

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
Joe Hamilton Elementary School	08-61820-6005391	10/14/22	November 10, 2022

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)

Schoolwide Program
Comprehensive Support and Improvement

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.

Our School Plan for Student Achievement mirrors the goals of the district LCAP. Our SPSA is a plan of actions that focuses on raising the academic performance of all students, increasing student attendance, and supporting student social-emotional well being. We will measure our success on these goals by analyzing our data from CAASPP, iReady, Core Growth, SWIS, and Aeries attendance and discipline data. We will also use data from the California Dashboard to monitor our yearly progress on our goal areas.

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).

A technology survey of teachers, parents/guardians, and students in grades 3-5 is completed twice a year via 'Bright Bytes.' Fifth grade students complete the California Healthy Kids Survey (CHKS) each year in the spring.

Classroom Observations

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

The principal does formal (prolonged) classroom observations on a rotating basis. Teachers are provided with a copy of all observations and feedback from formal lesson observations. Informal (drop-in) observations occur every day to monitor teaching and learning. Teachers are formally evaluated at least every one to five years per the teacher's contract, with most being evaluated every other year. These evaluations are kept in the Human Resources Department at the DNUSD office.

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)

Our students take the CAASPP each year in the spring. Our students are also progress-monitored on their reading skills and math assessments are built into the math program. Behavioral data, logged in the SWIS system, help to guide counseling groups, SST decisions, and inclusion in tier 2 behavior supports.

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

Faculty members use both formative and summative assessment data to guide instruction. PLC groups use assessments to guide lesson planning and the need for instructional interventions and after-school tutoring.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Joe Hamilton Elementary School are highly-qualified credentialed teachers.

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

All staff have access to instructional materials adopted by our Board of Education.

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

The district provides ongoing professional development for all staff in the areas of curriculum, technology, behavior, and safety.

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

First and second-year teachers participate in the NCTIP (North Coast Teacher Induction) Program. All teachers participated in PLC (Professional Learning Community) groups weekly. Grade level instructional coaches are available to support teachers in a variety of classroom implementation focus areas.

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

Teachers meet weekly in instructional groups to collaborate, plan instruction, and discuss student data.

Teaching and Learning

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

All curriculum is approved and adopted by the DNUSD Board of Education. Curriculum is aligned with content and performance standards.

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

Teachers plan their schedules each day to maximize the time teaching E/LA and math curriculum.

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

Teachers work together as teams to provide intervention groups. Teachers also facilitate centers-based instructional practices that allow them small-group time to focus on targeted needs of individual students. We provide daily support for all of our EL learners and they also receive after-school intervention through the Imagine Learning Program. Our Native American students are provided intervention time with the support of instructional assistants. Our gifted students participate in our school and district GATE activities.

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

All curricular materials are standards-based and approved by the Board of Education.

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

Curriculum is standards-based and aligned with SBE-adopted instructional materials.

Opportunity and Equal Educational Access

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

In E/LA we provide extra support through SIPPS, Rewards, and Reading Eggs. In math, we provide extra support through Math Seeds and Reflex Math.

Evidence-based educational practices to raise student achievement

Our school uses the research-based social/emotional curriculum from Second Step to teach effective student social skills. Our school also participates in the research-based PBIS (Positive Behavior Interventions and Supports) program as well as the Sources of Strength model and curriculum of social-emotional wellness practices.

Parental Engagement

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

Joe Hamilton School has historically offered many opportunities for family engagement. We have a parent-teacher organization (PTO) and school site council with parents/guardians as members. Events such as Movie Nights, Trunk or Treat, Family Picnic, Classic Car Show, and others, are planned for this year. We have also scheduled monthly award assemblies for parents to join us in recognizing outstanding student work and choices. Starting last year, we began a new tradition of the Kindergarten Graduation ceremony. All of these events offer families a way to partner with our school and connect to a variety of resources for under-achieving students. Our Family Engagement Liaison helps coordinate and support every engagement event on campus to ensure that we are supporting students and families as well as having fun. We also rally parent volunteers and work with the Foster Grandparents Program, to increase classroom support for under-achieving students by providing volunteers in targeted classrooms.

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)

We encourage all of our parents to be involved in our PTO and our School Site Council. We send home a school-wide Weekly Report each Friday to keep parents involved and updated. We keep our school website and our Facebook page current. We also use Blackboard to send mass texts, calls, and emails home to families.

Funding

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

Categorical funds at Joe Hamilton Elementary allow us funding for a school librarian, materials and supplies for classroom use, and the support/purchase of technology for our school.

Fiscal support (EPC)

We receive Title I funds. For the 2022-2023 school year our Title 1 funds are \$55,379. These extra funds will help increase the services and support we can provide to our students.

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

The School Site Council met to review this plan on October 14, 2022. It was approved by vote on October 14, 2022. All school site agendas and minutes are posted in the school office.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Joe Hamilton Elementary has qualified for Comprehensive Support and Improvement (CSI) status due to low student achievement. Site Council set aside money for classroom technology and materials, as well as online applications to support learning. The bulk of the money (over \$100,000), however, was set aside by Site Council for academic tutoring. Students access to tutoring groups had been limited by available funds, and Site Council hoped to significantly expand tutoring for students in every classroom. The expenditure was designed to allow teachers to provide small group tutoring after school every day. While most teachers provided tutoring, Mondays were set aside for professional development and Fridays were largely discontinued due to low turnout and low parental support for Friday tutoring. Teachers largely waited for benchmark assessments in October to determine which students and which academic areas to focus on. Consequently, not all the allotted tutoring dollars were expended and we had a substantial carryover in CSI funds into the new fiscal year.

New CSI money for the 2022-2023 school year combined with the carryover from last year totals \$301,722. Site Council has appropriated a substantial amount of funding for academic tutoring, but shifted the majority of funding to extend the workday of classified support staff willing to work extra hours to support students. Joe Hamilton has about 20 part-time staff members. Those staff members were all offered extended hours up to 40 (total) hours each week. Whatever their role, they may work extra hours assisting within the classroom. The funds are being used to expand classroom support, offer tutoring, and provide as much individual and small-group student support as possible.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	72	50	39
Grade 1	60	56	47
Grade 2	62	51	52
Grade3	54	57	48
Grade 4	57	57	50
Grade 5	53	53	51
Total Enrollment	358	324	287

Conclusions based on this data:

1. Our total enrollment has showed a continuous decline over the last few years.
2. Our kindergarten enrollment has declined significantly over the last several years.
3. All cohorts shows attrition moving into the 2021-2022 year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	23	17	23	6.4%	5.20%	8.0%
Fluent English Proficient (FEP)	7	8	5	2.0%	2.50%	1.7%
Reclassified Fluent English Proficient (RFEP)	5	0		13.9%	0.00%	

Conclusions based on this data:

1. We did not have any students reclassified during in the 2020-2021 and 2021-2022 academic years.
2. Our number of English learners has fluctuated significantly, with the loss of six English learner students from 2019-2020 to 2020-2021 and the addition of six English learner students from 2020-2021 to 2021-2022.
3. Our overall percentage of English learners has steadily decreased over the last several years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	57	55	52	56	0	50	56	0	50	98.2	0.0	96.2
Grade 4	58	57	54	57	0	53	57	0	53	98.3	0.0	98.1
Grade 5	60	52	47	58	0	45	58	0	45	96.7	0.0	95.7
All Grades	175	164	153	171	0	148	171	0	148	97.7	0.0	96.7

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2347.		2335.	0.00		10.00	12.50		6.00	28.57		22.00	58.93		62.00
Grade 4	2430.		2406.	17.54		11.32	17.54		16.98	17.54		11.32	47.37		60.38
Grade 5	2475.		2480.	13.79		11.11	29.31		24.44	20.69		35.56	36.21		28.89
All Grades	N/A	N/A	N/A	10.53		10.81	19.88		15.54	22.22		22.30	47.37		51.35

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.36		8.00	44.64		40.00	50.00		52.00
Grade 4	15.79		9.43	40.35		58.49	43.86		32.08
Grade 5	20.69		13.33	41.38		60.00	37.93		26.67
All Grades	14.04		10.14	42.11		52.70	43.86		37.16

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.36		6.00	35.71		18.00	58.93		76.00
Grade 4	14.04		7.55	49.12		49.06	36.84		43.40
Grade 5	25.86		17.78	48.28		46.67	25.86		35.56
All Grades	15.20		10.14	44.44		37.84	40.35		52.03

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7.14		6.00	58.93		68.00	33.93		26.00
Grade 4	15.79		9.43	59.65		77.36	24.56		13.21
Grade 5	5.17		20.00	68.97		66.67	25.86		13.33
All Grades	9.36		11.49	62.57		70.95	28.07		17.57

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	0.00		4.00	39.29		48.00	60.71		48.00
Grade 4	15.79		1.89	40.35		62.26	43.86		35.85
Grade 5	13.79		13.33	50.00		71.11	36.21		15.56
All Grades	9.94		6.08	43.27		60.14	46.78		33.78

2019-20 Data:

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Conclusions based on this data:

1. Due to Covid19 school closure no CAASPP was taken in the spring of 2020.
2. The percentage of students scoring Below Standard significantly increased in all areas except Listening and Research/Inquiry.
3. Our percentage of enrolled students who tested dropped by 1% but remained very high (96.7%).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	57	55	52	56	0	50	56	0	49	98.2	0.0	96.2
Grade 4	58	57	54	57	0	53	57	0	53	98.3	0.0	98.1
Grade 5	60	52	47	58	0	45	58	0	45	96.7	0.0	95.7
All Grades	175	164	153	171	0	148	171	0	147	97.7	0.0	96.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2359.		2349.	3.57		4.08	7.14		12.24	25.00		20.41	64.29		63.27
Grade 4	2422.		2417.	8.77		7.55	15.79		7.55	22.81		41.51	52.63		43.40
Grade 5	2438.		2473.	1.72		17.78	12.07		15.56	31.03		26.67	55.17		40.00
All Grades	N/A	N/A	N/A	4.68		9.52	11.70		11.56	26.32		29.93	57.31		48.98

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7.14		6.12	23.21		32.65	69.64		61.22
Grade 4	15.79		7.55	19.30		45.28	64.91		47.17
Grade 5	1.72		15.56	25.86		42.22	72.41		42.22
All Grades	8.19		9.52	22.81		40.14	69.01		50.34

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.36		8.16	33.93		32.65	60.71		59.18
Grade 4	14.04		7.55	35.09		47.17	50.88		45.28
Grade 5	1.72		22.22	46.55		42.22	51.72		35.56
All Grades	7.02		12.24	38.60		40.82	54.39		46.94

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	1.79		2.04	39.29		57.14	58.93		40.82
Grade 4	8.77		5.66	43.86		50.94	47.37		43.40
Grade 5	1.72		8.89	53.45		51.11	44.83		40.00
All Grades	4.09		5.44	45.61		53.06	50.29		41.50

2019-20 Data:

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Conclusions based on this data:

1. All areas showed a decline in the percentage of students scoring Below Standard.
2. Most areas showed an increase in the percentage of students scoring Above Standard in grades 3 and 5.
3. Grade 4 showed a decline in the percentage of students scoring Above Standard in every area.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	8	*	*
1	*		*	*		*	*		*	4		4
2	*	*	*	*	*	*	*	*	*	8	5	*
3	*	*	*	*	*	*	*	*	*	*	*	4
4	*	*	*	*	*	*	*	*	*	6	6	*
5	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										32	19	19

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.25	21.05	0.00	53.13	42.11	21.05	28.13	31.58	57.89	12.50	5.26	21.05	32	19	19

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.13	36.84	10.53	40.63	52.63	47.37	21.88	5.26	31.58	9.38	5.26	10.53	32	19	19

2019-20 Data:

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	5.26	0.00	37.50	15.79	10.53	37.50	57.89	52.63	25.00	21.05	36.84	32	19	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	36.84	0.00	68.75	52.63	78.95	18.75	10.53	21.05	32	19	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.50	68.42	42.11	50.00	21.05	42.11	12.50	10.53	15.79	32	19	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.25	15.79	5.26	59.38	63.16	47.37	34.38	21.05	47.37	32	19	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.13	5.26	5.26	81.25	84.21	78.95	15.63	10.53	15.79	32	19	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The number of students taking the ELPAC is primarily focused in grades K, 1, and 2, although there are some 4th grade English learner students
2. Our English learner population is at the lowest level in years.
3. We had an increase of five more EL students being assessed in 18-19, then a significant drop in the 20-21 year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
324	84.9	5.2	2.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	5.2
Foster Youth	8	2.5
Homeless	17	5.2
Socioeconomically Disadvantaged	275	84.9
Students with Disabilities	50	15.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native	59	18.2
Asian	18	5.6
Filipino		
Hispanic	58	17.9
Two or More Races	24	7.4
Native Hawaiian or Pacific Islander		
White	165	50.9

Conclusions based on this data:

1. Our American Indian population continues to grow at Joe Hamilton.

2. Our percentage of socioeconomically-disadvantaged students remains critically high.
3. Our student population is primarily white (50.9%), followed by American Indian (18.2%), and Hispanic (17.9%).

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics



Academic Engagement

Chronic Absenteeism



Conditions & Climate

Suspension Rate



Conclusions based on this data:

1. We need to focus on reducing on chronically absent students. We are in the red range.
2. We need to work on reducing the number of students that are being suspended.
3. We need to work on moving the needle from the orange zone in ELA and Math to the yellow zone or higher.

School and Student Performance Data

Academic Performance English Language Arts

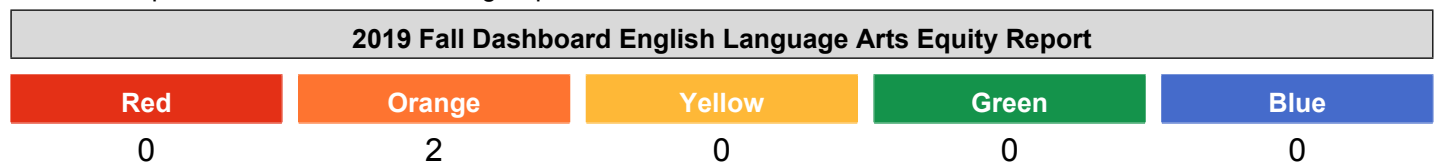
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange 47.5 points below standard Declined Significantly -23.6 points 163		 No Performance Color 62.8 points below standard Declined -9.5 points 17		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 Orange 55.5 points below standard Declined Significantly -21.1 points 140		 No Performance Color 108.6 points below standard Declined Significantly -28.3 points 31	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 45.7 points below standard Declined Significantly -19.6 points 29	 No Performance Color 19.9 points below standard Increased Significantly +19.9 points 12	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 42.9 points below standard Declined Significantly -18.5 points 29	 No Performance Color 73.8 points below standard 14	 No Performance Color 0 Students	 Orange 49.4 points below standard Declined Significantly -27.2 points 79

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87.3 points below standard Declined -14 points 12	Less than 11 Students - Data Not Displayed for Privacy 5	45.7 points below standard Declined Significantly -25.2 points 146

Conclusions based on this data:

1. Our socioeconomically disadvantaged students decreased their score by 21.1 points.
2. All students had a significant decrease (-23.6 points) in English scores.
3. Our Asian students had a significant increase (19.9 points) in their scores.

School and Student Performance Data

Academic Performance Mathematics

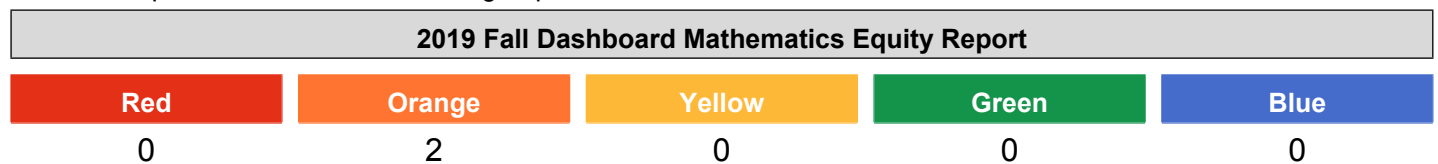
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange 72 points below standard Declined Significantly -20.6 points 163		 No Performance Color 93.5 points below standard Declined -13.7 points 17		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 Orange 81.4 points below standard Declined Significantly -22 points 140		 No Performance Color 112.5 points below standard Declined Significantly -17.1 points 31	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 <p>No Performance Color</p> <p>93.8 points below standard</p> <p>Declined Significantly -50.4 points</p> <p>29</p>	 <p>No Performance Color</p> <p>80.1 points below standard</p> <p>Declined Significantly -25.3 points</p> <p>12</p>	
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Color</p> <p>79.6 points below standard</p> <p>Declined -6.2 points</p> <p>29</p>	 <p>No Performance Color</p> <p>101.3 points below standard</p> <p>14</p>		 <p>Orange</p> <p>54.8 points below standard</p> <p>Declined -6.7 points</p> <p>79</p>

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>118.1 points below standard</p> <p>Declined Significantly -18.8 points</p> <p>12</p>	<p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>69.5 points below standard</p> <p>Declined Significantly -21.3 points</p> <p>146</p>

Conclusions based on this data:

1. All students declined significantly in Math with an overall point drop of 20.6 points.
2. Our socioeconomically disadvantaged students declined at an even higher rate, with a 22 point drop.
3. Our EL students declined at a lower rate than our other populations with a drop of 13.7 points.

School and Student Performance Data

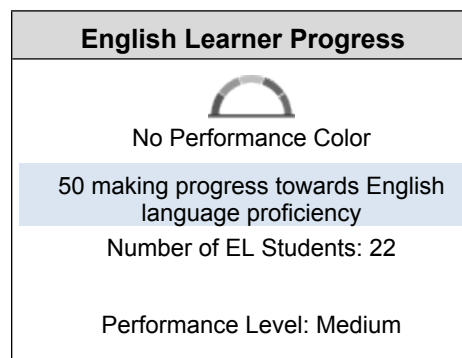
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.6	36.3		

Conclusions based on this data:

1. The majority of our 22 EL students maintained their current ELPI level of 1, 2L, 2H, 3L, or 3H.
2. Our overall ELPI performance level is categorized as Medium.
3. We did not have any students maintain Level 4 or progress at least one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

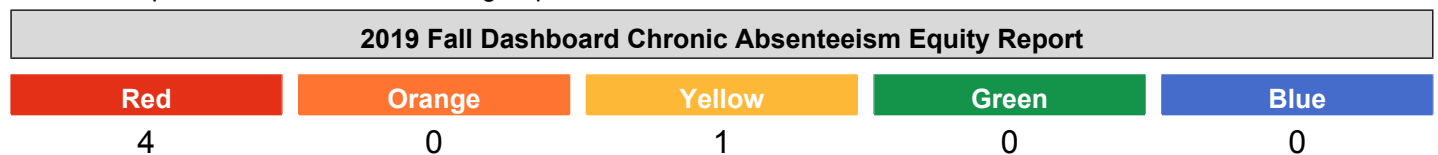
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 23.3 Increased Significantly +5.1 378	 No Performance Color 18.9 Increased +4.6 37	 No Performance Color 0 Declined -27.8 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 Red 25.2 Increased Significantly +5.9 329	 Red 36.8 Increased +21.9 68

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  Red 27.9 Increased +11 68	Asian  No Performance Color 17.9 Increased +13.3 28	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  Yellow 19.7 Declined -6 66	Two or More Races  No Performance Color 41.9 Increased +22.7 31	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Red 20.8 Increased Significantly +4.1 183

Conclusions based on this data:

1. Chronic absenteeism remains critically high at Joe Hamilton Elementary.
2. Most student groups showed increases, with declines in the Foster Youth and Hispanic subcategories.
3. Students with disabilities, socioeconomically-disadvantaged students, and White students had significant increases, resulting in an overall significant increase.

School and Student Performance Data

Conditions & Climate Suspension Rate

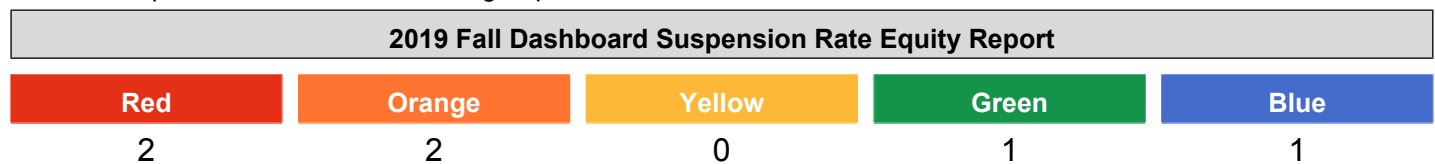
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 3.2 Increased +1.9 410	English Learners  Blue 0 Maintained 0 40	Foster Youth  No Performance Color 18.2 Increased +12.6 11
Homeless  No Performance Color Less than 11 Students - Data Not 9	Socioeconomically Disadvantaged  Orange 3.4 Increased +2 349	Students with Disabilities  Red 11.4 Increased +2.2 70

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1	 Green 2.7 Declined -0.5 75	 No Performance Color 0 Maintained 0 32	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.8 Increased +2.8 72	 No Performance Color 5.7 Increased +5.7 35	 No Performance Color Less than 11 Students - Data 1	 Red 3.6 Increased Significantly +2.1 194

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	3.2

Conclusions based on this data:

1. Our suspension rate increased (from 1.2% in 2018 to 3.2%) in 2019.
2. Our foster youth and students with disabilities groups had the largest increase in suspensions.
3. Our American Indian students had a decrease of .5% in suspensions from school.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase student achievement and close the achievement gap.

Goal 1

The number of 1st-5th grade students in the green (meeting/exceeding standards) level will meet/exceed 25% as measured by literacy and numeracy assessments provided by iReady assessments.

Identified Need

Due to the pandemic and resulting suspension of CAASPP assessments, we are utilizing iReady assessments to measure learning outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Benchmark Assessment	Fall Benchmark 21/22: Reading: Grade 1 2% Grade 2 13% Grade 3 12% Grade 4 24% Grade 5 17% Math: Grade 1 2% Grade 2 4% Grade 3 0% Grade 4 6% Grade 5 8%	The school-wide benchmark will score 20% in the Early On Grade Level and Mid or Above Grade Level categories (combined)

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

We will provide academic support for all students at various levels of achievement. Our Title I funds are used to fund two Instructional Assistants and Materials/Supplies for students. We use CSI money to extend the workday of various positions to provide additional support for students.

These positions include instructional assistants, behavior intervention assistants, one-on-one support personnel, and several others. In all, we are extending five employees most days and eight other employees are offered extended hours as often as they are willing and able to work them.

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)
44,191	Title I, Part A (3010) 2100 Instructional Assistant Salaries 3000 Employee Benefits 4300 Materials and Supplies
150,000	Other 2100 Instructional Assistants 2400 Clerical and Other Office Salaries 3000 Employee Benefits 4300 Materials and Supplies 5600 Rentals, Leases, and Repairs

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

Access to online academic subscriptions which promote literacy/reading/writing and math skills to promote enrichment or intervention in and beyond 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)
30,000	Title I, Part A (3010) Teachers Pay Teachers, Reading Eggs, Sum Dog, Mystery Science, Math Seeds, etc.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students who are at risk in the core day.

Strategy/Activity

Provide academic tutoring after 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)

41,722

Source(s)

Other

CSI

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide technology, materials, and supplies for every classroom to teach lessons through a variety of methodologies

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)

100,000

Source(s)

Other

4300 Materials/Supplies
Projection TVs, laptops, Chromebooks, computer monitors, charging carts and lockers, headsets, audio equipment, and other classroom technology [CSI Budget]

10,000

Title I, Part A (3010)

4300 Materials/Supplies
Classroom budgets for instructional staff to purchase materials for special projects for students for hands-on learning

25,000

Title I, Part A (3010)

4300 Materials/Supplies
Basic materials and supplies for classroom instruction

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

Provide academic field trips and experiences 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)

10,000

Source(s)

Other

Transportation and other costs [CSI]

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

Provide engaging assemblies, including with outside presenters, that motivate students to push themselves academically and engage in the content

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)

15,000

Source(s)

Title I, Part A (3010)

Speaker/presenter fees and other costs of presentations

5,000

Title I, Part A (3010)

Materials, equipment, and supplies for assemblies

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 support of our instructional assistants in classrooms provided targeted reading and math instructional support but more support is needed. The online subscriptions purchased by the school and district proved to show good academic gains for all students accessing them.

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

Costs associated with tutoring were much lower than expected due to a late start and tutoring only occurring an average of 3 days each week (no Mondays or Fridays)

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.

Funds will continue to support academic remediation through after-school tutoring.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase Student Attendance

Goal 2

Joe Hamilton School will meet or exceed 93% monthly average attendance rate with the ultimate goal being 97% overall attendance rate for the 2022-2023 school year.

Identified Need

Prior to the pandemic, our attendance rate was 96%. We need to build back to that high level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance data in Aeries.	Joe Hamilton School Attendance Rate: Aug 2022- October 2022 91.45% Aug. 2021-June 2022 84.87% Aug 2020-June 2020 71.91% Aug. 2019-March 2020 96% (pre-pandemic) Aug. 2018-June 2019 94%	93%

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

Identify all students with attendance issues and monitor this list daily, weekly, and monthly.

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)
0	Identify students that are not meeting the 93% attendance rate. Office staff, Principal, Family Engagement Liaison, and Counselor will work with the student and their family to develop an attendance plan.
0	Truancy Officer visits to campus to connect with students and families
0	Family Engagement Events to provide families with resources

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

Identify and celebrate students and classrooms meeting the daily, weekly, monthly, and yearly 85% or above attendance rate.

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)
6000	Unrestricted 4300 Materials/Supplies Class and playground equipment to add physical activities into lessons
1500	Unrestricted 4300 Materials/Supplies Weekly attendance reward for all classrooms meeting the 96% or above attendance rate.
2000	Other None Specified Monthly selection of classroom playground equipment for all classrooms meeting the 96% attendance rate.
500	Unrestricted 4300 Materials/Supplies

Trimester and yearly awards for all students with Perfect Attendance.

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.

2021-2022 had lower attendance rates (84.87%) than normal for Joe Hamilton. It was a significant increase over the (pandemic) year prior, but it was about 10% lower than pre-pandemic attendance rates.

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

Various family engagement events were canceled during the year as local Covid-19 infection levels spiked. Only June events occurred as normal.

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.

Extra events are planned this year to re-engage families and build and expand partnerships with community organizations.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve School Climate, Maintain Safe, Welcoming, Clean and Friendly Schools Thus Reducing Out of Class and School Suspensions.

Goal 3

Fully implement school wide PBIS and classroom PBIS with a focus on trauma-informed care for all students.

Identified Need

Identified Need:

Joe Hamilton School Referrals (includes Major and Minor Referrals)

Aug 2022 - Oct 2022 49 minor referrals in SWIS

Aug 2021 - June 2021 91 minor referrals in SWIS

Dec. 2020- June 2021 (cohorting caused unreliable counts)

Aug. 2020-Dec. 2020 1 Referral

Aug. 2019-March 2020 360 Referrals (pre-pandemic)

Aug. 2018-June 2019 355 Referrals

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

Identify all students with behavior issues and monitor this list daily, weekly, monthly, and yearly with staff and SSC.

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)
0	

Identify students that are not being safe, respectful, and responsible. Classroom teacher, principal, and counselor will work with student and their family to develop a behavior plan. (Daily check in/check out with school counselor)

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

Identify and celebrate students that are being safe, respectful, and responsible.

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)

0

Daily recognition of positive student behavior with "Otter slips"

0

Daily, weekly, monthly monitoring and celebrating with students joining the Responsible Student Club.

2,000

Unrestricted
4300 Materials/Supplies
Monthly celebrations for students in the Responsible Student Club.

1000

Unrestricted
4300 Materials/Supplies
Weekly and Monthly classroom "otter slip" drawings and awards for positive behaviors.

12,000

Title I, Part A (3010)
4300 Materials/Supplies
A monthly PBIS Store where students use "otter slips" to purchase prizes and rewards for positive behavior.

2242

Parent/Family Involvement (0305)

Awards, medals, and regalia for students during school Assemblies to engage parents/families in celebrating student success

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

Social-Emotional Learning Curriculum and Instruction 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)

0

0

5,000

Source(s)

Daily and weekly lessons will be taught by teachers (supported by principal and counselor).

Second Step Curriculum will be taught by teachers and school counselor

Unrestricted
Sources of Strength Curriculum and Associated Training Costs

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

PBIS team monthly meeting

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)

0

Source(s)

MTSS team will meet the first Monday of each month to discuss SWIS data, concerns, and our action plan.

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 Tracking Student Progress for Monthly MTSS Team Review

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)

0

Source(s)

Discipline data will be tracked through the SWIS program and the Aeries Database.

0

Attendance Data, 504 and students with disabilities data, and other data will be tracked through the Aeries Database.

0

Student IEP data will be tracked through the SEIS Database.

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

Periodic training of Classified Staff with PBIS

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)

0

Source(s)

Classified staff will be trained and involved in PBIS at our school. Training's will be held periodically throughout the year with Core Day and ASP staff.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Parents, Families, and Students

Strategy/Activity

Engage Families through a variety of events, including individual events and group events

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)
0	Spirit Day Events
0	Seasonal Events (Trunk or Treat, Dr. Seuss Day, Easter Egg Hunts, etc.)
0	Reading Picnic
0	Parent/Teacher Conferences
0	Field Day
0	Parent-Teacher Organization
0	School Site Council
0	Band/Music Performances
0	Movie Nights
10,000	Unrestricted

Office Supply Budget for technology, applications, and associated costs for designing and printing flyers and messages home.

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.

Faculty and staff have reported daily signs of elevated trauma among students in "post" pandemic year.

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

Various family engagement events were canceled during the year as local Covid-19 infection levels spiked. Only June events occurred as normal.

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.

We are incorporating PBIS and trauma-informed care training and content into every staff meeting to keep faculty and staff updated with best practices. We are also planning extra family-engagement events this year to re-engage families and build and expand partnerships with community organizations.

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	\$141,191.00
Total Federal Funds Provided to the School from the LEA for CSI	\$195,852.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$473,155.00

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, Part A (3010)	\$141,191.00

Subtotal of additional federal funds included for this school: \$141,191.00

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 (\$)
	\$0.00
Other	\$303,722.00
Parent/Family Involvement (0305)	\$2,242.00
Unrestricted	\$26,000.00

Subtotal of state or local funds included for this school: \$331,964.00

Total of federal, state, and/or local funds for this school: \$473,155.00

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

Name of Members	Role
Will Cushman	Principal
Carina Taylor	Classroom Teacher
M'Laura Yates	Classroom Teacher
Shannon Gibson	Classroom Teacher
Amanda Marx	Other School Staff
Brittany Campbell	Parent or Community Member
Amanda Robbins	Parent or Community Member
Jeanine Lehman	Parent or Community Member
Loretta Raney	Parent or Community Member
Tiffany Stewart	Parent or Community Member

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
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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 1/12/2021.

Attested:



Principal, Dr. Will Cushman on 10/19/2022



SSC Chairperson, Amanda Marx on 10/19/2022
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