School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hamilton Elementary School	19-64881-6021612	05/10/2023	06/29/2023

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
African American students, Students with Disabilities

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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 2023-2024

Alexander Hamilton Elementary School, located on the southern edge of Pasadena, is one of 14 elementary schools in the Pasadena Unified School District. Hamilton is a neighborhood school with approximately 468 students enrolled in grades K-5 and 40 Pre-School students. Approximately 54% of Hamilton students qualify for free and reduced lunch. Students come to Hamilton from both neighborhood and open enrollment. There are over 16 home languages spoken by our students. Our diverse student body reflects the following significant demographic groups:
School Demographics

Student Group: Total - Percentage

English Learners: 10.9% (51)
Foster Youth: 3 - 0.6%
Homeless: 11 - 2.2%
Socioeconomically Disadvantaged: 264 - 52.1%
Students with Disabilities: 12.8% (60)

Race/Ethnicity: Total - Percentage
African American: 7.1% (33)
Asian:13.9% (65)
Filipino:13 - 2.6%
Hispanic: 44.2% (207)
Two or More Races: 10.5% (49)
White: 22.9% (107)

Hamilton school provides the following staff:
1 Pre-School teacher and 3 Pre-School assistants
20 Regular Education Teachers (Grades K-5)
2 Special Day Class Teachers (Grades K-2 and Grades 3-5)
1 Resource Specialist Program Teacher
1 Instructional Coach
1 80% Computer Teacher
1 RTI Wellness Coach
1 Speech Teacher
1 50% School Psychologist
1 50% Librarian
0 20% Nurse
1 75% Health Clerk
2 Intervention Teachers
1 Office Manager
1 75% Clerk/Typist
1 Cafeteria Manager and 2 assistants
1 Head Custodian and 2 Evening Custodian
5 Special Education Instructional Aides
1 20% Instrumental Music Teacher
2 Therapists through Foothill Family Services
Parks and Recreation After School Program
LEARNs After School Program
1 Principal

Hamilton Elementary contains the following:
1 Transitional Kindergarten
1-Pre Kindergarten (A.M./P.M classes)
3- Kindergarten Classes
3-First Grade Classes
3-Second Grade Classes
3-Third Grade Classes
2-Fourth Grade Classes
1- 4/5 combo class
2-Fifth Grade Classes
1- 1-3 SDC Class
1-3-5 SDC Class

Technology is a important component in the education of Hamilton students. It is especially important as we teach the Common Core Standards. 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 a 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, Norton Simon, and Huntington). as well as, museums, music centers, 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 programs. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	7.3%	6.90%	7.47%	39	35	36
Asian	13.5%	11.64%	11%	72	59	53
Filipino	3.7%	2.56%	3.32%	20	13	16
Hispanic/Latino	43.2%	43.00%	43.36%	231	218	209
Pacific Islander	0.4%	%	0%	2		0
White	25.1%	25.25%	23.44%	134	128	113
Multiple/No Response	6.4%	9.66%	9.96%	34	49	48
			Total Enrollment	535	507	482

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	66	92	72
Grade 1	95	78	87
Grade 2	85	90	71
Grade3	106	77	91
Grade 4	92	90	77
Grade 5	91	80	84
Total Enrollment	535	507	482

Conclusions based on this data:

1. 2022-23 White student group has decreased approximately 2%:
2. 2022-23 Total enrollment of the school student group has declined by 25 students
3. 2022-23 There has been a decrease in the Hispanic student group by 9 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	60	65	57	11.20%	12.8%	11.8%
Fluent English Proficient (FEP)	82	67	50	15.30%	13.2%	10.4%
Reclassified Fluent English Proficient (RFEP)	12			20.0%		

Conclusions based on this data:

1. There has been a slight decrease in the English Learner student group enrolled at Hamilton from 12.8% (65 students) to 11.8% 57 (students)
2. There has been a decrease in the Fluent English Proficient (FEP) student group enrolled at Hamilton from 13.2% to 10.4%

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	104	75		0	74		0	74		0.0	98.7	
Grade 4	92	89		0	88		0	88		0.0	98.9	
Grade 5	88	78		0	78		0	78		0.0	100.0	
All Grades	284	242		0	240		0	240		0.0	99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2484.			50.00			18.92			18.92			12.16	
Grade 4		2498.			38.64			26.14			13.64			21.59	
Grade 5		2510.			37.18			17.95			12.82			32.05	
All Grades	N/A	N/A	N/A		41.67			21.25			15.00			22.08	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.89			48.65			9.46	
Grade 4		26.14			54.55			19.32	
Grade 5		24.36			53.85			21.79	
All Grades		30.42			52.50			17.08	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.84			47.30			14.86	
Grade 4		29.55			53.41			17.05	
Grade 5		35.90			38.46			25.64	
All Grades		34.17			46.67			19.17	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.92			70.27			10.81	
Grade 4		21.59			64.77			13.64	
Grade 5		23.08			58.97			17.95	
All Grades		21.25			64.58			14.17	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.19			48.65			12.16	
Grade 4		26.14			60.23			13.64	
Grade 5		17.95			55.13			26.92	
All Grades		27.50			55.00			17.50	

Conclusions based on this data:

1. Awaiting CAASPP data from the 22-23 results

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	104	75		0	74		0	74		0.0	98.7	
Grade 4	92	89		0	88		0	88		0.0	98.9	
Grade 5	88	78		0	78		0	78		0.0	100.0	
All Grades	284	242		0	240		0	240		0.0	99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2475.			40.54			29.73			14.86			14.86	
Grade 4		2485.			28.41			18.18			36.36			17.05	
Grade 5		2479.			28.21			5.13			25.64			41.03	
All Grades	N/A	N/A	N/A		32.08			17.50			26.25			24.17	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.54			43.24			16.22	
Grade 4		28.41			42.05			29.55	
Grade 5		26.92			30.77			42.31	
All Grades		31.67			38.75			29.58	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.54			44.59			14.86	
Grade 4		26.14			50.00			23.86	
Grade 5		20.51			43.59			35.90	
All Grades		28.75			46.25			25.00	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.49			52.70			10.81	
Grade 4		27.27			57.95			14.77	
Grade 5		23.08			39.74			37.18	
All Grades		28.75			50.42			20.83	

Conclusions based on this data:

1.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		8	7	
1	1458.3	1438.0		1475.7	1461.3		1440.3	1414.1		19	11	
2	*	1470.7		*	1474.2		*	1466.5		7	13	
3	1489.8	*		1499.8	*		1479.3	*		13	7	
4	*	1487.4		*	1490.9		*	1483.5		8	11	
5	1515.9	*		1541.3	*		1490.1	*		11	8	
All Grades										66	57	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	21.05	18.18		26.32	18.18		42.11	36.36		10.53	27.27		19	11	
2	*	7.69		*	53.85		*	23.08		*	15.38		*	13	
3	7.69	*		53.85	*		30.77	*		7.69	*		13	*	
4	*	0.00		*	27.27		*	54.55		*	18.18		*	11	
5	18.18	*		27.27	*		27.27	*		27.27	*		11	*	
All Grades	18.18	10.53		31.82	29.82		34.85	38.60		15.15	21.05		66	57	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	26.32	36.36		47.37	9.09		26.32	36.36		0.00	18.18		19	11	
2	*	30.77		*	38.46		*	15.38		*	15.38		*	13	
3	53.85	*		23.08	*		7.69	*		15.38	*		13	*	
4	*	27.27		*	45.45		*	27.27		*	0.00		*	11	
5	45.45	*		36.36	*		18.18	*		0.00	*		11	*	
All Grades	34.85	26.32		39.39	35.09		19.70	22.81		6.06	15.79		66	57	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	10.53	9.09		26.32	18.18		31.58	18.18		31.58	54.55		19	11	
2	*	0.00		*	46.15		*	23.08		*	30.77		*	13	
3	0.00	*		15.38	*		46.15	*		38.46	*		13	*	
4	*	0.00		*	9.09		*	54.55		*	36.36		*	11	
5	18.18	*		0.00	*		45.45	*		36.36	*		11	*	
All Grades	12.12	3.51		15.15	19.30		37.88	40.35		34.85	36.84		66	57	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	42.11	36.36		57.89	45.45		0.00	18.18		19	11	
2	*	38.46		*	38.46		*	23.08		*	13	
3	30.77	*		46.15	*		23.08	*		13	*	
4	*	18.18		*	72.73		*	9.09		*	11	
5	36.36	*		54.55	*		9.09	*		11	*	
All Grades	36.92	29.82		53.85	49.12		9.23	21.05		65	57	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	31.58	27.27		63.16	54.55		5.26	18.18		19	11	
2	*	30.77		*	53.85		*	15.38		*	13	
3	69.23	*		15.38	*		15.38	*		13	*	
4	*	36.36		*	54.55		*	9.09		*	11	
5	72.73	*		27.27	*		0.00	*		11	*	
All Grades	46.97	33.33		43.94	49.12		9.09	17.54		66	57	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	21.05	18.18		52.63	18.18		26.32	63.64		19	11	
2	*	0.00		*	69.23		*	30.77		*	13	
3	0.00	*		61.54	*		38.46	*		13	*	
4	*	0.00		*	72.73		*	27.27		*	11	
5	18.18	*		45.45	*		36.36	*		11	*	
All Grades	16.92	5.26		52.31	61.40		30.77	33.33		65	57	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	10.53	18.18		52.63	27.27		36.84	54.55		19	11	
2	*	15.38		*	53.85		*	30.77		*	13	
3	0.00	*		58.33	*		41.67	*		12	*	
4	*	0.00		*	63.64		*	36.36		*	11	
5	0.00	*		54.55	*		45.45	*		11	*	
All Grades	9.23	10.53		52.31	45.61		38.46	43.86		65	57	

Conclusions based on this data:

1. There were 57 students tested in 21-22; a 9 student decrease from 20-21

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
507	**52.1**	**12.8**	**0.6**
Total Number of Students enrolled in Hamilton Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	65	12.8
Foster Youth	3	0.6
Homeless	11	2.2
Socioeconomically Disadvantaged	264	52.1
Students with Disabilities	55	10.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	35	6.9
American Indian		
Asian	59	11.6
Filipino	13	2.6
Hispanic	218	43.0
Two or More Races	49	9.7
Pacific Islander		
White	128	25.2

Conclusions based on this data:

1. 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. 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%.

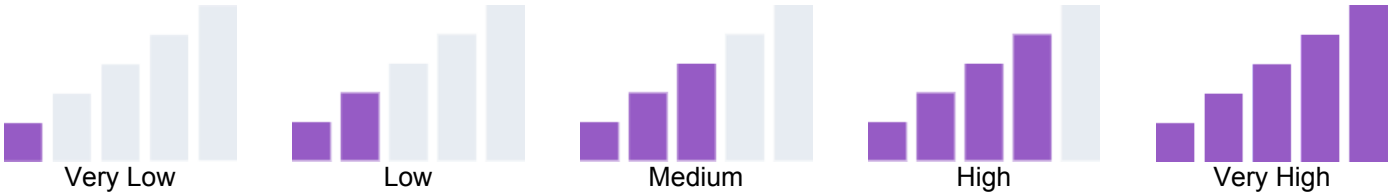
3. The total enrollment of students in has declined by 70. All student groups by ethnicity showed a decline in enrollment. Increases were found in: Homeless (+1.42%) and Foster Youth (+10.7%).

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: Very low	Suspension Rate: Medium
Mathematics: High		
English Learner Progress: VeryLow		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

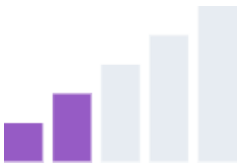
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

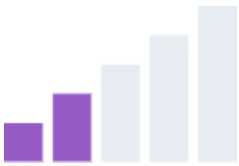
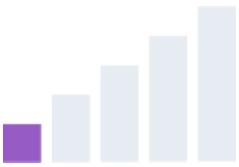
This section provides number of student groups in each level.

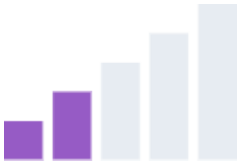
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
		
High	Low	No Performance Level
33.7 points above standard	39.8 points below standard	2 Students
229 Students	41 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Level	Low	Very Low
6 Students	5.5 points below standard	84.2 points below standard
	136 Students	31 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 17.3 points above standard 16 Students		No Performance Level 106.3 points above standard 26 Students	No Performance Level 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 13.5 points below standard 107 Students	No Performance Level 93.8 points above standard 16 Students		Very High 82.4 points above standard 54 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
105.6 points below standard	36.3 points above standard	43.1 points above standard
22 Students	19 Students	163 Students

Conclusions based on this data:

1. English Learners scored in the Low Range (39.8 points below standard)
2. Socioeconomically disadvantaged students scored in the Low Range (5.5 points below standard)
3. Hispanic students scored in the Low Range (13.5 points below standard)

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

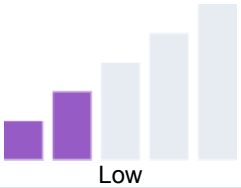
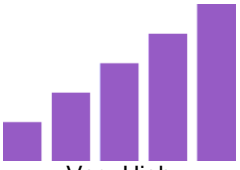
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	Low	No Performance Level
0.7 points above standard	45.7 points below standard	2 Students
229 Students	41 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
6 Students	39.2 points below standard	99.2 points below standard
	136 Students	31 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 44.7 points below standard 16 Students		No Performance Level 84.1 points above standard 26 Students	No Performance Level 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 45.5 points below standard 107 Students	No Performance Level 40.1 points above standard 16 Students		 Very High 55.6 points above standard 54 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
91.5 points below standard 22 Students	7.3 points above standard 19 Students	3.8 points above standard 163 Students

Conclusions based on this data:

1. English Learners scored in the Low Range (45.7 points below standard)
2. Socioeconomically disadvantaged students scored in the Low Range (39.2 points below standard)
3. Hispanic students scored in the Low Range (45.5 points below standard)

School and Student Performance Data

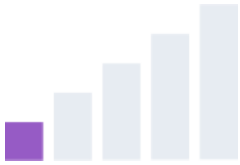
Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



VeryLow

26.2 making progress towards English language proficiency

Number of EL Students: 42 Students

Performance Level: 1

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.

2022 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
40.5%	33.3%	0.0%	26.2%

Conclusions based on this data:

1. 26.2% of the EL students are making progress towards English language proficiency
2. 40.5% of the EL students decreased one ELPI Level
3. 33.3% of the EL students maintained their ELPI level

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. n/a
2. n/a
3. n/a

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
5	2	1	0	0

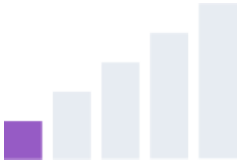
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

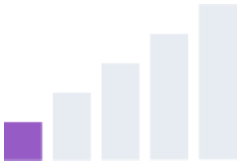
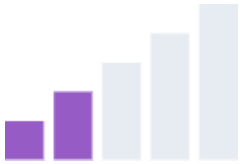
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very low	Very High	No Performance Level
22.4% Chronically Absent	31% Chronically Absent	Less than 11 Students
527 Students	71 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
58.3% Chronically Absent	34% Chronically Absent	46.7% Chronically Absent
12 Students	288 Students	75 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High		Medium	No Performance Level
34.2% Chronically Absent		6.5% Chronically Absent	7.7% Chronically Absent
38 Students		62 Students	13 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	High		High
32.5% Chronically Absent	19.6% Chronically Absent		11.5% Chronically Absent
228 Students	56 Students		130 Students

Conclusions based on this data:

1. 34.2% of the (38) African American students were Chronically Absent (Very High)
2. 46.7% of the (75) Students with Disability were Chronically Absent (Very High)
3. 34% of the (288) Socioeconomically Disadvantaged students were Chronically Absent (Very High)

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. n/a
2. n/a
3. n/a

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	1	5	1	1

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
1.1% suspended at least one day	1.4% suspended at least one day	Less than 11 Students
535 Students	71 Students	7 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	High
7.1% suspended at least one day	1.7% suspended at least one day	4% suspended at least one day
14 Students	293 Students	75 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Medium		Very Low	No Performance Level
2.4% suspended at least one day		0% suspended at least one day	0% suspended at least one day
41 Students		63 Students	13 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	Medium		Low
1.3% suspended at least one day	1.8% suspended at least one day		0.8% suspended at least one day
231 Students	57 Students		130 Students

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. 4% of (75) Students with Disabilities were suspended at least 1 day (High range)
3. 1.7% of (293) Socioeconomically students were suspended at least 1 day (Medium range)

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. Students experience culturally relevant and linguistically sustaining instruction that builds upon learners' strengths and identity.

Goal 1

MATH: 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. All students are fluent in numerical thinking and able to apply mathematical concepts on or beyond grade level

Identified Need

Based on CAASPP data Hispanic, African American, English Learner, Students with Disabilities, and Socioeconomically Disadvantaged students show need in conceptual understanding and procedural skills. Support students to engage in grade-level content with just-in-time supports as needed. All students, including those from historically marginalized communities, attain equitable outcomes. Based on iReady Diagnostic Data Hispanic, African American, English Learner, Students with Disabilities, and Socioeconomically Disadvantaged students show need the following domain areas: Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores in Mathematics grades 3 - 5 iReady Diagnostic 1-5	CAASPP Hispanic students performed Low -45.5 average distance from standard iReady Diagnostic 2: 18% Hispanic students performed two or more grade levels below	CAASPP Math Average Distance From Standard for Hispanic will decrease the baseline of -45.5 from 2022 by a total of 3 or more with a stretch goal of 15 or more to end at -42.5 or higher by the end of the 2023-2024 school year. iReady: Hispanic student will decrease the percentage of student performing two or more grade level below by 10% to 8% on Diagnostic Assessment
CAASPP Scores in Mathematics grades 3 - 5 iReady Diagnostic 1-5	CAASPP*low assessment numbers (n=16) African American students performed -	CAASPP Math Average Distance From Standard for African American will decrease

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	44.7 average distance from standard *Local educational agencies, schools, and student groups do not receive a status level when there were less than 30 students during the 2021-2022 school year. iReady Diagnostic 2: 22% AA students performed two or more grade levels below	the baseline of -44.7 (Red) from 2022 by a total of 3 or more (to reach Orange) with a stretch goal of 15 or more (to reach Yellow) to end at -41.7 or higher by the end of the 2023-2024 school year. iReady: African American student will decrease the percentage of student performing two or more grade level below by 10% to 12% on Diagnostic Assessment
CAASPP Scores in Mathematics grades 3 - 5 iReady Diagnostic 1-5	CAASPP English Learner students performed Low -45.7 average distance from standard iReady Diagnostic 2: 34 % EL students performed two or more grade levels below	CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -45.7 (Red) from 2022 by a total of 3 or more (to reach Orange) with a stretch goal of 15 or more (to reach Yellow) to end at -42.7 or higher by the end of the 2023-2024 school year. iReady: EL student will decrease the percentage of student performing two or more grade level below by 10% to 24% on Diagnostic Assessment
CAASPP Scores in Mathematics grades 3 - 5 iReady Diagnostic 1-5	CAASPP Students with Disabilities performed very Low -99.2 average distance from standard iReady Diagnostic 2: 42% SWD students performed two or more grade levels below	CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -99.2 (Red) from 2022 by a total of 3 or more (to reach Orange) with a stretch goal of 15 or more (to reach Yellow) to end at -96.2 or higher by the end of the 2023-2024 school year. iReady: SWD student will decrease the percentage of student performing two or more grade level below by 10% to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		32% on Diagnostic Assessment
CAASPP Scores in Mathematics grades 3 - 5 iReady Diagnostic 1-5	CAASPP SocioEconomically Disadvantages students performed Low -39.2 average distance from standard iReady Diagnostic 2: 12% SES students performed two or more grade levels below	CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -39.2 (Red) from 2022 by a total of 3 or more (to reach Orange) with a stretch goal of 15 or more (to reach Yellow) to end at -36.2 or higher by the end of the 2023-2024 school year. iReady: SES student will decrease the percentage of student performing two or more grade level below by 5% to 7% on Diagnostic Assessment

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/ English Learners, Foster Youth and students eligible for Free/Reduced Meal Program

Strategy/Activity

K-1 Flexible seating/ furniture/ classroom materials to facilitate supplemental learning, small group instruction and collaboration.
Allow teachers to manage students more effectively and increase student engagement making all classrooms more welcoming, accommodating and inclusive for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students who meet criteria below grade level based on district data

Strategy/Activity

Identify key students who would benefit from Tier 2 Math Intervention and/or other Tier 2 interventions.
Personnel Salaries 5 classified staff member (3 LCFF/3 Title 1 project Aides @ $12,992.5 each - $38,976) pulling intervention groups based on need /iReady Data diagnostic assessments in the classroom
Classroom support personnel will provide support across all content areas in the form of small group instruction targeted to meet student needs based on academic data.

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)
38976	Title I Part A: Allocation
13000	LCFF Supplemental and Concentration (S/C)
13000	LCFF Supplemental and Concentration (S/C)
13000	LCFF Supplemental and Concentration (S/C)

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

Generation Genius is a K-5 teaching resource to bring school standards to life through fun and educational videos paired with lesson plans, activities, quizzes, and reading materials.

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

Amount(s)	Source(s)
2000	LCFF Supplemental and Concentration (S/C)

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

Design and implement a site Professional Development Plan to provide staff with meaningful and relevant learning opportunities centered around student achievement.

Survey teachers regarding their PD needs and desires to build the PD Plan so that it is meaningful and relevant.
Implement the PD plan with fidelity, to increase knowledge and skills which will result in improved practices in the classroom.
Professional texts and conference attendance/PD allow teacher practice to remain current with evidence based practices, techniques and strategies.
Conferences such as (https://www.cmc-math.org/cmc-south-conference Thursday, November 02, 2023 to Saturday, November 04,2023)

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)
16243	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We performed at an academic levels (ELA and Math) that shows a need to continue to support student needs through targeted interventions and small group instruction

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

There were no substantive differences in planned actions and the actual implementation of those actions.

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

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 as evidenced by iReady & CAASPP. Improve student performance in the area of English Language Arts performance for the Socioeconomically Disadvantaged, Students with Disabilities, English Learner, Hispanic subgroups.

Identified Need

ELA: Based on CAASPP data Socioeconomically Disadvantaged, Students with Disabilities, English Learner, and Hispanic students show need in overall ELA performance including reading and writing
iReady: Based on iReady data Socioeconomically Disadvantaged, Students with Disabilities, English Learner, and Hispanic students show a need in overall ELA performance including the domain areas: Vocabulary, Comprehension, Literature, Informative Text

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores in ELA grades 3 - 5 iReady Diagnostic(1st-5th)	Socioeconomically Disadvantaged students (SES) performed Low -5.5 average distance from standard n=136 students Ready Diagnostic 2: 15% SES students performed two or more grade levels below	CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -5.5 (Low) from 2022 by a total of 3 or more (to reach Medium) with a stretch goal of 15 or more (to reach High) to end at -2.5 or higher by the end of the 2023-2024 school year. iReady: SES student will decrease the percentage of student performing two or more grade level below by 5% to 10% on Diagnostic Assessment
CAASPP Scores in ELA grades 3 - 5 Ready Diagnostic(1st-5th)	Students with Disabilities (SWD) performed Very Low - 84.2 average distance from standard	CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -84.2

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	n= 31 students iReady Diagnostic 2: 48% SWD students performed two or more grade levels below	(Very Low) from 2022 by a total of 3 or more (to reach Low) with a stretch goal of 15 or more (to reach Medium) to end at -81.2 or higher by the end of the 2023-2024 school year. iReady: SWD student will decrease the percentage of student performing two or more grade level below by 10% to 38% on Diagnostic Assessment
CAASPP Scores in ELA grades 3 - 5 iReady Diagnostic(1st-5th)	English Learner (EL) students performed Low -39.8 average distance from standard n= 41 students iReady Diagnostic 2: 46% EL students performed two or more grade levels below	CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -39.8 (Low) from 2022 by a total of 3 or more (to reach Medium) with a stretch goal of 15 or more (to reach High) to end at -36.8 or higher by the end of the 2023-2024 school year. iReady: EL student will decrease the percentage of student performing two or more grade level below by 10% to 36% on Diagnostic Assessment
CAASPP Scores in ELA grades 3 - 5 Ready Diagnostic (1st-5th)	Hispanic students performed -13.5 average distance from standard n= 107 students iReady Diagnostic 2: 24% Hispanic students performed two or more grade levels below	CAASPP ELA Average Distance From Standard for Hispanic will decrease the baseline of -13.5 (Low) from 2022 by a total of 3 or more (to reach Medium) with a stretch goal of 15 or more (to reach high) to end at -10.5 or higher by the end of the 2023-2024 school year. iReady: Hispanic student will decrease the percentage of student performing two or more grade level below by 10% to 14% on Diagnostic Assessment

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

Provide a variety of digital technology such as the web-based applications, computer devices, online supplemental curriculum and more (projector bulbs) to facilitate and enhance student learning in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF Supplemental and Concentration (S/C)

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

Identify key students who would benefit from Tier 2 Reading Intervention and/or other Tier 2 interventions. Certificated Personnel Salaries 2 staff member pulling intervention groups based on need /ELA & Math Data diagnostic assessments in the classroom - classroom support (@ $24,000each).

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)
48000	LCFF Supplemental and Concentration (S/C)

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

ELA supplemental Materials (i.e. ELA Language & Conventions) and Conventions include both mechanics (spelling, punctuation, and capitalization; used for written language) and usage (grammar; part of both spoken and written language).
Activities to give students appropriate materials to meet specific needs and address grade level standards.

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

Amount(s)	Source(s)
4000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4

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

Grade level planning time with Instructional Coach and school leadership

Strategy/Activity

Teachers and Instructional Coach will perform Instructional Rounds to identify best practices and strategies to enhance their own teaching.
The supplementary time will allow for these assessments to be administered one on one and in small groups with focused administration on the part of the teacher.
Teachers provided release time in order to meet in grade level teams and Professional Learning Communities (PLC's) where the needs of all students will be identified, addressed , and monitored using assessment measures.
Employees are provided with resources, support, time, and professional development to meet their needs to be successful.

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)
7000	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

There were significant needs and challenges posed by teachers not having time to lesson plan, collaborate with peers and improve on teaching practices. As a result of conversations around this need, there has been a need to provide release time, professional development and teacher collaboration opportunities.

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

There were no substantive differences in planned actions and the actual implementation of those actions.

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

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

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. All students have access to a wide variety of engagement activities, before, during and after the school day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	60% of the 1st grade students scored at Level 1 or 2 as measured by the 21-22 ELPAC. 36% of the 2nd grade students scored at Level 1 or 2 as measured by the 21-22 ELPAC. 78% of the 3rd grade students scored at Level 1 or 2 as measured by the 21-22 ELPAC. 55% of the 4th grade students scored at Level 1 or 2 as measured by the 21-22 ELPAC. 53% of the 5th grade students scored at Level 1 or 2 as measured by the 21-22 ELPAC.	Increase the percentage of current EL students who progress on ELPAC

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

ELD Provide focused, intensive small-group interventions for English learners determined to be at risk for reading problems. The amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by iReady reading assessment data and other indicators, the interventions will include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit, direct instruction should be the primary means of instructional delivery.

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

Regular parent meetings will be held to provide information and opportunities for parents to provide input. Opportunities for parent-teacher conferences/Individual Educational Plans (IEP) 2x a year with 100% of families from priority student groups (e.g. ELs, SPED).

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)
1041	Title I Part A: Parent Involvement

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

Instructional Assistants will provide support in school across all content areas and English Language Development in the form of small group instruction targeted to meet the need based on academic performance data.
Support ELL students during designated and integrated ELD blocks, focusing on developing academic language in all subject areas with the goal of increasing English proficiency across all content areas.

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

Conduct Instructional Rounds- collaboration among teachers and administration to examine a problem and work together for a solution. Teachers and administrators work together to identify and sole common problems related to teaching and learning.
Site leadership will conduct formal and informal walk-throughs during ELD instruction ensuring that all students, including those from historically marginalized communities, attain equitable outcomes.
Designated and integrated ELD strategies and 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.

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)

EL/Foster Youth/low income are target student groups

Strategy/Activity

iReady 2-5 Workbooks/Teacher Guides $6,700. Decisions to start new programs or keep existing ones are based on measurable objectives and evaluation.
Supplemental materials will support grade level standards and classroom instruction.

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)
6700	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

There were no substantive differences in planned actions and the actual implementation of those actions.

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 # 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 2023-24 school year, we will increase the number of parent volunteer hours and opportunities.

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	2022-2023 school year Hamilton has: PTA/AF Historian:	In the 2023-2024 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

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 addressing parent needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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.
Communication is timely and responsive with an appropriate approach for all families.

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

($3142)
Monthly meetings including coffee with the principal will continue to be held for informal discussions around school issues/concerns/ updates
Parent workshops
Home School communication (postcards for student recognition)
Families, caregivers, and communities are empowered to advocate for students.
Social Media and communication 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)
3000	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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.

There were no substantive differences in planned actions and the actual implementation of those actions.

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

All students and families will be engaged, connected, and empowered to be active participants in our community of learners in a safe and healthy school climate. the implementation of Multi-Tiered Systems of Support (MTSS), meet the unique learning, cultural, and social-emotional needs of all students through instruction and support. The measures in this goal focus on our implementation and evaluation of instruction using the dashboard framework.

Identified Need

Chronic absenteeism and truancy rates need to decrease for all student groups, but in particular for African American and Students with Disabilities (ATSI status)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	Chronic Absenteeism for All Students - baseline of 22.4% (n-118) Chronic Absenteeism for African American will increase the - baseline of 34.2 (N- 13) Chronic Absenteeism for Hispanic - baseline of 32.5% (N-74) Chronic Absenteeism for English Learners - baseline of 31.0% (N - 22) Chronic Absenteeism for Socioeconomically Disadvantaged - baseline of 34.0% (N-98) Chronic Absenteeism for Students with Disabilities - baseline of 46.7% (N-35)	Chronic Absenteeism for All Students will decrease the baseline of 22.4 (Red) from 2022 by a total of -0.5 or more (to reach Orange) with a stretch goal of -3 or more (to reach Yellow) to end at 21.9 or lower by the end of the 2023-2024 school year. Chronic Absenteeism for African American will decrease the baseline of 34.2 (Red) from 2022 by a total of -0.5 or more (to reach Orange) with a stretch goal of -3 or more (to reach Yellow) to end at 33.7 or lower by the end of the 2023-2024 school year. Chronic Absenteeism for Hispanic will decrease the baseline of 32.5 (Red) from 2022 by a total of -0.5 or more (to reach Orange) with a stretch goal of -3 or more (to reach Yellow) to end at 32 or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		lower by the end of the 2023-2024 school year. Chronic Absenteeism for English Learners will decrease the baseline of 31 (Red) from 2022 by a total of -0.5 or more (to reach Orange) with a stretch goal of -3 or more (to reach Yellow) to end at 30.5 or lower by the end of the 2023-2024 school year. Chronic Absenteeism for Socioeconomically Disadvantaged will decrease the baseline of 34 (Red) from 2022 by a total of -0.5 or more (to reach Orange) with a stretch goal of -3 or more (to reach Yellow) to end at 33.5 or lower by the end of the 2023-2024 school year. Chronic Absenteeism for Students with Disabilities will decrease the baseline of 46.7 (Red) from 2022 by a total of -0.5 or more (to reach Orange) with a stretch goal of -3 or more (to reach Yellow) to end at 46.2 or lower by the end of the 2023-2024 school year.

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

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.
Classified 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 8:25 a.m.
10K noon aides for supervision on campus, 4K breakfast aide for campus coverage in morning auditorium. We attract, value, and retain outstanding and qualified employees.
Hamilton will celebrate attendance improvement at Friday Morning Assemblies 4 times a month.
Maintain a welcoming, accommodating and inclusive environment.
Provide positive incentives for students to support proactive strategies. Incentives given for positive behavior and attendance.
$847 Title 1 & = $5000 LCFF Student incentives/awards/certificates/medals/trophies/prizes
$1000 3-5 Agendas

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)
847.00	Title I Part A: Allocation
5000	LCFF Supplemental and Concentration (S/C)
10000	Title I Part A: Allocation
4000	Title I Part A: Allocation
1000	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Through SEL and the use of our new RTI Wellness and Behavior 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.

There were no substantive differences in planned actions and the actual implementation of those actions.

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: 2022-23

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

ANALYSIS

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

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: 2022-23

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

ANALYSIS

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

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: 2022-23

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

ANALYSIS

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

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: 2022-23

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

ANALYSIS

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

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: 2022-23

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

ANALYSIS

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

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	$54864
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	$54864
Other State/Local Funds provided to the school	$151943

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	$53823
Title I Part A: Parent Involvement	$1041

Subtotal of additional federal funds included for this school: $54,864

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)	$151943

Subtotal of state or local funds included for this school: $151,943

Total of federal, state, and/or local funds available for this school: $206,807

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I Part A: Allocation	53823	0.00
LCFF Supplemental and Concentration (S/C)	151943	0.00
Title I Part A: Parent Involvement	1041	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	151,943.00
Title I Part A: Allocation	53,823.00
Title I Part A: Parent Involvement	1,041.00

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.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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

PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Pasadena Unified School District Unified School District

Hamilton Elementary School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2022-2023 **Update**

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Hamilton Elementary School and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on February 8 2023 at Hamilton Elementary, Pasadena. Notice was provided by Erika Cooper/ SSC.

Hamilton Elementary School's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and has been amended per school site council.

Amendments

School Site Council
2023-2024

Signatures of Hamilton Elementary School's Site Council Members

Signature	Date	Signature	Date
	2/22/23		
	2/24/23		
	2/27/23		2/22/23
	2/27/23		2/22/23
	2/27/23		
	2/22/23		

Hamilton Elementary

SSC Meeting MInutes

5-10 2023 8:00am to 9am

I. Welcome and Introductions
II. Call to Order/ take virtual role

The meeting was called to order at 8:05am.

Members present: Erika Cooper, Kahlmus Eatman, David Berk, Alden Denila, Ana Negrete, Kirsten Jackson, Chase Stafford, Jason Tirona, Kim Enriquez

III. Approval of 4-26-23 minutes

Erika Cooper made a motion to approve the minutes and Kirsten Jackson seconded. The minutes were approved unanimously.

IV. Approval of Proposed Agenda

Kim Enriquez made a motion to approve the proposed agenda and Kirsten Jackson seconded. The proposed agenda was approved unanimously.

V. Unfinished business:
    A. SPSA Review and vote

The proposed goals were reviewed and discussed. iReady data reports were reviewed and discussed.

Kirsten Jackson made a motion to approve the SPSA and Chase Stafford seconded. The SPSA was approved unanimously.

If there are changes to the plan suggested by the district we will vote by unanimous consent via email in June.

VI. New Business
    A. No new business at this time.

VIII. Adjournment at 9:00am

Budget 2023-2024

***Revised 4/26/23**

LCFF/S&C actions will need to clearly state

- **What service** is being provided?;

- How that service is **principally directed to meet the needs** of **specific unduplicated target student groups**; (ELL, Low Income, Foster Youth)

- **How the LEA knows** the service will be **effective in addressing** the identified need.

*The service provided is **[What]** by **[Whom]** to meet the needs of **[Target student group]** which is **[The identified need]**. This will increase/improve service by **[Benefit to student group]**. PUSD believes this will be effective because **[rationale from research, prior experience, stakeholder feedback]***

- **Title 1 = $54,864**
- **LCFF= $151,943**

Title I Allocation	Amount	NOTES	
Project Aide (2)	$34,411	*Push in support and supervision* Total for 2= $17,205 each (includes benefits)	4hrs/day
Noon Aides	$7,000		
Breakfast	$4,300	Morning breakfast supervision (8:00am)	1hr/day
Conferences	$8,112	Teacher professional development	
Parent Involvement	$1,041		
Total Title I	$54,864		

LCFF/S&C Allocation	Amount	NOTES	
Intervention Teachers (2)	**$45,733**	**$33.33/hr** **6 hr/day** **5 days/week** ***(ELA/MATH)***	**Goal 2 (ELA) 1,080 hrs**
Awards/Incentives	**$2,000**	Awards and incentives HERE *To address chronic absenteeism* ***(ATSI)***	**Goal 5**
Flexible seating	**$10,000**	• *Rolling Kidney Table HERE ($930) 8 total= $8,000* • *K- 1: Flex chairs ($70) 15 total= $1,200 to foster small group instruction HERE* • *Lakeshore Tables (2) HERE*	**Goal 1 (Math)**
Online Subscription	**$2,000**	*Generation Genius HERE*	**Goal 1 (Math)**
Project Aide (3)	**$64,521+ $3,989**	*Push in support and supervision: $21,507 each* *Tot: for 3 = $64,521 (16.93/hr) (ben: $12,540)*	**Goal 1 (Math) +$3,989**
Technology	**$3,000**	*Bulb replacement/ projectors/ doc cam.* *Bulbs ELPL360/ ELPLP88 / Elplp97*	**Goal 2 (ELA)**
Parent engagement	**$3,000**	*Parent Involvement/engagement meetings*	**Goal 4- P.I.**
Materials/ Supp	**$10,700**	*Magnetic reading HERE , agendas, conventions*	**Goal 2 (ELA)**
Subst. Teachers	**$7,000**	*Grade level planning/release (Collaboration days)*	**Goal 2 (ELA)**
Total LCFF/S&C	**$151, 943**		

PASADENA UNIFIED SCHOOL DISTRICT

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 2023-24, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,795,513.00:

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 3 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 2023-24 is as below:

School: Hamilton Elementary

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	$1,795,513.00	9,623	$186.59	248	$46,273.22