAASPP, ELPAC, Galileo, DESSA, and running records to collect data, we identified that we need to improve our ability to analyze data and then use that information to create systems of support, like in-class interventions, for students with additional academic and social-emotional needs. Current practices do not effectively identify all students who may have additional needs. Additionally our goal is to have a clear inventory of a progression of support (way to monitor students receiving interventions/services) for reading, math, SEL, ELD, and attendance.
- We have used data cycles to gather detailed knowledge of student progress - it has tended to be more summative (CAASPP, Galileo, RR)
- Regular, consistent progress monitoring has not been done by grade levels
- Staff have not been trained to effectively use or value formative assessments
- Staff does not always include knowledge of the challenging circumstances of student's life experiences in their assessment of student need
- Engaging in much of the data cycle, but not completing it with the step of implementing strategies or interventions based on feedback from the data
- Engaging in open conversations about data and what our students need has not been happening
- Not always using data as feedback that helps educators engage in thoughtful and meaningful planning of how to engage kids in practices and activities that are going to bolster their growth and development

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| Data Cycles | Each Data Cycle will have a benchmark score specific to classroom teacher's discretion. The Data Cycle will prompt the teacher to identify a Results | Teachers will identify an action item as a result of the Data Cycle. Teachers will determine if they will adopt, adapt, abandon or expand their Tier 2 |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | Indicator, a measure of progress. Students will be part of the process by establishing a goal based on a benchmark. | approach based on academic progress. |
| Running Records (1-5) | 2022-23 (Fall) Not able to access with Data Matters at this time 10/31 due to input error 2021-22 (Fall) 103 students scored below standards (about 37% of students) | Decrease the number of students below standards by June. Decrease the percentage of students below standards to 25% or less. |
| DESSA | Fall 2022 6% of students in need area | Decrease the percentage of students in the need are of DESSA to 2% or less by Spring. |
| CAASPP English Language Arts (ELA) | 2021-22 Meeting and Exceeding All Students Overall Average 31% EL Students 8% Black/African American 21% | Increase in the overall average of students meeting or exceeding standards in ELA to 60% with a focus on EL students and Black/African American students. Increase EL students to at least 20% in ELA meeting or exceeding. Increase Black/African American students to 30% meeting or exceeding. |
| CAASPP Mathematics | 2021-22 Meeting and Exceeding Overall Average 19% EL Students 6% Black/African American 7% | Increase in the overall average of students meeting or exceeding standards in Math to 40% with a focus on EL students and Black/African American students. Increase EL students to at least 20% in Math meeting or exceeding. Increase Black/African American students to at 20% in Math meeting or exceeding. |
| ELPAC | 2022-23 Total 193 EL Students Redesignated 64 students 19-20 | Increase the number of students in level 4 and increase the Galileo ELA scores to exit students from |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | 2 student 20-21<br>21 students 21-22 (as of 9/26/21)<br>7 students 22-23 (as of 10/3/22) | ELPAC. Increase in number of students exited/redesignated to more than 30. |
| Foundational Skills ESGI (TK/K/1) | 2022-23 (Fall Trimester 1)<br>Uppercase letter identification<br>40% of TK students have mastered<br>70% of K students have mastered<br>lowercase identification<br>27% of TK students have mastered<br>70% of K students have mastered<br>blending<br>81% of 1st grade students have mastered<br>segmenting<br>70% of 1st grade students have mastered | Increase percentage of students with mastery of foundational skills by the end of Trimester 3.<br>80% of TK students have mastery<br>90% of K students have mastery<br>90% of 1st grade students have mastery |

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

## Strategy/Activity 1
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Utilizing formative data (in class summative tests, exit tickets, teacher observations etc) to identify students in need of retaking an assessment and/or support/intervention.

### Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 4000 | Other<br>1000-1999: Certificated Personnel Salaries<br>MCF - Subs |

## Strategy/Activity 2
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Engage in frequent and on-going support in staff meetings or PLC meetings for staff based on behavior and academic intervention data analysis and implementation of PBIS. Meetings will also be held with data specialist to support interventions and data analysis.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|

## Strategy/Activity 3
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Support and monitor Tier 2 interventions in classrooms by providing supplies and teachers sharing student names who need support with admin.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 16800 | Other<br>1000-1999: Certificated Personnel Salaries<br>MCF - Reading Specialist |
| 27600 | Title I<br>2000-2999: Classified Personnel Salaries<br>Instructional Aides |
| 37900 | Other<br>2000-2999: Classified Personnel Salaries<br>MCF - Instructional Aides |

## Strategy/Activity 4
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Identify site-wide gaps in Multi-Tiered Systems of Support and establish research based academic and social emotional interventions in order to support all student needs.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                        Source(s)

10000                                            Other
                                                 1000-1999: Certificated Personnel Salaries
                                                 MCF - RISE support

# Strategy/Activity 5
## Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Data Specialist and teachers will maintain Running Records information in Data Matters and ensure data is easily accessible, accurate, and meaningful to all teachers.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                        Source(s)

# Strategy/Activity 6
## Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students,

Strategy/Activity

Create foundation for Year 1 implementation of PBIS to be prepared for the start and implementation of PBIS next year.
a). set expectations
b). staff agreements
c). set a plan for ticket system and prizes
d). create signage

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                        Source(s)

5000

Title I
5800: Professional/Consulting Services And
Operating Expenditures
PBIS posters

## Strategy/Activity 7
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers have the opportunity to meet with the Registered Behavior Technician to explore
behavioral data and create strategies for the classroom

### Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)                                    Source(s)

## Strategy/Activity 8
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All 3-8th grade

Strategy/Activity

Restore Time (time provided for students to repair the harm/community service for the school) for
students that have been sent to Peer Court Community Service Program

### Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)                                    Source(s)

6500                                         Title I
1000-1999: Certificated Personnel Salaries
Restore Time for B. McCoy

# Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of
implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

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

The 2021/22 school year was our first year returning to full in-person instruction
Culture of Competence goal focused on developing Independent Learners.

Highlighted Successes
- Using data to identify students for intervention and support
- Use of tier 2 monitoring for students to support SST process

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

The 2021/22 school year was our first year returning to full in-person instruction
- Redirect MCF funding towards intervention/summer school to support students with COVID gap and give them more opportunities to have access to academics
- Intense intervention for first and second grade to fill in learning gaps
- Interventions across all grade levels 1-8th grade

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

a. Creating foundation for Year 1 implementation of PBIS by set expectations and staff agreements, setting a plan for ticket system and prizes and creating signage.
b. Teachers have the opportunity to meet with the Registered Behavior Technician to explore behavioral data and create strategies for the classroom
c. We have shifted our focus for this goal to support behavior which will then support academic needs

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject
Culture of Excellence

## LEA/LCAP Goal
Through proficiency-based learning all students will demonstrate mastery of the desired learning outcomes, as NUSD ensures all students gain the skills, abilities, and knowledge necessary to be successful in college, career and civic life.

# Goal 3
Implement clearly articulated proficiency-based education and school-wide structures to enhance "culture of excellence" (PBE)

## Identified Need
It is important for students to have ownership and autonomy in their own learning. We are focused on increasing student awareness of their own social and academic learning by empowering them through using proficiency-based education, as well as focusing on vocabulary acquisition. Proficiency based education allows students to understand exactly where they fall in terms of proficiency on the essential standards as identified by the district. This knowledge creates an opportunity for the student to have a richer understanding of what areas they need to focus on, making them more autonomous in their learning.
a) making students aware of scales
b). use of scales for grading
c). using GLAD strategies to build vocabulary

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP ELA | 2021-22 Meeting and Exceeding All Students Overall Average 31% EL Students 8% Black/African American 21% | Increase in the overall average of students meeting or exceeding standards in ELA to 60% with a focus on EL students and Black/African American students. Increase EL students to at least 20% in ELA meeting or exceeding. Increase Black/African American students to 30% meeting or exceeding. |
| CAASPP Math | 2021-22 Meeting and Exceeding Overall Average 19% EL Students 6% | Increase in the overall average of students meeting or exceeding standards in Math to 40% with a focus on EL |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | Black/African American 7% | students and Black/African American students. Increase EL students to at least 20% in Math meeting or exceeding. Increase Black/African American students to at 20% in Math meeting or exceeding. |
| Foundational Skills ESGI (TK/K/1) | 2022-23 (Fall Trimester 1) Uppercase letter identification 40% of TK students have mastered 70% of K students have mastered lowercase identification 27% of TK students have mastered 70% of K students have mastered blending 81% of 1st grade students have mastered segmenting 70% of 1st grade students have mastered | Increase percentage of students with mastery of foundational skills by the end of Trimester 3. 80% of TK students have mastery 90% of K students have mastery 90% of 1st grade students have mastery |
| DESSA | Fall 2022 6% of students in need area | Decrease the percentage of students in the need area of DESSA to 2% or less by Spring. |
| Galileo ELA (2nd-8th) | BOY benchmark 22-23 Met/exceeded 35% meeting/exceeding 2nd=34% 3rd=38% 4th=10% 5th=29% 6th=40% 7th=34% 8th=55% | Increase in the overall average of students meeting or exceeding standards in ELA to at least 50% MOY and 75% EOY |
| Galileo Math (2nd-8th) | BOY benchmark 22-23 26% meeting/exceeding 2nd=39% 3rd=37% 4th=19% 5th=15% | Increase in the overall average of students meeting or exceeding standards in Math to at least 50% MOY and 75% EOY |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
|  | 6th=22%<br>7th=8%<br>8th=41% |  |

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

## Strategy/Activity 1
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity

Connecting the Dots - Year long mapping
a). Using PBE, ELD standards and 2nd Step Social Emotional Curriculum to help plan/guide year long grade level scope and sequence

### Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 5000 | Title I<br>1000-1999: Certificated Personnel Salaries<br>PLC Summer planning time |
| 12500 | Other<br>1000-1999: Certificated Personnel Salaries<br>MCF- Summer planning |

## Strategy/Activity 2
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity

- Proficiency Based Education (PBE) - providing teachers sub time to
a). Support the continued use of PBE scales in classrooms
b). Use of student friendly Learning Maps
c). Students know where they are, and have ownership of their learning
d). Students set goals for learning

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 1794 | Title II Part A: Improving Teacher Quality<br>1000-1999: Certificated Personnel Salaries<br>Subs for teacher work days |
| 5506 | Title I<br>1000-1999: Certificated Personnel Salaries<br>Subs for teacher work days |

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

- Data Cycles

a). Use of data cycles to show growth in students academics based on essential standards
b). Use of data cycles in SST process
c). Teachers meet one on one with Data Specialist to make Data Cycles more impactful for students by providing time to discuss and dive deeper into the data, their students and action plans.
d). Teachers use technology as formative assessments between summative assessments as data points
e) Use of aides to support data cycles and interventions

### Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 7500 | Lottery:  Instructional Materials<br>4000-4999: Books And Supplies<br>Technology software - Hapara and Freckle (Math and ELA) |
| 20909 | Title I<br>2000-2999: Classified Personnel Salaries<br>Aides- Kinder and 5th grade |
| 3500 | Other<br>4000-4999: Books And Supplies<br>MCF - Technology software Raz Kids and Starfall |
| 10000 | Other |

| | |
|---|---|
| | 5000-5999: Services And Other Operating Expenditures<br>MCF - consumables |
| 2500 | Lottery: Instructional Materials<br>4000-4999: Books And Supplies<br>Curriculum - Learning with out Tears, Core Lit and Wordly Wise |
| 11000 | Other<br>4000-4999: Books And Supplies<br>MCF - Supplies |

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All students, EL students

Strategy/Activity

- Integrated ELD

a). Teachers will integrate and post ELD standards daily in to all content areas

- Designated ELD

a). Universal Access time 1-5th grade 4 days a week for 45 minutes
b). 2 periods ELD Middle School
c). ELD centers in Kindergarten with a focus on reading, writing, listening and speaking

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 14128 | Title I<br>4000-4999: Books And Supplies<br>ELD Curriculum - Our World |

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

ALL Students

Strategy/Activity

-Continuing before and after school programs to provide academic/homework support for students

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 15000 | Other<br>1000-1999: Certificated Personnel Salaries<br>MCF - Academic Support Todd Marsden |
| 2500 | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br>Academic Support/ELPAC - Alejandra Garza |
| 12500 | Other<br>1000-1999: Certificated Personnel Salaries<br>MCF - Academic Support K-5 |
| 7500 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Academic Support 6th grade math (Math Ninjas with B. McCoy) |
| 5000 | Title I<br>1000-1999: Certificated Personnel Salaries<br>Academic Support 7th-8th grade math/Algebra with M. Newcomb |

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

- Newcomer Support with .5 Student Support TOSA (district position)
a) academic and social emotional support
b). 2 times a week for 30 minutes

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|

# Annual Review

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

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

The 2021/22 school year was our first year returning to full in-person instruction
Culture of Competence goal focused on developing Dependent Learners and moving them towards being Independent Learners.

Highlighted Successes

ELA and Math:
- Maintain information in DataMatters and ensure data is easily accessible, accurate, and meaningful to all teachers
- Monitor that Tier 2 interventions are in place in each classroom through PLC notes and admin conversations
- Connect the Dots over the summer (Provide up to 5 work days for teachers to connect across curriculum, social emotional, intervention, ELD and PBE scales)
- Proficiency Based Education (PBE)
- --- Continued the use of PBE scales and Learning Maps in classrooms
- --- Students know where they are and have ownership of their learning

Proficiency Based Education (PBE)
- Scales continue to be shared with family and students in class and at parent meetings to help build confidence in the students education
- Starting to use scales are being used for grading in Middle School
- Scales and Learning Maps are being used in the classroom for ELA and Math
- Standards are being shared with students in ELA, Math and ELD
- Students gaining ownership of learning and know where they are

Proficiency Based Education (ELA and Math):
- Connect the Dots (Provide up to 5 work days for teachers to connect across curriculum, social emotional, intervention, ELD, and PBE scales)
- Proficiency Based Education (PBE)
- Maintain information in DataMatters and ensure data is easily accessible, accurate, and meaningful to all teachers
- Monitor that tier-two interventions are in place in each classroom.


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

This goal has not changed.


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


- Newcomer support
- Hiring of .5 Student Support TOSA

Provide on-line curriculum specific to student needs

- Imagine Learning EL
- Imagine Reading - 3-8 reading comprehension
- Imagine Math -K-8
- Imagine Math Facts
- Freckle 4-5
- Membeam 7-8
- Starfall K-8

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

High Quality Data Based Decision Making with Equity

## LEA/LCAP Goal

NUSD will expand training and access for the use of DataMatters, the district's data management system in order to implement targeted, time bound data cycles to monitor and improve student outcomes.

# Goal 4

Enhance the accuracy of collecting, recording and analyzing equity, behavior and academic data to be utilized within the problem-solving process to improve system effectiveness. (Equity)

## Identified Need

To impact the students growth the most we need to have accurate and timely data to discuss and change practices

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Data Cycles | Each Data Cycle will have a benchmark score specific to classroom teacher's discretion. The Data Cycle will prompt the teacher to identify a Results Indicator, a measure of progress. Students will be part of the process by establishing a goal based on a benchmark | teachers will identify an action item as a result of the Data Cycle. Teachers will determine if they will . . .adopt, adapt, abandon or expand their Tier 2 approach based on academic progress. Increase interventions and academic growth |
| Running Records | Fall 2022-23 Incomplete data in Data Matters 10/31 154 students in Fall below standards (about 48% of students) 20-21 103 students in Fall below standards (about 37% of students) 21-22 | Decrease the number of students below standards by June. Decrease the percentage of students below standards to 33% or less. |
| CAASPP ELA | 2021-22 Meeting and Exceeding Overall Average 31% EL Students 8% Black/African American 21% | Increase in the overall average of students meeting or exceeding standards in ELA to 60% with a focus on EL students and Black/African American students. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | Increase EL students to at least 20% in ELA meeting or exceeding. Increase Black/African American students to 30% meeting or exceeding. |
| CAASPP Math | 2021-22 Meeting and Exceeding<br>Overall Average 19%<br>EL Students 6%<br>Black/African American 7% | Increase in the overall average of students meeting or exceeding standards in Math to 40% with a focus on EL students and Black/African American students.<br>Increase EL students to at least 20% in Math meeting or exceeding. Increase Black/African American students to at 20% in Math meeting or exceeding. |
| Galileo ELA (2nd-8th) | BOY benchmark 22-23<br>Met/exceeded<br>35% meeting/exceeding<br>2nd=34%<br>3rd=38%<br>4th=10%<br>5th=29%<br>6th=40%<br>7th=34%<br>8th=55% | Increase in the overall average of students meeting or exceeding standards in ELA to at least 50% MOY and 75% EOY |
| Galileo Math (2nd-8th) | BOY benchmark 22-23<br>26% meeting/exceeding<br>2nd=39%<br>3rd=37%<br>4th=19%<br>5th=15%<br>6th=22%<br>7th=8%<br>8th=41% | Increase in the overall average of students meeting or exceeding standards in Math to at least 50% MOY and 75% EOY |
| ELPAC | 2022-23 Total 193 EL Students<br><br>Redesignated<br>64 students 19-20<br>2 student 20-21<br>21 students 21-22 (as of 9/26/21) | Increase the number of students in level 4 and increase the Galileo ELA scores to exit students from ELPAC. Increase in number of students exited/redesignated to more than 30. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | 7 students 22-23 (as of 10/3/22) | |

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

# Strategy/Activity 1
## Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity

- Data Cycles
a). Use of data cycles to show growth in students academics
b). Diving into data with an equity focus
c). To create social emotional and academic interventions that address the inequities in our data
d). Teachers meet with Data TOSA to make Data Cycles more impactful

## Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                              Source(s)

# Strategy/Activity 2
## Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity

- Maintain information in DataMatters and ensure data is easily accessible, accurate, and meaningful to all teachers
a). Use of goal setting worksheets for students in DataMatters
b). Use of Student Information forms in DataMatters
c). Input Running Records into DataMatters

## Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                    Source(s)

## Strategy/Activity 3
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learning Students

Strategy/Activity

- Deliberately and with fidelity implement Universal Access and Language 3D to create system change

a). All EL/LTEL students will be enrolled in an ELD class in middle school and Elementary students will have a dedicated curriculum and time to work with teachers on ELD standards (Universal Access).

b). Kindergarten will be using centers to teach Designated ELD.

c). Teachers will continue to integrate ELD standards in daily lessons and will have standards up in the classroom.

d). Middle school- Houghton Mifflin's English 3D program will be utilized to assist reaching goals to improve student outcomes. The Language Launch component of the program will be used to support newcomers in Middle school

### Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                    Source(s)

## Strategy/Activity 4
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Creation and participation in a district-wide equity team

a). Information from this team will be shared with the greater staff to create more equitable practices

b). Use of Classroom Studies (Equity Walks) throughout campus (Anthony Muhammad indictor 3)

c). Purchase new books for library to support our diverse population (Anthony Muhammad indicator 4)

d). Make links to partner organizations more visible on website (Anthony Muhammad indicator 2)

e). Teacher led trainings around equity

- Work with Nancy Dome and her partners to support our equity work

a). Classroom walkthroughs to support students ability to see themselves in the classroom (Anthony Muhammad indicator 4)

b). Consider changing or removing California History mural (Anthony Muhammad indicator 1)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                    Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

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

The 2021/22 school year was our first year returning to full in-person instruction

- Data Cycles

a). Use of data cycles to show growth in students academics

b). To create social emotional and academic interventions that address the inequities in our data

- Maintain information in DataMatters and ensure data is easily accessible, accurate, and meaningful to all teachers

a). Use of goal setting worksheets for students in DataMatters

b). Use of Student Information forms in DataMatters

c). Input Running Records into DataMatters

- Deliberately and with fidelity implement Universal Access and Language 3D to create system change

a). All EL/LTEL students will be enrolled in an ELD class in middle school and Elementary students will have a dedicated curriculum and time to work with teachers on ELD standards (Universal Access).

b). Kindergarten will be using centers to teach Designated ELD.

c). Teachers will continue to integrate ELD standards in daily lessons and will have standards up in the classroom.

d). Middle school- Houghton Mifflin's English 3D program will be utilized to assist reaching goals to improve student outcomes. The Language Launch component of the program will be used to support newcomers in Middle school

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

- Data Cycles

a). Diving into data with an equity focus
b). Teachers meet with Data TOSA to make Data Cycles more impactful

- Creation and participation in a district-wide equity team
a). Information from this team will be shared with the greater staff to create more equitable practices
b). Use of Classroom Studies (Equity Walks) throughout campus
c). Purchase new books for library to support our diverse population
d). Make links to partner organizations more visible on website
e). Teacher led trainings around equity

- Work with Nancy Dome and her partners to support our equity work
a). Classroom walkthroughs to support students ability to see themselves in the classroom
b). Consider removing California History mural


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

For 2022-23:
Include equity and work with Nancy Dome.
District wide Equity team
More direct help as an individual teacher with data cycles

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

| Name of Members | Role |
|---|---|
| Stefanie Coe | Principal |
| Megan Jones | Classroom Teacher |
| Joanne Conte | Classroom Teacher |
| Melissa Newcomb | Classroom Teacher |
| Anna Lindo | Parent or Community Member |
| Elizabeth Iwamiya | Parent or Community Member |
| Lisa Reid | Parent or Community Member |
| Jeff Brunner | Parent or Community Member |
| Jen Jaeger | Parent or Community Member |
| Beatriz Garcia Gallegos | Other School Staff |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|---|---|
| *Rosalba Peralta* | English Learner Advisory Committee |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/01/2022.

Attested:

| Signature | |
|---|---|
| *Stefanie Coe* | Principal, Stefanie Coe on 11/01/2022 |
| *Megan Jones* | SSC Chairperson, Megan Jones on 11/01/2022 |

# Budget Summary - Hamilton School 2022-23

| Federal | Approved Budget |
|---|---|
| Title I | $144,643 |
| Title II | $1,794 |
| Funds provided to the school through the Consolidated Application | $146,437 |

| State and/or Local | Approved Budget |
|---|---|
| Unrestricted | $22,766 |
| Elementary Yard Duty | $56,925 |
| LCFF Supplemental | $34,185 |
| Lottery - Instructional Material | $18,060 |
| Special Education | $250 |
| PTA | $2,897 |
| Parcel Tax | $1,148 |
| General Donation | $42,339 |
| MCF PREk-3 Grant | $186,714 |
| Total State/Local funds for this school | $365,284 |

| Total federal, state, and/or local funds for this school | $511,721 |
|---|---|