

School Year: **2023-24**



# 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 28, 2023	December 5, 2023

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement  
ATSI  
Hamilton groups identified for ATSI:  
African American Chronic Absenteeism and Suspension  
Homeless - Chronic Absenteeism, ELA and Math  
Students with Disabilities - Suspension, ELA and Math

ATSI goals:  
1) to reduce chronic absenteeism  
The 22-23 school year ended with a chronic absenteeism rate of 21% or 110 students. Our goal is to reduce that to 11% or 57 students by the end of this school year.

Plan to get out of ATSI in this category:

- Engage in district wide dCAN initiative by holding weekly meetings with a team of staff members (admin, data specialist, attendance clerk, community liaison) to analyze chronic absenteeism rates and the effectiveness of incentives.

- -Home visits by dCAN team to those family who are chronically absent based on previous years and current trends.
- -dCAN team created an incentive program that includes: awards, extra recess, cell zone area, increasing sense of fun and play with administration, targeted reward system for chronically absent students from the previous year - golden ticket, targeted days for historically high absences ie 3-day weekends.

## 2) to reduce suspensions

The 22-23 school year ended with 3 elementary student suspensions and 19 middle school student suspension. Our goal is to reduce the number of middle school suspensions to under 10

Plan to get out of ATSI in this category:

Our plan is to take a proactive approach to educate and support student wellness by utilizing restorative practices to increase communication during conflict.

- -Hired a 1.0 Restorative Practice Specialist person (district position)
- a). Small social/emotional support groups based on need
  - b). Conflict management
  - c). Support positive student relationships
- a). SOAR (Safe, On Task, Accountable, Respectful) bucks
  - b). SOAR store

## 3) increase percentage of students scoring proficient or advanced in ELA and Math

Plan to get out of ATSI in this category:

- -Rise in Reading and Rise in Math
- -targeted reading interventions in Tk-1st with retired teacher
- -instructional aides in grades TK - 5th to support small group pull out
- -teacher led before/after school interventions
- -data cycles
- -use of PBE learning maps

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

In order to effectively meet the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, Hamilton will work collaboratively with the District to implement Tier I curriculum with fidelity and intervene appropriately with a Multi-Tiered System of Supports.

# 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 2022-2023 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

85% Engagement  
50% Academic Challenge  
61% Instructional Methods  
77% Relationships  
9% Culture  
21% Belonging

### Student-Staff Relationship

23% of students feel like an important part of their school

### Youth Truth Percent Positives for Middle School - Students 6-8

39% Engagement  
51% Academic Challenge  
35% Relationships  
18% Culture  
43% Belonging & Peer Collaboration

### Student-Staff Relationship

41% of students felt like they are a part 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, in-person chats 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. A Student Services Coordinator provides 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
- --Starfall (site)
- --Extra Math (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
- --Heggerty Phonemic Awareness and Phonics
- --IXL (3rd and 5th grade)
- --Freckle (3-5)

### 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
- -----small groups of students are pulled with EL TOSA
- ---Guided Language Acquisition Development (GLAD) strategies (K-8)
- ---Kevin Clark (CCT) (K-8)
- ---Language 3D (6-8)
- ---Imagine Learning (K-8)
- ---Guided Reading (K-5)
- ---6th-8th Newcomer support via outside agencies (Fuerte, Novato Library)
- ---1st-5th Newcomer support via EL 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. Areas of focus surfaced by parent/community groups include; after school programs, newcomer support, sports in the younger grades, and bilingual counseling.

## Funding

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. Through the data we noticed that our EL students and African American 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 November 8, 2023. 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 November 28, 2023 and ELAC on November 8, 2023. All comments, questions and considerations were taken under advisement.

We are currently working towards a community schools grant to build more systems of support for our community. Meetings have been held with School Site Council, PTA, and ELAC to gather information on the needs of the community from the community.

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.



### 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: 11/8/23

#### English Language Advisory Committee (ELAC)

Participants: ELAC members and Hamilton admin

Meeting Date: 11/8/23

#### School Site Council (SSC)

Participants: teacher, parent, and admin representatives

Meeting Date: 11/28/23

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	223	222	227	40.3%	42.9%	42.7%
Fluent English Proficient (FEP)	125	104	110	22.6%	20.1%	20.7%
Reclassified Fluent English Proficient (RFEP)	2			0.9%		

### Conclusions based on this data:

1. 1. Identification of the process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, including those which address the needs of ELs not meeting or at risk of not meeting challenging state academic content standards. (20 U.S.C. 6314[b][6]; 34 CFR Section 200.25[a]; EC Section 64001[g][2][B])  
Galileo ELA assessment will be administered three times during the school year. School site EL Specialist will review benchmark assessment results and support teachers to identify student needs and monitor progress. ELD curriculum - Guided Reading will be used during dedicated Universal Access (UA) time in 1st - 5th grade, and Language Launch, Language 3D, and Kevin Clark will be used during designated ELD class periods in grades 6th - 8th.
  
  2. 2.a. Goals to improve student outcomes, identified through the needs assessment, including those which address the academic and language proficiency needs of ELs. (EC Section 64001[g][3][A])  
b. Evidence-based strategies, actions, or services to reach goals.(EC Section 64001[g][3][B])
    - A. Culture of Competence  
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 support and ensure sufficient interventions are provided to all students.
  
    - B. Goal #2 - Strategy/Action #5
      - 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 5 days a week for 45 minutes
            - b). Hiring of 1.0 ELD Specialist
            - c). 2 periods ELD Middle School
            - d). ELD centers in Kindergarten with a focus on reading, writing, listening and speaking
          - Newcomer Support
            - a) Academic and social emotional support
            - b). 2 times a week for 20 minutes (2-5th)
            - c). Fuerte 1 day a week Middle School
            - d). Support at the city library
- 
3. 3. Proposed expenditures based on the projected resource allocation from the governing board or body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resources inequities, which may include a review of the LEAs budgeting, its SPSA-related portion of the LCAP, and school-level budgeting, if applicable. (EC Section 64001[g][3][C])

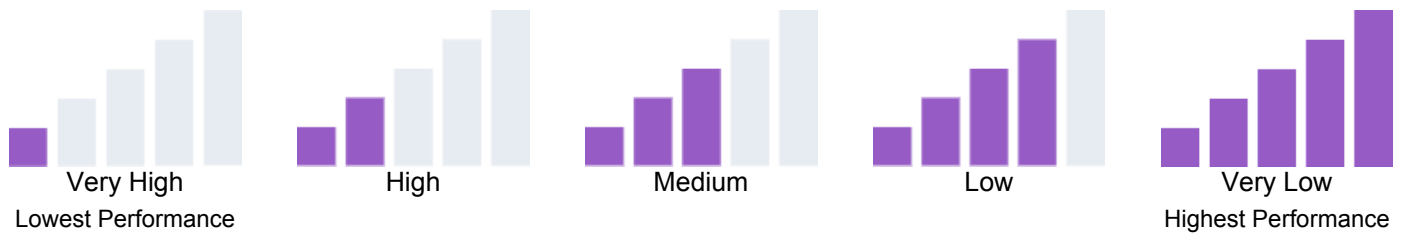
Centralized District funds will pay for ELD curriculum and EL Specialist.

# School and Student Performance Data

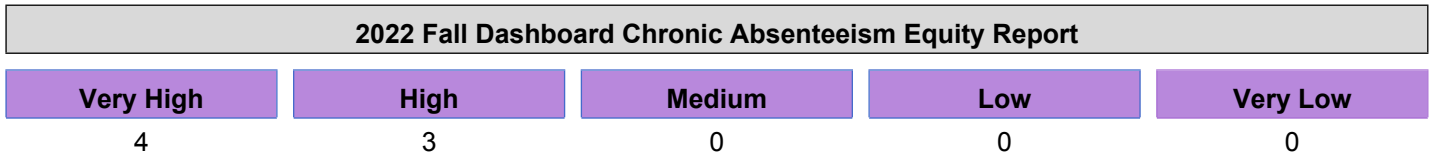
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

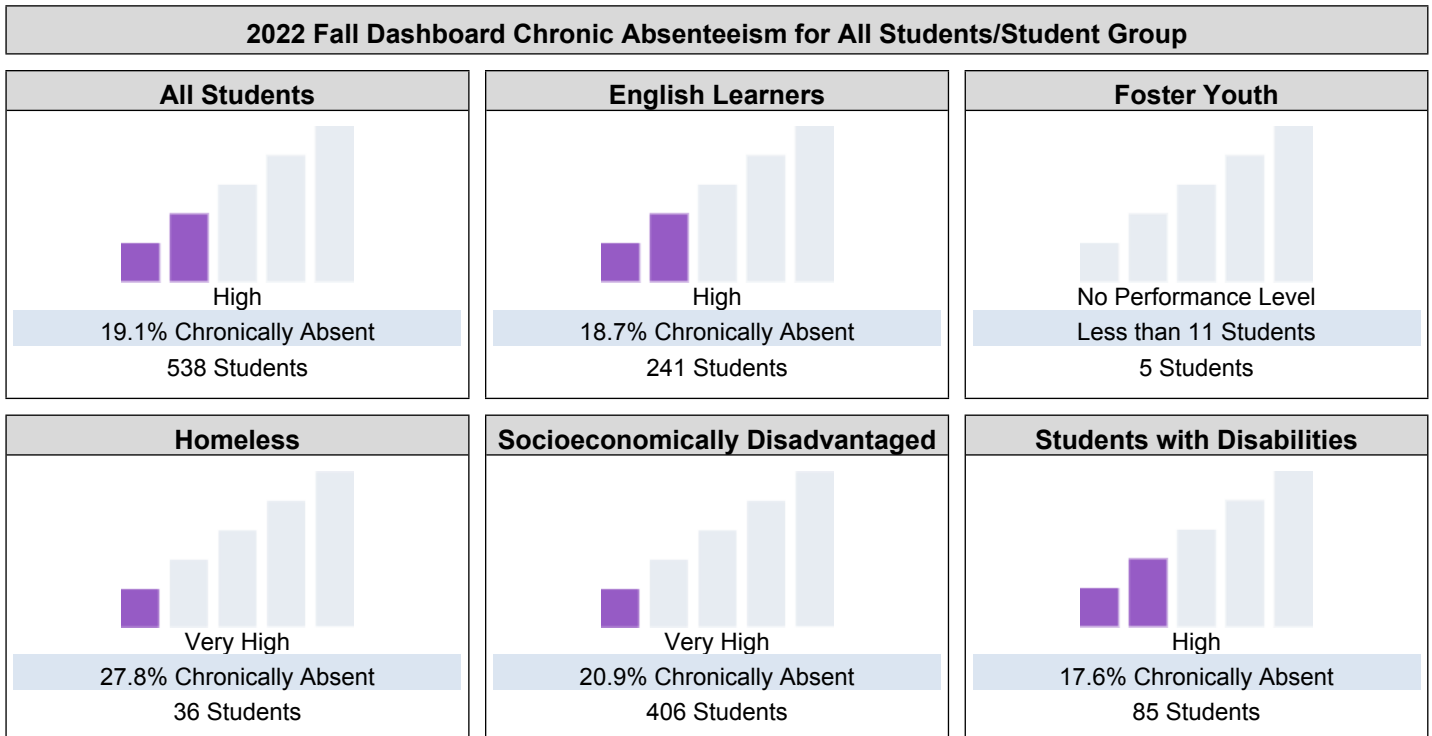
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



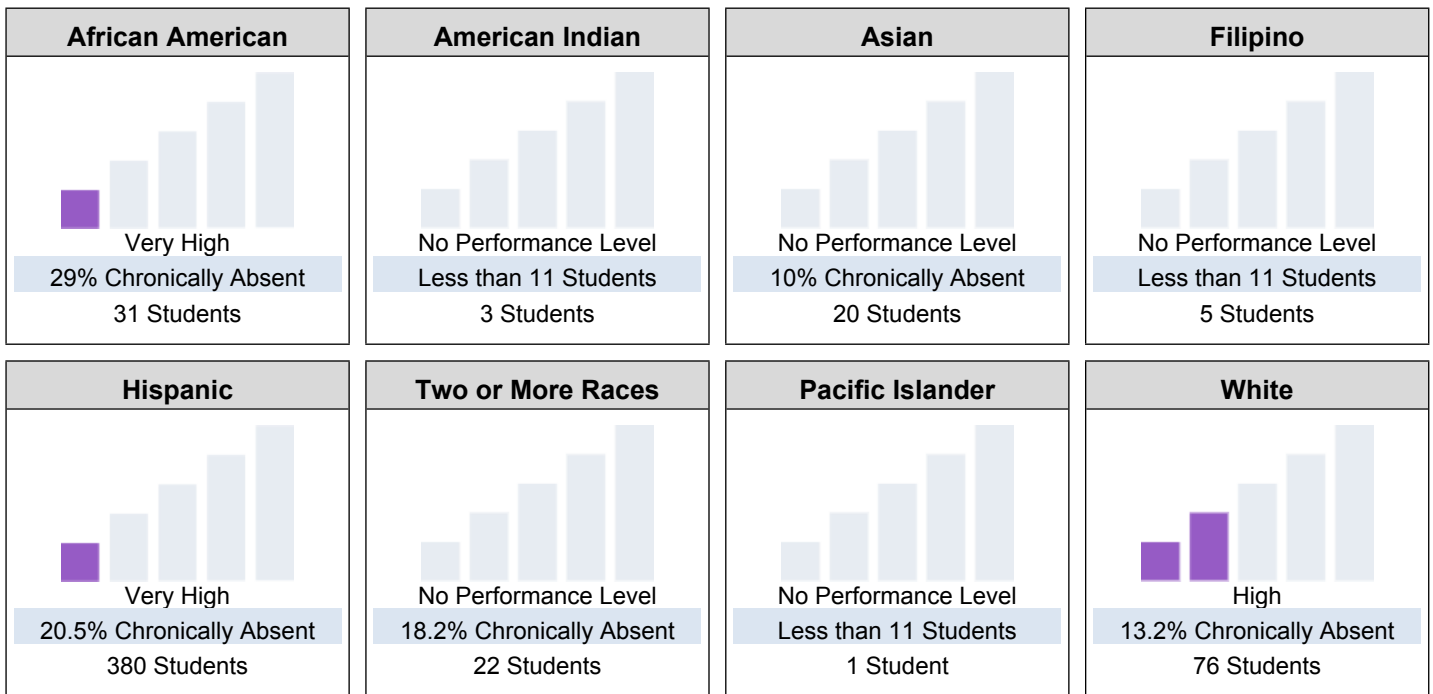
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. Engage in district wide dCAN initiative by holding weekly meetings with a team of staff members (admin, data specialist, attendance clerk, community liaison) to analyze chronic absenteeism rates and the effectiveness of incentives.
2. Home visits by dCAN team to those family who are chronically absent based on previous years and current trends.
3. dCAN team created an incentive program that includes: awards, extra recess, cell zone area, increasing sense of fun and play with administration, targeted reward system for chronically absent students from the previous year - golden ticket, targeted days for historically high absences ie 3-day weekends.

# 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.

## 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 a 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 of these children:

Not expected to perform as well as White students. (Tenebaum & Ruck, 2007; McKown & Weinstein, 2008; Rodriguez, 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	<p>Spring 2023 Staff: 27% of elementary staff feel students treat them with respect. 50% of middle school staff feel students treat them with respect.</p> <p>Elementary Students (3-5): 72% of elementary students feel their teacher cares about them.</p> <p>Middle School Students (6-8): 24% of middle school students feel their teachers try to understand what their life is like outside of school.</p> <p>Family: 89% of elementary families feel that families and teachers care about each other. 83% of middle school families feel that families and teachers care about each other.</p>	<p>Staff: Increase in relationships for staff to 80% with a focus on students treating staff with respect.</p> <p>Students: Increase in relationships for all students to 80% with a focus on having students feel welcome and connected to the school.</p> <p>Family: to continue building relationships with families and keeping 80% or higher.</p>
Suspension Rate	<p>2022-23 Elementary 3 Middle School 19 (11%)</p>	<p>Decrease number of middle school suspensions to under 10 (6.8%).</p>
DESSA (K-8)	<p>Fall 2022 8% of students in need area</p>	<p>Decrease the percentage of students in the need area of DESSA to 4% or less by Spring.</p>
Chronically Absent	<p>2022-23 20.5% of students</p>	<p>We will decrease our overall chronic absenteeism rate from 21% (110 students) to 11% (57 of students) by June 13, 2024.</p>
ADA	<p>2022-23 93.8%</p>	<p>We will increase our ADA rate from 93.1% to 95% by June 13, 2024.</p>

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 Debbie Ziese TK-5 goes into classrooms and provides mindfulness (breathing, calming and awareness techniques) lessons to the class
    - -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)

10000

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
  - f). Supports Mother's Group

Family Support



- a). Liz Feingold (Project Coordinator) supporting families with weekly/monthly communication
- b). Parent Outreach and Educational 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)
5000	Title I 5800: Professional/Consulting Services And Operating Expenditures Parent Ed Meetings
11000	LCFF 2000-2999: Classified Personnel Salaries Project Coordinator
44500	Title I 2000-2999: Classified Personnel Salaries Project Coordinator

**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**

- Communication and Community Building
  - a). Community Events
  - b). Mandatory Parent Meetings
  - c). Weekly Community time
  - d). PTA events
  - e). School Tours
  - f). Middle School Parent Information Nights
  - g). Mother's Group
  - h). Monthly Happenings newsletter
  - i). Leadership - Rallies, spirit days, Red Ribbon Week
  - j). Walker Creek
  - k). Student incentives
- 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). SOAR (Safe, On Task, Accountable, Respectful)
  - f). PBIS

- g). Restorative Circles
- h). Daily Check-ins

PK/TK/K supports

- a). PK supply money
- b). Kinder orientation
- c). PK teacher 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)
2000	Other 4000-4999: Books And Supplies MCF - PreK supplies
1300	Other 1000-1999: Certificated Personnel Salaries MCF - Kinder Orientation and assessment day
1200	Title I 4000-4999: Books And Supplies Red Ribbon Week
6000	Title I 5000-5999: Services And Other Operating Expenditures Walker Creek - 5th grade
5000	Title I 5800: Professional/Consulting Services And Operating Expenditures Posters PBIS
9000	Title I 4000-4999: Books And Supplies Student Incentives and planners

**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**

- Hired a 1.0 Restorative Practice Specialist person (district position)
- a). Small social/emotional support groups based on need
- b). Conflict management
- c). Support positive student relationships

b). Implemented during the school day

### 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)

3000

Source(s)

Title I  
4000-4999: Books And Supplies  
Wellness Hub Supplies and Decor

### Strategy/Activity 5

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

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

Tk-1st grade students

Strategy/Activity

Hawks Nest

### 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)

15000

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
2 teachers for Hawk Nest (Joanne Golden and Heidi Mortenson)

## Annual Review

### SPSA Year Reviewed: 2022-23

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 2022/23 School year still offered its challenges with COVID, though we have been back in person for over 2 years now.

- Continued support in "Calming Corners" for K-5 classrooms to provide a safe environment for students who need quiet time to calm and redirect.
- Continued with Mindfulness instructor in TK-5, to build a toolbox for students when things were tough.

- Our Community Liaison continued to help build relationships with families and foster an amazing connection between school and parents
- Community Events were planned and executed to bring families and Hamilton community together.
- Mickey Porter was brought in to help build trust in the staff and build better relationships among staff.

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

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)
- Communication with parents is being sent out on line as well as important information in Friday Folders
- With the change after COVID, need to provide more information for parents with Informational/educational nights

b. SEL support

- Continued use of Morning meetings in some classes
- Continue use of Mindfulness lessons with Jess Pumpa
- Continued use of Second Step social emotional curriculum TK-5 and implementation in 6-8
- Use of DESSA for social emotional screener 2 times a year
- created groups and one on one sessions to work with .5 Student Support
- 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

- Revamp and man Wellness Hub (Reset Room).
- Hired a new Mindfulness instructor

b. Family Support

- Liz Feingold is only part time this year.

c. Community Events

- See a need in creating more parent events around education and assistance

d. Practices

- Implementation of PBIS and SOAR money, store etc.

e. Hiring Behavior Tech to support students and Wellness Hub

- removal of the .5 Student Support staff to be able to hire a 1.0 Behavior Tech

f. Hawks Next created for Tk-1st grade students

g. Removal of after school Electivity and looking at new options to enrich students

# 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 support and ensure sufficient interventions are provided to all students.

## 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.	approach based on academic progress.
Running Records (1-5)	2023-24 (Fall) 88 students scored below standards (about 44% of students) However not all data was input correctly	Decrease the number of students below standards by June. Decrease the percentage of students below standards to 25% or less.
CAASPP English Language Arts (ELA)	2022-23 Meeting and Exceeding All Students Overall Average 46% EL Students 36% Black/African American 29%	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 45% in ELA meeting or exceeding. Increase Black/African American students to 40% meeting or exceeding.
CAASPP Mathematics	22-23 Meeting and Exceeding Overall Average 34% EL Students 22% Black/African American 26%	Increase in the overall average of students meeting or exceeding standards in Math to 50% with a focus on EL students and Black/African American students. Increase EL students to at least 40% in Math meeting or exceeding. Increase Black/African American students to at 40% in Math meeting or exceeding.
ELPAC	2023-24 Total 230 EL Students  Redesignated 35 students 22-23	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/re-designated to more than 40.

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)

K Students

**Strategy/Activity**

TK-K Teacher Conference in Santa Clara (January)

**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)

500

Source(s)

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating Expenditures  
Conference logging and food

**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 based on academic intervention data analysis and implementation. 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 and pullout programs 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)
15000	LCFF 1000-1999: Certificated Personnel Salaries MCF - Reading Specialist (Marion Hickman)
57500	Title I 2000-2999: Classified Personnel Salaries Instructional Aides (Rosa, Oralia, Ariani)
56300	Other 2000-2999: Classified Personnel Salaries MCF - Instructional Aides (Eric, Alejandra G, Elaine Replacement)

### 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 interventions in order to support all student needs.  
RISE interventions and SummerHawks.

### 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)
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### Strategy/Activity 5

#### 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 5 days a week for 45 minutes
  - b). Hiring of 1.0 ELD Specialist
  - c). 2 periods ELD Middle School
  - d). ELD centers in Kindergarten with a focus on reading, writing, listening and speaking
- Newcomer Support
  - a) Academic and social emotional support
  - b). 2 times a week for 20 minutes (2-5th)

- c). Fuerte 1 day a week Middle School
- d). Support at the city library
- e). Restorative Practices Specialist will provide support before and after school 5 days a week

**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

Continue 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)

10000	Other 1000-1999: Certificated Personnel Salaries MCF - Academic Support Todd Marsden
5000	LCFF 2000-2999: Classified Personnel Salaries Academic Support/ELPAC - Instructional Aides
7000	Other 1000-1999: Certificated Personnel Salaries MCF - Academic Support Tk-5
9000	LCFF 1000-1999: Certificated Personnel Salaries Academic Support 6th grade math (Brian McCoy)
8000	Title I 1000-1999: Certificated Personnel Salaries Academic Support 7th-8th grade math and algebra and 4/5 homework Club (Melissa Newcomb)

**Annual Review**

## SPSA Year Reviewed: 2022-23

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.

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.

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

- 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

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. ELD

- Hiring a 1.0 UA ELD instructor to work with students in small groups
- Continue to find newcomer supports

#### b. Shifting this goal to academics

# 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"

## Identified Need

We have seen a need to empower students in their own learning and give them multiple opportunities to show mastery of standards. With the use of PBE, essential standards, scales and learning maps our staff will begin to empower students in their learning and get an understanding of exactly where they fall in terms of proficiency of grade level material and essential standards that have been 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.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Foundational Skills ESGI (TK/K/1)	2023-24(Fall Trimester 1) <ul style="list-style-type: none"> <li>-Uppercase letter identification-- 44% of TK students have mastered 71% of K students have mastered</li> <li>-Lowercase identification-- 60% of K students have mastered</li> <li>-Blending-- 73% of K students have mastered 82% of 1st grade students have mastered</li> <li>-Segmenting-- 69% of 1st grade students have mastered</li> </ul>	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo ELA (2nd-8th)	BOY benchmark 22-23 Met/exceeded 31% meeting/exceeding (2nd-8th grade) 2nd=29% 3rd=26% 4th=48% 5th=12% 6th=25% 7th=45% 8th=35%	Increase in the overall average of students meeting or exceeding standards in ELA to at least 50% MOY and 70% EOY
Galileo Math (2nd-8th)	BOY benchmark 22-23 32% meeting/exceeding (2nd - 8th grade) 2nd=44% 3rd=40% 4th=48% 5th=9% 6th=33% 7th=24% 8th=22%	Increase in the overall average of students meeting or exceeding standards in Math to at least 50% MOY and 70% EOY

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)

24684

Source(s)

Title I

1000-1999: Certificated Personnel Salaries

	PLC Summer planning time (2 summers 22-23 and 23-24)
12500	Other 1000-1999: Certificated Personnel Salaries 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 or scales
  - c). Students know where they are, and have ownership of their learning
  - d). Students set goals for learning
  - e). Middle School standards based grading using Aeries

### 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)

12508

Source(s)

Title II Part A: Improving Teacher Quality  
1000-1999: Certificated Personnel Salaries  
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 or in grade level groups 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)
3200	Lottery: Instructional Materials 4000-4999: Books And Supplies Technology software - Hapara and Freckle (Math and ELA)
6000	Lottery: Instructional Materials 5000-5999: Services And Other Operating Expenditures Consumables
355	Lottery: Instructional Materials 4000-4999: Books And Supplies MCF - Technology software Raz Kids and Starfall
4500	Title I 5000-5999: Services And Other Operating Expenditures Consumables
2000	Unrestricted 4000-4999: Books And Supplies Teacher Supplies
2500	Lottery: Instructional Materials 4000-4999: Books And Supplies Curriculum - Core Lit and Wordly Wise
9000	Other 4000-4999: Books And Supplies MCF - Teacher Supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

### Highlighted Successes

#### 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
- 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.

Provide on-line curriculum specific to student needs (district and site based)

- 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
- Xtra Math Tk-8

Use of data cycles in a more effective way for students and teachers



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$196,392
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$358,547.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$183,384.00
Title II Part A: Improving Teacher Quality	\$13,008.00

Subtotal of additional federal funds included for this school: \$196,392.00

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

State or Local Programs	Allocation (\$)
LCFF	\$40,000.00
Lottery: Instructional Materials	\$12,055.00
Other	\$108,100.00
Unrestricted	\$2,000.00

Subtotal of state or local funds included for this school: \$162,155.00

Total of federal, state, and/or local funds for this school: \$358,547.00

# 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
Melissa Newcomb	Classroom Teacher
Laurie Campbell	Classroom Teacher
Andrea Pinson	Classroom Teacher
Michelle Tarantino	Parent or Community Member
Elizabeth Iwamiya	Parent or Community Member
Lisa Reid	Parent or Community Member
Jeff Brunner	Parent or Community Member
Karen Mendoza	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**



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 11/28/2023.

Attested:



Principal, Stefanie Coe on 11/28/2023



SSC Chairperson, Melissa Newcomb on 11/28/2023