2023-2024

Hamilton Middle School

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students.
The SPSA contains the following:

Needs Assessment·

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement·

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/ , has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, "double dose" courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for "transition" grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis
Hamilton students did not meet their ELA goals for 22-23. Overall, we are at 30% with AA students at 18% and EL at 4% meaning we have a large acheivement gap. Priorities this year will be the meet pre-COVID SBAC numbers and to reduce the gap for AA and EL students.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis
To meet the goals below, the ELA department will have release days to focus on creating standards aligned tasks with a variety of formative assessments used during instruction. In addition, department meeting time will allow for data drive discussions around the Priority Standard assessments.Staff PD will focus on U1, U4 and U3 - ensuring that lessons are standards based, engaging students and using formative assessment to determine next instructional steps.By June 2024, 100*% (based on D1) of our MS students scoring on or above grade level will achieve at least one year of academic growth based on the iReady ELA assessment administered in May 2023. D1 = 139* students currently on grade level; 17% of studentsBy June 2024, 5*% (based on D1) of our African-American students will demonstrate greater than one year of growth based on the iReady ELA assessment administered in May 2023. [5* AA students need to make more than one years progress to meet the goalBy June 2024, 38% of our MS students will score Met/Exceeded on SBAC ELA, a 8% improvement from 2023.By June 2024, 27% of our African-American students will Meet or Exceed on the SBAC ELA Assessment, an increase of 9% compared to 2023. By June 2024, 6% of our EL students will Meet or Exceed on the SBAC ELA Assessment, an increase of 2% compared to 2023. Monitoring of progress towards this goal occurs monthly with adminstration and teachers reviewing iReady data, as well as unit data, in addition to lesson plans aligned to the standards.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis
Hamilton students did not meet their ELA goals for 22-23. Overall, we are at 16% with AA students at 4% and EL at 2% meaning we have a large acheivement gap. Priorities this year will be the meet pre-COVID SBAC numbers and to reduce the gap for AA and EL students.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis
To meet the goals below, the Math department will have release days to focus on creating standards aligned tasks with a variety of formative assessments used during instruction. In addition, department meeting time will allow for data drive discussions around the unit assessments. Lastly, the Math team is also employing vertical learning strategies to increase rigor and engagement.Staff PD will focus on U1, U4 and U3 - ensuring that lessons are standards based, engaging students and using formative assessment to determine next instructional steps.By June 2024, 100% (based on D1) of our MS students scoring on or above grade level will achieve at least one year of academic growth based on the iReady Math assessment administered in May 2023D1 = 61* students currently on grade level; 7% of studentsBy June 2024, 2% (based on D1) of our African-American students will demonstrate greater than one year of growth based on the iReady Math assessment administered in May 2023. [2* AA students need to make more than one years progress to meet the goal]D1 = 4 AA students currently on grade level; 9% of AA studentsBy June 2024, 25% of our MS students will score Met/Exceeded on SBAC Math, an 9% improvement from 2023.By June 2024, 13% of our African-American students will Meet or Exceed on the SBAC Math Assessment, an increase of 9% compared to 2023 Monitoring of progress towards this goal occurs monthly with adminstration and teachers reviewing iReady data, as well as unit data, in addition to lesson plans aligned to the standards.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis
iReady 23/24 D1 = 5 EL students currently on grade level; 2.7% of EL studentsWe are working to close the acheivement gap for our EL students

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis
Hamilton has the ENLACE program for beginning ELs, this program provides intense instruction for these students with a small teacher to student ratio. In addition, Hamilton counselor will closely monitor students ELPAC testing, and all teachers will receive data on the EL students that they have in class in order to best support all learners. ELABy June 2024, 2*% (based on D1) of our EL students will demonstrate greater than one year of growth based on the iReady ELA assessment administered in May 2023. [*4 EL students need to make more than one years progress to meet the goalD1 = 5 EL students currently on grade level; 2.7% of EL studentsBy June 2024, 4% of our EL students will Meet or Exceed on the SBAC Math Assessment, an increase of 2% compared to 2023. MATHBy June 2024, 2*% (based on D1) of our EL students will demonstrate greater than one year of growth based on the iReady ELA assessment administered in May 2023. [*4 EL students need to make more than one years progress to meet the goalD1 = 0 EL students currently on grade level; 0% of EL studentsBy June 2024, 4% of our EL students will Meet or Exceed on the SBAC Math Assessment, an increase of 2% compared to 2023.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis
22-23 saw clubs and activities for students at lunch and after school, however the sense of belonging decreased by 3%. Fall 2023 PULSE survey showed an increase of 2% in Sense of Belonging for students. 22-23 attendance rate in December 2022 was 85.36%, we are seeing a 6% increase in daily attendance for December 2023 that is at 91.26%

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

To meet the goals below, student surveys will be administered each semester in addition to the PULSE survey that is administered at the start of the school year and again in the spring. In addition, ELOP funds will be used to hire outside agencies to engage students in enrichment activities to increase Sense of Belonging.

Hamilton is surveying all students to determine what types of clubs/activities they would like to see available for them. Once this data is collected it will be shared with staff to prompt club sponsorships.

By June 2024, 66% of students will report a positive sense of belonging via the PULSE survey. Currently, in Fall of 2023 we are at 65% Sense of Belonging, with 7 clubs taking place after school.

Attendance goal is 95%, with a decrease in chronic absenteeism by 3%.

Attendance progress monitoring occurs weekly, with home visits taking place as needed per attendance reporting period.

Monitoring of progress towards this goal occurs weekly with adminstration and the Wellness Team. Each week, PULSE survey data is reviewed and students who have requested a check-in are met with. In addition, student surveys are deployed each semester to gauge their engagement and needs.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	**Prior Year Goal**	**Status**	**Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment**	**For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals**
ELA	1) Goal: By June 2023, students will improve 10% from 39% met/exceeded to 49% on the SBAC ELA. In addition, AA students will improve 12.5% (match 10% growth plus 2.5% stretch), from 31% to 44% on the SBAC ELA.	Goal Partially or Not Met	Hamilton students did not meet their ELA goals for 22-23. Overall, we are at 30% with AA students at 18% and EL at 4% meaning we have a large acheivement gap. Priorities this year will be the meet pre-COVID SBAC numbers and to reduce the gap for AA and EL students.	This school year, we are looking more closely at AA data in ELA and Math, and focusing on building relationships with all students. We are also focusing our staff PD on Restorative Practices, QCI and engaging students in their learning.

Math	1) Teachers will utilize small group instruction in the classroom to support students in areas of need by following the Building Thinking Classroom model for instruction. Formative and interim assessments will be used to monitor student progress in math. Students will also be provided with after school tutoring focused on developing identified skills in math. Teachers are currently participating in professional development in Building Thinking Classrooms to support higher level math thinking, problem-solving, and engagement. With ongoing professional development, there will be an increase of 5% of our students attaining Met or Exceeded on SBAC Math (to pre-pandemic target of 30% Met or Exceeded). In addition, our AA students will improve by 7.5%, from 13% to 21% met or exceeded on the SBAC Math assessment. Progress monitoring will be conducted during teacher planning and collaboration days.	Goal Partially or Not Met	Hamilton students did not meet their ELA goals for 22-23. Overall, we are at 16% with AA students at 4% and EL at 2% meaning we have a large acheivement gap. Priorities this year will be the meet pre-COVID SBAC numbers and to reduce the gap for AA and EL students.	This school year, we are looking more closely at AA data in ELA and Math, and focusing on building relationships with all students. We are also focusing our staff PD on Restorative Practices, QCI and engaging students in their learning.
English Learner	1) As we reviewed our school data and EL findings, we recognize an overall need to	Goal Partially or Not Met	iReady 23/24 D1 = 5 EL students currently on grade level; 2.7% of EL studentsWe are working to close	Hamilton has the ENLACE program for beginning ELs, this program provides intense instruction for these students with a small

	increase rigor in classroom instruction and scaffolded support with language across all ELD 4 domains and content areas. By June 2023, ELL students will improve 10% from 6% met/exceeded to 16% on SBAC ELA. By June 2023, ELL students will improve 6% from 2% met/exceeded to 8% on SBAC Math. Our needs assessment also suggest that students' attitudes and motivation are critical drivers of achievement. We are implementing additional professional development in high level tasks/rigor, calendar of IAB assessments with guided instruction, after school day interventions (tutoring), and classroom walkthroughs will help monitor instructional practices. We now have two classes for our beginner's to ensure our students have access and support in language acquisition. Teachers will utilize small group instruction in the CCR-ELD classes that all EL students are enrolled in as their within the		the acheivement gap for our EL students	teacher to student ratio. In addition, Hamilton counselor will closely monitor students ELPAC testing, and all teachers will receive data on the EL students that they have in class in order to best support all learners. ELABy June 2024, 2*% (based on D1) of our EL students will demonstrate greater than one year of growth based on the iReady ELA assessment administered in May 2023. [*4 EL students need to make more than one years progress to meet the goalD1 = 5 EL students currently on grade level; 2.7% of EL studentsBy June 2024, 4% of our EL students will Meet or Exceed on the SBAC Math Assessment, an increase of 2% compared to 2023. MATHBy June 2024, 2*% (based on D1) of our EL students will demonstrate greater than one year of growth based on the iReady ELA assessment administered in May 2023. [*4 EL students need to make more than one years progress to meet the goalD1 = 0 EL students currently on grade level; 0% of EL studentsBy June 2024, 4% of our EL students will Meet or Exceed on the SBAC Math Assessment, an increase of 2% compared to 2023.

	school day EL support. Formative and interim assessments will be used to determine progress toward goals. Students will also be provided with after school tutoring focused on developing identified skills in Math and ELA. Teachers will utilize Ellevation platform to support our ELL based on their level. Newcomers continue to receive support with our EL TOSA and with push in support from our bilingual college aides. With the strategies and interventions listed above as well as ongoing professional development with EL engagement strategies, there will be an increase of 10% from 6% to 16% of EL students who attained Met or Exceeded on their SBAC ELA.			

Culture/Climate	1) Based on the Student CORE Survey from the 2021-2022 school year, students scored 75% in Agency, 68% in Belonging, and 77% in Identity. Data from the Fall 2022 survey results show 74% of students felt a sense of Agency, and 66% felt a sense of Belonging, and 74% in the area of Identity. Student feedback in Spring 2022 included wanting to feel connected to school, and highlighted a lack of clubs and ways to get involved. As of November 2022, we have created 8 new clubs for students. In addition, our counseling team have met with students one on one to hear and address their concerns. Our Wellness Center is open daily before and after school and during lunch with activities and games for students. By June 2023, students will respond favorably with an increase of 10% in the area of "sense of belonging" from the prior year.	Goal Partially or Not Met	22-23 saw clubs and activities for students at lunch and after school, however the sense of belonging decreased by 3%. Fall 2023 PULSE survey showed an increase of 2% in Sense of Belonging for students.	Hamilton is surveying all students to determine what types of clubs/activities they would like to see available for them. Once this data is collected it will be shared with staff to prompt club sponsorships.By June 2024, 66% of students will report a positive sense of belonging via the PULSE survey. Currently, in Fall of 2023 we are at 65% Sense of Belonging, with 7 clubs taking place after school.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
The WEB Class Curriculum: This curriculum is designed for schools who have a class period dedicated to WEB Leaders. Topics Include: Structuring and Organizing Your Class, Using the Curriculum & Daily Lessons on: Personal and Character Development Anti-Bullying Leadership Communication Facilitation Service (SM 2)	Somewhat Impactful	Somewhat Impactful	Limited or no impact	Strong Positive Impact
An ELL TOSA will assist with providing schedules for EL students, scheduling and evaluating EL College Aides, leading running small group intensive tutorials involving reading, writing, speaking and listening. Implemnet and montior interventions for EL students. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Assistant Principal/ Interventions Director This person will monitor student attendance, behavior, SEL, and academic interventions. The LROIX tracking system will be used and students will meet weekly to review progress on intervention goals. This person will also monitor growth in math and ELA to ensure that we increase our percent met/exceeds in both content areas. Monitoring will include weekly feedback to teachers, ensuring they are on the district pacing and using the assessments agreed on by the district and department. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recruitment for ELAC, general parent involvement to increase the number of families involved in site events, workshops, committees, and teacher-parent communication. (PI 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
In addition to the basic responsibilities AP 2 will facilitate professional development on Safe & Civil strategies. Collect and monitor data on signature practices of safe & civil, lead the safe & civil team. Collect supension data and facilitate the shift towards more restorative practices (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Lease/Rent of RICOH copy machine in the 500 lounge (SM 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Additional hourly for clerical staff, counselor, IIC to support evening/out of school day events for students and families (PI 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Employement of a Technology Aide will assist in keeping our labs and carts up and running. In addition, this individual will be able to support teachers and classes as they complete supplemental projects/assignments that are technology based. (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Replacement of teaching station technology in classrooms and common areas. This also includes any costs associated with installing/mounting such equipment. (SM 6)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Employement of a Bilingual College Aide will provide support to targeted classrooms with high levels of at-risk students and ELL students. (IN 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Many of our students experience adveristy in their lives-including poverty, health challenges, community violence, and difficult family circumstances that prevent them from coming to school. An additional Billingual Intermediate Office Assistant (1.0 FTE) is needed to support all students in grades 6-8 with chronic abseteeism. By working closely with counselor, the IIC, and administrative team, the IOA will build strong relationships with students that have high absenteeism rates and identify factors contributing to poor school attendance in order to provide applicable support services and interventions in partnership with students and their parents/guardians. (IN 6)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
Supplemental math materials for student engagement for during their instructional day (e.g. vertical learning white board posters, dry erase markers, supplemental Professional Development text, etc.) (SM 7)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Communication platform (SMORE) for all stakeholders to assist all students and families regardless of language with resources and upcoming events. (PI 4)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact	Limited or no impact

Employment of Rec Aides to assist with supervision before and during school hours, and at lunch, will provide additional adults to assure campus is safe and orderly. (IN 7)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Curricular materials and supplies for all departments to increase student engagement in the learning. (SM 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Student Planners to facilitate communication between school and parents/guardians regarding school policies/procedures, as well as student goal setting and acaedmic progress. (PI 1)	Somewhat Impactful	Somewhat Impactful	Limited or no impact	Somewhat Impactful
Teachers & Leadership will attend professional development trainings/release days. Teachers will meet to analyze lessons, plan units and analyze student work. Teachers will analyze colleagues' best practices. ILT, Leadership team and teachers will meet quarterly to analyze data (PDSA) and to plan next steps. Leadership team will collaborate on master schedule to ensure students are correctly placed in their intervention and support classes and have equitable access to all courses. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Gizmos Teacher License for a single teacher and all of his/her students. Priced per teacher.(5) Teacher Licenses (SM 1)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful
Teachers will attend professional development trainings. Teachers will meet to analyze lessons, Unit Plans and student work. Teachers will analyze colleagues' best practices. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Spiritwear, stickers, and school pencils to provide and raffle off to incoming 6th grade students and families during outreach opportunites and to parents who attend our special events (e.g. Education Celebration, Summer SEAL recruitment, and WEB Days. (SM 8)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. • Reading and writing analysis grounded in evidence from text. • Regular practice with reading and producing complex text and its academic vocabulary with intensity. All 6-8 Language Arts classrooms will use: • District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.	Formative and Interim assessments within the grade level Unit in both Reading and Writing, including: A cold-read Unit assessment, which assesses whether students can read "new" text(s) and apply the same level of understanding and mastery of the CCSS. Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks) Diagnostic reading growth assessments 3x a year (iReady) Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)	myPerspectives and associated ancillary materials, Pearson Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Supplemental Reading materials matched to students' instructional Reading level - NewsELA Thinking Maps ELLevation iReady

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events All 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following: • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students	Formative and Interim Writing assessments within the grade level Unit of Instruction, including: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses. At least 3 pieces of "On Demand" Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response. Research Task & Presentation SBAC Summative assessment (Grades 3-8)	myPerspectives and associated ancillary materials, Pearson Write from the Beginning & Beyond supplemental Writing program materials Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Thinking Maps

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to: • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency All 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice. As part of the 6-8 Units of Instruction, all 6-8 students will engage in: • Mathematical Discourse	Formative Assessment Lessons embedded into each Unit of Instruction End of Unit Assessment embedded into each Unit of Instruction SBAC Summative Assessment (Grade 6-8)	Content area textbooks and online resources from Big Ideas Mathematics Khan Academy LBUSD Supplemental Instructional Resources

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	**ACTION Description of Scientifically-based Intervention**	**List the sub-groups served**	**Funding Source and Cost**	**Time Frame and Frequency of Program**	**Personnel Delivering the Intervention**	**Progress Monitoring**
Basic services for staff and students Basic Services| 100	Lease/Rent of RICOH copy machine in the 500 lounge.	All Staff, All Students	LCFF $6,000 Services - LCFF 100%	07/01/2023 - 06/30/2024 Biweekly	Laura Martin, Luz Zamarripa	Monthly Basic Services|100

Hamilton students are 37% met/exceeds in ELA and 30% in math. We have 39% ready for high school. We must increase these percentages and close our achievement gaps to prepare our students for high school and beyond. High School readiness is 11% below district average. Attendance/Chronic Absenteeism Rate|100	Assistant Principal/ Interventions Director This person will monitor student attendance, behavior, SEL, and academic interventions. The LROIX tracking system will be used and students will meet weekly to review progress on intervention goals. This person will also monitor growth in math and ELA to ensure that we increase our percent met/exceeds in both content areas. Monitoring will include weekly feedback to teachers, ensuring they are on the district pacing and using the assessments agreed on by the district and department.	All Parents, All Staff, All Students, Targeted Parents, Other Targeted Students, African-American, Identified At-Risk Students, Low SES, Hispanic, Foster, English Learners, Special Education	Title 1 $94,832 Asst. Principal Middle .5 FTE - Title 1 100%	07/01/2023 - 06/30/2024 Daily	Principal	Teacher observation notes, department meetings, data from State of School, Synergy assessments and Interims. Academic Reports, LROIX Interventions, attendance and suspension rates. Attendance/Chronic Absenteeism Rate|100

Our ELL students need additional time to learn English while not losing ground on current content being taught. ELAC parents benefit from a point of contact. Basic Services|100	In addition to the basic responsibilities AP 2 will facilitate professional development on Safe & Civil strategies. Collect and monitor data on signature practices of safe & civil, lead the safe & civil team. Collect supension data and facilitate the shift towards more restorative practices	English Learners, Newcomers, Targeted Parents	Title 1 $94,832 Asst. Principal Middle .5 FTE - Title 1 100%	07/01/2023 - 06/30/2024 Daily	50% Assistant Principal	Quarterly D/F rates Quarterly attendance data Quarterly collection of referrals and analyzing of suspension data Number of students participatin in outside of school interventions Basic Services|100
Replacement and update curricular supplies Culture-Climate Survey (Student-Staff)|40, Core Curriculum|40	Curricular materials and supplies for all departments to increase student engagement in the learning.	All Students	LCFF $5,000 Materials - LCFF 100%	07/01/2023 - 06/30/2024 Quarterly	Principal, Department Chairs, IIC	Lesson plans, classroom observations Culture-Climate Survey (Student-Staff)|40, Core Curriculum|40
Old equipment Basic Services|100	Replacement of teaching station technology in classrooms and common areas. This also includes any costs associated with installing/mounting such equipment.	All Students	LCFF $800 Materials - LCFF 100%	07/01/2023 - 06/30/2024 Quarterly	Principal	Daily classroom monitoring and supervision. Basic Services|100
Our ELL students need additional time to learn English while not losing	Many of our students experience adveristy in their lives-including	English Learners, Newcomers, Targeted Parents	Par Inv $3,614 LCFF $45,186 Title 1 $41,571	07/01/2023 - 06/30/2024 Daily	EL TOSA, Principal	Daily attendance list Chronic Abseenteeism

ground on current content being taught. ELAC parents benefit from a point of contact. Attendance/Chronic Absenteeism Rate|100	poverty, health challenges, community violence, and difficult family circumstances that prevent them from coming to school. An additional Billingual Intermediate Office Assistant (1.0 FTE) is needed to support all students in grades 6-8 with chronic abseteeism. By working closely with counselor, the IIC, and administrative team, the IOA will build strong relationships with students that have high absenteeism rates and identify factors contributing to poor school attendance in order to provide applicable support services and interventions in partnership with students and their parents/guardians.		Intermediate Office Assistant 1 FTE - LCFF 50%; Par Inv 4%; Title 1 46%			Referral to Support Service Attendance/Chronic Absenteeism Rate|100

A trained tech will assist individuals to complete supplemental projects and our labs and carts need the focus of an individual to keep them up and running. Basic Services| 100	Employement of a Technology Aide will assist in keeping our labs and carts up and running. In addition, this individual will be able to support teachers and classes as they complete supplemental projects/assignments that are technology based.	All Staff	LCFF $13,129 Technology College Student Aide (1) for 600 hours annually - LCFF 100%	07/01/2023 - 06/30/2024 Daily	Tech TOSA, Principal	Tech TOSA and Principal Basic Services|100

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	**Gr. 5 to MS Transition**	**Gr. 8 to HS Transition**
n/a	Outreach to elementary feeder schools, host site visit night and school tours for students and families. WEB leaders host orientation in August. WEB leaders in an elective class, student events throughout the year.	Advertisement and support of HS Choice process for students and families. School counselor meets indivieally, coordintates HS Counselor visits.

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Indentified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Progress Monitoring for Assessing Effectiveness**
Identified need is a campus of 821 students and 100 adults, given the large space to monitor and supervise radios ensure constant communication amongst staff in order to maintain a sasfe and civil campus. Culture-Climate Survey (Student-Staff)|50, Basic Services|50	Radio/Walkie Talkie to support student safety and campus supervision	LCFF $5,040 Materials - LCFF 100%	08/30/2023 - 06/20/2024 Daily	Luz Zamarippa	Daily - staff use of radios to monitor and supervise students during instructional and non structured time.
Sense of Belonging	Restorative Practices	Restorative Justice Coach - district source	08/30/2023 - 0624/2023	Principal, AP, RJ Coach	Principal, AP, TOSA, Counselor
Sense of Belonging	Restorative Practices	Restorative Justice Coach - district source	08/30/2023 - 0624/2023	Principal, AP, RJ Coach	Principal, AP, TOSA, Counselor
Additional eyes on campus assist us in catching and addressing potential issues. Basic Services| 100	Employment of Rec Aides to assist with supervision before and during school hours, and at lunch, will provide additional adults to assure campus is safe and orderly.	LCFF Rec $43,430 Hourly - Recreation Aide (4) for 600 hours annually - LCFF Rec 100%	07/01/2023 - 06/30/2024 Daily	Principal, AP	Principal, AP, TOSA, counselor

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Indentified Need(s)	**Planned Staff Development**	**Funding Source & Cost**	**Dates/Hours of Training Session**	**Personnel**	**Tools Used for Monitoring Implementation & Effectiveness**
Real life exposure and connection to grade level standards. High School Readiness|50, Core Curriculum|50	Enrichment activities for all students, including field trips and transportation. Enrichment activities tied to grade level standards and core content.	Title 1 $13,200 Services - Title 1 100%	08/30/2023 - 06/30/2024 Annually	Jill Reyes Laura Martin Department Heads	scheduling and receipts from enrichment acitvites, studnet refelction sheets
The elective teachers have such a diverse curriculum, this will help align teaching efforts and provide resources for this team to best support academic instruction. Core Curriculum|50, Elective Curriculum|50	Teacher will plan and disseminate QCI PD to elective teachers - music, art, computer, PLTW - to align instruction and student data analysis with schoolwide goals and equity focus.	Title 1 $3,459 Teacher Hourly Extra Comp (1) for 40 hours annually - Title 1 100%	08/30/2023 - 06/20/2024 Biweekly	Laura Martin Michael Crockett Megan Norris	Agendas and minutes, student work samples and analysis

We will be implmenting fitness folders and this conference will specifically address the use of these with students as well as best instructional practices for PE teachers. Core Curriculum|50, Basic Services|50	California Association for Health, Physical Education, Recreation and Dance (CAHPERD) provides teachers with the most up to date best practices regarding movement. Its goal is to promote healthful lifestyles through quality education for all populations and provide leadership to schools and communities. LBUSD will be speaking at CAHPERD this year regarding fitness and the newly developed fitness folder. Pejta Waider, the presentations will directly connect to QCI practices in PE.	Title 1 $2,614 Substitute teacher full day (4) for 1 days - Title 1 100% Services - Title 1 100%	08/30/2023 - 06/20/2024 Annually	Breanna Pena Robert Rivera Steven Urquijo Maria Medrano Marcus Galbreath	Monthly Department meetings and quarterly data conversations.

Teachers and Leadership need time to plan and coordinate curriculum, look at data, and determine next steps in order to best meet the needs of our students. SBAC ELA|50, SBAC Math|50	Teachers & Leadership will attend professional development trainings/release days. Teachers will meet to analyze lessons, plan units and analyze student work. Teachers will analyze colleagues' best practices. ILT, Leadership team and teachers will meet quarterly to analyze data (PDSA) and to plan next steps. Leadership team will collaborate on master schedule to ensure students are correctly placed in their intervention and support classes and have equitable access to all courses.	LCFF $28,125 Substitute teacher full day (37) for 3 days - LCFF 100%	08/20/2023 - 06/19/2024 Quarterly	Principal Assistant Principal Department Heads 6th, 7th and 8th grade teachers	Meeting agendas, work accomplished and data.

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

All teachers will have access to professional development trainings and resources to support implementation of QCI, and Restorative Practices in their classrooms. Teachers will participate in monthly classroom walkthroughs.
All teachers will participate in an action team; SSC, Attendance, RJ, Student/Staff Celebrations, Interventions, Safe and Civil schools; to have input on important processes and systems that impact our school and students academic experiences.

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Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Indentified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Method for Assessing Effectiveness**
Student self-management, based on Pulse survey data. Improvement of communication between school and parent/guardian. Culture-Climate Survey (Parent)|50, Basic Services|50	Student Planners to facilitate communication between school and parents/guardians regarding school policies/procedures, as well as student goal setting and acaedmic progress.	Par Inv $600 Materials - Par Inv 100%	07/01/2023 - 06/30/2024 Annually	Principal	annually

Ensuring all familes and stakeholders have clear communication of important information, resources, flyers accesible in any preferred language spoken at home to support continous clear communication with families. Culture-Climate Survey (Student-Staff)|50, Culture-Climate Survey (Parent)|50	Communication platform (SMORE) for all stakeholders to assist all students and families regardless of language with resources and upcoming events.	Par Inv $250 Services - Par Inv 100%	07/01/2023 - 06/30/2024 Weekly	Principal, Counselor, Assistant Principals	Principal Office Supervisor

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	344887
Title I Parent and Family Involvement (3008)	6148

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	95620

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:
During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations
Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration
Equity, Engagement & Partnerships (EEP), **State and Federal Programs** (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)
Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education
Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care
Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist
Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy
The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development
LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge
Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859
Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences
Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration
The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE
The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD
This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations
These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals
The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics
These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program
The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online
APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra
Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Laura Martin	
Staff	Classroom Teacher	Gwenelle Warren	06-16-2024
Staff	Classroom Teacher	Kristine Acosta	06-16-2025
Staff	Classroom Teacher	Lauren Dejoras	06-16-2025
Staff	Classroom Teacher	Megan Norris	06-16-2025
Staff	Non Classroom Teacher	Michael Crockett	06-16-2024
Community	Parent	Elizabeth [redacted]	06-16-2025
Community	Parent	Pablo [redacted]	06-16-2025
Community	Parent	Itzel [redacted]	06-16-2025
Community	Student	[redacted]	06-16-2024
Community	Student	[redacted]	06-16-2024
Community	Student	[redacted]	06-16-2024

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Stefany [redacted]
DELAC Representative	Parent of EL Student (required)	Elsi [redacted]
Principal or Designee	Staff Member (required)	Laura Martin
Secretary	Staff Member (required)	Blanca Zamorano-Tillett

Name	Representing
Alejandra [redacted]	Parent of EL Student
Belkin [redacted]	Parent of EL Student
Esperanza [redacted]	Parent of EL Student
Ninoska [redacted]	Parent of EL Student
Violeta [redacted]	Parent of EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/17/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	To improve reading comprehension on ELPAC and SBAC, provide before or after school tutoring. To improve on all domains of ELPAC and SBAC offer Saturday School for EL students who are Nearly Met and high Non Met. To ensure Newcomers are receiving Designated and Integrated EL instruction, maintain the ENLACE program. To provide Newcomers access to the core content through primary language support, hire two bilingual college aides. To reduce tardiness for first period, have a staff member at the front gate taking students' names for lunch detention. To improve a sense of belonging among students, increase clubs and activities such as intramural sports (flag football, softball, baseball, soccer, etc) during lunch, before and after school. To improve a sense of belonging among families, offer workshops and activities for parents like knitting or self-care classes.

4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students RFEP Student Grades CELDT/ELPAC Results Reclassification Data EL Attendance Rates Other: Pulse Survey
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/28/2023
6. What was SSC's response to ELAC recommendations?	School Site Council reviewed the ELAC recommendation form presented at the November 28, 2023 School Site Council meeting and agreed to support the recommendations. We will consider more ELA support in this capacity and maintaining the ENLACE program to help the newcomers Martin to follow up with Luz regarding the hiring of another college aide if funds allow it. Clubs increasing on campus currently. YMCA will be bringing a soccer clinic for our students. Workshops for parents: possible avenue to boost family involvement; Site to survey families regarding specific needs that will increase involvement

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/28/2023
2. The SSC approved the **Home-School Compact** on 10/10/2023
3. The SSC approved the **Parent Involvement Guidelines** on 11/28/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/28/2023, 10/20/2023
5. SSC Participated in the Annual Evaluation of SPSA:12/12/2023
6. The SPSA was approved at the following SSC Meeting: 12/12/2023

LBUSD Board of Education Approval Date:

Signatures:

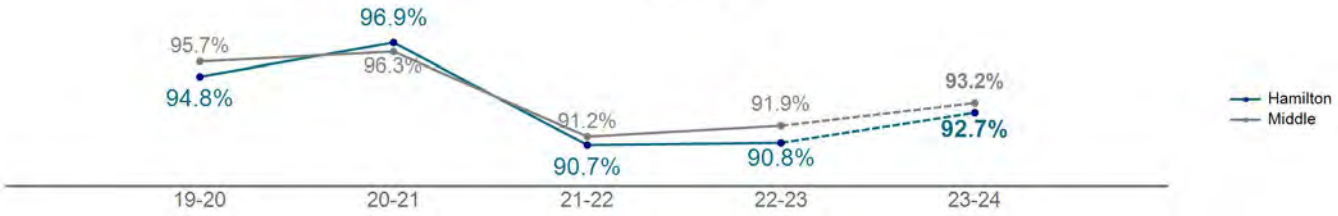
Principal: _____ Printed Name: _____ Date: _____

SSC Chair: _____ Printed Name: _____ Date: _____

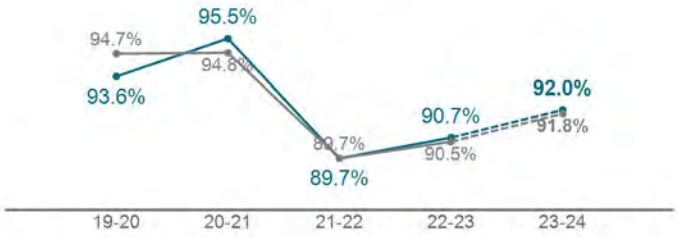
ELAC Chair: _____ Printed Name: _____ Date: _____

Attendance Rate

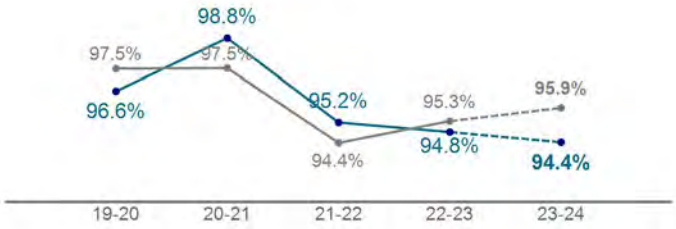
Hamilton
All Students
N = 834



African American
N = 110



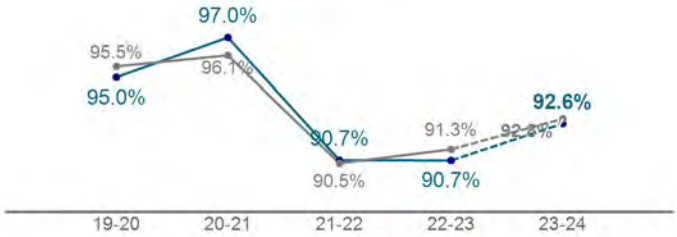
Asian
N = 28



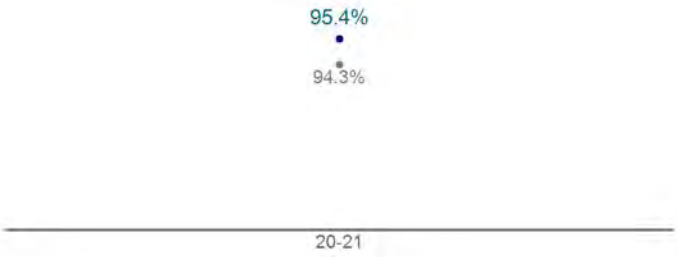
Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 642



Pacific Islander



White

Subgroup with fewer than 20 students.

Native American

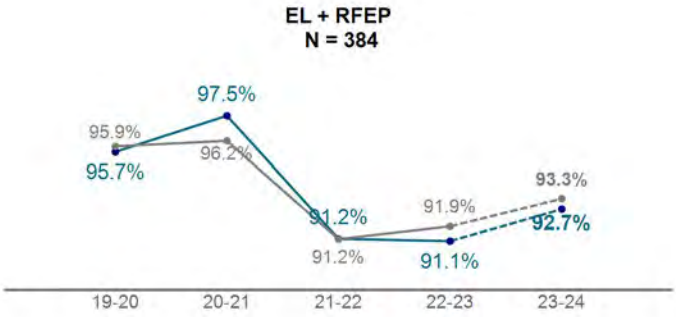
Subgroup with fewer than 20 students.

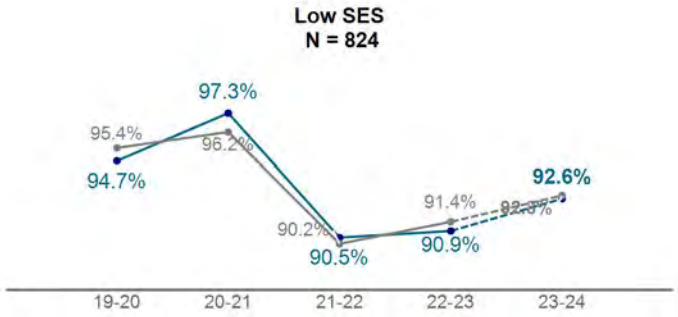
Other

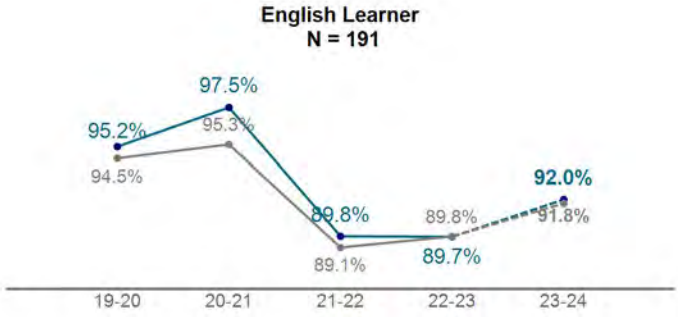
Subgroup with fewer than 20 students.

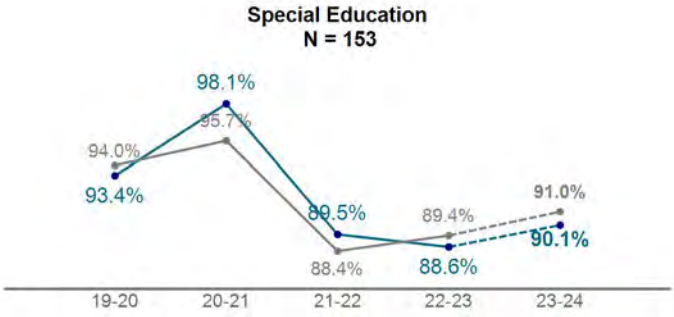
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included

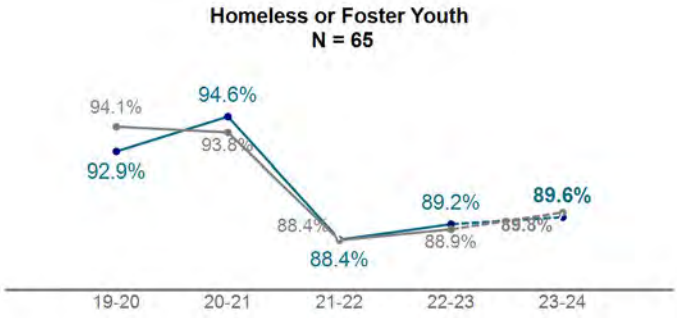
Attendance Rate

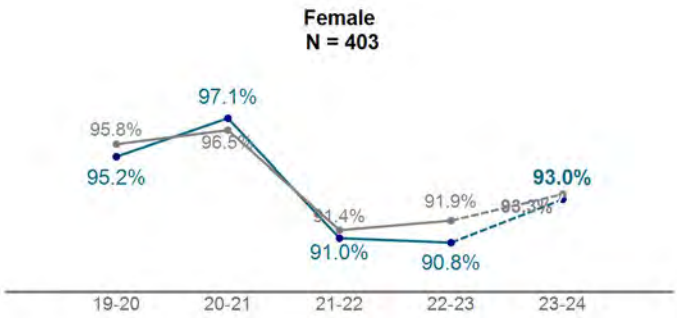


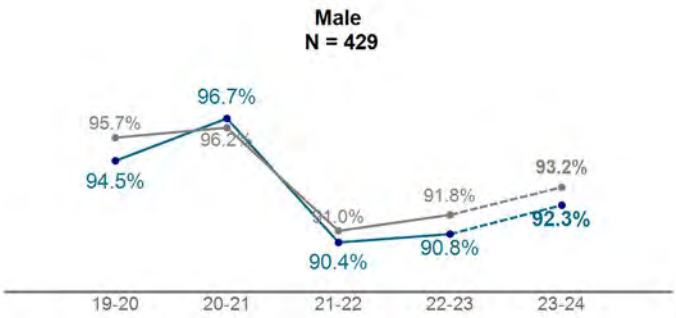












N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Hamilton

1/26/24

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) — Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	All Students	724		724	10	43 / 12 / 14 / 31
			All Middle	16		40 / 13 / 13 / 33
			District	25		34 / 15 / 16 / 34
	Grade	Gr. 06 (Minimum Growth Target: 27)		235	24	34 / 16 / 20 / 30
			All Middle	11		43 / 16 / 16 / 25
			District	11		43 / 16 / 16 / 25
		Gr. 07 (Minimum Growth Target: 25)		264	7	47 / 12 / 15 / 27
			All Middle	29		32 / 14 / 16 / 38
			District	29		32 / 14 / 16 / 38
		Gr. 08 (Minimum Growth Target: 14)		225	-2	48 / 9 / 7 / 36
			All Middle	7		46 / 8 / 8 / 38
			District	7		45 / 8 / 8 / 38
	Ethnicity	Hispanic		572	8	44 / 11 / 15 / 30
			All Middle	15		41 / 12 / 14 / 33
			District	24		35 / 15 / 16 / 34
		African American		86	8	45 / 15 / 9 / 30
			All Middle	16		41 / 13 / 12 / 33
			District	24		36 / 16 / 15 / 33
		Asian		26	18	35 / 27 / 15 / 23
			All Middle	23		36 / 15 / 13 / 36
			District	33		30 / 16 / 16 / 38

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Hamilton

1/26/24

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Ethnicity	Cambodian		20	25	25 / 25 / 20 / 30
			All Middle	24		35 / 13 / 14 / 38
			District	33		30 / 16 / 17 / 37
		Pacific Islander	13^	-		8 / 15 / 15 / 62
			All Middle	21		35 / 16 / 15 / 34
			District	26		32 / 17 / 18 / 33
		Other	12^	-		33 / 17 / 8 / 42
			All Middle	18		40 / 14 / 12 / 34
			District	29		32 / 16 / 17 / 35
		White	8^	-		63 / 13 / 13 / 13
			All Middle	14		40 / 16 / 13 / 31
			District	26		33 / 16 / 16 / 35
		Filipino	6^	-		33 / 17 / 17 / 33
			All Middle	20		37 / 14 / 12 / 36
			District	29		32 / 14 / 16 / 37
		American Indian	1^	-		100
			All Middle^	19		44 / 11 / 11 / 33
			District	35		26 / 18 / 11 / 45
	Gender	Female		353	8	44 / 13 / 14 / 29
			All Middle	15		41 / 13 / 13 / 33
			District	27		34 / 15 / 16 / 34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Hamilton

1/26/24

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Gender	Male		371	12	42 / 12 / 14 / 32
			All Middle	16		40 / 13 / 13 / 34
			District	24		35 / 15 / 16 / 34
		Nonbinary	All Middle	21		29 / 19 / 5 / 48
			District	21		33 / 15 / 8 / 44
	Special Populations	EL + RFEP		372	12	42 / 11 / 15 / 32
			All Middle	16		40 / 11 / 14 / 35
			District	24		36 / 13 / 15 / 36
		ELL		151	19	37 / 7 / 17 / 38
			All Middle	21		36 / 11 / 14 / 39
			District	31		31 / 16 / 18 / 35
		RFEP		221	7	45 / 14 / 14 / 27
			All Middle	14		42 / 11 / 14 / 33
			District	19		39 / 12 / 14 / 36
		Foster		10^	-	30 / 20 / 50
			All Middle	18		44 / 13 / 14 / 29
			District	21		40 / 12 / 20 / 29
		GATE/Excel		96	-6	56 / 11 / 10 / 22
			All Middle	14		41 / 13 / 15 / 31
			District	25		34 / 15 / 18 / 33
		Homeless		65	16	46 / 5 / 15 / 34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Hamilton

1/26/24

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Special Populations	Homeless	All Middle	16		40 / 14 / 14 / 32
			District	26		33 / 16 / 17 / 34
		Homeless/Foster	75	12		44 / 4 / 16 / 36
			All Middle	16		40 / 14 / 14 / 32
			District	25		34 / 16 / 17 / 33
		Low SES	711	10		43 / 13 / 14 / 31
			All Middle	16		40 / 13 / 13 / 34
			District	25		35 / 15 / 16 / 34
		Special Ed.	117	24		38 / 5 / 18 / 38
			All Middle	18		39 / 12 / 12 / 36
			District	25		35 / 15 / 15 / 35
		Spec Ed. Speech/RSP	74	20		46 / 1 / 15 / 38
			All Middle	15		42 / 12 / 12 / 34
			District	26		35 / 15 / 16 / 34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Hamilton

1/26/24

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) — Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	All Students	722		722	-2	48 / 11 / 14 / 27
			All Middle	10		43 / 13 / 13 / 32
			District	16		38 / 19 / 18 / 24
	Grade	Gr. 06 (Minimum Growth Target: 24)		230	24	30 / 17 / 21 / 32
			All Middle	15		39 / 16 / 15 / 30
			District	17		38 / 16 / 16 / 31
		Gr. 07 (Minimum Growth Target: 17)		264	-25	64 / 5 / 9 / 22
			All Middle	11		43 / 11 / 11 / 36
			District	11		43 / 11 / 10 / 36
		Gr. 08 (Minimum Growth Target: 19)		228	1	48 / 12 / 12 / 28
			All Middle	4		46 / 11 / 12 / 31
			District	5		46 / 11 / 12 / 31
	Ethnicity	Hispanic		567	-3	49 / 12 / 13 / 27
			All Middle	8		44 / 12 / 12 / 31
			District	15		39 / 19 / 18 / 24
		African American		88	5	50 / 10 / 16 / 24
			All Middle	9		44 / 13 / 12 / 32
			District	14		40 / 19 / 17 / 24
		Asian		28	10	39 / 7 / 25 / 29
			All Middle	13		40 / 12 / 14 / 34
			District	19		36 / 19 / 20 / 26

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Hamilton

1/26/24

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Ethnicity	Cambodian	22	1	41 / 9 / 36 / 14
			All Middle 10		41 / 13 / 13 / 33
			District 19		36 / 19 / 20 / 25
		Pacific Islander	13^	-	31 / 23 / 46
			All Middle 10		48 / 6 / 15 / 31
			District 13		42 / 17 / 18 / 24
		Other	11^	-	36 / 9 / 27 / 27
			All Middle 16		38 / 15 / 13 / 34
			District 22		34 / 22 / 19 / 26
		White	8^	-	75 / 13 / 13
			All Middle 17		36 / 15 / 13 / 36
			District 18		34 / 22 / 19 / 24
		Filipino	6^	-	50 / 17 / 33
			All Middle 21		38 / 11 / 14 / 37
			District 22		36 / 17 / 22 / 26
		American Indian	1^	-	100 / 0
			All Middle^ 14		44 / 6 / 6 / 44
			District 17		39 / 16 / 13 / 32
	Gender	Female	349	-5	51 / 10 / 14 / 25
			All Middle 9		43 / 12 / 13 / 31
			District 16		38 / 19 / 19 / 24

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Hamilton

1/26/24

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Gender	Male		373	1	46 / 12 / 13 / 29
			All Middle	11		42 / 13 / 12 / 33
			District	16		38 / 20 / 18 / 25
		Nonbinary	All Middle	10		41 / 5 / 14 / 41
			District	5		38 / 20 / 18 / 25
	Special Populations	EL + RFEP		374	1	46 / 11 / 13 / 30
			All Middle	8		44 / 12 / 13 / 31
			District	11		41 / 18 / 17 / 24
		ELL		154	7	44 / 12 / 14 / 31
			All Middle	9		45 / 11 / 10 / 34
			District	22		35 / 19 / 19 / 26
		RFEP		220	-4	47 / 11 / 12 / 30
			All Middle	7		44 / 13 / 14 / 30
			District	6		46 / 17 / 15 / 23
		Foster		10^	-	60 / 30 / 10
			All Middle	11		49 / 9 / 6 / 35
			District	19		39 / 16 / 19 / 25
		GATE/Excel		95	-7	48 / 13 / 16 / 23
			All Middle	16		37 / 15 / 15 / 33
			District	19		35 / 21 / 20 / 25
		Homeless		66	-16	58 / 12 / 15 / 15

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Hamilton

1/26/24

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)
					Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Special Populations	Homeless	All Middle	6	46 / 13 / 12 / 29
			District	13	40 / 19 / 17 / 24
		Homeless/Foster	76	-12	58 / 11 / 17 / 14
			All Middle	6	46 / 13 / 12 / 29
			District	13	40 / 19 / 17 / 24
		Low SES	709	-1	48 / 11 / 14 / 27
			All Middle	9	44 / 12 / 12 / 32
			District	15	39 / 19 / 18 / 24
		Special Ed.	109	11	47 / 9 / 9 / 35
			All Middle	14	41 / 12 / 9 / 38
			District	20	36 / 19 / 16 / 29
		Spec Ed. Speech/RSP	69	9	48 / 7 / 10 / 35
			All Middle	12	42 / 13 / 10 / 35
			District	21	36 / 19 / 17 / 28

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	12,227	52%	31	21	23	25	48%	↑1		↑5
Addams	380	64%	42	22	25	11	36%	↑1		↑10
Alvarado	175	43%	19	24	29	29	57%	↑7		↑11
Barton	215	77%	59	18	17	7	23%	↓-		↓1
Birney	241	52%	34	18	23	25	48%	↓1		↑4
Bixby	234	35%	15	20	29	36	65%	↑7		↑12
Bryant	159	57%	32	25	24	19	43%	↑3		↑3
Burbank	281	63%	36	27	22	16	37%	↓2		↑9
Burcham	167	28%	16	13	24	48	72%	↓2		↑6
Carver	236	29%	10	19	26	45	71%	↑1		↑7
Chavez	165	68%	50	18	23	8	32%	↑2		↑3
Cleveland	217	23%	6	16	30	47	77%	↑-		↑1
Dooley	384	59%	33	26	23	19	41%	↑6		↑6
Edison	199	65%	41	24	25	10	35%	↑6		↑16
Emerson	158	29%	12	17	20	51	71%	↓-		↓2
Fremont	203	20%	9	11	29	52	80%	↑7		↑11
Gant	277	21%	9	12	25	55	79%	↓4		↑1
Garfield	285	56%	38	18	25	19	44%	↑4		↑13
Gompers	148	41%	29	11	30	30	59%	↑7		↑10
Grant	456	63%	42	21	23	14	37%	↑-		↑2
Harte	406	64%	41	23	21	15	36%	↑4		↑6
Henry	385	34%	12	22	25	41	66%	↑-		↑4
Herrera	337	60%	36	23	23	17	40%	↓2		↑6
Holmes	172	42%	21	22	26	31	58%	↑6		↑11

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Hudson	225	63%	45	18	23	14	37%	↑5		↑2
Kettering	131	30%	10	20	25	45	70%	↓8		↑1
King	306	67%	48	19	24	9	33%	↓1		↑5
Lafayette	398	65%	37	28	21	14	35%	↓2		↑3
Lincoln	404	60%	33	26	22	19	40%	↓1		↑6
Longfellow	468	39%	17	22	22	39	61%	↑4		↑10
Los Cerritos	241	27%	14	14	27	45	73%	↓1		↑4
Lowell	240	25%	11	14	22	53	75%	↑7		↑4
Macarthur	149	40%	15	26	20	40	60%	↑1		↓7
Madison	152	43%	23	20	23	34	57%	↓4		↓1
Mann	164	65%	39	26	14	21	35%	↑1		↓1
McKinley	239	63%	43	20	23	14	37%	↑-		↑13
Naples	140	14%	4	9	21	66	86%	↓1		↓4
Oropeza	272	68%	46	22	13	19	32%	↓1		↑4
Prisk	273	22%	7	15	26	52	78%	↓2		↑8
Riley	196	55%	34	20	22	23	45%	↓2		↑6
Roosevelt	451	70%	42	28	20	10	30%	↑1		↑8
Signal Hill	319	48%	26	22	24	28	52%	↑-		↑14
Smith	352	65%	39	26	19	16	35%	↓2		-
Stevenson	247	68%	46	22	15	17	32%	↓4		↓1
Twain	190	44%	23	21	31	25	56%	↑4		↑7
Webster	225	71%	47	24	17	12	29%	↓5		↓3
Whittier	292	77%	57	21	15	7	23%	↑5		↑5
Willard	273	68%	41	27	18	14	32%	↑4		↑3

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	12,299	60%	33	27	22	18	40%	↑2		↓2
Addams	378	70%	42	28	21	9	30%	↑2		↓5
Alvarado	175	56%	25	31	26	18	44%	↓1		↓1
Barton	216	83%	60	24	11	6	17%	↑2		↓2
Birney	245	60%	34	25	25	16	40%	↓2		↓7
Bixby	234	48%	26	22	28	24	52%	↑12		↑6
Bryant	161	62%	39	23	27	11	38%	↑12		↑15
Burbank	284	70%	46	24	23	7	30%	↑2		↑6
Burcham	167	37%	12	25	26	37	63%	↑3		↓2
Carver	236	32%	14	18	31	37	68%	↑5		↑2
Chavez	166	85%	55	30	10	5	15%	↑-		↓4
Cleveland	217	32%	7	25	33	35	68%	↑2		↓5
Dooley	385	68%	35	34	21	10	32%	↑1		↓-
Edison	200	76%	46	31	17	7	24%	↑3		↑3
Emerson	158	36%	15	21	37	27	64%	↑11		↓9
Fremont	203	33%	11	22	30	37	67%	↑1		↓5
Gant	277	24%	6	18	33	43	76%	↑1		↓1
Garfield	286	70%	37	33	17	13	30%	↑-		↓3
Gompers	149	52%	24	28	26	21	48%	↑2		↓1
Grant	456	73%	40	33	19	8	27%	↓-		↓5
Harte	408	74%	48	27	14	11	26%	↑-		↓6
Henry	385	43%	15	28	26	31	57%	↓3		↓9
Herrera	342	72%	40	32	20	8	28%	↑4		↑3
Holmes	172	54%	23	31	23	23	46%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	225	73%	49	24	17	10	27%	↑6		↓8
Kettering	131	37%	11	25	34	29	63%	↓11		↓9
King	308	73%	40	33	20	7	27%	↑6		-
Lafayette	403	65%	36	29	25	10	35%	↑6		↑-
Lincoln	411	67%	35	32	21	12	33%	↑-		↓-
Longfellow	468	50%	20	30	21	29	50%	↓1		↓2
Los Cerritos	241	40%	17	24	26	34	60%	↓6		↓8
Lowell	240	33%	14	19	23	44	67%	↑6		↓9
Macarthur	149	50%	17	33	28	23	50%	↓3		↓10
Madison	153	47%	22	25	28	25	53%	↑4		↑3
Mann	163	62%	34	28	25	13	38%	↑9		↑5
McKinley	242	73%	42	31	20	7	27%	↑5		↑2
Naples	140	19%	6	13	25	56	81%	↑2		↓7
Oropeza	276	77%	49	29	12	11	23%	↑4		↑3
Prisk	274	29%	11	18	28	43	71%	↓3		↓1
Riley	197	65%	36	30	21	14	35%	↓4		↓6
Roosevelt	456	70%	43	27	19	11	30%	↑4		↑3
Signal Hill	320	59%	29	30	22	19	41%	↓1		-
Smith	357	75%	44	31	16	9	25%	↓4		↓5
Stevenson	252	73%	46	27	16	11	27%	↑5		↑4
Twain	193	54%	26	27	26	20	46%	↑2		↑1
Webster	224	74%	47	27	18	8	26%	↑1		↓6
Whittier	295	81%	61	20	12	7	19%	↑4		↑1
Willard	281	73%	41	32	18	9	27%	↑2		↓6

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	4,183	70%	16	54	20	10	30%	↑-		-
Addams	119	76%	18	58	20	4	24%	↑6		-
Alvarado	61	66%	8	57	25	10	34%	↓-		-
Barton	64	88%	27	61	8	5	13%	↓4		-
Birney	79	70%	20	49	22	9	30%	↑6		-
Bixby	69	61%	4	57	30	9	39%	↑3		-
Bryant	55	65%	15	51	25	9	35%	↑17		-
Burbank	88	75%	15	60	16	9	25%	↑3		-
Burcham	58	55%	9	47	21	24	45%	↑4		-
Carver	77	47%	3	44	32	21	53%	↑4		-
Chavez	67	85%	28	57	10	4	15%	↑2		-
Cleveland	76	51%	5	46	36	13	49%	↑7		-
Dooley	137	85%	18	68	12	2	15%	↓6		-
Edison	74	82%	27	55	15	3	18%	↓1		-
Emerson	49	45%	8	37	37	18	55%	↑4		-
Fremont	73	42%	3	40	34	23	58%	↓9		-
Gant	86	38%	3	35	31	30	62%	↑1		-
Garfield	88	78%	14	65	15	7	22%	↑2		-
Gompers	52	54%	15	38	37	10	46%	↑21		-
Grant	158	85%	20	65	10	5	15%	↓4		-
Harte	149	83%	22	60	13	4	17%	↑3		-
Henry	135	59%	9	50	27	15	41%	↓1		-
Herrera	130	68%	12	55	25	7	32%	↑5		-
Holmes	57	86%	16	70	9	5	14%	↓11		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	78	86%	23	63	10	4	14%	↑8		-
Kettering	44	41%	2	39	41	18	59%	↓2		-
King	111	77%	13	64	16	7	23%	↑5		-
Lafayette	116	90%	15	75	9		10%	↓8		-
Lincoln	118	79%	13	66	18	3	21%	↓3		-
Longfellow	170	57%	5	52	20	23	43%	↓6		-
Los Cerritos	80	45%	8	38	30	25	55%	↓4		-
Lowell	82	51%	2	49	29	20	49%	↓1		-
Macarthur	55	62%	4	58	18	20	38%	↓-		-
Madison	43	56%	12	44	26	19	44%	↑6		-
Mann	60	80%	45	35	12	8	20%	↑13		-
McKinley	85	75%	16	59	21	4	25%	↑6		-
Naples	43	35%	2	33	30	35	65%	↓15		-
Oropeza	104	88%	33	56	10	2	12%	↓11		-
Prisk	91	29%	1	27	43	29	71%	↓6		-
Riley	73	71%	16	55	21	8	29%	↑2		-
Roosevelt	149	84%	20	64	11	5	16%	↓5		-
Signal Hill	107	72%	16	56	19	9	28%	↓4		-
Smith	123	74%	25	49	20	7	26%	↑8		-
Stevenson	97	78%	27	52	19	3	22%	↑3		-
Twain	71	61%	20	41	25	14	39%	↓6		-
Webster	89	76%	11	65	19	4	24%	↑10		-
Whittier	100	84%	35	49	12	4	16%	↑3		-
Willard	93	87%	24	63	11	2	13%	↓9		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	12,090	54%	29	25	29	16	46%	↓1		↓2
Bancroft	829	45%	20	25	35	20	55%	↑2		↑1
Franklin	1,035	64%	40	25	26	9	36%	↓5		↓1
Hamilton	762	70%	38	32	23	6	30%	↓9		↓10
Hoover	512	66%	35	31	25	9	34%	↓7		↓7
Hughes	1,238	51%	29	22	31	18	49%	↓2		↓4
IVA	1	0%			100		100%	↑24		-
Jefferson	977	50%	26	23	33	18	50%	↑3		↑7
Keller	448	37%	11	25	41	22	63%	↓5		↓6
Lindbergh	398	70%	40	30	25	6	30%	↓2		↓2
Lindsey	720	68%	37	31	26	6	32%	↓4		↓5
Marshall	907	42%	20	23	34	24	58%	↓8		↓7
Nelson	785	64%	35	28	25	11	36%	↑2		↓2
Rogers	746	29%	14	15	33	38	71%	↓1		↓3
Stanford	1,124	33%	15	19	36	31	67%	↑7		↓-
Stephens	700	63%	34	29	27	10	37%	↑10		↑4
Washington	909	74%	43	31	20	6	26%	↓3		↓6

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	12,057	70%	44	25	16	14	30%	↓-		↓2
Bancroft	828	62%	35	27	20	18	38%	↓2		↓1
Franklin	1,033	79%	54	26	11	9	21%	↓2		↓2
Hamilton	754	84%	59	26	11	5	16%	↓9		↓6
Hoover	510	85%	61	24	11	4	15%	↓-		↓4
Hughes	1,222	63%	39	24	17	19	37%	↓1		↓3
IVA	1	0%			100	100%		↑37		-
Jefferson	980	73%	48	25	17	10	27%	↑2		↑3
Keller	447	54%	24	29	25	21	46%	↑1		↓3
Lindbergh	403	84%	52	32	9	7	16%	↑3		↓3
Lindsey	718	85%	63	22	10	5	15%	↑1		↓2
Marshall	902	56%	30	26	22	22	44%	↓3		↓1
Nelson	781	80%	55	25	12	8	20%	↓2		↓4
Rogers	742	46%	23	22	23	31	54%	↑1		↓1
Stanford	1,119	48%	24	24	25	27	52%	↑4		↑1
Stephens	698	78%	49	28	15	7	22%	↑7		↑6
Washington	920	86%	59	27	10	4	14%	↑-		↓5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	3,987	78%	22	57	16	6	22%	↓1		-
Bancroft	299	75%	17	58	16	9	25%	↓4		-
Franklin	331	85%	29	56	12	3	15%	↓-		-
Hamilton	239	88%	26	62	11		12%	↓7		-
Hoover	167	92%	30	62	8		8%	↓9		-
Hughes	416	69%	14	55	20	11	31%	↑2		-
IVA	1	0%			100		100%	↑41		-
Jefferson	299	81%	17	64	15	4	19%	↑2		-
Keller	135	65%	7	59	24	11	35%	↓2		-
Lindbergh	137	88%	23	64	10	2	12%	↑3		-
Lindsey	239	89%	22	67	10		11%	↑1		-
Marshall	294	74%	20	54	21	4	26%	↓9		-
Nelson	276	93%	37	56	52		7%	↑1		-
Rogers	246	46%	9	38	33	21	54%	↑9		-
Stanford	365	62%	13	48	25	13	38%	↑3		-
Stephens	250	86%	29	57	11	3	14%	↓2		-
Washington	294	91%	32	59	6	3	9%	↑4		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	3,706	48%	26	22	27	25	52%	↓1		↓1
Avalon	249	74%	44	30	19	7	26%	↓6		↓6
Cubberley	635	32%	17	16	29	39	68%	↑2		↑-
Muir	644	59%	33	26	25	16	41%	↓5		↓2
Newcomb	513	19%	6	13	31	50	81%	↓3		↑2
Powell	592	64%	37	27	26	10	36%	↑1		-
Robinson	541	69%	40	28	22	9	31%	↓7		↓4
Tincher	529	31%	13	18	32	37	69%	↑-		↓1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	3,712	58%	33	25	21	21	42%	↑3		↓2
Avalon	249	81%	58	22	16	3	19%	↑-		↓7
Cubberley	638	45%	24	21	23	32	55%	↑2		↓8
Muir	648	66%	36	31	21	13	34%	↑3		↑2
Newcomb	512	26%	7	20	29	45	74%	↑1		↑2
Powell	592	79%	49	29	16	5	21%	↓1		↓5
Robinson	542	79%	49	30	13	8	21%	↓2		↑1
Tincher	528	39%	16	23	26	35	61%	↑4		↓-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	1,211	70%	16	53	19	11	30%	↑1		-
Avalon	109	85%	30	55	10	5	15%	↑2		-
Cubberley	198	55%	13	42	23	22	45%	↑6		-
Muir	201	81%	22	59	16	3	19%	↑1		-
Newcomb	163	29%	1	28	43	28	71%	↑7		-
Powell	202	88%	24	64	10	2	12%	↓5		-
Robinson	175	87%	17	70	12	1	13%	↓5		-
Tincher	162	64%	10	53	21	15	36%	↓1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,776	48%	27	21	28	24	52%	↑2		↓9
Browning	58	78%	62	16	19	3	22%	↓20		↓30
Cabrillo	416	61%	33	28	28	11	39%	↑1		↓1
CAMS	162	1%			16	83	99%	↑1		↑2
EPHS	262	71%	43	29	24	5	29%	↑4		↓8
Jordan	422	71%	44	27	21	9	29%	↓2		↓10
Lakewood	603	56%	31	24	27	17	44%	↓4		↓11
McBride	165	31%	9	22	40	29	69%	↓4		↓9
Millikan	755	35%	16	18	34	32	65%	↑10		↓10
Polytechnic	906	48%	29	19	26	26	52%	↑4		↓7
Reid	53	98%	77	21	2		2%	↓2		↓10
Renaissance	91	47%	21	26	29	24	53%	↑19		↓18
Sato	120	4%		3	2	39	57 96%	↓1		↑2
Wilson	763	45%	23	21	31	24	55%	↓4		↓14

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,737	75%	53	21	15	11	25%	↑3		↓25
Browning	59	98%	83	15	2		2%	↓5		↓33
Cabrillo	410	92%	69	23	7	2	8%	↓2		↓26
CAMS	162	6%	5	20	74		94%	↑4		↓10
EPHS	225	97%	85	12	3		3%	↑1		↓22
Jordan	420	93%	75	18	7		7%	↑1		↓28
Lakewood	603	85%	62	23	12	3	15%	↑2		↓22
McBride	168	65%	36	29	28	7	35%	↑3		↓29
Millikan	756	66%	35	30	21	13	34%	↑4		↓30
Polytechnic	902	69%	54	15	17	13	31%	↑2		↓19
Reid	53	100%	96	4			0%	-		↓16
Renaissance	92	86%	64	22	10	4	14%	↑8		↓26
Sato	118	23%	6	17	25	52	77%	↓1		↓12
Wilson	769	75%	49	26	16	9	25%	↑5		↓30

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,432	75%	14	62	19	6	25%	↑3		-
Browning	59	92%	29	63	8		8%	↑1		-
Cabrillo	375	87%	14	73	13		13%	↑4		-
CAMS	163	21%	20		47	33	79%	↓-		-
EPHS	88	95%	19	76	5		5%	↓8		-
Jordan	454	91%	20	71	9		9%	↑2		-
Lakewood	635	85%	12	72	14	2	15%	↓4		-
McBride	152	69%	7	62	19	12	31%	↑15		-
Millikan	657	72%	12	59	23	6	28%	↑2		-
Polytechnic	852	70%	14	56	23	8	30%	↑2		-
Reid	60	98%	43	55	2		2%	↑2		-
Renaissance	88	85%	16	69	15		15%	-		-
Sato	93	20%	20		45	34	80%	↑19		-
Wilson	756	76%	14	62	20	4	24%	↑11		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District (998)	3	67%	33	33	33		33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District (998)	3	67%	33	33	33		33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District (998)	1	100%	100			0%		-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	32,799	52%	29	23	26	22	48%	↑-		↓1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/26/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	32,805	66%	40	26	19	16	34%	↑1		↓5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/26/24

All

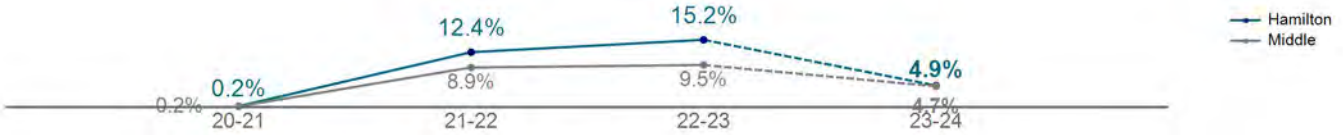
School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	13,813	74%	17	57	18	8	26%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

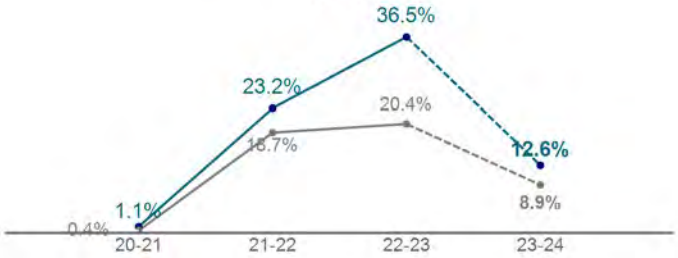
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

Suspension Rate

Hamilton
All Students
N = 844



African American
N = 111



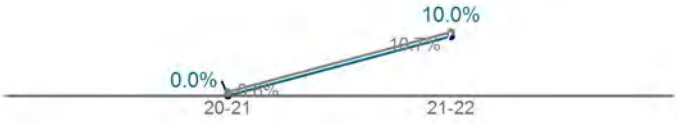
Asian
N = 30

Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 646

Pacific Islander



White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

Other

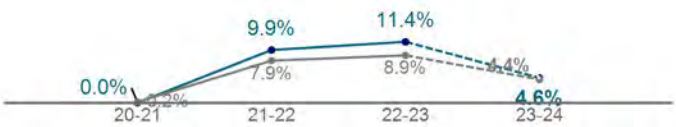
Subgroup with fewer than 20 students.

N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

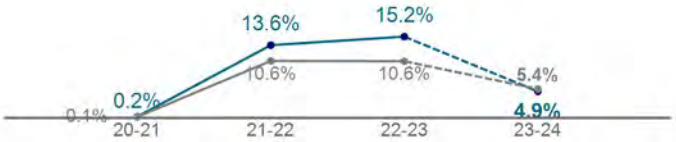
1/26/2024 8:46:28 AM

Suspension Rate

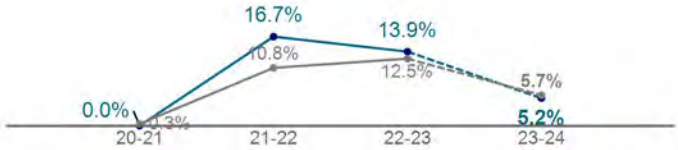
EL + RFEP
N = 388



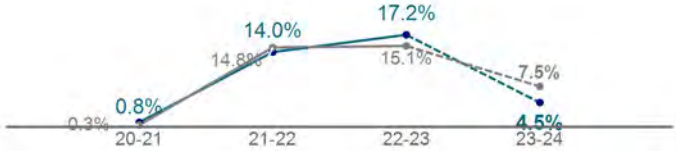
Low SES
N = 833



English Learner
N = 194

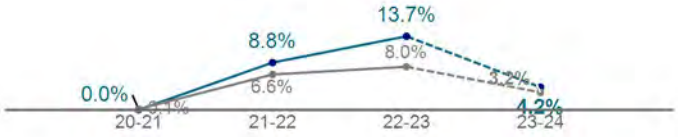


Special Education
N = 155

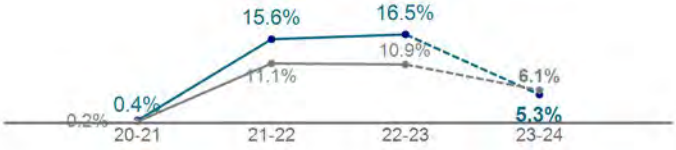


Homeless or Foster Youth
N = 67

Female
N = 404



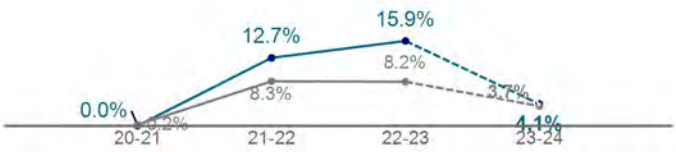
Male
N = 438



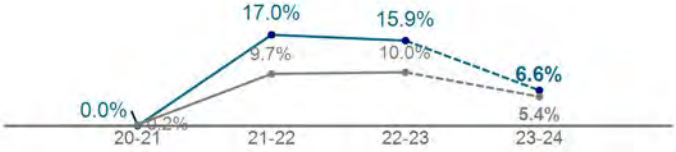
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

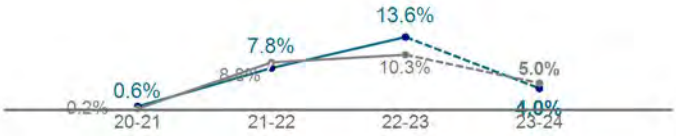
Gr. 06
N = 271



Gr. 07
N = 272



Gr. 08
N = 301



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

i-Ready Math Overall Relative Placement
School Data by Subgroup
Hamilton 2022-2023 Grade 6

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	All Students	All	1	244	34 20 32 13
			2	234	27 16 38 16 4
			3	222	24 14 34 22 7
	Teacher	Aliviado, R	1	3	100
			2	6	100
			3	1	100
		Castaneda Montes, C	1	54	7 7 37 44 4
			2	54	4 4 43 37 13
			3	55	4 4 27 40 25
		Feliciano, W	1	59	42 22 32 3
			2	58	28 21 41 9 2
			3	54	30 20 30 19 2
		Mc Glynn, D	1	57	26 30 37 7
			2	56	14 23 43 18 2
			3	56	14 9 54 20 4
		Renick, L	1	46	48 28 22 2
			2	52	42 19 37 2
			3	51	37 22 29 12
		Vilchez, C	1	9	100
			2	11	91 9
			3	12	83 17
		Vu, T	2	1	100
	Ethnicity	African American	1	40	40 23 28 10
			2	37	24 22 49 3 3
			3	35	20 14 43 20 3
		Asian	1	12	17 17 33 25 8
			2	11	9 36 45 9
			3	11	18 36 18 27
		Filipino	1	2	50 50
			2	3	67 33
			3	3	33 33 33
		Hispanic	1	178	34 20 33 13
			2	171	29 16 35 16 4
			3	161	26 14 33 20 7

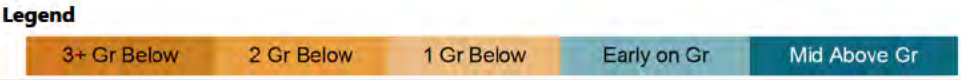
i-Ready Math Overall Relative Placement

School Data by Subgroup

Hamilton 2022-2023 Grade 6

Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Ethnicity	Pacific Islander	1	2	50	50			
			2	2	50	50			
			3	2	50	50			
		White	1	2		50		50	
			2	3			33	67	
			3	3			33	67	
		Other	1	8	38	25	38		
			2	7	14	29	43	14	
			3	7		29	29	43	
	Gender	Female	1	120	36	24	30	9	
			2	118	28	19	40	11	3
			3	113	23	15	41	16	5
		Male	1	124	33	16	33	17	
			2	116	26	13	35	21	5
			3	109	25	12	27	28	9
	Special Populations	Low SES	1	236	34	21	31	14	
			2	227	26	16	38	16	4
			3	215	23	13	35	21	7
		ELL	1	56	50	27	21	2	
			2	53	51	23	23	4	
			3	51	43	14	31	12	
		RFEP	1	59	19	15	39	25	2
			2	56	11	9	45	29	7
			3	49	10	8	43	27	12
		EL + RFEP	1	115	34	21	30	14	
			2	109	30	16	34	17	4
			3	100	27	11	37	19	6
		Special Ed.	1	39	64	18	15	3	
			2	43	63	19	14	2	
			3	35	57	14	20	6	3
		Spec Ed. Speech/RSP	1	27	48	26	22	4	
			2	24	38	29	25	4	4
			3	22	41	14	32	9	5

i-Ready Math Overall Relative Placement
School Data by Subgroup
Hamilton 2022-2023 Grade 6



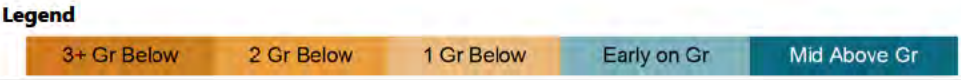
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	Special Populations	Foster	1	3	67 33
			2	5	40 20 40
			3	4	50 25 25
		Homeless	1	22	55 18 9 18
			2	22	36 23 27 14
			3	22	27 32 23 18
		GATE/Excel	1	36	6 28 61 6
			2	33	3 21 55 21
			3	34	33 12 41 41

i-Ready Math Overall Relative Placement
School Data by Subgroup
Hamilton 2022-2023 Grade 7

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

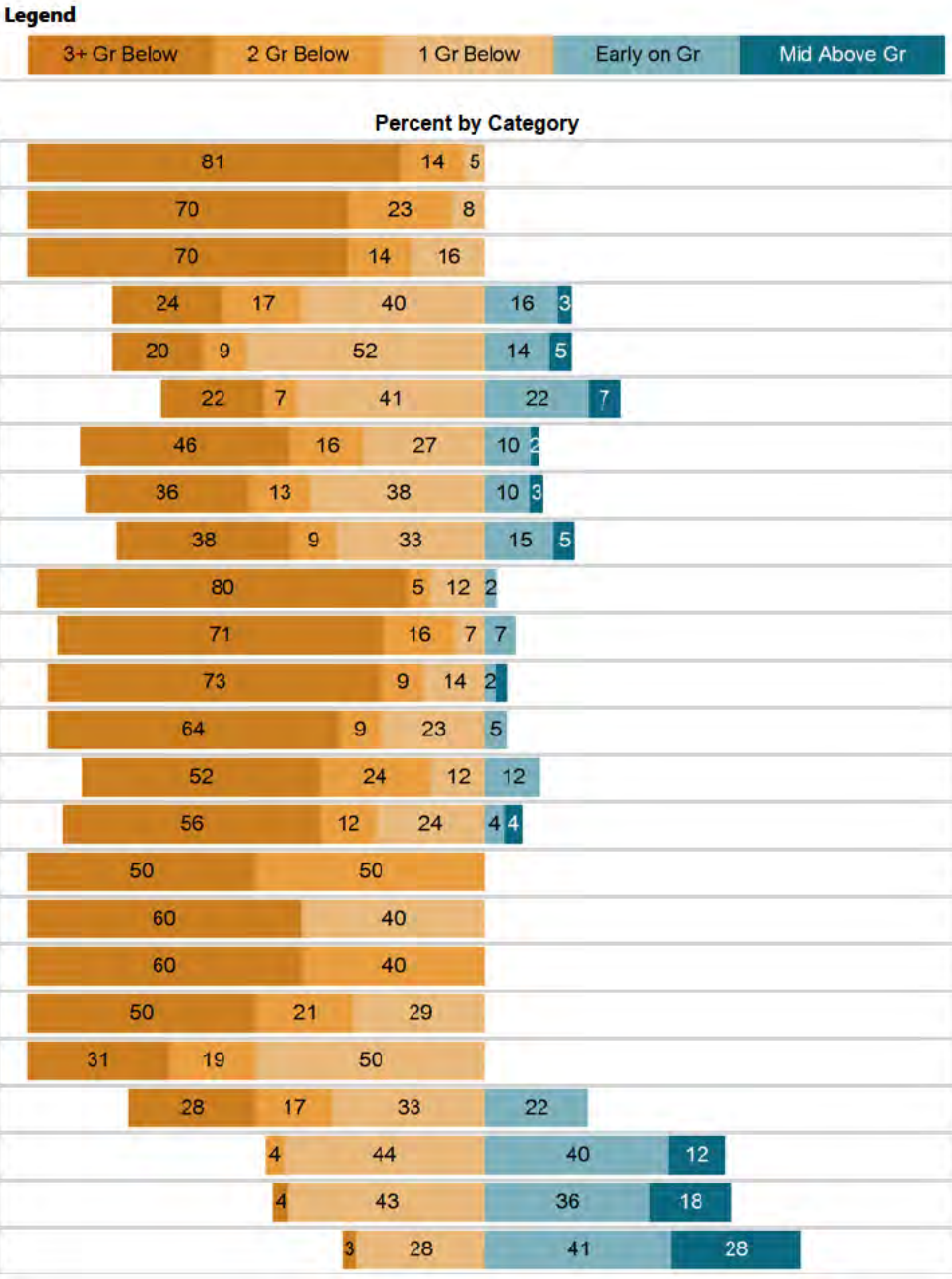
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	All Students	All	1	214	49 14 26 9 2
			2	245	39 14 34 9 4
			3	252	38 12 30 13 6
	Teacher	Golden, L	1	119	36 18 30 11 4
			2	124	35 15 32 15 3
			3	128	30 16 32 16 5
		Shah, H	1	92	55 13 25 7
			2	114	37 15 39 4 4
			3	120	38 12 32 12 8
		Vilchez, C	1	18	100
			2	18	100
			3	19	100
		Aliviado, R	2	5	100

i-Ready Math Overall Relative Placement
School Data by Subgroup
Hamilton 2022-2023 Grade 7



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	Ethnicity	African American	1	23	70 17 13
			2	26	58 15 27
			3	25	60 16 20 4
		American Indian	1	1	100
			2	1	100
			3	1	100
		Asian	1	6	33 17 50
			2	6	17 17 50 17
			3	6	33 67
		Filipino	1	4	25 50 25
			2	4	50 25 25
			3	4	75 25
		Hispanic	1	169	48 14 27 9 1
			2	196	37 14 36 9 4
			3	201	36 10 32 16 5
		Pacific Islander	1	4	75 25
			2	4	50 25 25
			3	5	20 40 20 20
		White	1	5	40 60
			2	4	50 25 25
			3	6	67 33
		Other	1	2	50 50
			2	4	75 25
			3	4	25 50 25
	Gender	Female	1	92	48 15 28 8 1
			2	113	38 15 37 5 4
			3	114	32 18 32 12 4
		Male	1	122	50 12 25 10 3
			2	132	40 14 32 11 3
			3	138	42 7 28 14 8
	Special Populations	Low SES	1	209	49 14 26 9 2
			2	240	38 15 35 9 4
			3	246	37 12 30 13 7

i-Ready Math Overall Relative Placement
School Data by Subgroup
Hamilton 2022-2023 Grade 7



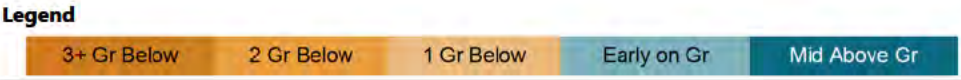
Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	Special Populations	ELL	1	43	81		14		5
			2	40	70		23		8
			3	43	70		14		16
		RFEP	1	70	24	17	40	16	3
			2	86	20	9	52	14	5
			3	85	22	7	41	22	7
		EL + RFEP	1	113	46	16	27	10	2
			2	126	36	13	38	10	3
			3	128	38	9	33	15	5
		Special Ed.	1	41	80		5	12	2
			2	45	71		16	7	7
			3	44	73		9	14	2
		Spec Ed. Speech/RSP	1	22	64		9	23	5
			2	25	52		24	12	12
			3	25	56		12	24	4 4
		Foster	1	4	50		50		
			2	5	60		40		
			3	5	60		40		
		Homeless	1	14	50		21	29	
			2	16	31		19	50	
			3	18	28		17	33	22
		GATE/Excel	1	25	4		44	40	12
			2	28	4		43	36	18
			3	32	3		28	41	28

i-Ready Math Overall Relative Placement
School Data by Subgroup
Hamilton 2022-2023 Grade 8

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	All Students	All	1	192	54 15 27 3
			2	224	48 15 27 7 3
			3	222	41 16 31 8 4
	Teacher	Dejoras, L	1	78	42 14 40 1
			2	100	37 12 38 7 6
			3	100	37 14 37 7 5
		Grimes, A	1	109	61 17 17 4
			2	117	53 21 18 8
			3	118	42 19 27 9 3
		Vilchez, C	1	8	100
			2	10	100
			3	10	90 10
		Aliviado, R	2	3	100
	Ethnicity	African American	1	20	70 25 5
			2	21	62 10 29
			3	20	55 5 30 10
		Asian	1	9	44 33 11 11
			2	10	10 40 40 10
			3	10	10 10 60 10 10
		Hispanic	1	159	53 16 27 3
			2	185	49 15 25 8 3
			3	184	43 16 29 8 4
		Pacific Islander	1	3	33 67
			2	6	33 17 50
			3	6	50 33 17
		Other	1	1	100
			2	1	100
			3	1	100
		White	2	1	100
			3	1	100

i-Ready Math Overall Relative Placement
School Data by Subgroup
Hamilton 2022-2023 Grade 8



Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	Gender	Female	1	98	51	16	28	3	
			2	115	42	14	31	8	5
			3	115	38	13	37	6	5
		Male	1	94	57	14	26	2	
			2	109	55	17	22	6	
			3	107	45	20	23	10	2
	Special Populations	Low SES	1	187	55	16	26	2	
			2	221	48	15	27	6	3
			3	218	41	17	30	8	4
		ELL	1	51	84	12	4		
			2	61	84	8	8		
			3	60	68	15	17		
		RFEP	1	56	38	16	41	4	
			2	69	23	16	39	16	6
			3	71	18	20	42	13	7
		EL + RFEP	1	107	60	14	23	2	
			2	130	52	12	25	8	3
			3	131	41	18	31	7	4
		Special Ed.	1	27	85	11	4		
			2	33	76	15	9		
			3	30	70	13	13	3	
		Spec Ed. Speech/RSP	1	16	81	13	6		
			2	20	60	25	15		
			3	18	61	17	17	6	
		Foster	1	1	100				
			2	2	100				
			3	2	100				
		Homeless	1	19	58	16	26		
			2	23	57	17	22	4	
			3	24	33	25	33	4	4
		GATE/Excel	1	20	10	20	40	15	15
			2	30	13	20	20	33	13
			3	29	3	14	34	31	17

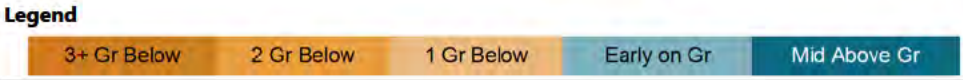
i-Ready Reading Overall Relative Placement
School Data by Subgroup
Hamilton 2022-2023 Grade 6

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	All Students	All	1	229	38 14 29 9 10
			2	236	34 15 26 10 15
			3	225	28 18 20 14 19
	Teacher	Aliviado, R	1	5	100
			2	11	100
			3	1	100
		Apfelbach, J	1	10	90 10
			2	11	82 9 9
			3	11	73 18 9
		Corral, M	1	57	44 14 35 5 2
			2	58	21 19 36 12 12
			3	55	18 22 29 18 13
		Garvey, E	1	60	38 20 30 3 8
			2	62	42 18 21 11 8
			3	60	38 22 18 12 10
		Ward, L	1	54	9 15 28 19 30
			2	55	5 13 24 20 38
			3	55	11 24 16 49
		Wentzel, D	1	46	63 15 17 4
			2	50	58 14 22 2 4
			3	52	46 23 12 12 8
		Zamorano-Tillett, B	1	1	100
			2	3	100
			3	3	100
		Vu, T	2	2	100
	Ethnicity	African American	1	34	35 18 29 6 12
			2	37	24 19 35 5 16
			3	31	23 23 19 10 26
		Asian	1	12	25 17 33 17 8
			2	12	25 8 33 25 8
			3	12	17 17 25 8 33
		Filipino	1	2	50 50
			2	3	33 33 33
			3	3	33 33 33

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Hamilton 2022-2023 Grade 6

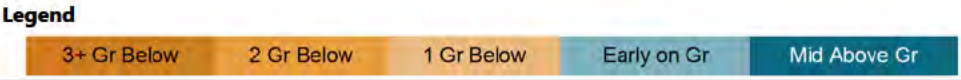
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	Ethnicity	Hispanic	1	168	40 14 29 8 10
			2	171	38 15 23 9 15
			3	167	31 17 20 15 17
		Pacific Islander	1	3	33 67
			2	2	100
			3	2	50 50
		White	1	2	50 50
			2	3	33 33 33
			3	3	33 33 33
		Other	1	8	38 25 13 25
			2	8	25 13 38 13 13
			3	7	14 14 29 29 14
	Gender	Female	1	118	34 17 34 8 7
			2	121	35 12 34 11 9
			3	115	28 17 23 20 12
		Male	1	111	42 12 23 9 14
			2	115	33 19 17 10 21
			3	110	29 18 18 8 26
	Special Populations	Low SES	1	220	38 15 29 8 10
			2	230	34 15 26 10 15
			3	218	28 18 21 14 19
		ELL	1	52	69 15 13 2
			2	54	61 28 6 2 4
			3	52	52 25 15 6 2
		RFEP	1	56	18 16 36 13 18
			2	54	20 4 39 13 24
			3	49	10 18 22 22 27
		EL + RFEP	1	108	43 16 25 7 9
			2	108	41 16 22 7 14
			3	101	32 22 19 14 14
		Special Ed.	1	37	68 8 19 3 3
			2	44	73 14 11 2
			3	38	61 18 13 3 5

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Hamilton 2022-2023 Grade 6



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	Special Populations	Spec Ed. Speech/RSP	1	25	56 8 28 4 4
			2	27	59 19 19 4
			3	26	50 19 19 4 8
		Foster	1	3	33 67
			2	5	20 40 40
			3	4	50 25 25
		Homeless	1	21	48 10 29 14
			2	23	48 22 22 9
			3	22	41 18 23 14 5
		GATE/Excel	1	36	6 3 28 22 42
			2	34	33 21 18 56
			3	34	3 18 9 71

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Hamilton 2022-2023 Grade 7



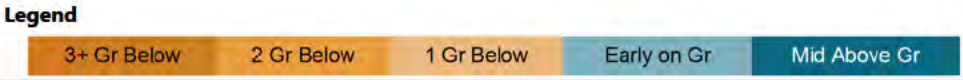
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	All Students	All	1	256	50 12 21 10 7
			2	230	44 13 18 17 8
			3	245	40 10 20 17 13
	Teacher	Apfelbach, J	1	20	90 5 5
			2	20	90 5 5
			3	21	90 5 5
		Larsen, C	1	126	57 11 16 10 6
			2	123	53 17 15 7 8
			3	124	47 11 19 14 10
		Rodriguez, C	1	118	37 15 28 10 9
			2	114	35 11 20 25 8
			3	124	31 9 23 19 18
		Zamorano-Tillett, B	1	3	100
			2	3	100
			3	3	100
		Aliviado, R	2	10	100
	Ethnicity	African American	1	26	69 8 19 4
			2	24	67 13 13 4 4
			3	23	70 4 13 13
		American Indian	1	1	100
			2	1	100
			3	1	100
		Asian	1	6	33 17 17 33
			2	6	33 17 17 33
			3	6	33 17 50
		Filipino	1	4	50 25 25
			2	4	25 75
			3	4	25 25 50
		Hispanic	1	206	49 12 21 10 8
			2	183	43 15 17 17 8
			3	199	38 11 20 17 14
		Pacific Islander	1	5	40 20 40
			2	5	40 40 20
			3	4	25 25 25 25

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Hamilton 2022-2023 Grade 7

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	Ethnicity	White	1	5	60 40
			2	4	25 50 25
			3	5	40 40 20
		Other	1	3	67 33
			2	3	33 33 33
			3	3	33 33 33
	Gender	Female	1	122	44 16 24 11 6
			2	108	42 14 19 17 8
			3	108	35 13 25 16 11
		Male	1	134	54 9 19 9 9
			2	122	47 12 16 17 7
			3	137	44 7 15 18 15
	Special Populations	Low SES	1	249	50 12 20 10 7
			2	224	44 13 18 17 8
			3	238	39 10 20 18 13
		ELL	1	44	89 11
			2	43	84 7 5 5
			3	41	83 10 5 2
		RFEP	1	87	34 13 29 13 11
			2	79	25 22 19 24 10
			3	86	24 13 26 17 20
		EL + RFEP	1	131	53 12 19 8 8
			2	122	46 16 14 17 7
			3	127	43 12 19 13 13
		Special Ed.	1	41	76 7 10 2 5
			2	41	76 7 10 5 2
			3	45	76 2 9 9 4
		Spec Ed. Speech/RSP	1	22	59 14 14 5 9
			2	21	57 14 14 10 5
			3	27	63 4 15 11 7
		Foster	1	5	40 40 20
			2	2	50 50
			3	3	33 33 33

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Hamilton 2022-2023 Grade 7



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	Special Populations	Homeless	1	18	44 11 22 17 6
			2	16	50 6 13 13 19
			3	17	41 6 24 12 18
		GATE/Excel	1	33	3 9 33 27 27
			2	29	14 10 14 31 31
			3	32	6 9 19 25 41

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Hamilton 2022-2023 Grade 8

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	All Students	All	1	171	62 6 18 8 6
			2	198	48 9 19 16 8
			3	213	48 9 19 14 10
	Teacher	Apfelbach, J	1	11	91 9
			2	12	100
			3	12	83 8 8
		Jocol, D	1	82	66 2 20 7 5
			2	74	59 5 19 11 5
			3	94	55 7 19 11 7
		Van Conas, N	1	99	63 6 18 6 7
			2	119	39 12 20 19 9
			3	117	42 11 19 16 12
		Zamorano-Tillett, B	1	7	100
			2	7	100
			3	7	86 14
		Aliviado, R	2	6	100
	Ethnicity	African American	1	15	73 20 7
			2	16	50 6 25 13 6
			3	18	50 22 17 11
		Asian	1	8	38 25 13 25
			2	9	44 33 11 11
			3	10	40 20 30 10
		Hispanic	1	143	62 6 18 8 6
			2	167	48 10 19 16 8
			3	177	50 8 18 14 11
		Pacific Islander	1	4	75 25
			2	5	60 40
			3	6	17 17 50 17
		Other	1	1	100
			2	1	100
			3	1	100
		White	3	1	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Hamilton 2022-2023 Grade 8

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	Gender	Female	1	93	56 9 22 4 10
			2	105	34 10 25 19 11
			3	112	37 13 23 13 13
		Male	1	78	69 3 14 12 3
			2	93	63 8 13 12 4
			3	101	60 5 14 15 6
	Special Populations	Low SES	1	167	63 5 18 7 7
			2	196	48 9 19 15 8
			3	210	48 10 19 14 10
		ELL	1	44	93 5 2
			2	55	95 2 4
			3	57	91 2 5 2
		RFEP	1	56	43 4 29 11 14
			2	60	23 13 27 23 13
			3	71	27 7 25 23 18
		EL + RFEP	1	100	65 4 17 6 8
			2	115	57 8 16 12 7
			3	128	55 5 16 13 10
		Special Ed.	1	24	88 8 4
			2	32	97 3
			3	29	83 7 3 7
		Spec Ed. Speech/RSP	1	12	83 8 8
			2	19	95 5
			3	18	83 6 6 6
		Foster	1	1	100
			2	2	100
			3	2	50 50
		Homeless	1	16	81 13 6
			2	21	38 14 24 19 5
			3	21	62 14 14 10
		GATE/Excel	1	20	30 10 20 10 30
			2	27	11 15 7 37 30
			3	29	14 14 14 28 31

i-Ready Overall Relative Placement
School Data by Subgroup
2022-2023 Grade

Report Name:District Assessments: i-Ready - iReady_Overall_Relative_Placement_Teacher_Level - ARC Report #1218

Submit Feedback

i-Ready Math Overall Relative Placement
School Data by Subgroup
Hamilton 2022-2023

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

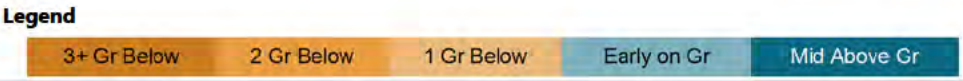
Category		Diagnostic Window	# Students	Percent by Category				
All Students	724	3	724	35	14	31	14	6
Grade	Gr. 06	3	229	24	14	33	21	7
	Gr. 07	3	267	39	13	30	13	6
	Gr. 08	3	228	42	16	31	8	4
Ethnicity	African American	3	86	44	13	30	12	1
	Asian	3	28	18	4	36	11	32
	Hispanic	3	567	36	13	31	14	5
Gender	Female	3	350	32	15	36	11	5
	Male	3	374	38	13	26	17	6
Special Populations	Low SES	3	707	35	14	31	14	6
	ELL	3	158	60	15	21	4	
	RFEP	3	212	19	11	42	19	8
	EL + RFEP	3	370	36	13	33	13	5
	Special Ed.	3	111	66	14	15	4	2
	Spec Ed. Speech/RSP	3	67	51	16	24	6	3
	Homeless	3	59	34	24	27	14	2
	GATE/Excel	3	96	3	5	25	38	29

The percentages may not equal 100% due to rounding.
Report Name:Attendance - iReady_Overall_Relative_Placement - ARC Report #1185 | Report Code DA01-BAND

Run date: 1/26/2024

Submit Feedback

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Hamilton 2022-2023



Category		Diagnostic Window	# Students	Percent by Category
All Students	739	3	739	41 12 19 14 13
Grade	Gr. 06	3	237	29 19 20 14 19
	Gr. 07	3	272	43 10 19 15 13
	Gr. 08	3	230	51 9 18 13 9
Ethnicity	African American	3	84	45 15 19 10 11
	Asian	3	28	29 7 21 14 29
	Hispanic	3	583	42 13 18 14 13
Gender	Female	3	360	36 14 23 15 12
	Male	3	379	46 11 15 13 15
Special Populations	Low SES	3	722	41 12 19 14 13
	ELL	3	162	77 12 8 3
	RFEP	3	219	24 13 24 19 20
	EL + RFEP	3	381	46 12 17 12 12
	Special Ed.	3	117	74 9 9 6 3
	Spec Ed. Speech/RSP	3	73	64 10 14 7 5
	Homeless	3	61	52 8 20 13 7
	GATE/Excel	3	96	7 8 17 20 48

The percentages may not equal 100% due to rounding.

Jan 26, 2024

ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Hamilton

Site Level Overall Performance Level Summary

18% Beginning Stage	35% Somewhat Developed	33% Moderately Developed	14% Well Developed

Site Level Domain Performance Level Summary

Listening			Speaking			Reading			Writing		
22% Beg.	66% Some/Mod.	12% Well Dev.	10% Beg.	27% Some/Mod.	64% Well Dev.	54% Beg.	40% Some/Mod.	6% Well Dev.	14% Beg.	79% Some/Mod.	6% Well Dev.

Grade Level Performance Summary (Overall and by Domain)

	Overall Development				Listening			Speaking			Reading			Writing		
Grade	Beg.	Some.	Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well
06	16%	39%	30%	14%	12%	66%	13%	9%	24%	58%	36%	46%	9%	17%	64%	9%
07	27%	31%	27%	15%	24%	56%	15%	9%	42%	44%	69%	24%	2%	15%	75%	5%
08	13%	34%	40%	12%	28%	64%	6%	9%	13%	76%	54%	40%	4%	9%	87%	3%

Reclassifcation Criteria

ELPAC Results (CDE Site)

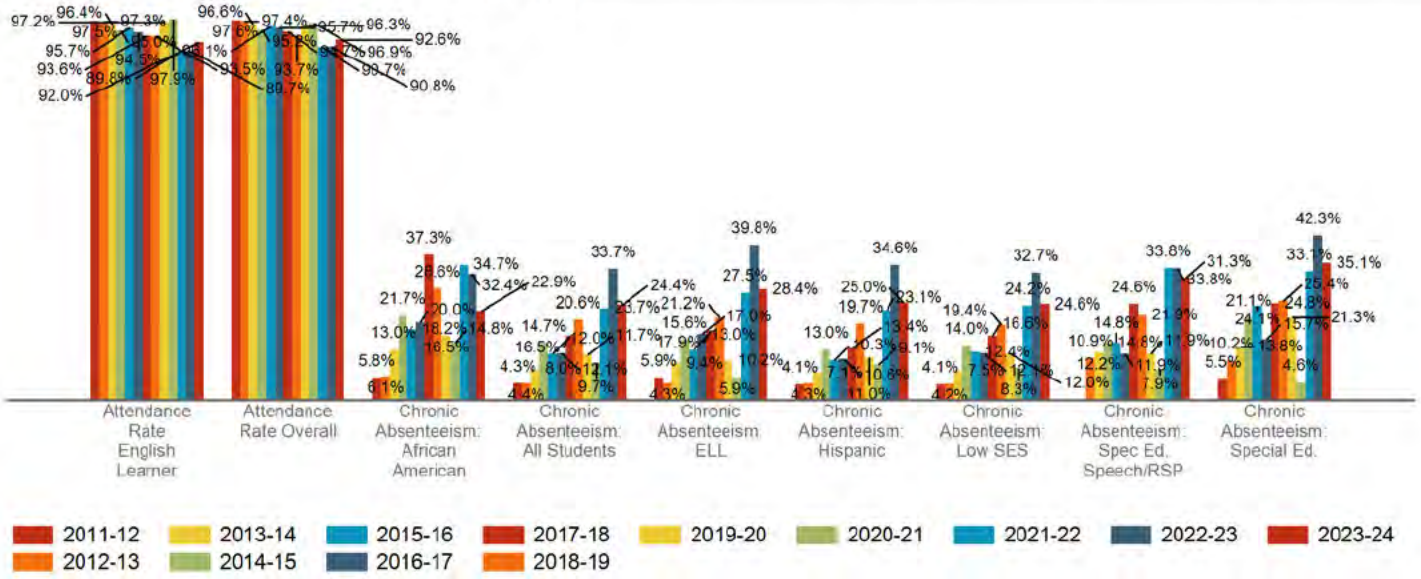
School Demographics			
	School	District	State
African American	13.1%	13.2%	
Am. Indian	.1%	.2%	
Asian	3.3%	6.4%	
Filipino	1.2%	2.6%	
Hispanic/Latino	77.1%	60.2%	
Multiple	2%	6.3%	
Pacific Islander	1.6%	1%	
White	1.6%	10.2%	
English Learner	22.8%	15%	
Reclassified Fluent English Proficient	23.4%	18.1%	
Students w/Disabilities	18.8%	14.7%	
Free/Reduced Lunch	#Error	#Error	

Attendance/Chronic Absenteeism Rate

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	Based on the Student CORE Survey from the 2021-2022 school year, students scored 75% in Agency, 68% in Belonging, and 77% in Identity. Data from the Fall 2022 survey results show 74% of students felt a sense of Agency, and 66% felt a sense of Belonging, and 74% in the area of Identity. Student feedback in Spring 2022 included wanting to feel connected to school, and highlighted a lack of clubs and ways to get involved. As of November 2022, we have created 8 new clubs for students. In addition, our counseling team have met with students one on one to hear and address their concerns. Our Wellness Center is open daily before and after school and during lunch with activities and games for students. By June 2023, students will respond favorably with an increase of 10% in the area of "sense of belonging" from the prior year.



Budgeted Items

Line Number	Description	Cost	Personnel Summary
2	Assistant Principal/ Interventions Director This person will monitor student attendance, behavior, SEL, and academic interventions. The LROIX tracking system will be used and students will meet weekly to review progress on intervention goals. This person will also monitor growth in math and ELA to ensure that we increase our percent met/exceeds in both content areas. Monitoring will include weekly feedback to teachers, ensuring they are on the district pacing and using the assessments agreed on by the district and department.		Asst. Principal Middle
3	In addition to the basic responsibilities AP 2 will facilitate professional development on Safe & Civil strategies. Collect and monitor data on signature practices of safe & civil, lead the safe & civil team. Collect supension data and facilitate the shift towards more restorative practices		Asst. Principal Middle
4	Communication platform (SMORE) for all stakeholders to assist all students and families regardless of language with resources and upcoming events.		Services
6	Many of our students experience adveristy in their lives-including poverty, health challenges, community violence, and difficult family circumstances that prevent them from coming to school. An additional Billingual Intermediate Office Assistant (1.0 FTE) is needed to support all students in grades 6-8 with chronic abseteeism. By working closely with counselor, the IIC, and administrative team, the IOA will build strong relationships with students that have high absenteeism rates and identify factors contributing to poor school attendance in order to provide applicable support services and interventions in partnership with students and their parents/guardians.		Intermediate Office Assistant
8	Spiritwear, stickers, and school pencils to provide and raffle off to incoming 6th grade students and families during outreach opportunites and to parents who attend our special events (e.g. Education Celebration, Summer SEAL recruitment, and WEB Days.		Materials
Total			

Attendance/Chronic Absenteeism Rate

School Year: 22-23

Attendance/Chronic Absenteeism Interventions

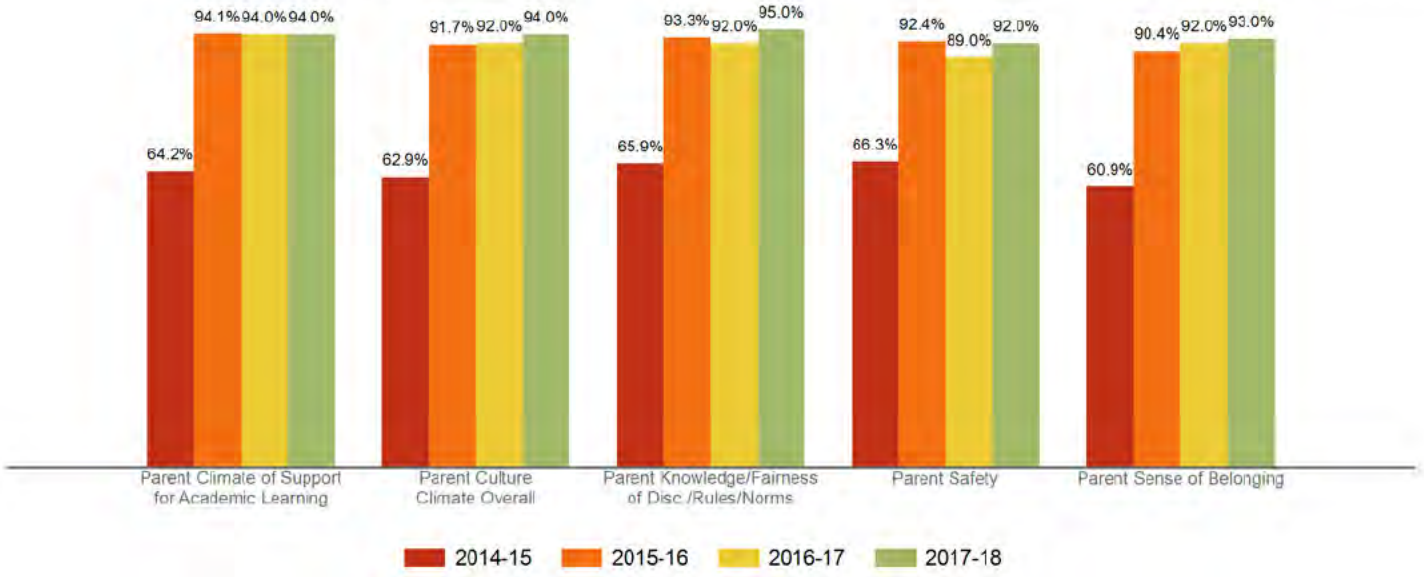
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
15403	55	8/31/22	6/14/23	1	0.33	0.33
	55					**0.33**

Culture-Climate Survey (Parent)

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	Based on the Student CORE Survey from the 2021-2022 school year, students scored 75% in Agency, 68% in Belonging, and 77% in Identity. Data from the Fall 2022 survey results show 74% of students felt a sense of Agency, and 66% felt a sense of Belonging, and 74% in the area of Identity. Student feedback in Spring 2022 included wanting to feel connected to school, and highlighted a lack of clubs and ways to get involved. As of November 2022, we have created 8 new clubs for students. In addition, our counseling team have met with students one on one to hear and address their concerns. Our Wellness Center is open daily before and after school and during lunch with activities and games for students. By June 2023, students will respond favorably with an increase of 10% in the area of "sense of belonging" from the prior year.



Budgeted Items

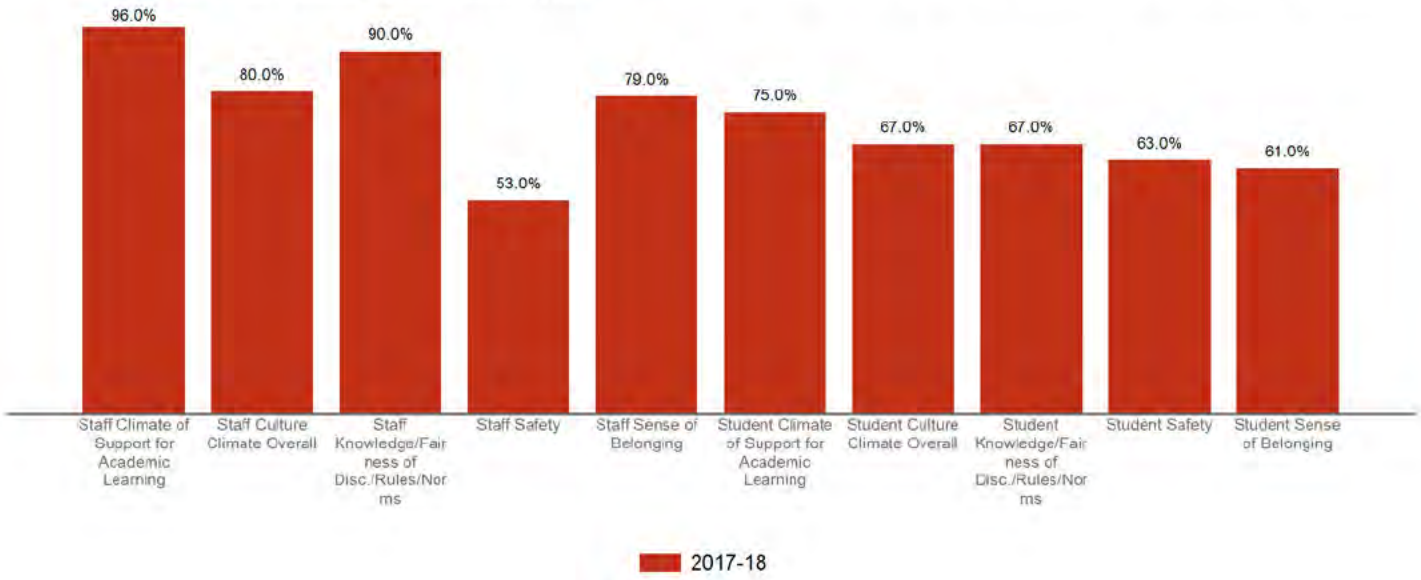
Line Number	Description	Cost	Personnel Summary
1	Student Planners to facilitate communication between school and parents/guardians regarding school policies/procedures, as well as student goal setting and acaedmic progress.		Materials
2	Recruitment for ELAC, general parent involvement to increase the number of families involved in site events, workshops, committees, and teacher-parent communication.		Materials, Services, Teacher Hourly Extra Comp
4	Communication platform (SMORE) for all stakeholders to assist all students and families regardless of language with resources and upcoming events.		Services
7	Employment of Rec Aides to assist with supervision before and during school hours, and at lunch, will provide additional adults to assure campus is safe and orderly.		Hourly - Recreation Aide
8	Spiritwear, stickers, and school pencils to provide and raffle off to incoming 6th grade students and families during outreach opportunites and to parents who attend our special events (e.g. Education Celebration, Summer SEAL recruitment, and WEB Days.		Materials
Total			

Culture-Climate Survey (Student-Staff)

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	Based on the Student CORE Survey from the 2021-2022 school year, students scored 75% in Agency, 68% in Belonging, and 77% in Identity. Data from the Fall 2022 survey results show 74% of students felt a sense of Agency, and 66% felt a sense of Belonging, and 74% in the area of Identity. Student feedback in Spring 2022 included wanting to feel connected to school, and highlighted a lack of clubs and ways to get involved. As of November 2022, we have created 8 new clubs for students. In addition, our counseling team have met with students one on one to hear and address their concerns. Our Wellness Center is open daily before and after school and during lunch with activities and games for students. By June 2023, students will respond favorably with an increase of 10% in the area of "sense of belonging" from the prior year.

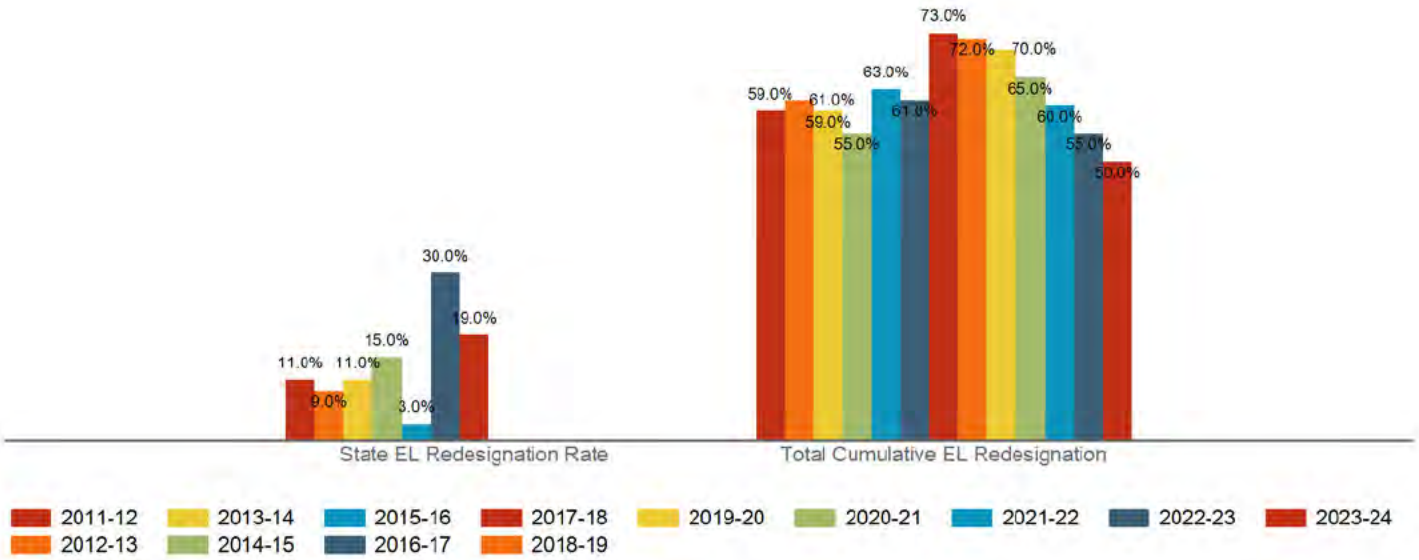


Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Student Planners to facilitate communication between school and parents/guardians regarding school policies/procedures, as well as student goal setting and acaedmic progress.		Materials
2	Assistant Principal/ Interventions Director This person will monitor student attendance, behavior, SEL, and academic interventions. The LROIX tracking system will be used and students will meet weekly to review progress on intervention goals. This person will also monitor growth in math and ELA to ensure that we increase our percent met/exceeds in both content areas. Monitoring will include weekly feedback to teachers, ensuring they are on the district pacing and using the assessments agreed on by the district and department.		Asst. Principal Middle
	The WEB Class Curriculum: This curriculum is designed for schools who have a class period dedicated to WEB Leaders. Topics Include: Structuring and Organizing Your Class, Using the Curriculum & Daily Lessons on: Personal and Character Development Anti-Bullying Leadership Communication Facilitation Service		Materials
4	Communication platform (SMORE) for all stakeholders to assist all students and families regardless of language with resources and upcoming events.		Services
7	Employment of Rec Aides to assist with supervision before and during school hours, and at lunch, will provide additional adults to assure campus is safe and orderly.		Hourly - Recreation Aide
8	Spiritwear, stickers, and school pencils to provide and raffle off to incoming 6th grade students and families during outreach opportunites and to parents who attend our special events (e.g. Education Celebration, Summer SEAL recruitment, and WEB Days.		Materials
Total			

EL Reclassification

School Year: 22-23

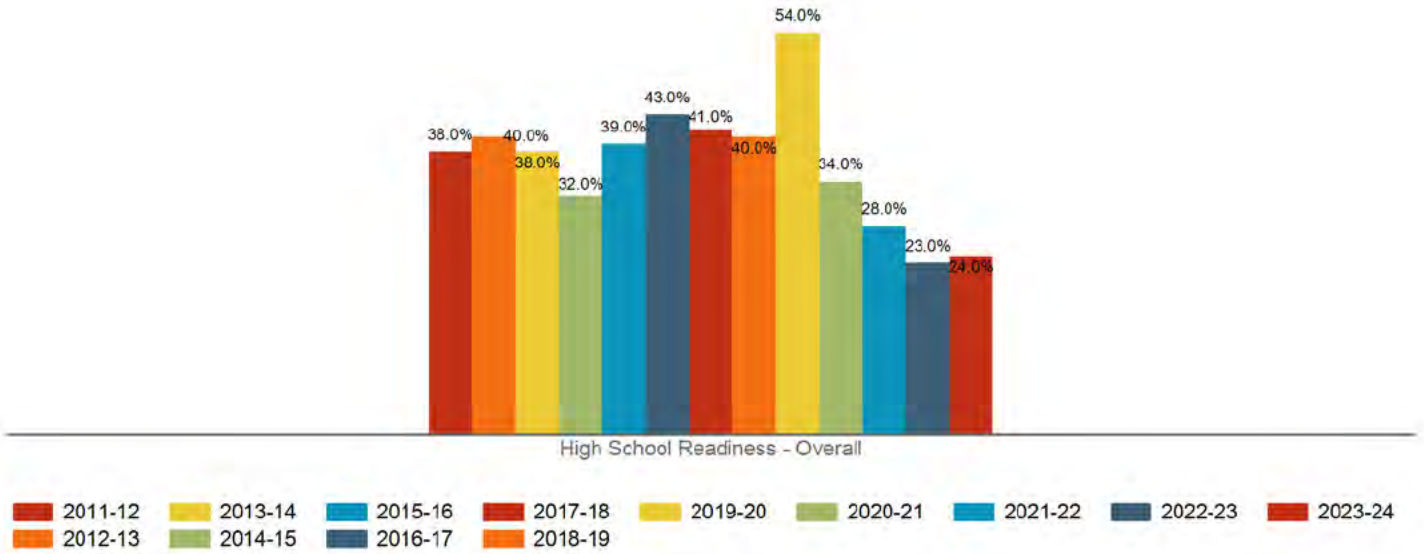


Budgeted Items

Line Number	Description	Cost	Personnel Summary
2	Recruitment for ELAC, general parent involvement to increase the number of families involved in site events, workshops, committees, and teacher-parent communication.		Materials, Services, Teacher Hourly Extra Comp
Total			

High School Readiness

School Year: 22-23



Budgeted Items

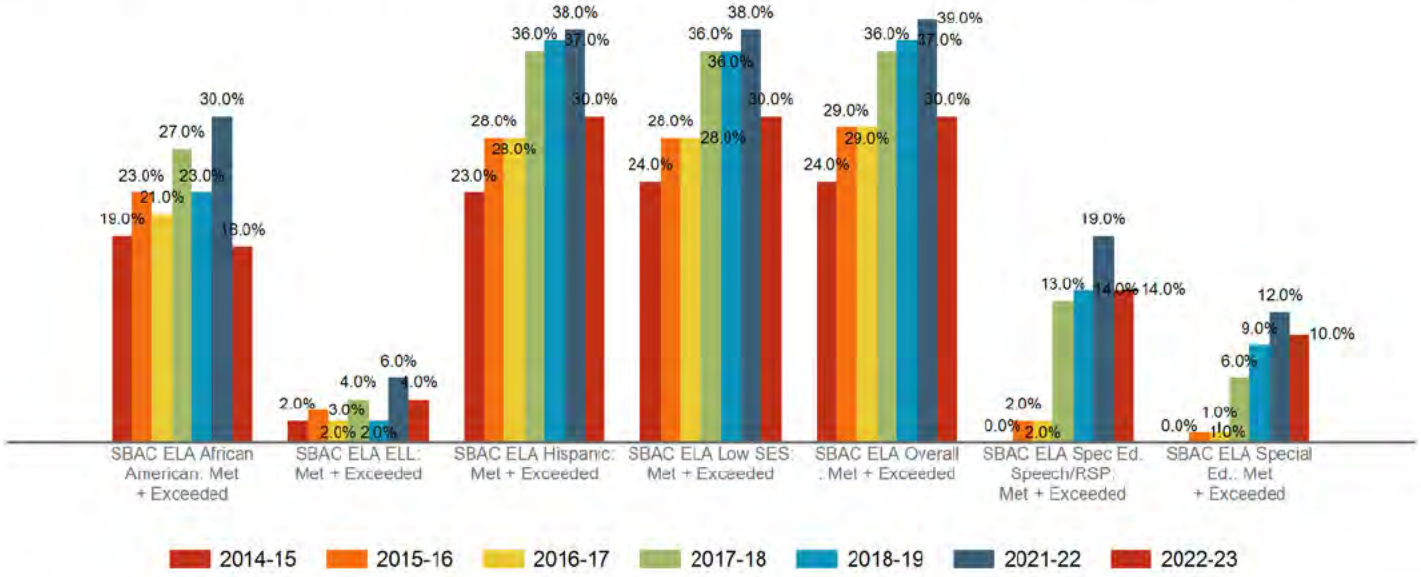
Line Number	Description	Cost	Personnel Summary
1	Student Planners to facilitate communication between school and parents/guardians regarding school policies/procedures, as well as student goal setting and acaedmic progress.		Materials
2	Assistant Principal/ Interventions Director This person will monitor student attendance, behavior, SEL, and academic interventions. The LROIX tracking system will be used and students will meet weekly to review progress on intervention goals. This person will also monitor growth in math and ELA to ensure that we increase our percent met/exceeds in both content areas. Monitoring will include weekly feedback to teachers, ensuring they are on the district pacing and using the assessments agreed on by the district and department.		Asst. Principal Middle
7	Supplemental math materials for student engagement for during their instructional day (e.g. vertical learning white board posters, dry erase markers, supplemental Professional Development text, etc.)		Materials
Total			

SBAC ELA

School Year: 22-23

Goals

Area	Description
ELA Goals	Goal: By June 2023, students will improve 10% from 39% met/exceeded to 49% on the SBAC ELA. In addition, AA students will improve 12.5% (match 10% growth plus 2.5% stretch), from 31% to 44% on the SBAC ELA.



Budgeted Items

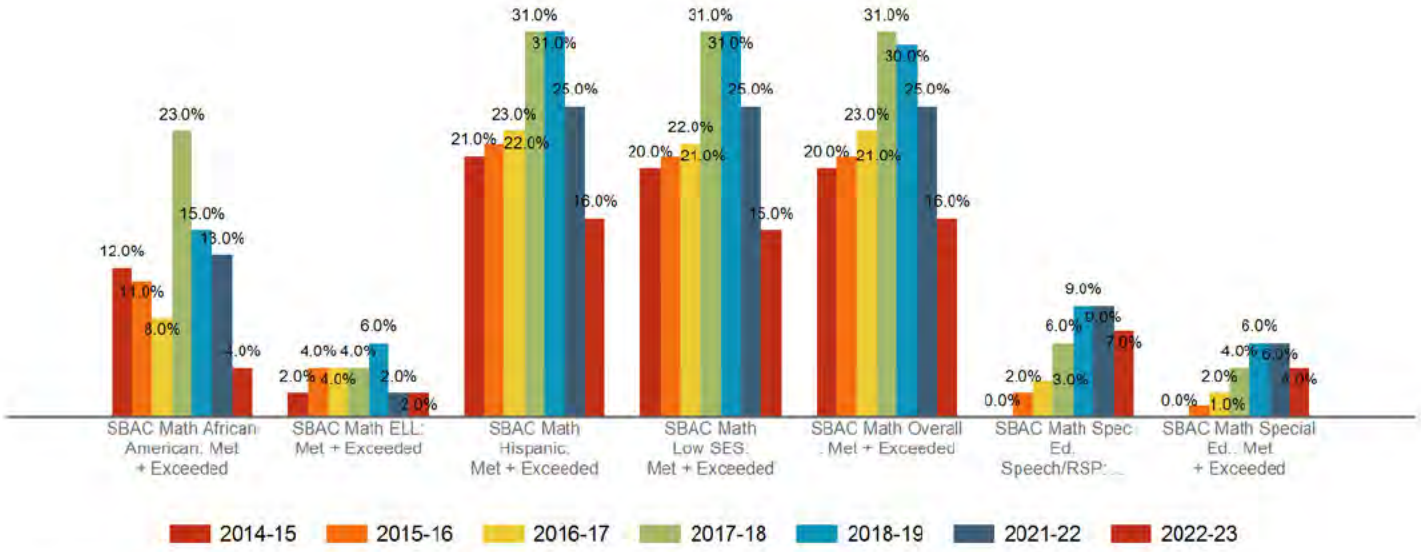
Line Number	Description	Cost	Personnel Summary
1	An ELL TOSA will assist with providing schedules for EL students, scheduling and evaluating EL College Aides, leading running small group intensive tutorials involving reading, writing, speaking and listening. Implemnet and montior interventions for EL students.		Teacher on Special Assignment (TOSA)
	Gizmos Teacher License for a single teacher and all of his/her students. Priced per teacher.(5) Teacher Licenses		Materials
	Teachers & Leadership will attend professional development trainings/release days. Teachers will meet to analyze lessons, plan units and analyze student work. Teachers will analyze colleagues' best practices. ILT, Leadership team and teachers will meet quarterly to analyze data (PDSA) and to plan next steps. Leadership team will collaborate on master schedule to ensure students are correctly placed in their intervention and support classes and have equitable access to all courses.		Substitute teacher full day
2	Assistant Principal/ Interventions Director This person will monitor student attendance, behavior, SEL, and academic interventions. The LROIX tracking system will be used and students will meet weekly to review progress on intervention goals. This person will also monitor growth in math and ELA to ensure that we increase our percent met/exceeds in both content areas. Monitoring will include weekly feedback to teachers, ensuring they are on the district pacing and using the assessments agreed on by the district and department.		Asst. Principal Middle
	Teachers will attend professional development trainings. Teachers will meet to analyze lessons, Unit Plans and student work. Teachers will analyze colleagues' best practices.		Teacher Hourly PD Stipend
Total			

SBAC Math

School Year: 22-23

Goals

Area	Description
Math Goals	Teachers will utilize small group instruction in the classroom to support students in areas of need by following the Building Thinking Classroom model for instruction. Formative and interim assessments will be used to monitor student progress in math. Students will also be provided with after school tutoring focused on developing identified skills in math. Teachers are currently participating in professional development in Building Thinking Classrooms to support higher level math thinking, problem-solving, and engagement. With ongoing professional development, there will be an increase of 5% of our students attaining Met or Exceeded on SBAC Math (to pre-pandemic target of 30% Met or Exceeded). In addition, our AA students will improve by 7.5%, from 13% to 21% met or exceeded on the SBAC Math assessment. Progress monitoring will be conducted during teacher planning and collaboration days.



Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	An ELL TOSA will assist with providing schedules for EL students, scheduling and evaluating EL College Aides, leading running small group intensive tutorials involving reading, writing, speaking and listening. Implemnet and montior interventions for EL students.		Teacher on Special Assignment (TOSA)
	Teachers & Leadership will attend professional development trainings/release days. Teachers will meet to analyze lessons, plan units and analyze student work. Teachers will analyze colleagues' best practices. ILT, Leadership team and teachers will meet quarterly to analyze data (PDSA) and to plan next steps. Leadership team will collaborate on master schedule to ensure students are correctly placed in their intervention and support classes and have equitable access to all courses.		Substitute teacher full day
2	Assistant Principal/ Interventions Director This person will monitor student attendance, behavior, SEL, and academic interventions. The LROIX tracking system will be used and students will meet weekly to review progress on intervention goals. This person will also monitor growth in math and ELA to ensure that we increase our percent met/exceeds in both content areas. Monitoring will include weekly feedback to teachers, ensuring they are on the district pacing and using the assessments agreed on by the district and department.		Asst. Principal Middle
	Teachers will attend professional development trainings. Teachers will meet to analyze lessons, Unit Plans and student work. Teachers will analyze colleagues' best practices.		Teacher Hourly PD Stipend
Total			

Mathematics Interventions

Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
15301	4	2/1/23	3/9/23	16	0.75	12
	4					**12**

School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI)

Hamilton Middle School

If ATSI, identify subgroups:

- [x] African-American
- [ ] American Indian
- [ ] Asian-American
- [x] English Learner
- [ ] Filipino
- [ ] Foster Youth
- [ ] Hispanic
- [ ] Homeless
- [ ] Pacific Islander
- [ ] Socioeconomically Disadvantaged
- [x] Students with Disabilities
- [ ] Two or More Races
- [ ] White

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC **January 23, 2024**

Signature of Principal [redacted]

Signature of SSC Chair [redacted]

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

☐ **There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.

☐ **There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.

☑ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

☐ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

The three subgroups not meeting targets are AA, EL, Students with disabilities. The interventions that were decided to target the identified subgroups are:

Disabilities: Inclusion (in gen ed electives in addition to gen ed core)
EL/AA students are targeted for Saturday School (Math); data doesn't show a large impact but will move forward with the same targeted group and ELA
CCR and Female Leadership Academy/Male Leadership Academy classes are also interventions for the targeted groups.
ENLACE-Newcomer program

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing**: The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits**: School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing**: School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing**: Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

Plan Escolar para el Logro Estudiantil Anexo 2023-2024

Apoyo y Mejora Específica Adicional (ATSI)(ATSI)

Hamilton Middle School

Para ATSI, identifique los subgrupos.

- ☑ Afroamericanos
- ☐ Indio americanos
- ☐ Asiático-americanos
- ☑ Estudiante que está aprendiendo inglés
- ☐ Filipinos
- ☐ Jóvenes en hogares de crianza
- ☐ Hispanos
- ☐ Sin hogar
- ☐ Isleños del pacífico
- ☐ Desfavorecidos socioeconómicamente
- ☑ Estudiantes con discapacidades
- ☐ Dos o más razas
- ☐ Blancos

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI , por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el SSC	**enero 23, 2024**
Firma del director	[redacted]
Firma del presidente del SSC	[redacted]

Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

☐ **No hay inequidades de recursos presentes en nuestro SPSA**. Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

☐ **Había evidencia de inequidad de recursos antes de que se aprobara el SPSA**. Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

☑ **Hay alguna evidencia de desigualdad de recursos en el SPSA actual**. Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

☐ **Hay alguna evidencia de inequidades de recursos en el SPSA actual**. Sin embargo, nuestro SSC ha determinado que los estudiantes a los que CSI / ATSI está dirigido están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

***Comentarios sobre la inequidad de recursos** (opcional)*

Los tres subgrupos que no cumplen con los objetivos son AA, EL y estudiantes con discapacidades. Las intervenciones que se decidieron dirigidas a los subgrupos identificados son:

Discapacidades: Inclusión (en asignaturas optativas de educación general además del núcleo de educación general)
Los estudiantes EL/AA están dirigidos a la escuela los sábados (Matemáticas); Los datos no muestran un gran impacto, pero avanzarán con el mismo grupo objetivo y ELA.
Las clases de CCR y de la Academia de Liderazgo Femenino/Academia de Liderazgo Masculino también son intervenciones para los grupos objetivo.
ENLACE-Programa Recién Llegados

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear "listas de vigilancia", es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación. A la luz de la pandemia de COVID-19, también se exploraron la pérdida del aprendizaje y otros problemas similares.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa, particularmente en un entorno de aprendizaje a distancia.
- Con base en la investigación y los análisis de "brechas" descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD promovió en este proceso de

toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el "rastreador de intervención" del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo**: El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases**: Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo**: Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director**: Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán "Listas de Vigilancia" que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función "escuelas a observar" permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están "en riesgo", "severamente en riesgo", "de alto riesgo" y "cautelosamente en riesgo" a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.

Hamilton Middle School - A Community Centered School
Respect - Integrity - Safety - Empathy

2023-2024 Home-School Compact

The staff and parents/guardians at Hamilton Middle School have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to the students at Hamilton, the staff, parents/guardians, and students of Hamilton Middle School agree to implement the following compact.

Hamilton Middle School Staff

● Hamilton will provide a rigorous and challenging program that addresses the needs of all student populations using the Common Core State Standards & Next Generation Science Standards curriculum.
● Hamilton school staff will be positive role models for students.
● Hamilton Middle School will involve parents/guardians in the governance of the school.
● Hamilton staff will communicate with parents/guardians on an ongoing basis regarding the academic progress of their children.
● Hamilton and LBUSD will provide adequate texts and instructional materials to all students.
● Hamilton school staff will provide activities that will enable students to participate in their education and contribute to their school and society.
● Hamilton staff will provide support for students who are absent (i.e. calls home, collaborate with Attendance Accountability Team, etc.)
● School staff will demonstrate respect for the Hamilton school community.

Hamilton Students

● Students will dress appropriately at all times by adhering to the school's uniform policy.
● Students will read at home daily for 20-30 minutes.
● Students will take materials to class daily.
● Students will follow classroom, school, and district rules and arrive at class on time.
● Students will complete all class and homework assignments.
● All cell phones and electronic devices will be turned off and concealed during the instructional time..
● Students will attend 96% of the school year to be High School Ready missing no more than 5 days within the school year.
● Hamilton students will demonstrate respect for the Hamilton school community.
● Students will check their CANVAS page daily ESPECIALLY when absent.
● Students will share the CANVAS pairing code with their parent/guardian.

Hamilton Parents/Guardians

● Hamilton parents/guardians will attend Back-to-School Night and Open House activities.
●Hamilton parents/guardians will participate in school-sponsored events, or volunteer to serve on school/district committees/councils or in the PTO and/or VIPS program whenever possible.
● Parents/guardians at Hamilton will send their children to school dressed appropriately, prepared to learn, and on time on a daily basis with provided materials.
● Parents/guardians of Hamilton students should read with their children, or ensure that students read for pleasure, at least 20 minutes each night.
● Parents/guardians at Hamilton will assist and/or supervise their children with homework assignments and sign student planners weekly indicating homework is complete and accurate.
● Parents will make every attempt to communicate with teachers frequently through CANVAS, email, telephone calls, notes, student planners, etc.
● Hamilton parents will demonstrate respect for the Hamilton school community.
● Parents will support their child's academic success by becoming active observers of CANVAS.
●Parents will refrain from contacting students via cell phone during instructional time.

Hamilton Middle School staff and parents/guardians will strive to maintain open lines of communication to ensure the student's academic achievement.

_____
Period 1 Teacher Signature and Date

_____
Parent/Guardian's Signature and Date

_____
Student's Signature and Date

Approved by SSC on October 10, 2023

Hamilton Middle School - A Community Centered School

Respect - Integrity - Safety - Empathy

2023-2024 Compacto entre Hogar-Escuela

El personal y los padres / tutores de la Secundaria Hamilton tienen altas expectativas de los estudiantes en la escuela y de ellos mismos. En un esfuerzo por brindar un programa instructivo de la más alta calidad a los estudiantes de Hamilton, el personal, los padres / tutores y los estudiantes de la Secundaria Hamilton acuerdan implementar el siguiente pacto.

Personal de Hamilton Middle School

●Hamilton proporcionará un programa riguroso y desafiante que aborde las necesidades de todas las poblaciones estudiantiles utilizando el plan de estudios de los Estándares Estatales Básicos Comunes y los Estándares Científicos de Próxima Generación.
● El personal de la escuela de Hamilton desempeñará un papel positivo
modelos para estudiantes.
● La Secundaria Hamilton involucrará a los padres/tutores en gobernar la escuela.
● El personal de Hamilton se comunicará con los padres/tutores de forma continua sobre el progreso académico de sus hijos.
● Hamilton y LBUSD proporcionarán textos y materiales educativos adecuados a todos los estudiantes.
● El personal de la escuela de Hamilton proporcionará actividades que permitirán a los estudiantes participar en su educación y contribuir a su escuela y sociedad.
● El personal de Hamilton brindará apoyo a los estudiantes que estén ausentes (es decir, llamadas a casa, colaboración con el Equipo de Responsabilidad de Asistencia, etc.)
● El personal de la escuela demostrará respeto por la comunidad escolar de Hamilton.

Hamilton Students

● Los estudiantes se vestirán apropiadamente en todo momento cumpliendo con la política de uniformes de la escuela.
● Los estudiantes leerán en casa diariamente durante 20 a 30 minutos.
● Los estudiantes llevarán materiales a clase diariamente.
● Los estudiantes seguirán las reglas del salón de clases, la escuela y el distrito y llegarán a clase a tiempo.
● Los estudiantes completarán todas las tareas de clase y en casa.
● Todos los teléfonos celulares y dispositivos electrónicos estarán apagados y ocultos durante el tiempo de instrucción.
● Los estudiantes asistirán el 96% del año escolar para estar listos para la escuela secundaria y no faltarán más de 5 días dentro del año escolar.
● Los estudiantes de Hamilton demostrarán respeto por la comunidad escolar de Hamilton.
● Los estudiantes revisarán su página CANVAS diariamente ESPECIALMENTE cuando estén ausentes.
● Los estudiantes compartirán el código de emparejamiento de CANVAS con sus padres/tutores.

Hamilton Parents/Guardians

● Los padres/tutores de Hamilton asistirán a la noche de regreso a clases y a las actividades de puertas abiertas.
●Los padres/tutores de Hamilton participarán en eventos patrocinados por la escuela o serán voluntarios para servir en comités/consejos escolares/distrito o en el programa PTO y/o VIPS siempre que sea posible.
● Los padres/tutores de Hamilton enviarán a sus hijos a la escuela vestidos apropiadamente, preparados para aprender y puntualmente todos los días con los materiales proporcionados.
● Los padres/tutores de los estudiantes de Hamilton deben leer con sus hijos, o asegurarse de que los estudiantes lean por placer, al menos 20 minutos cada noche.
● Los padres/tutores en Hamilton ayudarán y/o supervisarán a sus hijos con la tarea.
tareas y firmar las agendas de los estudiantes semanalmente indicando que la tarea está completa y es precisa.
● Los padres harán todo lo posible para comunicarse con los maestros frecuentemente a través de CANVAS, correo electrónico, llamadas telefónicas, notas, agendas estudiantiles, etc.
● Los padres de Hamilton demostrarán respeto por la comunidad escolar de Hamilton.
● Los padres apoyarán el éxito académico de sus hijos convirtiéndose en observadores activos de CANVAS.
Los padres se abstendrán de comunicarse con los estudiantes por teléfono celular durante el tiempo de instrucción.

El personal de la Secundaria Hamilton y los padres/tutores se esforzarán por mantener líneas de comunicación abiertas para garantizar el rendimiento académico del estudiante.

_____
Periodo 1 Firma de Maestro y Fecha

_____
Firma de Padres/Tutores y Fecha

_____ Firma de Alumno y Fecha

Aprobado por SSC Octubre 10, 2023

Hamilton Middle School Family Involvement Guidelines

2023-2024

As a school that receives Title I, Part A (Title I) funds, Hamilton has developed jointly with the members of the School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Hamilton's expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Hamilton agrees to implement the following requirements:

- jointly develop and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school's home-school compact as a component of its School Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II.
DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Hamilton will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA.

- Attendance at one of the district training or school site training. Topics include:
  i. Responsibilities & Roles of SSC and its members
  ii. Composition of SSCs
  iii. Budgetary considerations
  iv. Single Plan for Student Achievement
  v. Role of ELAC and other advisory committees
- Plan a meeting with SSC & ELAC members to review the previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement.
  i. Invite other families and stakeholders to attend the meeting
  ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, etc.
- At Meetings
  i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
  ii. Write or update the Family Involvement Guidelines & Home-School Compacts
  iii. Oral and written translations are made available upon request.

2. The Hamilton Staff will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:

- SSC & ELAC meeting
- School Website
- Annual Title I Meeting
- Main Office

- Back to School Night and Open House
- Parent/Guardian Meetings

3. Hamilton will update periodically its Family Involvement Guidelines to meet the changing needs of families and the school:

- At SSC and ELAC meetings
- Family information meetings
- The school site council must vote to approve the guidelines

4. Hamilton will convene an Annual Title I Public Meeting to inform families of the following:

- The requirements of Title I, how Title I funds are used at this school, and families' right to be involved.
- Hold a flexible number of meetings at varying times
- Notifications/fliers sent home in language families can understand
- The announcement was made on the school marquee, through Canvas and school messenger.

5. Hamilton will provide updated information to families about Title I programs throughout the school year:

- Section of Newsletter
- On Main Office Bulletin Board/Hamilton's webpage
- At SSC, ELAC meetings, and other family meetings (PTA/PTO/CAAP, etc.)

6. Hamilton will provide families with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Hamilton will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:

- Family workshops; Family surveys
- Principal chats
- In-school newsletters
- Back-to-School night
- Open House
- At SSC & ELAC meetings

7. Hamilton will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:

- At School site council meetings

PART III
SHARED RESPONSIBILITIES FOR HIGH-STUDENT ACADEMIC ACHIEVEMENT

1. ***Hamilton will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:***

   - District training offered for families and staff
   - Family education workshops on site
   - Family-Teacher Conferences
   - Family Workshops posted on the district website
   - DCAC, DELAC, and other district family forums/meetings
   - District website resources: click "P" for Parent University

2. ***Hamilton will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:***

   - Outlines shared responsibility of home, school, and student in academic achievement
   - Developed, discussed, and reviewed at the first SSC and ELAC meetings
   - The school site council must vote to approve the compact

3. ***Hamilton will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following:***

   - the state's academic content standards
   - the state and local academic assessments including alternate assessments

4. ***Hamilton will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by***

   - Family Workshops

5. ***Hamilton will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by***

   - Teacher/Staff In-services
   - Resource Information

6. ***The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language, the families can understand:***

- All materials/notifications sent home to families will be translated, based on demographic data.

PART IV.
DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families' capacity for involvement in the school to support

their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- training families to enhance the involvement of other families; 3
- adopting and implementing model approaches to improving family involvement;
- establishing a district-wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 of the ESEA, as families may request.

PART V.
ADOPTION

Hamilton's Family Involvement Guidelines have been developed jointly with and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on **11/28/2023** and will be in effect between 2023-2024 school year. The school will distribute the Guidelines to all families on or before **12/15/23**. Hamilton, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

[redacted] Signature of Principal

12/1/2023 Date

Revised: November 28, 2023

Pautas de Participación Familiar de la Secundaria Hamilton 2023-2024

Como escuela que recibe fondos del Título I, Parte A (Título I), Hamilton ha desarrollado junto con los miembros del Consejo Escolar y distribuido a las familias de los niños participantes, Pautas de participación escolar y familiar, que contienen información requerida por la sección 1118(b)) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen las expectativas de Hamilton para la participación familiar y describen cómo la escuela implementará una serie de actividades específicas de participación familiar. El Pacto Hogar-Escuela está incorporado a las Pautas de participación escolar y familiar.

PARTE I

Hamilton se compromete a implementar los siguientes requisitos:

- Desarrollar y distribuir conjuntamente a las familias de los niños participantes, Pautas de participación escolar familiar que la escuela y las familias de los niños participantes acuerden.

- Notificar a las familias sobre las Pautas para la participación familiar en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a las familias en un idioma que la familia pueda entender.

- Poner a disposición de la comunidad local las Directrices para la participación escolar y familiar.

- Actualizar periódicamente las Pautas de participación escolar y familiar para satisfacer las necesidades cambiantes de las familias y la escuela.

- Adoptar el pacto entre el hogar y la escuela de la escuela como un componente de sus Pautas de Participación Escolar y Familiar.

- Acepta regirse por la siguiente definición legal de participación familiar y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II.

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS PAUTAS DE PARTICIPACIÓN FAMILIAR ESCOLAR

1. Hamilton tomará las siguientes acciones para involucrar a las familias en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación escolar familiar y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118 (b) de la ESEA. .

- Asistencia a una de las capacitaciones del distrito o de la escuela. Los temas incluyen:

  i. Responsabilidades y funciones del SSC y sus miembros

  ii. Composición de SSC

  iii. Consideraciones presupuestarias

  iv. Plan Único para el Rendimiento Estudiantil

  v. Papel del ELAC y otros comités asesores

- Planifique una reunión con los miembros del SSC y ELAC para revisar las pautas del año anterior y las actividades de participación familiar descritas en el Plan Único para el Rendimiento Estudiantil.

  i. Invite a otras familias y partes interesadas a asistir a la reunión.

  ii. Anuncie en el boletín del Título I, en la noche de regreso a clases, a través de parent messenger, etc.

- Durante las Juntas

  i. Revisar el Plan Único para el Rendimiento Estudiantil y, como grupo, anotar los cambios y hacer ajustes (eliminaciones o adiciones) según sea necesario.

  ii. Redactar o actualizar las pautas de participación familiar y los pactos entre el hogar y la escuela

  iii. Traducciones orales y escritas están disponibles a pedido.

2. El personal de Hamilton tomará las siguientes medidas para distribuir a las familias y la comunidad local las Pautas de participación familiar de la escuela:

- Reunión del SSC y ELAC
- Sitio web de la escuela
- Reunión Anual de Título I
- Oficina principal
- Noche de regreso a clases y jornada de puertas abiertas
- Reuniones de padres/tutores

3. Hamilton actualizará periódicamente sus Pautas de participación familiar para satisfacer las necesidades cambiantes de las familias y la escuela:

- En las reuniones del SSC y ELAC
- Reuniones informativas familiares
- El consejo escolar debe votar para aprobar las pautas.

4. Hamilton convocará una reunión pública anual del Título I para informar a las familias lo siguiente:

- Los requisitos del Título I, cómo se utilizan los fondos del Título I en esta escuela y el derecho de las familias a participar.
- Celebrar un número flexible de reuniones en distintos momentos.
- Notificaciones/folletos enviados a casa en un idioma que las familias puedan entender.
- El anuncio se realizó en la marquesina de la escuela, a través de Canvas y school messenger.

5. Hamilton proporcionará información actualizada a las familias sobre los programas de Título I durante todo el año escolar:

- Sección de Newsletter
- Oficina principal o el tablón de anuncios de la oficina principal/la página web de Hamilton
- En reuniones del SSC, ELAC y otras reuniones familiares (PTA/PTO/CAAP, etc.)

6. Hamilton proporcionará a las familias una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. Hamilton también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos:

- Talleres familiares; Encuestas familiares

- Chats principales
- Boletines informativos en la escuela
- Noche de regreso a clases
- Casa abierta
- En las reuniones del SSC y ELAC

7. Hamilton presentará al distrito cualquier comentario familiar si el plan escolar según la sección (1114) (b) (2) no es satisfactorio para las familias de los niños participantes:

- En las reuniones del consejo escolar

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. **Hamilton desarrollará la capacidad de las escuelas y las familias para una fuerte participación familiar, con el fin de garantizar la participación efectiva de las familias y apoyar una asociación entre la escuela involucrada, las familias y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades descritas específicamente abajo:**

   - Capacitación del distrito ofrecida para familias y personal.
   - Talleres de educación familiar en el sitio.
   - Conferencias de familia y maestros
   - Talleres familiares publicados en el sitio web del distrito.
   - DCAC, DELAC y otros foros/reuniones familiares del distrito
   - Recursos del sitio web del distrito: haga clic en "P" para Universidad para padres

2. ***Hamilton incorporará el Pacto Hogar-Escuela como un componente de sus Pautas de participación escolar y familiar:***

   - Describe la responsabilidad compartida del hogar, la escuela y el estudiante en el rendimiento académico.
   - Desarrollado, discutido y revisado en las primeras reuniones del SSC y ELAC.
   - El consejo escolar debe votar para aprobar el pacto.

3. ***Hamilton, con la ayuda de su distrito, brindará asistencia a las familias de los niños atendidos por la escuela para comprender temas como los siguientes:***

   - los estándares de contenido académico del estado
   - las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas

4. ***Hamilton, con la ayuda del distrito, proporcionará materiales y capacitación para ayudar a las familias a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, según corresponda, para fomentar la participación familiar, mediante***

   - Talleres Familiares

5. ***Hamilton, con la ayuda del distrito y las familias, educará a sus maestros y demás personal sobre cómo acercarse, comunicarse y trabajar con las familias como socios iguales, mediante***

   - Servicios de maestros/personal
   - Información de recursos

6. ***La escuela, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con los programas, reuniones y otras actividades escolares y familiares se envíe a las familias de los niños participantes en un formato comprensible y en un idioma, las familias pueden entender:***

•Todos los materiales/notificaciones enviadas a las familias se traducirán en función de los datos demográficos.

PARTE IV.
COMPONENTES DE LAS PAUTAS DE PARTICIPACIÓN FAMILIAR DE LA ESCUELA DISCRECIONAL

Las Pautas para la participación escolar y familiar pueden incluir párrafos adicionales que enumeren y describan otras actividades discrecionales que la escuela, en consulta con sus familias, decida realizar para desarrollar la capacidad de participación de las familias en la escuela para apoyar el rendimiento académico de sus hijos, como las siguientes actividades discrecionales actividades enumeradas en la sección 1118(e) de ESEA:

- proporcionar la capacitación necesaria en alfabetización para las familias con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiamiento razonablemente disponibles para esa capacitación;
- formar a las familias para mejorar la participación de otras familias; 3
- adoptar e implementar enfoques modelo para mejorar la participación familiar;
- establecer un consejo asesor familiar (DCAC) en todo el distrito para brindar asesoramiento sobre todos los asuntos relacionados con la participación familiar en los programas del Título I, Parte A;
- desarrollar funciones apropiadas para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación familiar; y
- proporcionar otro apoyo razonable para las actividades de participación familiar según la sección 1118 de ESEA, según lo soliciten las familias.

PARTE V.
ADOPCIÓN

Las Pautas de participación familiar de Hamilton han sido desarrolladas conjuntamente y acordadas por familias de niños que participan en programas del Título I, Parte A. Las pautas fueron adoptadas por los miembros del Consejo Escolar del sitio el 11/28/2023 y estarán vigentes entre el año escolar 2023-2024. La escuela distribuirá las Pautas a todas las familias el 12/15/23 o antes. Hamilton, cuando sea posible, proporcionará una copia de estas pautas a las familias en un idioma que la familia pueda entender.

[redacted] Firma del Director

12/1/2023 Fecha

Revised: 11/28/2023