School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hamilton Elementary School	19-64881-6021612	May, 25, 2022	June 23, 2022

Purpose and Description

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

X Schoolwide Program

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

Hamilton is meeting Every Student Succeeds Act (ESSA) requirements by using our dashboard indicators to monitor and set goals for student achievement and school quality. The California state indicators include student engagement and achievement, as well as school climate.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents and community members have the opportunity to be involved in the school by attending monthly Coffee with the Principal, English Language Advisory Committee (ELAC), and School Site Council (SSC) to provide input SPSA and how the funds are allocated. Instructional Leadership Team (ILT) also provide input during their monthly meetings. Teachers provide input by reviewing and updating SPSA during "A" Monday staff meetings throughout the school year.

Resource Inequities

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

N/A

School Vision and Mission

Hamilton Mission Statement

As a team of teachers, staff, parents, and community members, our educational philosophy is embedded in all we do.

Our Mission is:
Hamilton Elementary nurtures, inspires, and challenges our students to become confident, creative, and successful leaders of tomorrow.

Alexander Hamilton is a highly recognized school for the many commendations it has received including: 2022 California Pivotal Practice Award, 2020 Top Los Angeles County Public School, California Distinguished School 2018, California Gold Ribbon 2016, California Business for Academic Excellence Honor Roll School (2008, 2009, 2010,2012 & 2013) and STEM 2012 award winner, National Blue Ribbon School of Excellence (2009), California Distinguished School (2008), Title One Academic Achievement Award (2004, 2009, 2010, 2012). We contribute this success to our strong commitment to academic achievement through our guiding belief that all students can learn and reach their highest potential in life. At Hamilton Elementary School every student has access to a comprehensive, challenging and balanced curriculum.
Our goal is to work with parents and students to implement our academic and social emotional curriculum with fidelity. We feel by working together as a community with all stakeholders, Hamilton will continue to thrive and we will produce students capable of being successful in the 21st Century. We will educate all students to become creative problem solvers and lifelong learners by engaging them in hand-on explorations in a safe and healthy environment. Our goal is to cultivate each child's love of learning through artistic, imaginative, and academic avenues. We actively teach our children to embrace the wonder of the world in which they live while striving to create confident and capable students with integrity and a sense of social responsibility. We believe that it is our cumulative responsibility to provide a strong academic foundation and guidance in developing strong leadership and citizenship skills in our students.

The goal of Hamilton is to ensure through rigorous and differentiated instruction, we will meet or exceed the criteria set by the State of California and work toward closing the achievement gap for all subgroups.

School Profile

School Profile Description 2021-2022

Alexander Hamilton Elementary School, located on the southern edge of Pasadena, is one of 13 elementary schools in the Pasadena Unified School District. Hamilton is a neighborhood school with approximately 508 students enrolled in grades K-5 and 27 Pre-School students. Approximately 53.83% of Hamilton students qualify for free and reduced lunch. Hamilton enrollment has shown a decline in all sub populations. Students come to Hamilton from both neighborhood and open enrollment. Our diverse student body reflects the following significant demographic groups:

African American 6.3%
White 26%
Hispanic 42.2%
Asian 15.5%
Two or More Races: 8.8%
English Learners: 11.6
Socioeconomically Disadvantaged: 53.83%

Hamilton school provides the following staff:

1 Pre-School teacher and 4 Pre-School assistants
21 Regular Education Teachers (Grades K-5)
2 Special Day Class Teachers (Grades 1-3 and Grades 4-5)
1 Resource Specialist Program Teacher
1 Instructional Coach (Teacher)
1 Computer Resource Teacher
1 Speech Teacher
1 School Psychologist
1 50% Librarian
1 20% Nurse
1 80% Health Clerk
1 Office Manager
1 75% Clerk/Typist
1 Cafeteria Manager and 2 assistants
1 Head Custodian and 2 Evening Custodians
3 Special Education Classroom Instructional Aides
2 Therapists through Foothill Family Services
Adventure Club (Pasadena City) After School Program
LEARNs After School Program
1 Principal

Hamilton Elementary contains the following:

1-Pre Kindergarten (A.M./P.M classes)
4- Kindergarten Classes
3-First Grade Classes
4-Second Grade Classes
3-Third Grade Classes
3-Fourth Grade Classes
3-Fifth Grade Classes
1- 1-3 SDC Class
1-4-5 SDC Class

Technology is a critical component in the education of Hamilton students. It is especially important as we teach the Common Core Standards. Our full-time, credentialed Computer Teacher instructs all students in grades K-5 for, at minimum, 60 minutes 3-5th and 45 min K-2. In our computer lab, students have the opportunity to expand their knowledge of the core curriculum in project-based learning and computer skills following the state technology and curriculum standards for each grade level. Computer programming, word processing, robotics and podcasting are just of few of the projects that the students work on throughout the school year. Our computer lab contains seven 3-D printers, which students use to create items they can use. Chromebooks are available for students to use in every classroom, which is approximately one to one student ratio.

In addition, all students visit the library. A library coordinator works with the students to expose them to rich literature, as well as teaching them the skills necessary to use the resources available to them in the library. During the library period students are exposed to award-winning literature, library skills and accessing resources. In addition, students may check out books from the library to support their core curriculum or for pleasure reading. Through our Birthday Book Club, books are added regularly through parent donations to enhance our wide variety of genres. Book Fairs are held once during the school year to provide the students with opportunities to increase their home libraries and PTA donates books to classroom libraries to provide rich literature and expository texts to our students.

Hamilton students have access to a variety of community resources. PTA, local libraries, art galleries (Armory, Southwest Museum, Norton Simon, and Huntington). as well as, museums (CA Science Center, Natural History Museum, La Brea Tar Pits, Cabrillo Beach), music centers (Orange County Opera Guild, Pasadena Philharmonic, California Jazz Institute), mental health facilities (Foothill Family Services), California Institute of Technology, Pasadena City College and various others are resources are available to assist all our students.   Through the PTA and our room parents, the school community works together to promote student achievement and to support the positive climate evident at Hamilton School. In addition to the PTA, Hamilton has formed an Annual Fund Committee to raise money to provide financial support for technology and library coordinator positions. Our Annual Fund sets a fundraising goal each year and strives to increase donations from both families and our community.

Teachers and staff utilize a number of assessments to guide and adjust instruction in order to improve student achievement. This data is entered into a computer data system. Graphs and data reported are used to guide future instructional practices. This information is shared with grade level teams and parents during conferences, staff meetings and Student Study Team Meetings. In addition, alternating Mondays are utilized for a variety of staff development needs. An Intervention Program (RTI) delivered by the Instructional Coach and intervention teacher provide the students with differentiated instruction based on their individual needs. This intervention program is designed to provide support in both English Language Arts and in Mathematics. In addition, before school intervention is provided to help with the struggling students as well as accelerating learning through i-Ready. The creation and implementation of vertical data teams in the three core curricular areas (English Language Arts, Mathematics and Science) assist us in continually monitoring progress toward our goals. Programs used to monitor student growth and differentiate instruction such as i-Ready and other supplemental programs are used to support student learning. Teachers frequently work in grade level teams to generate intervention and acceleration strategies for meeting the needs of all learners. The computer lab teacher assists with generating charts and graphs for the data teams to align instruction to meet student needs. Teachers collaborate on a consistent, on-going basis to plan instruction and implement best practices. Classroom teachers are assisted by our instructional coach to support differentiated instruction to meet the needs of all students. All staff members, teachers, volunteers, and LEARNs staff regularly implement programs that support our regular instruction and utilize school resources to help students meet and exceed grade level standards. Examples of these programs include one-to-one tutoring, small group instruction, LEARNs program, intervention, Theatre, Armory Arts, computer lab and library. Advanced students work in a small group on special projects while under the direction of the classroom teacher, resource teacher, and computer lab teacher.

Our focus is to continue strong instruction in all curricular areas and to meet the needs of all our student subgroups while incorporating the Common Core Standards, Response to Intervention Academic and Behavioral and Project Based Learning.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0%	%	0	0	
African American	8.89%	7.3%	6.90%	49	39	35
Asian	14.34%	13.5%	11.64%	79	72	59
Filipino	3.45%	3.7%	2.56%	19	20	13
Hispanic/Latino	41.2%	43.2%	43.00%	227	231	218
Pacific Islander	0.18%	0.4%	%	1	2	
White	26.32%	25.1%	25.25%	145	134	128
Multiple/No Response	5.26%	6.4%	9.66%	29	34	49
			Total Enrollment	551	535	507

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	86	66	92
Grade 1	90	95	78
Grade 2	102	85	90
Grade3	94	106	77
Grade 4	95	92	90
Grade 5	84	91	80
Grade 6	n/a	n/a	
Grade 7	n/a	n/a	
Grade 8	n/a	n/a	
Grade 9	n/a	n/a	
Grade 10	n/a	n/a	
Grade 11	n/a	n/a	
Grade 12	n/a	n/a	
Total Enrollment	551	535	507

Conclusions based on this data:

1. 2021-22 Hispanic/Latino student group has decreased approximately 1%: 2021-22: 240 Students/42%

2. 2021-22 African American student group has declined to 6.3% (2021-2022: 35 students)

3. 2021-22 There has been a decrease in the Asian student group (2021-2022: 59 students).

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	73	60	66	13.2%	11.2%	11.6
Fluent English Proficient (FEP)	88	82	47	16.0%	15.3%	10.8
Reclassified Fluent English Proficient (RFEP)	14	12	29	18.2%	16.4%	17.5

Conclusions based on this data:

1. There has been a slight increase in the English Learner student group enrolled at Hamilton from .11.2% (2021-2022; 60 students) to 11.6% (2021-2022; 66 students).

2. There has been a 4.5% decrease in the Fluent English Proficient (FEP) student group enrolled at Hamilton from 15.3% (2021-2022; 82 students) to 10.8% (2021-2022; 47 students).

3. There has been a 1.1% increase in the Reclassified Fluent English Proficient (RFEP) student group enrolled at Hamilton from 16.4% (2021-2022; 12 students) to 17.5% (2021-2022; 29 students).

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	100	104		97	N/A		97	N/A		97	N/A	
Grade 4	90	92		90	N/A		90	N/A		100	N/A	
Grade 5	78	88		78	N/A		78	N/A		100	N/A	
Grade 11												
All Grades	268	284		265	0		265	0		98.9	0.0	

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2481.	N/A		54.64	N/A		16.49	N/A		13.40	N/A		15.46	N/A	
Grade 4	2518.	N/A		54.44	N/A		12.22	N/A		15.56	N/A		17.78	N/A	
Grade 5	2547.	N/A		39.74	N/A		32.05	N/A		11.54	N/A		16.67	N/A	
Grade 11															
All Grades	N/A	N/A	N/A	50.19			19.62			13.58			16.60		

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	48.45	N/A		36.08	N/A		15.46	N/A	
Grade 4	48.89	N/A		33.33	N/A		17.78	N/A	
Grade 5	46.15	N/A		37.18	N/A		16.67	N/A	
Grade 11									
All Grades	47.92			35.47			16.60		

2019-20 Data:
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Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	45.36	N/A		39.18	N/A		15.46	N/A	
Grade 4	44.44	N/A		45.56	N/A		10.00	N/A	
Grade 5	46.15	N/A		37.18	N/A		16.67	N/A	
Grade 11									
All Grades	45.28			40.75			13.96		

2019-20 Data:
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Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	38.14	N/A		55.67	N/A		6.19	N/A	
Grade 4	35.56	N/A		56.67	N/A		7.78	N/A	
Grade 5	33.33	N/A		52.56	N/A		14.10	N/A	
Grade 11									
All Grades	35.85			55.09			9.06		

2019-20 Data:
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Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	48.45	N/A		35.05	N/A		16.49	N/A	
Grade 4	41.11	N/A		41.11	N/A		17.78	N/A	
Grade 5	47.44	N/A		34.62	N/A		17.95	N/A	
Grade 11									
All Grades	45.66			36.98			17.36		

2019-20 Data:
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Conclusions based on this data:

1. Due to school closures, CAASPP was cancelled/postponed for the 2019-2020 school year.

2. Due to school Closures, CAASPP was cancelled/postponed for the 2020-2021 school year

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	100	104		97	0		97	0		97	0.0	
Grade 4	90	92		90	0		90	0		100	0.0	
Grade 5	78	88		78	0		78	0		100	0.0	
Grade 11												
All Grades	268	284		265	0		265	0		98.9	0.0	

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2462.	N/A		42.27	N/A		22.68	N/A		14.43	N/A		20.62	N/A	
Grade 4	2495.	N/A		32.22	N/A		24.44	N/A		28.89	N/A		14.44	N/A	
Grade 5	2521.	N/A		32.05	N/A		20.51	N/A		23.08	N/A		24.36	N/A	
Grade 11															
All Grades	N/A	N/A	N/A	35.85			22.64			21.89			19.62		

2019-20 Data:
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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	46.39	N/A		28.87	N/A		24.74	N/A	
Grade 4	35.56	N/A		36.67	N/A		27.78	N/A	
Grade 5	37.18	N/A		25.64	N/A		37.18	N/A	
Grade 11									
All Grades	40.00			30.57			29.43		

2019-20 Data:
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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	43.30	N/A		40.21	N/A		16.49	N/A	
Grade 4	33.33	N/A		46.67	N/A		20.00	N/A	
Grade 5	30.77	N/A		42.31	N/A		26.92	N/A	
Grade 11									
All Grades	36.23			43.02			20.75		

2019-20 Data:
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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	51.55	N/A		34.02	N/A		14.43	N/A	
Grade 4	34.44	N/A		48.89	N/A		16.67	N/A	
Grade 5	37.18	N/A		33.33	N/A		29.49	N/A	
Grade 11									
All Grades	41.51			38.87			19.62		

2019-20 Data:
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Conclusions based on this data:

1. Due to school Closures, CAASPP was cancelled/postponed for the 2019-2020 school year

2. Due to school Closures, CAASPP was cancelled/postponed for the 2020-2021 school year

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1481.8	*		1459.8	*		1532.7	*		13	8	
1	*	1458.3		*	1475.7		*	1440.3		10	19	
2	*	*		*	*		*	*		8	7	
3	1481.4	1489.8		1493.8	1499.8		1468.5	1479.3		14	13	
4	*	*		*	*		*	*		9	8	
5	*	1515.9		*	1541.3		*	1490.1		5	11	
All Grades										59	66	

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	53.85	*		15.38	*		15.38	*		15.38	*		13	*	
1	*	21.05		*	26.32		*	42.11		*	10.53		*	19	
2	*	*		*	*		*	*		*	*		*	*	
3	14.29	7.69		28.57	53.85		28.57	30.77		28.57	7.69		14	13	
4	*	*		*	*		*	*		*	*		*	*	
5	*	18.18		*	27.27		*	27.27		*	27.27		*	11	
All Grades	22.03	18.18		25.42	31.82		23.73	34.85		28.81	15.15		59	66	

2019-20 Data:
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Oral Language Percentage of Students at Each Performance Level for All Students																	
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	46.15	*		30.77	*		7.69	*		15.38	*		13	*	
1	*	26.32		*	47.37		*	26.32		*	0.00		*	19	
2	*	*		*	*		*	*		*	*		*	*	
3	35.71	53.85		35.71	23.08		14.29	7.69		14.29	15.38		14	13	
4	*	*		*	*		*	*		*	*		*	*	
5	*	45.45		*	36.36		*	18.18		*	0.00		*	11	
All Grades	38.98	34.85		25.42	39.39		15.25	19.70		20.34	6.06		59	66	

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

Written Language Percentage of Students at Each Performance Level for All Students																	
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	61.54	*		7.69	*		15.38	*		15.38	*		13	*	
1	*	10.53		*	26.32		*	31.58		*	31.58		*	19	
2	*	*		*	*		*	*		*	*		*	*	
3	0.00	0.00		14.29	15.38		42.86	46.15		42.86	38.46		14	13	
4	*	*		*	*		*	*		*	*		*	*	
5	*	18.18		*	0.00		*	45.45		*	36.36		*	11	
All Grades	16.95	12.12		11.86	15.15		32.20	37.88		38.98	34.85		59	66	

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

Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	53.85	*		30.77	*		15.38	*		13	*	
1	*	42.11		*	57.89		*	0.00		*	19	
2	*	*		*	*		*	*		*	*	
3	21.43	30.77		50.00	46.15		28.57	23.08		14	13	
4	*	*		*	*		*	*		*	*	
5	*	36.36		*	54.55		*	9.09		*	11	
All Grades	37.29	36.92		35.59	53.85		27.12	9.23		59	65	

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	46.15	*		38.46	*		15.38	*		13	*	
1	*	31.58		*	63.16		*	5.26		*	19	
2	*	*		*	*		*	*		*	*	
3	50.00	69.23		42.86	15.38		7.14	15.38		14	13	
4	*	*		*	*		*	*		*	*	
5	*	72.73		*	27.27		*	0.00		*	11	
All Grades	38.98	46.97		42.37	43.94		18.64	9.09		59	66	

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

Reading Domain — Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	53.85	*		23.08	*		23.08	*		13	*	
1	*	21.05		*	52.63		*	26.32		*	19	
2	*	*		*	*		*	*		*	*	
3	0.00	0.00		57.14	61.54		42.86	38.46		14	13	
4	*	*		*	*		*	*		*	*	
5	*	18.18		*	45.45		*	36.36		*	11	
All Grades	18.64	16.92		40.68	52.31		40.68	30.77		59	65	

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

Writing Domain — Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	61.54	*		30.77	*		7.69	*		13	*	
1	*	10.53		*	52.63		*	36.84		*	19	
2	*	*		*	*		*	*		*	*	
3	14.29	0.00		50.00	58.33		35.71	41.67		14	12	
4	*	*		*	*		*	*		*	*	
5	*	0.00		*	54.55		*	45.45		*	11	
All Grades	22.03	9.23		42.37	52.31		35.59	38.46		59	65	

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

Conclusions based on this data:

1. *Due to school closures ELPAC was canceled during the Spring of 2020 therefore the goal that was setup prior will not be able to be measured.

   Overall language performance as measured by the 2020-2021 ELPAC ; ***% performed at a Level*** and ***% at a Level 3.

2. Listening- ***% performed at well developed or somewhat/moderately.

3. Speaking-***% performed at well developed or somewhat/moderately.

School and Student Performance Data
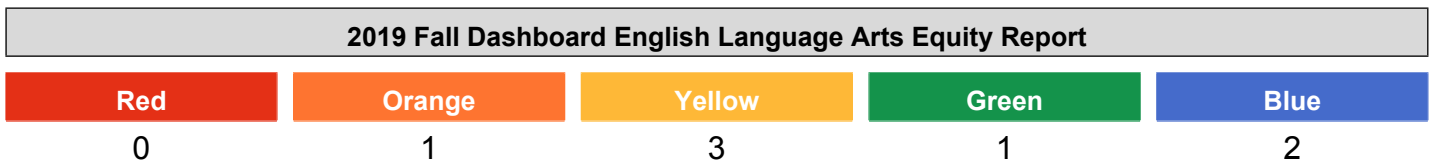
Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
535	**53.8**	**11.2**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	60	11.2
Foster Youth	1	0.2
Homeless	14	2.6
Socioeconomically Disadvantaged	288	53.8
Students with Disabilities	57	10.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	39	7.3
American Indian or Alaska Native		
Asian	72	13.5
Filipino	20	3.7
Hispanic	231	43.2
Two or More Races	34	6.4
Native Hawaiian or Pacific Islander	2	0.4
White	134	25.0

Conclusions based on this data:

1. 2020-2021 Enrollment for student groups are: English Learners (60)11.21%; Foster Youth (1) 0.19%;   Homeless (14) 2.62%;   SED (288) 53.88%;   SWD (57) 10.65%

2. 2020-2021 Enrollment by ethnicity: Hispanic (231) 43.18%; White (134) 25.05%; Asian (72) 13.46%; African American (39) 7.29%; Two or More Races (34) 6.36%; Filipino (20) 3.74%.

3. The total enrollment of students in 2020-21 has declined by 70. All student groups by ethnicity showed a decline in enrollment. Increases were found in: Homeless (+1.42%) and Foster Youth (+10.7%).

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Blue	**Graduation Rate**	**Suspension Rate** Blue
Mathematics Green	**Chronic Absenteeism** Yellow	
English Learner Progress		
College/Career		

Conclusions based on this data:

1. CAASPP was cancelled due to school closure for 2020-2021

School and Student Performance Data

Academic Performance
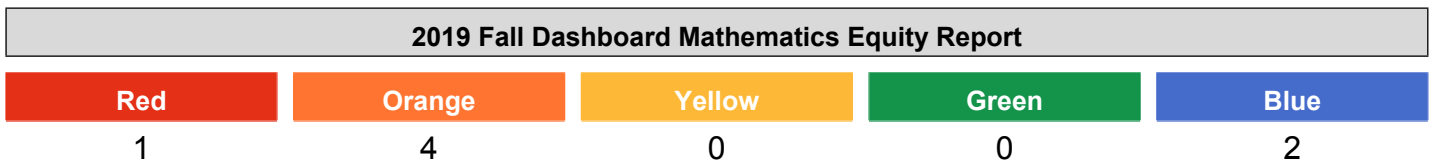## English Language Arts

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	1	2

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Orange	No Performance Color
49.2 points above standard	25.9 points below standard	0 Students
Increased ++9 points	Declined Significantly -46.8 points	
262	53	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	4.4 points above standard	67.7 points below standard
	Declined -3 points	Increased ++5.3 points
5	127	36

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Green	No Performance Color	Blue	No Performance Color
18.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	109.1 points above standard	80.1 points above standard
Increased ++10.5 points	1	Increased Significantly ++36.2 points	14
34		31	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Blue
3.2 points above standard	131.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	91.5 points above standard
Declined -4.4 points	Increased Significantly ++26.2 points	2	Increased Significantly ++15.1 points
110	13		57

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
75.9 points below standard	15.6 points above standard	66.6 points above standard
24	Declined Significantly -37.6 points	Increased Significantly ++23.7 points
	29	181

Conclusions based on this data:

1. *Due to school closures CAASPP was canceled during the Spring of 2020 therefore the goal that was setup prior will not be able to be measured.

   Performance of State measures, using comparable statewide data, is represented by one of five colors ("red" being lowest performing and "blue" being highest).
   Hispanic Students decreased (4.4 points), performance status is currently in the yellow range. Teachers will continue to provide necessary supports and accommodations to meet need of these students.

2. There was a increase in performance of 10.5 points in our African American students (34). Teachers will continue to support the students based on multiple sources of data (IRI, district assessments, classroom assessments)

3. Reclassified English Learner (RFEP) students declined significantly (-37.6) points. Teachers need to continue to monitor EL students for 2 years after reclassification to provide proper supports in the classroom.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	0	2

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	
12.7 points above standard	41.7 points below standard	
Declined -5.8 points	Declined Significantly -51.4 points	
262	53	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	30.8 points below standard	97.1 points below standard
	Declined Significantly -20 points	Declined Significantly -20.9 points
5	127	36

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Blue	No Performance Color
43.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	107 points above standard	43.1 points above standard
Declined -9.7 points	1	Increased Significantly ++23.3 points	14
34		31	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
30 points below standard	76.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	50.5 points above standard
Declined Significantly -19.4 points	Increased Significantly ++25.1 points	2	Maintained ++1.1 points
110	13		57

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
91.4 points below standard	0.6 points below standard	21.8 points above standard
24	Declined Significantly -40 points	Increased ++5.4 points
	29	181

Conclusions based on this data:

1. *Due to school closures CAASPP was canceled during the Spring of 2020 therefore the goal that was setup prior will not be able to be measured.

Performance of State measures, using comparable statewide data, is represented by one of five colors ("red" being lowest performing and "blue" being highest).
ALL students declined (5.8 points) and are currently 12.7 points above standard. Teachers will continue to use iReady diagnostic data to differentiate and drive instruction.

2. Reclassified Fluent English Proficient (RFEP) students (29 students) showed an significant decrease of 40 points in Math. Teachers will continue to target and provide support to all RFEP students in Math through specified i-ready assignments and targeted intervention.

3. English Learners declined significantly (-51.4), 41.7 below standard (53 students tested)

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
42.9 making progress towards English language proficiency
Number of EL Students: 42
Performance Level: Low
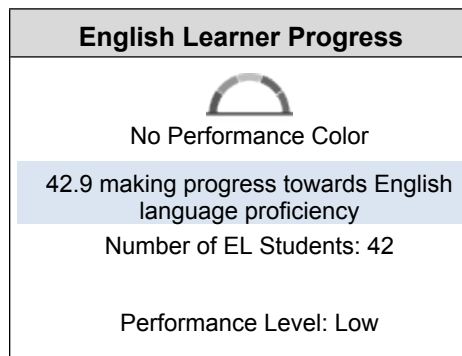
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
16.6	40.4	2.3	40.4

Conclusions based on this data:

1. *Due to school closures ELPAC was canceled during the Spring of 2020 therefore the goal that was setup prior will not be able to be measured.

   Performance of State measures, using comparable statewide data, is represented by one of five colors ("red" being lowest performing and "blue" being highest).
   17 English Learners (EL's) maintained ELPI Levels as measured by the ELPAC.

2. 7 EL's decreased one ELPI Level as measured by the ELPAC.

3. 17 of the EL's progressed at least one ELPI level as measured by the ELPAC.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. n/a

2. n/a

3. n/a

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	3	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
6.4	9	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2	Declined -2.3	4
612	78	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
58.3	11.7	12.7
Increased +29.8	Increased +1.6	Increased +1.5
12	274	79

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	No Performance Color
12.7	Less than 11 Students - Data Not Displayed for Privacy	3.5	4.5
Increased +2.1		Declined -1.3	Maintained +0.2
	1		
63		86	22
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Blue
10	2.7	Less than 11 Students - Data Not Displayed for Privacy	0.7
Increased +2	Declined -0.6		Declined Significantly -3.9
		2	
251	37		150

Conclusions based on this data:

1. Performance of State measures, using comparable statewide data, is represented by one of five colors ("red" being lowest performing and "blue" being highest).
Chronically absent students maintained at -0.2 (6.4% students were chronically absent).

2. Chronically absent English Learners (EL's) decreased -2.3% (9 English Learner students were chronically absent).

3. Chronically absent Students with Disabilities (SWD) increased 1.5% (12.7% Students with Disabilities were chronically absent).

School and Student Performance Data

Academic Engagement
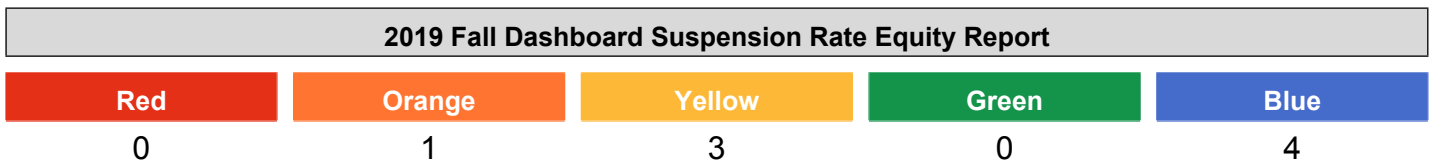## Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. n/a

2. n/a

3. n/a

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	0	4

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Yellow	No Performance Color
0.3	1.3	Less than 11 Students - Data Not 4
Maintained 0	Maintained -0.2	
620	78	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
0	0.7	2.5
Maintained 0	Increased +0.4	Increased +2.5
12	275	80

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue	No Performance Color	Blue	No Performance Color
0	Less than 11 Students - Data 1	0	0
Declined -1.4		Maintained 0	Maintained 0
63		87	22

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Blue	No Performance Color	Blue
0.8	0	Less than 11 Students - Data 2	0
Increased +0.8	Maintained 0		Declined -0.6
254	37		154

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	0.3

Conclusions based on this data:

1. Staff will continue to use positive, proactive, and responsive classroom behavior intervention and support strategies to prevent suspensions

2. Suspension rates maintained compared to the previous year (0.3%).

3. There has been an increase in suspension rates with Hispanic Students (.8%) and a decline for African American students (-1.4%).

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 1

Increase the cumulative percentage of all students meeting or exceeding standards in MATH. Improve student performance in the area of Math performance for the African American subgroup.

Identified Need

Overall student performance in Math on the 2021-2022 iReady by Grade Level: (See Baseline/Actual Outcomes below)

Support students to engage in grade-level content with just-in-time supports as needed.

We need to narrow this achievement gap in Math, improve and ensure high quality outcomes for all students.
We need to narrow this achievement gap in Math and improve outcomes for the African American subgroup.

The achievement gap is the persistent disparity in academic achievement between minority and disadvantaged students and their white counterparts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Data	Mismatched grade level: DIAGNOSTIC 1 10 student scores are categorized as Level 0 in the 1st grade (13% of all student scores in this grade level) 25 student scores are categorized as Level 1 in the 2nd grade (28% of all student scores in this grade level) 37 student scores are categorized as Level 2 in the 3rd grade (50% of all student scores in this grade level)	All students performing at or above grade level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	34 student scores are categorized as Level 3 in the 4th grade (47% of all student scores in this grade level) 18 student scores are categorized as Level 4 in the 5th grade (24% of all student scores in this grade level) Mismatched grade level: DIAGNOSTIC 2 4 student scores are categorized as Level 0 in the 1st grade (8% improvement from Diag1) 16 student scores are categorized as Level 1 in the 2nd grade (10% improvement from Diag1) 22 student scores are categorized as Level 2 in the 3rd grade (20% improvement from Diag1) 27 student scores are categorized as Level 3 in the 4th grade (10% improvement from Diag1) 24 student scores are categorized as Level 4 in the 5th grade (12% improvement from Diag1)	
iReady Diagnostic Data	iReady Diagnostic 2 Results show: Schoolwide: 54% of students are One grade level or more below grade level Kindergarten: 55% of students are One grade level or more below grade level	School-wide for the 2022-2023 schoolyear: Decrease of 10% to 44% of all students One grade level or more below grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1st grade: 59% of students are One grade level or more below grade level 2nd grade: 51% of students are One grade level or more below grade level 3rd grade: 42% of students are One grade level or more below grade level 4th grade: 59% of students are One grade level or more below grade level 5th grade: 56% of students are One grade level or more below grade level African American: 1st grade (7 students): 2 students On or above grade level/ 5 students one or more grade levels below 2nd grade (9 students): 3 students On or above grade level/ 6 students one or more grade levels below 3rd grade (15 students): 7 students On or above grade level/ 8 students one or more grade levels below 4th grade (4 students): 1 students On or above grade level/ 3 students one or more grade levels below 5th grade (8 students): 4 students On or above grade level/ 4 students one or more grade levels below African American SCHOOLWIDE (44 tested)	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	14 students On or above grade level/ 30 students one or more grade levels below	
iReady Diagnostic Data	AT OR ABOVE PERCENTAGE PLACEMENT BY GRADE LEVEL (DIAGNOSTIC 1) 100% of Kindergarten students that are performing at or above placement level 16% of 1st grade students that are performing at or above placement level 23% of 2nd grade students that are performing at or above placement level 28% of 3rd grade students that are performing at or above placement level 30% of 4th grade students that are performing at or above placement level 36% of 5th grade students that are performing at or above placement level AT OR ABOVE PERCENTAGE PLACEMENT BY GRADE LEVEL (DIAGNOSTIC 2) 100% of Kindergarten students that are performing at or above placement level 49% of 1st grade students that are performing at or above placement level 64.2% of 2nd grade students that are performing at or above placement level 58% of 3rd grade students that are performing at or above placement level 44% of 4th grade students that are performing at or above placement level 44% of 5th grade students that are performing at or above placement level	All students performing at or above grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

The Strategy/Activity will serve ALL students including subgroups identified above.

Strategy/Activity

Professional Learning Communities (PLC's)
* Instructional Round team
*Instructional Leadership Team (ILT)
*Grade level collaboration; Vertical alignment across grade levels.
All PLCs will be driven by Common Core State Standards and district priorities.
Staff will work in Professional Learning Communities to plan instructional based on Common Core State Standards, use interim and common formative assessments to monitor student progress. The data will be analyzed and used to adjust instruction and pacing.
Focus strategies include common formative assessments, student talk, check for understanding, and spaced practice.
Staff will receive release time as needed.
Teachers (K-5) will use i-ready math (or district approved curriculum) which includes opportunities with daily practice on each grade level standard and opportunity to practice applying standards into real- life application.

Instructional coach to provide support and to monitor students, Provide coaching to teachers.

Performing Arts (songs)
Teach through multiple modalities
Kinesthetic approach to counting through songs.
Teach various addition and subtraction math strategies as opposed to memorization.
Daily review mini-lessons.
Daily fact practice, games to reinforce skills, Xtra Math, 99 Math, SumDog and Prodigy to reinforce skills in a different way, test weekly, spiral quiz once a month, build math vocabulary - have a vocabulary wall

PD/ Conferences Building instructional strategies for academic achievement for students who are at risk of not meeting challenging state standards.

**$18,934 Project Aide will provide additional classroom support as needed (Title I)

**$26,842 Computer Lab (20% of salary)
**$4,808 Travel and Conferences
**$1,245- Materials and Supplies (Parent Involvement)

**$3,787- Breakfast Aide
**$13,579 Materials and Supplies

**$4,000- Equipment

**Teacher sub for IEP's- $9,750
**Certificated Sub hourly -$6,978 (Pull-out intervention)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
18934	LCFF - Supplemental and Concentration (S/C)
18934	Title I
18934	Title I
9750	LCFF - Supplemental and Concentration (S/C)
26842	Title I
4808	Title I
13579	LCFF - Supplemental and Concentration (S/C)
4000	LCFF - Supplemental and Concentration (S/C)
3787	LCFF - Supplemental and Concentration (S/C)
1245	Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

The Strategy/Activity will serve ALL students

Strategy/Activity

Benchmark incentives for fact fluency will be provided by teachers to promote the growth of basic skills i.e fishy facts, ice cream scoops)
K-Base 10, doubles
1st- Base 10, doubles
2nd- doubles
3rd-Mastered addition
4th –Mastered multiplication & automaticity
5th-Mastered double digit multiplication & automaticity

**$18,934 Project Aide will provide additional classroom support as needed (Title I)

I-Ready individual lessons (45-60 minutes per week)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

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

The Strategy/Activity will serve ALL students

Strategy/Activity

Teachers will use Common Core lessons to address the Common Core Standards.

In addition, they will continue to use differentiated instruction, assessing students to determine target groups for reteaching, utilizing a variety of data to help students achieve 80% mastery.

Continued use of Chromebooks and Technology for mathematical enrichment.

Flexible Intervention Groups for students who need more support with grade level proficiency on standards.

Teachers will attend one professional development each semester from our instructional coach and teacher leadership team to learn about additional ways to provide their students with the ability to apply standards for mathematical practice. In addition, 3rd grade and up will work on multiple ways to solve a problem :
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for an express regularity in repeated reasoning,

Students need to communicate in writing mathematical procedures (i.e. steps of multiplication, reason for left over in a division, etc.)

**$18,934 Project Aide will provide additional classroom support as needed (LCAP)

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

Amount(s)   Source(s)

Strategy/Activity 4

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

The Strategy/Activity will serve ALL students

Strategy/Activity

Teachers will include these practices 80% of the time as they plan collaboratively and instruct on their math to ensure procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately with the inclination to see mathematics as sensible, useful, and worthwhile).

Hamilton teachers will meet collaboratively in grade levels bi- weekly to analyze data from assessments and classwork and use the results to support consistency of instruction and targeted plans for differentiated instruction (K-5) (Academic Plan)

Students will be required to take math assessments per unit with the goal of 80% advanced or proficient by May, 2023.

Teachers will measure fact fluency (Kinder-Counting and Cardinality) with teacher created tests, timed tests, and/or quizzes to monitor to acquisition and speed/fluency of basic fact skills.

Students' use of data notebooks to record personal and academic goals, and monitor progress toward them.

Weekly iReady Challenge.

If 22-23 carryover then:
** Additional hourly supplemental for teachers and staff i.e. afterschool intervention, tutoring, before school enrichment.

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Overall we experienced an increase from Window 1 to Window 2 for grades K-4. We saw a slight decrease in scores for 5th grade between Window 1 and Window 2. We implemented the

strategies from the iReady trainings and administered interim assessments. Math help was available throughout the year. Implementing an increased focus on Mathematics instruction and improving vertical teaming to improve overall instructional effectiveness.

K: W1 394.60 to W2 400.15 + 5.55
1:      398.86   414.63 +15.77
2:      429.29   440.09 +10.80
3:      437.63   447.69 +10.06
4:      455.81   466.16 +10.35
5:      476.02   475.89 - 0.13

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

Many scheduled teacher conferences were cancelled due to Covid-19 (i.e. CAG 2022).

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

This goal will continue at a 5% increase. Math intervention will be offered with a focus on at risk students. The goal is based on growth, and based on benchmarks we expect improved academic performance.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 2

Increase the cumulative percentage of all students meeting or exceeding standards in ELA. Improve student performance in the area of English Language Arts performance for the African American subgroup.

Identified Need

2 SUBGROUPS scored above standard but showed a decline from the previous year:
*Hispanic (110 students) scored 3.2 points above standard, declining by 4.4 points;
* SED (127 students) scoring 4.4 points above standard, declining 3 points

Support students to engage in grade-level content with just-in-time supports as needed.
We need to narrow this achievement gap in ELA, improve and ensure high quality outcomes for all students.
We need to narrow this achievement gap in ELA and improve outcomes for the African American subgroup.

The achievement gap is the persistent disparity in academic achievement between minority and disadvantaged students and their white counterparts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic	Mismatched grade level: DIAGNOSTIC 1 0 student scores are categorized as Level 0 in the 1st grade (-- of all student scores in this grade level) 20 student scores are categorized as Level 1 in the 2nd grade (24% of all student scores in this grade level) 12 student scores are categorized as Level 2 in the 3rd grade (17% of all student scores in this grade level)	All students will perform at or above grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7 student scores are categorized as Level 3 in the 4th grade (12% of all student scores in this grade level) 18 student scores are categorized as Level 4 in the 5th grade (16% of all student scores in this grade level) Mismatched grade level: DIAGNOSTIC 2 0 student scores are categorized as Level 0 in the 1st grade (n/a) 13 student scores are categorized as Level 1 in the 2nd grade (8% improvement from Diag1) 8 student scores are categorized as Level 2 in the 3rd grade (6% improvement from Diag1) 8 student scores are categorized as Level 3 in the 4th grade (14% improvement from Diag1) 24 student scores are categorized as Level 4 in the 5th grade (9% improvement from Diag1)	
iReady ELA diagnostic	2021-2022 iReady Diagnostic 2 Results show: Schoolwide: 42% of students are One grade level or more below grade level Kindergarten: -- of students are One grade level or more below grade level	School-wide: For the 2022-2023 schoolyear: Decrease of 10% to 32% of all students One grade level or more below grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1st grade: 53% of students are One grade level or more below grade level 2nd grade: 40% of students are One grade level or more below grade level 3rd grade: 24% of students are One grade level or more below grade level 4th grade: 48% of students are One grade level or more below grade level 5th grade: 46% of students are One grade level or more below grade level African American: 1st grade (7 students): 2 students On or above grade level/ 5 students one or more grade levels below 2nd grade (7 students): 3 students On or above grade level/ 4 students one or more grade levels below 3rd grade (13 students): 11 students On or above grade level/ 2 students one or more grade levels below 4th grade (4 students): 2 students On or above grade level/ 2 students one or more grade levels below 5th grade (6 students): 4 students On or above grade level/ 2 students one or more grade levels below African American SCHOOLWIDE (37 tested) 22 students On or above grade level/ 15 students one or more grade levels below	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic	AT OR ABOVE PERCENTAGE PLACEMENT BY GRADE LEVEL (DIAGNOSTIC 1) - • - of Kindergarten students that are performing at or above placement level (9 students) 30% of 1st grade students that are performing at or above placement level 40% of 2nd grade students that are performing at or above placement level 60% of 3rd grade students that are performing at or above placement level 43% of 4th grade students that are performing at or above placement level 54% of 5th grade students that are performing at or above placement level AT OR ABOVE PERCENTAGE PLACEMENT BY GRADE LEVEL (DIAGNOSTIC 2) • -of kindergarten students that are performing at or above placement level 46% of 1st grade students that are performing at or above placement level 60% of 2nd grade students that are performing at or above placement level 76% of 3rd grade students that are performing at or above placement level 52% of 4th grade students that are performing at or above placement level 54% of 5th grade students that are performing at or above placement level	All students perform at or above grade level.

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

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

The Strategy/Activity will serve all students including subgroups identified above.

Strategy/Activity

In order to meet the school-wide goals Hamilton will continue to incorporate the following:
Balanced Literacy:
Guided Reading, Mini lessons, Read Alouds and Word Work Rotations. In addition we will continue to incorporate:
- CLOSE Reading
- RACE Writing; (Restate, Answer, Cite, Explain)
- Comprehension Skills and strategies: author's purpose and text structure, teacher modeling by reading aloud
- graphic organizers
- Use of differentiated instruction
- Use of Daily 5

Phonics and Writing
Our primary focus is using the Phonics, Reading and Writing units of study. We use the workshop model to teach. We supplement using activities such as Scholastic Readers, Kids A-Z, Lalilo, Epic, decodables and IRI's. To differentiate instruction we use our classroom library, books from the bookroom, and reading logs.
Balanced Literacy Rotations
Writing workshop/phonics (mini-lessons with independent writing).
Learning A-Z (differentiated reading).
Total body response through songs related to content
Weekly Whole Group readers (decodable books, poetry books)
Daily Read-Alouds (teacher-led and video)
Classroom-based small group intervention for reading. Reading Partners. Intervention teacher pullout. Storyworks activities focusing on English Language Learning Skills such as vocabulary, sentence structure, and visual cues.
Incentives to encourage students to use Paper for tutoring and writing feedback; In-depth novel studies (4 per year); Reading comprehension practice using ReadWorks; Peer tutoring; Choice boards; Daily quick writes responding to a prompt; Daily proofreading practice

Students will receive a comprehensive and standards-based English Language Arts program using the adopted Study Sync curriculum and supplemental materials. Teachers will implement a broad repertoire of teaching strategies to meet the needs of students.
Students will build stamina for reading digital text and listening to digital text. Students will improve their skills to interact with digital text.

Teachers will observe each other teach through Instructional Rounds and will have an opportunity to monitor a Problem of Practice

Balanced Literacy Training provided by the Instructional Coach during A Mondays in areas determined by teachers based on IRI data.

Instructional coach to provide ELD support and to monitor EL students, Provide coaching to teachers.

Intervention teacher will support students in the primary grades (2 days/week) and upper grade (1 day/week) (funded by Title I)
Substitute teacher to provide intervention to students.

Teachers will use the first 20 days of school to emphasize academic basics of holding a pencil, letter formation in manuscript and cursive, and basic rules of sentence structure.
Teachers will use Scholastic for ELD and EL students to create direct instruction for specific ELA standards: Story works.

$25,372 (Annual Fund 50% Library)
$91926 (Annual Fund- 80%) Computer Lab
 $26,601 20% Computer Lab Title 1
$9,939 Materials & supplies
$2,713 Computer Software & Related expenses
$1,000: Smart & Final

Project Aides will provide additional classroom support as needed

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

Amount(s)   Source(s)

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

The Strategy/Activity will serve all students including subgroups identified above.

Strategy/Activity

After School Tutoring: Certificated teachers will provide after school math and/or literacy boot camps to support EL/SED/FY/ Low Performing students in their overall literacy skills using appropriate materials and resources for the grade level and language level of the students. Teachers will be paid for planning/prep and teaching time.

Writers Workshop: will be the instructional model to teach students writing in K-5 classes. This will include: Mini lesson, modeling, guided practice, independent writing time and teacher conferencing. Publishing Parties to celebrate high quality assignments from each student.
Implement the CLOSE response. Writing opportunities throughout the day including: writing process, cold writes, journal writing, etc. The continued use of Mentor text as real life application by author's to model writing for our students. Students' own writing will be used as models for each other. Anchor charts and rubrics will be used to guide student writing.

By 2022-2023, Hamilton GATE program will provide identified GATE students with school groupings and clusters appropriate for all gifted education students and available to all gifted learners. The program options will support cognitive and social needs of students and provide opportunities within the school day for gifted students to work with their intellectual peers.

Project Aide will provide additional classroom support as needed * see goal # 1 for funding

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

Amount(s)   Source(s)

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

The Strategy/Activity will serve all students including subgroups identified above.

Strategy/Activity

Purchasing materials specifically to support classroom instruction needs such as: *this strategy will impact multiple goals but is being documented here*
Web Cam, Doc Camera, USB Cord, Cat 5 Cable, Headphones with Microphones, speakers, any additional technology as needed to support classroom instruction
Units of Study

Needs if Carryover:
Technology as needed to support instruction and learning in the classrooms

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

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

The actions listed in the 2019-2020 SPSA supported successful administration and knowledge of various data points to modify instruction and provide targeted intervention and enrichment. Break Out Room - Planning time provided the opportunity for teachers to collaborate to share best practices, analyze data, and make next steps.
Holding SST meetings and analyzing data as a team allowed the school to monitor closely individual students and their progress.

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

Hamilton was successful in administering the strategies and activities listed above. Professional development allowed for teachers to learn and become comfortable with simultaneous/hybrid/& virtual instruction

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

There was no material difference in proposed and actual expenditures.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 3

Improve performance, reclassification rates and close the achievement gap by implementing instructional strategies and other resources to meet the needs of our English Learners as identified by formative and summative assessments.

Identified Need

*Due to school closures CAASPP was canceled during the Spring of 2020 therefore the goal that was setup prior will not be able to be measured.

School-wide Goal: ELs need to close the achievement gap in ELA and Math, additionally, our students need to acquire English and re-designate. All English learners will receive Integrated and Designated English Language Development and make a year of growth as measured by ELPAC until they meet all reclassification criteria (EL Master Plan). In order to improve results with our EL population, we need greater interactions with the language, allowing students opportunities to interact with one another and make meaning using the actual target language. We need to give students an abundance of opportunities to use the language we expect them to master.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA iReady diagnostic results	2021-2022 ELA iReady diagnostic 2 data. Change in percentage (growth) from Window 1 to Window 2: School-wide: 12% growth 1st grade: 15% growth 3rd grade: 16% growth	For the 2022-2023 schoolyear: Average growth from *** points to *** points (school-wide) Average growth from *** points to *** points (1st grade) Average growth from *** points to *** points (3rd grade)

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

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

English Language Learners (ELL's)

Strategy/Activity

Progress monitoring of our significant subgroups every trimester and identification of students for intervention programs (Academic plan)

Data chats and classroom assessment data will be used to identify students with intervention needs.

RTI to monitor At-Risk (intrinsic and extrinsic indicators) students as identified on Universal Screeners completed by teachers in Fall and Spring.

Individual Learning Plan meetings (ILP) for students will be conducted after each trimester (or as needed) with the parents of students not meeting goals.

Students will benefit from a variety of diverse children's literature which is more complex and realistic of their cultural backgrounds both in the library and within the classroom.

Identification, Assessment, Placement Reclassification of English Learners (EL Master Plan).

*During the 2022-2023 school year, EL students proficiency in ELA and Math will improve a minimum of 10% (Tiers 2 and 3 combined) as reported on the iReady diagnostic data.

*During the 2022-2023 school year, continue to monitor best practices and instructional strategies, utilizing formative data to guide our areas of need.

The review of data in our PLCs will drive and plan our instruction.
Provide teacher release time for Learning walks, peer observations and grade level planning time.

Instructional coach to provide support and to monitor students, provide coaching to teachers.

Project Aide will provide additional classroom support as needed

Library Coordinator: Annual Fund - $25,372

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

Amount(s)   Source(s)

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

English Language Learners (ELL's)

Strategy/Activity

Provide Professional Development (training/coaching) to teachers on instructional best practice strategies and intervention strategies for our English Learners (Academic Plan, EL Master Plan)

Hamilton will utilize planning time during staff meetings to ensure teacher collaboration around student learning (Instructional Leadership Team) (ILT) (Academic Plan)

Parents will be notified regarding District Parent Meetings and Workshops.

$1,326 Parent Involvement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners (ELL's)

Strategy/Activity

All teachers will complete an internal and external universal screener in Fall and Spring for all students to determine students at risk of behavioral struggles that may affect their achievement potential.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners (ELL's)

Strategy/Activity

Instructional Rounds
* Site leadership will conduct formal and informal walk-throughs during ELD instruction

Storyworks activities focusing on English Language Learning Skills such as vocabulary, sentence structure, and visual cues. Collaborative teaching strategies to help students work together in discussion pairs and groups to respond to classroom teaching. Visual cues during lessons to help English Language Learners.

Small group instruction
Sentence stems
Scholastic Readers

Vocabulary and read alouds
Storyline online
Pictures and visuals

Frayer Model for vocabulary, Sentence Starters, Anchor Charts, Newsela

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Teachers used combination of the adopted Balanced Literacy and Scholastic Storyworks materials and supplemental materials to meet the needs of students. We experienced an overall increase in the number of students proficient in ELA.
iReady Reading 2020-2021
Average Scale Score by Grade Window 1 Window 2 Comparison:
K: W1 403.78 to W2 431.49   +27.71
1:      437.80   460.70   +22.90
2:      499.03   512.15   +13.20
3:      516.54   537.80   +21.26
4:      547.16   565.85   +18.69
5:      573.87   574.87   + 1.00

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

Implemented as written.

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

For the 22/23 school year we will begin to implement CLOSE reading strategies schoolwide with a focus on Inquiry. We will adjust the ELA intervention teachers and provide support for our EL students.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

Goal 4

By the end of the 2022-23 school year, we will increase the number of parent volunteer hours.

Identified Need

Training for parents is needed on how to support the academic expectations at each grade level. In order to improve results in this area, parent workshops are needed throughout the year with community partners and the Family and Community Engagement dept.

We need to provide informational and community resources available to assist families in supporting students (during PTA, ELAC and parent workshops).

The school needs to provide Informal opportunities to speak with school leadership throughout the year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Computer System Sign-In in Main Office	For the 2020-2021 school year, as of 4/15/19, Hamilton has 4983 hours of volunteer time.	In the 2021-2022 school year, Hamilton will have 6000 hours.

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

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

ALL students

Strategy/Activity

Provide parents with data from IRI and I-Ready Math on an ongoing basis.

Offer workshops to inform families of the expectation and standards children need to meet in each grade level and ways for families to support the expectations and learning at home.
LACOE/Teacher workshops to be held. Encourage
all parents including parents of EL, GATE, AA to attend.

Parent Classroom walk-through opportunities will be held to allow parents to watch instructional practices:
Balanced Literacy
Writer's Workshop
Math instruction
Science

Survey the parents to determine the successes and deltas of Hamilton's learning environment including the perceived cultural/gender/LGBTQ biases.
Find engaging speakers that address specific cultural concerns.

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

Amount(s)   Source(s)

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

All Students

Strategy/Activity

Principal will provide welcome information in August for all families.

Teachers will provide a welcome greeting to their students' parents the first week of school with their contact information.

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

Amount(s)   Source(s)

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

All Students

Strategy/Activity

Monthly coffee with the principal will continue to be held for informal discussions around school issues/concerns/ updates

Home School communication (postcards for student recognition)

Facebook updated regularly

Hamilton's newsletter will continue to include information regarding:
- Parent Group Updates
- Classroom highlights
- Recognition of parent volunteers at various events
- Calendar of upcoming events

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

Amount(s)   Source(s)

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

All Students

Strategy/Activity

Establish school-business partnerships to provide students mentoring, internships and onsite, experiential learning opportunities.

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

Amount(s)   Source(s)

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

All Students

Strategy/Activity

Create a families "suggestion or comment" button on (electronic) communication (smores)   for families to anonymously provide their questions, concerns and recommendations.

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Each year this goal changes to meet the needs of the community. Communication and partnering with parents is a continuous improvement process. Our on-line newsletter readership has increased by an average of over 100 readers from last year.

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

n/a

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

n/a

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5

Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

Goal 5

*Due to school closures CAASPP was canceled during the Spring of 2020 therefore the goal that was setup prior will not be able to be measured.

Decrease our Suspension and Chronic Absenteeism rate to under 2% by creating a positive environment in which students feel safe, connected, and want to attend to school daily.

Chronic Absenteeism for All Students will increase the baseline of 6.4 (Yellow) from 2020 by a total of 5 or more (to reach Green) with a stretch goal of 9.4 or more (to reach Blue) to end at 11.4 or higher by the end of the 2021-2022 school year.

Chronic Absenteeism for African American will increase the baseline of 12.7 (Orange) from by a total of 10 or more (to reach Yellow) with a stretch goal of 12.2 or more (to reach Green) to end at 22.7 or higher by the end of the 2021-2022 school year.

Chronic Absenteeism for Hispanic will increase the baseline of 10 (Orange) from by a total of 5 or more (to reach Yellow) with a stretch goal of 10 or more (to reach Green) to end at 15 or higher by the end of the 1-2 school year.

Chronic Absenteeism for Socioeconomically Disadvantaged will increase the baseline of 11.7 (Orange) from by a total of 10 or more (to reach Yellow) with a stretch goal of 11.2 or more (to reach Green) to end at 21.7 or higher by the end of the 2021-2022 school year.

Chronic Absenteeism for Students with Disabilities will increase the baseline of 12.7 (Orange) from by a total of 10 or more (to reach Yellow) with a stretch goal of 12.2 or more (to reach Green) to end at 22.7 or higher by the end of the 2021-2022 school year.

Identified Need

Chronic absenteeism and truancy rates need to decrease for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	Chronic Absenteeism for All Students - baseline of 6.4 (Yellow)	Chronic Absenteeism for All Students will increase the baseline of 6.4 (Yellow) from 2019 by a total of 5 or more (to reach Green) with a stretch goal of 9.4 or more (to reach

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Chronic Absenteeism for African American will increase the - baseline of 12.7 (Orange) Chronic Absenteeism for Hispanic - baseline of 10 (Orange) Chronic Absenteeism for Socioeconomically Disadvantaged - baseline of 11.7 (Orange) Chronic Absenteeism for Students with Disabilities - baseline of 12.7 (Orange)	Blue) to end at 11.4 or higher by the end of the 2021-2022 school year. Chronic Absenteeism for African American will increase the baseline of 12.7 (Orange) from by a total of 10 or more (to reach Yellow) with a stretch goal of 12.2 or more (to reach Green) to end at 22.7 or higher by the end of the 1-2 school year. Chronic Absenteeism for Hispanic will increase the baseline of 10 (Orange) from by a total of 5 or more (to reach Yellow) with a stretch goal of 10 or more (to reach Green) to end at 15 or higher by the end of the 1-2 school year. Chronic Absenteeism for Socioeconomically Disadvantaged will increase the baseline of 11.7 (Orange) from by a total of 10 or more (to reach Yellow) with a stretch goal of 11.2 or more (to reach Green) to end at 21.7 or higher by the end of the 1-2 school year. Chronic Absenteeism for Students with Disabilities will increase the baseline of 12.7 (Orange) from by a total of 10 or more (to reach Yellow) with a stretch goal of 12.2 or more (to reach Green) to end at 22.7 or higher by the end of the 1-2 school year.
Attendance data	Chronic Absentee percentages increased from 6.42% in 10/19 to 8.13% in 3/20.	Less that 6.42% chronic Absentee for the first quarter.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MRA data	40% of our Hamilton community and staff completed the online MRA survey for Spring 2021.	90 % of the community and 100% of staff will participate in the online MRA survey for Spring 2022

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

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

Hamilton's partnership with CWAS will celebrate improved attendance with a yearly celebration. Hamilton will celebrate attendance improvement at Friday Morning Assemblies 4 times a month. Teachers will track attendance and receive class rewards for perfect attendance.

Strategy/Activity

Students will want to come to school and feel that there are adults inside and outside of the classroom for them to establish relationships and connections.

Certificated Staff member to supervise early morning drop off students in the cafeteria beginning at 7:45 am.

Administration and staff will periodically stand at the drop-off line. They will make inquires to the adult dropping off the tardy student, "What steps Hamilton could do to help get the child to school on time?"
For chronically tardy students, use the Scheduled Parent Notification System to contact parents to remind them that their child needs to be at school by 8:00 a.m.

$3,739: Breakfast Aide
**$6,492 Teacher Sub

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

Amount(s)   Source(s)

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

This Strategy/Activity will serve ALL students

Strategy/Activity

Workbooks: Second Step addresses social-emotional learning, equity, achievement gaps, resilience and trauma-informed practices, self-directed learning, PBIS,

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

Amount(s)   Source(s)

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

This Strategy/Activity will serve ALL students

Strategy/Activity

Second step kits-training by leadership team. Second Step's holistic approach helps create a more empathetic society by providing educators tools to enable them to take an active role in the social-emotional growth and safety of today's children. The Second Step integrates Social-Emotional Learning, Bullying Prevention, and Child Protection to form a cohesive foundation for a safe and supportive learning environment.

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

Amount(s)   Source(s)

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

This Strategy/Activity will serve ALL students

Strategy/Activity

All Staff will received training on Customer Service Do's and Dont's as appropriate for their 2022-2023 school positions.

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Through Second Step, social and emotional learning process equips students with essential 21-century skills to build meaningful relationships and take ownership of their education.

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

n/a

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

n/a

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5

Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning.

Goal 6

Focus on meeting student social-emotional needs while increasing school safety and creating a positive climate by implementing programs and supports which provide all students with a sense of belonging.

Identified Need

Social-emotional health and well being (SEL)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

All students

Strategy/Activity

Student support, 2nd Step School-wide Curriculum, School assemblies, Professional Development. Review and update all emergency procedures, school safety plan & add a reunification plan with School Site Council and Safety Committee

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

Amount(s)	Source(s)

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

All students

Strategy/Activity

Provide a format for the universal screener so that students can be proactively watched when they display internalizing or externalizing behaviors.
Check in with students needing extra support from supporting teacher, coach or principal. Additionally, provide breaks and supports for those having a tough time during the school day.
Training on Implementation of K-5th Grade curriculum to promote social emotional learning Second Step.
Teachers and Staff will work together to coordinate student behavioral interventions for all students.
Implementation of early intervention strategies for students experiencing academic and attendance difficulties (positive reward system, blue slips, caught being good).
Coordinate and monitor student behavior contracts, appropriate student interventions, and behavior consequences through: (Reflection Sheets in the Main Office).
Maintain regular communication with and among students, parents, faculty and administration regarding at risk interventions (via SST meetings, parent conferences etc.).

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

Amount(s)   Source(s)

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

All students

Strategy/Activity

Continue support to assist with before and afterschool drop off and pick up. Crossing Guards (AM and PM School Crossing Guards)
**Project Aide will provide additional support as needed

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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

n/a

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

This goal is attainable because we have a system-wide approach.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

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

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$70763
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$70763
Other State/Local Funds provided to the school	$50050

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation ($)
Title I	$69518
Title I Part A: Parent Involvement	$1245

Subtotal of additional federal funds included for this school: $70,763

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

State or Local Programs Funding Sources	Allocation ($)
LCFF - Supplemental and Concentration (S/C)	$50050

Subtotal of state or local funds included for this school: $50,050

Total of federal, state, and/or local funds available for this school: $120,813

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	69518	0.00
LCFF - Supplemental and Concentration (S/C)	50050	0.00
Title I Part A: Parent Involvement	1245	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental and Concentration (S/C)	50,050.00
Title I	69,518.00
Title I Part A: Parent Involvement	1,245.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Erika Cooper	Principal
Kirsten Jackson	Parent or Community Member
Janet Kitani (alternate)	Other School Staff
Jason Tirona	Parent or Community Member
Kimberly Enriquez	Classroom Teacher
Nichole Anderson	Classroom Teacher
Ana Negrete	Classroom Teacher
Adrianna Glazner	Parent or Community Member
Alden Denila	Other School Staff
Robert Hanff	Parent or Community Member
Rebecca Polivy	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/26/22.

Attested:

	Principal, Erika Cooper on 5/26/22
	SSC Chairperson, Robert Hanff on 5/26/22

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2022-23, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,730,036.00:

a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;

b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;

c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;

d. Supplemental to schools with the CDE identified Low Performing Students;

e. Families in transition/Homeless and support staff;

f. Parent and Community Engagement;

g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2022-23 is as below:

School: <u>Hamilton Elementary</u>

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$1,730,036.00	7793	$221.99	250	$55,497.50

The gray portions detail state requirements of school districts for GATE programs. The white portions that follow are ways that the district expects the schools to implement the state requirements in gray. Please review this revised checklist, which is aligned with the current district GATE plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the school GATE program in alignment with the district GATE plan.

Rubric
1 = This is an established practice that has been in place since before the 2022-23 school year.
2 = This practice is being implemented for the first time during the 2022-23 school year.
3 = This practice is being developed now to be implemented during the 2022-23 school year.

Section 1: Program Design

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.

1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.

1:3 The program is articulated with the general education programs.

	1	2	3
Does the school administrative leadership team have access to and review the GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?	X		
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?	X		
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?	X		
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?	n/a		
Are GATE services provided to students during the regular instructional school day?	X		
Are all parents informed of the schedule of the GATE Parent Leadership meetings?			X
Are all parents informed of the GATE Parent Education Workshops offered by the District?	X		
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?	n/a		

Updated 6/2022

Section 2: Identification

2:1 The nomination/referral process is ongoing.

2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

	1	2	3
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?	X		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?	X		
Does the school testing calendar include GATE testing administered by classroom teachers?	X		
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2nd grade teachers?	X		

Section 3: Curriculum and Instruction

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.

3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

	1	2	3
Elementary Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?	X		
Do all teachers include a discussion of the ILP during the October parent conference for GATE students?		X	
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	X		
Are the following instructional options implemented in the classrooms with GATE clusters:	X		
● Individual Learning Plan			
● Independent projects/Independent Study/Interest based enrichment opportunities	X		
● Curriculum compacting			X
● IB program			
● Kaplan's prompts of depth and complexity	X		
● Thinking like a disciplinarian	X		
● Integration of creative and critical thinking clusters			X
● Thematic learning across disciplines	X		
● Scholarly Dispositions		X	
	1	2	3
Middle School	n/a		

Updated 6/2022

Are high-achieving GATE students placed in accelerated or honors classes?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	n/a		
Are the following instructional options used in the development of the SPSA and GATE plan: ● Honors class, Pre-AP classes, IB classes, Enrichment classes, Vertical subject-matter acceleration, Options for GATE Advisory	n/a		
High School Do honors classes offered in the core subject areas provide a more rigorous educational experience?	n/a		
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	n/a		
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?	n/a		
Are Advanced Placement classes available?	n/a		
Is the IB diploma program available?	n/a		
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio options?	n/a		
Are the following instructional options used in the development of the school SPSA and GATE Plan: ● Honors classes, AP classes, IB classes, Career Pathways classes/Independent Study, Vertical subject-matter acceleration, options for GATE Advisory	n/a		
All Grades Does the Principal provide leadership in supervising and monitoring implementation of the *GATE Principal Checklist* to ensure that GATE students are receiving an appropriate education?	X		
Does the Principal lead the work of the school GATE team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the *GATE Principal Checklist* annually as needed?	X		
Does the School Site Council review and approve the *GATE Principal Checklist* annually?	X		
Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?	X		
Is the *GATE Principal Checklist* developed in response to the specific and varied learning needs of the individual school population?	X		

Section 4: Social and Emotional Development

4:1 Actions to meet the effective needs of gifted students are ongoing.

4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).

	1	2	3
Do schools provide enrichment activities that foster social interaction among GATE students?	X		
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?	X		
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?	n/a		

Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?	X		
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?	n/a		

Section 5: Professional Development
5:1 The district provides professional development opportunities related to gifted learners on a regular basis.

	1	2	3
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics: ● PUSD GATE Program Overview ● GATE Identification Process ● Characteristics of Gifted Learners from Diverse Populations ● How to get or renew GATE Certification ● How to create and use the Individualized Learning Plan	X		
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the following topics: ● Kaplan's Prompts of Depth and Complexity/Content Imperatives ● Acceleration of content (Universal Themes and Big Ideas) ● Differentiation of skill, product, process ● Critical and Creative thinking ● Independent Study/Developing an Interest ● Characteristics of Giftedness ● Scholarly Behaviors (Thinking like a Disciplinarian) ● Interdisciplinary lesson development	X		

Section 6: Parent and Community Involvement
6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

	1	2	3
Does the school have a GATE Parent Advisory Committee (PAC) that meets **four** times per year?	X		
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?	X		
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?	X		
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?	X		
Is the School GATE Plan shared with parents and the community effectively and systematically?	X		

Section 7: Program Assessment
7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

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	1	2	3
Do all stakeholders (GATE PAC, administrators, teachers, community members, and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?	X		

Based on the above needs assessment, identify a SMART goal for 2022-23 for GATE at your school site:
Students will use increasingly complex levels of thinking. Students will become critical thinkers and problem solvers.

State funding for GATE comes through the LCAP, in both unrestricted and S&C funds. Where in your SPSA are support for GATE students provided? What goals in your SPSA include actions to support diverse gifted or advanced learners, regardless of identification status?

By 2022-2023, Hamilton GATE program will provide identified GATE students with school groupings and clusters appropriate for all gifted education students and available to all gifted learners. The program options will support cognitive and social needs of students and provide opportunities within the school day for gifted students to work with their intellectual peers.

Please identify key GATE teachers at your school site (including those teaching GATE clusters for elementary school):
2nd: Negrete
3rd: Marrufo
3rd Grade; Prosperi, Ysassi, Marrufo All participating in *USC Reach Each* **through** *Dr. Kaplan* **and PUSD GATE Office.**

School: Hamilton

Date Approved By GATE Site Advisory Council: 5/26/2022

Date Approved By School Site Council: 5/26/2022

Dates and times of calendared site GATE advisory meetings 2022-2023:Last Wednesday

	Date	topic		Date	topic
1st meeting	**9/28**	**GATE Info Night/Intro**	**3rd meeting**	**2/22**	**TBD**
2nd meeting	**11/30**	**GATE Testing Info/ District Info**	**4th meeting**	**4/26**	**TBD**

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