

School Year: **2020-21**

# 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	09-29-2020	April 29, 2021

## 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

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

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

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

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

# Resource Inequities

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

N/A

## School Vision and Mission

### Hamilton Mission Statement

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

Our Mission is:

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

Alexander Hamilton is a highly recognized school for the many commendations it has received including: 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.

As A Leader in Me School, our goal is to work with parents and students to implement the Seven Habits of Happy Kids Leader In Me program. 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

Alexander Hamilton Elementary School, located on the southern edge of Pasadena, is one of 13 elementary schools in the Pasadena Unified School District. Hamilton is a neighborhood school with approximately 577 students enrolled in grades K-5 and 35 Pre-School students. Approximately 47% of Hamilton students qualify for free and reduced lunch. Hamilton has continued to retain enrollment and has grown steadily over the past five years. 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:

African American 10%

White 25%

Hispanic 41%

Asian 12%

Two or More Races

English Learners

Socioeconomically Disadvantaged

Hamilton school provides the following staff:

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

Hamilton Elementary contains the following:

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

Technology is a critical component in the education of Hamilton students. It is especially important as we teach the Common Core Standards. Our full-time, credentialed Computer Teacher instructs all students in grades K-5 for, at minimum, 40 minutes weekly. 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 a few of the projects that the students work on throughout the school year. Our computer lab contains two 3-D printers, which students use to create items they can use. Chromebook Carts are available for students to use in every classroom, which is approximately one to one student ratio.

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

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

Teachers and staff utilize a number of assessments to guide and adjust instruction in order to improve student achievement. This data is entered into a computer data system. Graphs and data reported are used to guide future instructional practices. This information is shared with grade level teams and parents during conferences, staff meetings and Student Study Team Meetings. In addition, alternating Mondays are utilized for a variety of staff development needs. An Intervention Program (RTI) delivered by the Instructional Coach and intervention teacher provide the students with differentiated instruction based on their individual needs. This intervention program is designed to provide support in both English Language Arts and in Mathematics. In addition, before school intervention is provided to help with the struggling students as well as accelerating learning through i-Ready. The creation and implementation of vertical data teams in the three core curricular areas (English Language Arts, Mathematics and Science) assist us in continually monitoring progress toward our goals. Programs used to monitor student growth and differentiate instruction such as i-Ready and other supplemental programs are used to support student learning. Teachers frequently work in grade level teams to generate intervention and acceleration strategies for meeting the needs of all learners. The computer lab teacher assists with generating charts and graphs for the data teams to align instruction to meet student needs. Teachers collaborate on a consistent, on-going basis to plan instruction and implement best practices. Classroom teachers are assisted by our instructional coach to support differentiated instruction to meet the needs of all students. All staff members, teachers, volunteers, and LEARNs staff regularly implement programs that support our regular instruction and utilize school resources to help students meet and exceed grade level standards. Examples of these programs include one-to-one tutoring, small group instruction, LEARNs program, intervention, 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.68%	0.17%	0%	4	1	0
African American	10.14%	10.25%	8.89%	60	62	49
Asian	12.84%	14.21%	14.34%	76	86	79
Filipino	4.39%	3.8%	3.45%	26	23	19
Hispanic/Latino	41.22%	40.83%	41.2%	244	247	227
Pacific Islander	0.34%	0.33%	0.18%	2	2	1
White	25.51%	24.46%	26.32%	151	148	145
Multiple/No Response	%	0.17%	5.26%		1	2
Total Enrollment				592	605	551

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	96	102	86
Grade 1	96	111	90
Grade 2	102	106	102
Grade3	100	104	94
Grade 4	99	92	95
Grade 5	99	90	84
Total Enrollment	592	605	551

### Conclusions based on this data:

1. Hispanic/Latino student group has maintained approximately 41% (2017-2018; 244 students / 2018-2019, 247 students).
2. African American student group has maintained at approximately 10% (2017-2018 60 students/ 2018-2019, 62 students)
3. There has been a increase in the Asian student group (2016-2017, 76 students / 2018-2019, 86 students).

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	51	77	73	8.6%	12.7%	13.2%
Fluent English Proficient (FEP)	107	98	88	18.1%	16.2%	16.0%
Reclassified Fluent English Proficient (RFEP)	27	9	14	40.9%	17.6%	18.2%

### Conclusions based on this data:

1. There has been a 4.1% increase in the English Learner student group enrolled at Hamilton from 8.6% (2017-2018; 51 students) to 12.7% (2018-2019; 77 students).
2. There has been a 1.9% decrease in the Fluent English Proficient (FEP) student group enrolled at Hamilton from 18.1% (2017-2018; 107 students) to 16.2% (2018-2019; 98 students).
3. There has been a 23.3% decrease in the Reclassified Fluent English Proficient (RFEP) student group enrolled at Hamilton from 40.9% (2017-2018; 27 students) to 17.6% (2018-2019; 9 students).

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	101	100	100	101	98	97	101	98	97	100	98	97
Grade 4	101	95	90	101	93	90	101	93	90	100	97.9	100
Grade 5	99	95	78	99	95	78	99	95	78	100	100	100
All Grades	301	290	268	301	286	265	301	286	265	100	98.6	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2478.	2470.	2481.	50.50	48.98	54.64	20.79	17.35	16.49	10.89	18.37	13.40	17.82	15.31	15.46
Grade 4	2503.	2522.	2518.	40.59	63.44	54.44	23.76	10.75	12.22	17.82	7.53	15.56	17.82	18.28	17.78
Grade 5	2540.	2524.	2547.	36.36	33.68	39.74	27.27	25.26	32.05	17.17	18.95	11.54	19.19	22.11	16.67
All Grades	N/A	N/A	N/A	42.52	48.60	50.19	23.92	17.83	19.62	15.28	15.03	13.58	18.27	18.53	16.60

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.54	43.88	48.45	34.65	37.76	36.08	19.80	18.37	15.46
Grade 4	41.58	48.39	48.89	39.60	36.56	33.33	18.81	15.05	17.78
Grade 5	32.32	34.74	46.15	47.47	41.05	37.18	20.20	24.21	16.67
All Grades	39.87	42.31	47.92	40.53	38.46	35.47	19.60	19.23	16.60

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56.44	45.92	45.36	30.69	36.73	39.18	12.87	17.35	15.46
Grade 4	37.62	49.46	44.44	44.55	34.41	45.56	17.82	16.13	10.00
Grade 5	46.46	40.00	46.15	40.40	40.00	37.18	13.13	20.00	16.67
All Grades	46.84	45.10	45.28	38.54	37.06	40.75	14.62	17.83	13.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.69	36.73	38.14	59.41	53.06	55.67	9.90	10.20	6.19
Grade 4	31.68	37.63	35.56	51.49	52.69	56.67	16.83	9.68	7.78
Grade 5	35.35	29.47	33.33	49.49	48.42	52.56	15.15	22.11	14.10
All Grades	32.56	34.62	35.85	53.49	51.40	55.09	13.95	13.99	9.06

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	49.50	40.82	48.45	35.64	47.96	35.05	14.85	11.22	16.49
Grade 4	40.59	55.91	41.11	47.52	30.11	41.11	11.88	13.98	17.78
Grade 5	43.43	40.00	47.44	37.37	37.89	34.62	19.19	22.11	17.95
All Grades	44.52	45.45	45.66	40.20	38.81	36.98	15.28	15.73	17.36

**Conclusions based on this data:**

1. (Overall Achievement) The percent of students that met or exceeded standards as measured by the ELA CAASPP increased from 48.60% (2017-2018) to 50.19% (2018-2019), a 1.59% increase.
2. The percent of students that did not meet the standard decreased from 18.53% (2017-2018) to 16.60% (2018-2019).
3. Reading - Demonstrating understanding of literary and non-fictional texts: the percent of students that performed above standard increased from 43.21% (2017-2018) to 47.92% (2018-2019), a 4.71% increase.



# 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	101	100	100	101	99	97	101	99	97	100	99	97
Grade 4	101	95	90	101	93	90	101	93	90	100	97.9	100
Grade 5	99	95	78	99	95	78	99	95	78	100	100	100
All Grades	301	290	268	301	287	265	301	287	265	100	99	98.9

\* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2475.	2459.	2462.	48.51	33.33	42.27	20.79	28.28	22.68	13.86	21.21	14.43	16.83	17.17	20.62
Grade 4	2499.	2519.	2495.	31.68	43.01	32.22	25.74	23.66	24.44	23.76	20.43	28.89	18.81	12.90	14.44
Grade 5	2522.	2518.	2521.	32.32	34.74	32.05	16.16	16.84	20.51	23.23	16.84	23.08	28.28	31.58	24.36
All Grades	N/A	N/A	N/A	37.54	36.93	35.85	20.93	23.00	22.64	20.27	19.51	21.89	21.26	20.56	19.62

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57.43	42.42	46.39	21.78	29.29	28.87	20.79	28.28	24.74
Grade 4	38.61	51.61	35.56	36.63	23.66	36.67	24.75	24.73	27.78
Grade 5	40.40	43.16	37.18	20.20	18.95	25.64	39.39	37.89	37.18
All Grades	45.51	45.64	40.00	26.25	24.04	30.57	28.24	30.31	29.43

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	49.50	42.42	43.30	26.73	42.42	40.21	23.76	15.15	16.49
Grade 4	35.64	41.94	33.33	39.60	44.09	46.67	24.75	13.98	20.00
Grade 5	29.29	24.21	30.77	40.40	44.21	42.31	30.30	31.58	26.92
All Grades	38.21	36.24	36.23	35.55	43.55	43.02	26.25	20.21	20.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	53.47	38.38	51.55	32.67	46.46	34.02	13.86	15.15	14.43
<b>Grade 4</b>	39.60	54.84	34.44	38.61	33.33	48.89	21.78	11.83	16.67
<b>Grade 5</b>	37.37	29.47	37.18	31.31	42.11	33.33	31.31	28.42	29.49
<b>All Grades</b>	43.52	40.77	41.51	34.22	40.77	38.87	22.26	18.47	19.62

**Conclusions based on this data:**

1. (Overall Achievement) The percent of students that met or exceeded standards as measured by the Math CAASPP decreased from 36.93% (2017-2018) to 35.85% (2018-2019), a 1.08% decrease.
2. Communicating Reasoning - Demonstrating ability to support mathematical conclusions: the percent of students above standard as measured by the Math CAASPP increased from 40.77% (2017-2018) to 41.51% (2018-2019), a .74% increase.
3. Problem Solving & Modeling/Data Analysis - Using appropriate tools and strategies to solve real world and mathematical problems: the percent of students above standard as measured by the Math CAASPP maintained at 36% from (2017-2018) to (2018-2018)

# 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1419.5	1481.8	1433.4	1459.8	1386.9	1532.7	17	13
Grade 1	1372.7	*	1378.5	*	1366.4	*	11	10
Grade 2	*	*	*	*	*	*	*	8
Grade 3	*	1481.4	*	1493.8	*	1468.5	*	14
Grade 4	*	*	*	*	*	*	*	9
Grade 5	*	*	*	*	*	*	*	5
All Grades							49	59

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	53.85	*	15.38	*	15.38	*	15.38	17	13
1		*	*	*	*	*	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*
3	*	14.29		28.57	*	28.57	*	28.57	*	14
4		*	*	*		*	*	*	*	*
All Grades	*	22.03	32.65	25.42	*	23.73	30.61	28.81	49	59

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	46.15	*	30.77	*	7.69	*	15.38	17	13
1	*	*	*	*		*	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*
3	*	35.71	*	35.71		14.29	*	14.29	*	14
4		*	*	*		*	*	*	*	*
All Grades	36.73	38.98	24.49	25.42	*	15.25	32.65	20.34	49	59

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	61.54	*	7.69	*	15.38	*	15.38	17	13
1	*	*	*	*		*	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*
3	*	0.00		14.29	*	42.86	*	42.86	*	14
4		*		*	*	*	*	*	*	*
All Grades	*	16.95	*	11.86	28.57	32.20	38.78	38.98	49	59

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	53.85	*	30.77	*	15.38	17	13	
1	*	*	*	*	*	*	11	*	
2	*	*	*	*	*	*	*	*	
3	*	21.43	*	50.00	*	28.57	*	14	
All Grades	42.86	37.29	34.69	35.59	22.45	27.12	49	59	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	46.15	*	38.46	*	15.38	17	13	
1	*	*	*	*	*	*	11	*	
2	*	*	*	*	*	*	*	*	
3	*	50.00		42.86	*	7.14	*	14	
All Grades	34.69	38.98	30.61	42.37	34.69	18.64	49	59	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	53.85	70.59	23.08	*	23.08	17	13	
1	*	*	*	*	*	*	11	*	
2	*	*	*	*	*	*	*	*	
3	*	0.00		57.14	*	42.86	*	14	
All Grades	*	18.64	38.78	40.68	42.86	40.68	49	59	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	61.54	82.35	30.77	*	7.69	17	13
<b>1</b>	*	*	*	*	*	*	11	*
<b>2</b>	*	*	*	*	*	*	*	*
<b>3</b>	*	14.29	*	50.00	*	35.71	*	14
<b>All Grades</b>	*	22.03	61.22	42.37	30.61	35.59	49	59

**Conclusions based on this data:**

1. Overall language performance as measured by the 2018- 2019 ELPAC ; 22.03% performed at a Level 4 and 25.42% at a Level 3.
2. Listening- 72.88% performed at well developed or somewhat/moderately.
3. Speaking-69.59% performed at well developed or somewhat/moderately.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
605	43.1	12.7	0.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	77	12.7
Foster Youth	4	0.7
Homeless	7	1.2
Socioeconomically Disadvantaged	261	43.1
Students with Disabilities	62	10.2





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	62	10.2
American Indian	1	0.2
Asian	86	14.2
Filipino	23	3.8
Hispanic	247	40.8
Two or More Races	35	5.8
Pacific Islander	2	0.3
White	148	24.5

### Conclusions based on this data:

1. Enrollment for student groups are: English Learners (77) 12.7%; Foster Youth (4) 0.7%; Homeless (7) 1.2%; SED (261) 43.1%; SWD (62) 10.2%
2. Enrollment by ethnicity: Hispanic (247) 40.8%; White (148) 24.5%; Asian (86) 14.2%; African American (62) 10.2%; Two or More Races (35) 5.8%; Filipino (23) 3.8%.
3. The total enrollment of students in 2018-2019 was 605.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

**Conclusions based on this data:**

1. Performance of State measures, using comparable statewide data, is represented by one of five colors ("red" being lowest performing and "blue" being highest).  
(Academic Performance)-English Language Arts (Blue); Mathematics (Green).
2. (Academic Engagement)-Chronic Absenteeism (Yellow).
3. (Conditions and Climate)-Suspension Rate (Blue).

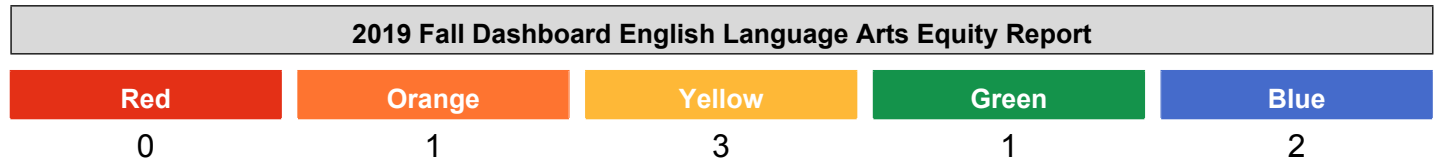
# School and Student Performance Data

## Academic Performance English Language Arts







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



This section provides number of student groups in each color.











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

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



### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  Green 18.5 points above standard Increased ++10.5 points 34	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  Blue 109.1 points above standard Increased Significantly ++36.2 points 31	<b>Filipino</b>  No Performance Color 80.1 points above standard 14
<b>Hispanic</b>  Yellow 3.2 points above standard Declined -4.4 points 110	<b>Two or More Races</b>  No Performance Color 131.3 points above standard Increased Significantly ++26.2 points 13	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  Blue 91.5 points above standard Increased Significantly ++15.1 points 57

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 75.9 points below standard 24	<b>Reclassified English Learners</b> 15.6 points above standard Declined Significantly -37.6 points 29	<b>English Only</b> 66.6 points above standard Increased Significantly ++23.7 points 181
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#### Conclusions based on this data:

- Performance of State measures, using comparable statewide data, is represented by one of five colors ("red" being lowest performing and "blue" being highest). Hispanic Students decreased (4.4 points), performance status is currently in the yellow range. Teachers will continue to provide necessary supports and accommodations to meet need of these students.
- There was a increase in performance of 10.5 points in our African American students (34). Teachers will continue to support the students based on multiple sources of data (IRI, district assessments, classroom assessments)
- Reclassified English Learner (RFEP) students declined significantly (-37.6) points. Teachers need to continue to monitor EL students for 2 years after reclassification to provide proper supports in the classroom.

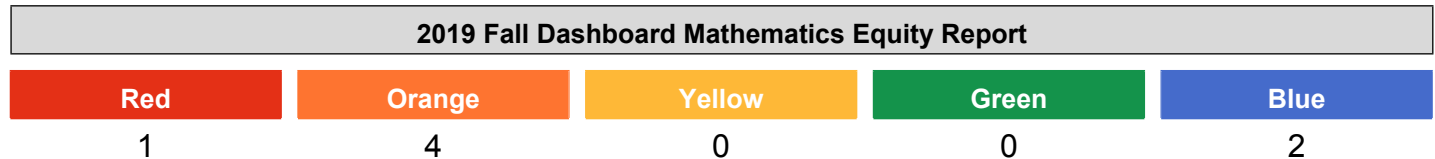
# School and Student Performance Data

## Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 91.4 points below standard 24	<b>Reclassified English Learners</b> 0.6 points below standard Declined Significantly -40 points 29	<b>English Only</b> 21.8 points above standard Increased ++5.4 points 181
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#### Conclusions based on this data:

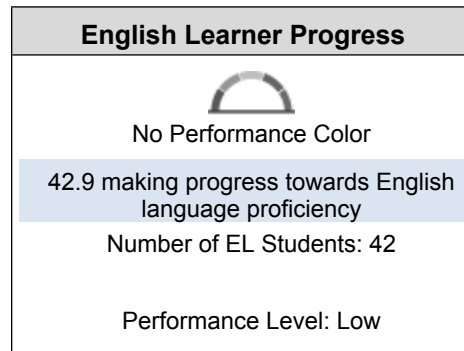
- Performance of State measures, using comparable statewide data, is represented by one of five colors ("red" being lowest performing and "blue" being highest). ALL students declined (5.8 points) and are currently 12.7 points above standard. Teachers will continue to use iReady diagnostic data to differentiate and drive instruction.
- Reclassified Fluent English Proficient (RFEP) students (29 students) showed a significant decrease of 40 points in Math. Teachers will continue to target and provide support to all RFEP students in Math through specified i-ready assignments and targeted intervention.
- English Learners declined significantly (-51.4), 41.7 below standard (53 students tested)

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	17	1	17

#### Conclusions based on this data:

1. Performance of State measures, using comparable statewide data, is represented by one of five colors ("red" being lowest performing and "blue" being highest).  
17 English Learners (EL's) maintained ELPI Levels as measured by the ELPAC.
2. 7 EL's decreased one ELPI Level as measured by the ELPAC.
3. 17 of the EL's progressed at least one ELPI level as measured by the ELPAC.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

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

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	4	0	3	1

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

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

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

#### Conclusions based on this data:

1. Performance of State measures, using comparable statewide data, is represented by one of five colors ("red" being lowest performing and "blue" being highest). Chronically absent students maintained at -0.2 (6.4% students were chronically absent).
2. Chronically absent English Learners (EL's) decreased -2.3% (9 English Learner students were chronically absent).
3. Chronically absent Students with Disabilities (SWD) increased 1.5% (12.7% Students with Disabilities were chronically absent).

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

### Conclusions based on this data:

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



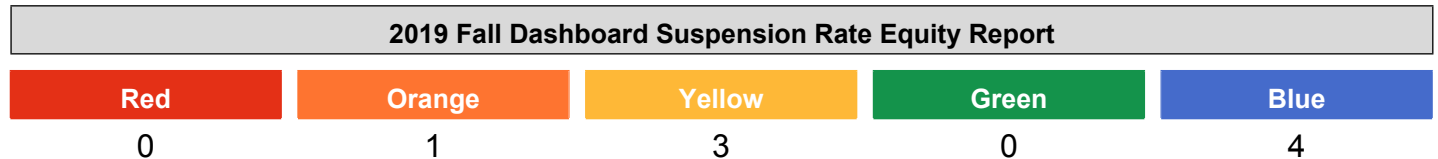
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Blue 0.3 Maintained 0 620	<b>English Learners</b>  Yellow 1.3 Maintained -0.2 78	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 4
<b>Homeless</b>  No Performance Color 0 Maintained 0 12	<b>Socioeconomically Disadvantaged</b>  Yellow 0.7 Increased +0.4 275	<b>Students with Disabilities</b>  Orange 2.5 Increased +2.5 80

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Blue 0 Declined -1.4 63	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  Blue 0 Maintained 0 87	<b>Filipino</b>  No Performance Color 0 Maintained 0 22
<b>Hispanic</b>  Yellow 0.8 Increased +0.8 254	<b>Two or More Races</b>  Blue 0 Maintained 0 37	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 2	<b>White</b>  Blue 0 Declined -0.6 154

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	0.3

#### Conclusions based on this data:

- Staff will continue to use positive, proactive, and responsive classroom behavior intervention and support strategies to prevent suspensions
- Suspension rates maintained compared to the previous year (0.3%).
- There has been an increase in suspension rates with Hispanic Students (.8%) and a decline for African American students (-1.4%).

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 1

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

### Goal 1

CAASPP Math Average Distance From Standard for All Students will increase the baseline of 12.7 (Green) from 2019 by a total of 15 or more (to reach Blue) to end at 27.7 or higher by the end of the 2020-2021 school year.

CAASPP Math Average Distance From Standard for Students with Disabilities (SED) will decrease the baseline of -97.1 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of -25.1 or more (to reach Yellow) to end at -94.1 or higher by the end of the 2020-2021 school year.

CAASPP Math Average Distance From Standard for English Learners (ELs) will decrease the baseline of -41.7 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 16.7 or more (to reach Green) to end at -38.7 or higher by the end of the 2020-2021 school year.

CAASPP Math Average Distance From Standard for African American will decrease the baseline of -43.7 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 18.7 or more (to reach Green) to end at -40.7 or higher by the end of the 2020-2021 school year.

CAASPP Math Average Distance From Standard for Hispanic will decrease the baseline of -30 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 5 or more (to reach Green) to end at -27 or higher by the end of the 2020-2021 school year.

CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -30.8 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 5.8 or more (to reach Green) to end at -27.8 or higher by the end of the 2020-2021 school year.

### Identified Need

Overall student performance in Math on the 2018-2019 SBAC as reported on the CA-Schools Dashboard was 12.7 points above standard which is a 5.8 decline from the previous year. The EL subgroup (53 students) scored 25.9 points below standard, which is a 46.8 point decline from the previous year.

4 SUBGROUPS scored below standard and also all showed declines from the previous year:

\*Hispanic (110 students) scored 30 points below standard, declining by 19.4 points;

\*SED (127 students) scoring 30.8 points below standard, declining 20 points;

\*African American (34 students) scoring 43.7 points below standard, declining by 9.7 points

\*ELs (53 students) scoring 41.7 points below standard, declining 51.4 points

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP) achievement results	CAASPP Math Average Distance From Standard for All Students: baseline of 12.7 (Green)	CAASPP Math Average Distance From Standard for All Students will increase the baseline of 12.7 (Green) from 2019 by a total of 15 or more (to reach Blue) to end at 27.7 or higher by the end of the 2020-2021 school year.
iReady Diagnostic Data	iReady Diagnostic 2 Results show 52% of students are at grade level in Hamilton Elementary	Increase of 5% to 57% of all students at grade level Kinder-5th
California Assessment of Student Performance and Progress (CAASPP) achievement results	<p>CAASPP Math Average Distance From Standard for Students with Disabilities - baseline of -97.1 (Red)</p> <p>CAASPP Math Average Distance From Standard for English Learners - baseline of -41.7 (Orange)</p> <p>CAASPP Math Average Distance From Standard for African American - baseline of -43.7 (Orange)</p> <p>CAASPP Math Average Distance From Standard for Hispanic - baseline of -30 (Orange)</p> <p>CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged - baseline of -30.8 (Orange)</p>	<p>CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -97.1 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of -25.1 or more (to reach Yellow) to end at -94.1 or higher by the end of the 2020-2021 school year.</p> <p>CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -41.7 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 16.7 or more (to reach Green) to end at -38.7 or higher by the end of the 2020-2021 school year.</p> <p>CAASPP Math Average Distance From Standard for African American will decrease the baseline of -43.7 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 18.7 or more (to reach Green) to end at -40.7 or higher by the end of the 2020-2021 school year.</p> <p>CAASPP Math Average Distance From Standard for Hispanic will decrease the baseline of -30 (Orange) from</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 5 or more (to reach Green) to end at -27 or higher by the end of the 2020-2021 school year.</p> <p>CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -30.8 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 5.8 or more (to reach Green) to end at -27.8 or higher by the end of the 2020-2021 school year.</p>

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

## Strategy/Activity 1

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

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

The Strategy/Activity will serve ALL students

### Strategy/Activity

Professional Learning Communities (PLC's)

\* Instructional Round team

\*Instructional Leadership Team (ILT)

\*Grade level collaboration; Vertical alignment across grade levels.

All PLCs will be driven by Common Core State Standards and district priorities.

Staff will work in Professional Learning Communities to plan instructional based on Common Core State Standards, use interim and common formative assessments to monitor student progress. The data will be analyzed and used to adjust instruction and pacing.

Focus strategies include common formative assessments, student talk, check for understanding, and spaced practice.

Staff will receive release time as needed.

Teachers (K-5) will use i-ready math (or district approved curriculum) which includes opportunities with daily practice on each grade level standard and opportunity to practice applying standards into real- life application.

Instructional coach to provide support and to monitor students, Provide coaching to teachers (funding by District/Title I: see closing the gap)

Teachers will continue to require students to complete a multi-step real life math problem each week.

I Do. We Do. You Do will be the strategy to demonstrate problem solving application. Students will be expected to solve a real life problem as a group each week with immediate teacher feedback using Constructive Responses. (i.e. Problem of the week and/or use of published tests)

Teachers will use tests aligned to common core with at least one question involving the construction of a written explanation of steps students took to achieve their answer.

Students will be monitored at minimum every trimester for progress based on any of the following: Classroom assessments, diagnostic Assessments, District Trimester & Performance Tasks assessments.

Teachers will use technology to teach students tools to make visual examples, manipulatives, and models that will help further understanding.

Teachers will expose and teach digital tools to improves conceptual understanding.

\*\*\*Intervention teacher/IEP/Teacher Release will support students ( LCFF) \$9,768\*\*

\*\* Project Aide will provide additional classroom support as needed \$9,180\*\*

\*\* PD and Conferences \$4,000\*\*

### **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)
9,768	LCFF - Supplemental
9,180	LCFF - Supplemental
4,000	Title I

### **Strategy/Activity 2**

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

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

The Strategy/Activity will serve ALL students

#### **Strategy/Activity**

Benchmark incentives for fact fluency will be provided by teachers to promote the growth of basic skills i.e fishy facts, ice cream scoops)

K-Base 10, doubles

1st- Base 10, doubles

2nd- doubles

3rd-Mastered addition

4th –Mastered multiplication & automaticity

5th-Mastered double digit multiplication & automaticity

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

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

### **Strategy/Activity 3**

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

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

The Strategy/Activity will serve ALL students

#### **Strategy/Activity**

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

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

Continued use of Chromebooks and Technology for mathematical enrichment.

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

Teachers will attend one professional development each semester from our instructional coach and teacher leadership team to learn about additional ways to provide their students with the ability to apply standards for mathematical practice. In addition, 3rd grade and up will work on multiple ways to solve a problem :

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for an express regularity in repeated reasoning,

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

Students will use ACE to construct mathematical responses to math word problems: ACE acronym: Answer, Compute, Explain.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	

**Strategy/Activity 4**

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

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

The Strategy/Activity will serve ALL students

**Strategy/Activity**

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

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

Students will be required to take math assessments per unit with the goal of 80% advanced or proficient by May, 2020.

Hamilton teachers will meet 2- 1/2 days (one in Fall and one in Spring) to review SBAC/Power standards in preparation for differentiating instruction to fill in any foundational gaps.

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

Teachers will choose one question per trimester to assess and analyze student constructive responses for proficiency of standards

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

Weekly i-Ready Challenge.

\*\*\*\$2000: Armory's Artful Connection with Math 2nd grade\*\*\*

\*\*\*\$2800: each additional Armory class\*\*\*

**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	Title I
2800	Title I

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

Overall we experienced a 5.8 decrease in our math scores. We implemented the strategies from the iReady trainings and administered interim assessments. Math homework help was available throughout the year. Implementing an increased focus on Mathematics instruction and improving vertical teaming to improve overall instructional effectiveness.

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

Pasadena Cultural Affairs grant for the Artful Connections with Math program for 2nd grade students: 2,000

Pasadena Cultural Affairs Artful Connections with Math program cost for all other classes 2800 each class

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

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

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 1

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

## Goal 2

CAASPP ELA Average Distance From Standard for All Students will remain at the baseline of 49.2 or higher (to maintain Blue) from 2019 during the 2020-2021 school year.

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -25.9 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 20.9 or more (to reach Green) to end at -22.9 or higher by the end of the 2020-2021 school year.

CAASPP ELA Average Distance From Standard for Hispanic will increase the baseline of 3.2 (Yellow) from 2019 by a total of 3 or more (to reach Green) with a stretch goal of 42 or more (to reach Blue) to end at 6.2 or higher by the end of the 2020-2021 school year.

CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will increase the baseline of 4.4 (Yellow) from 2019 by a total of 3 or more (to reach Green) with a stretch goal of 42 or more (to reach Blue) to end at 7.4 or higher by the end of the 2020-2021 school year.

CAASPP ELA Average Distance From Standard for African American will increase the baseline of 18.5 (Green) from 2019 by a total of 10 or more (to reach Blue) to end at 28.5 or higher by the end of the 2020-2021 school year.

CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -67.7 (Yellow) from 2019 by a total of 62.6 or more (to reach Green) with a stretch goal of 77.7 or more (to reach Blue) to end at -5.1 or higher by the end of the 2020-2021 school year.

## Identified Need

Overall student performance (262 students) in ELA on the 2018-2019 SBAC as reported on the CA-schools dashboard was 49.2 points above standard which is a 9 point increase from the previous year.

The EL subgroup (53 students) scored 25.9 points below standard, which is a 46.8 point decline from the previous year.

2 SUBGROUPS scored above standard but showed a decline from the previous year:

\*Hispanic (110 students) scored 3.2 points above standard, declining by 4.4 points;

\* SED (127 students) scoring 4.4 points above standard, declining 3 points

We need to narrow this achievement gap in ELA and improve outcomes for all students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/ CA DASHBOARD	<p>CAASPP ELA Average Distance From Standard for All Students - baseline 49.2 (Blue)</p> <p>CAASPP ELA Average Distance From Standard for English Learners- baseline - 25.9 (Orange)</p> <p>CAASPP ELA Average Distance From Standard for Hispanic - baseline 3.2 (Yellow)</p> <p>CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged - baseline of 4.4 (Yellow)</p> <p>CAASPP ELA Average Distance From Standard for African American - baseline of 18.5 (Green)</p> <p>CAASPP ELA Average Distance From Standard for Students with Disabilities - baseline of -67.7 (Yellow)</p>	<p>CAASPP ELA Average Distance From Standard for All Students will remain at the baseline of 49.2 or higher (to maintain Blue) from 2019 during the 2020-2021 school year.</p> <p>CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -25.9 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 20.9 or more (to reach Green) to end at -22.9 or higher by the end of the 2020-2021 school year.</p> <p>CAASPP ELA Average Distance From Standard for Hispanic will increase the baseline of 3.2 (Yellow) from 2019 by a total of 3 or more (to reach Green) with a stretch goal of 42 or more (to reach Blue) to end at 6.2 or higher by the end of the 2020-2021 school year.</p> <p>CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will increase the baseline of 4.4 (Yellow) from 2019 by a total of 3 or more (to reach Green) with a stretch goal of 42 or more (to reach Blue) to end at 7.4 or higher by the end of the 2020-2021 school year.</p> <p>CAASPP ELA Average Distance From Standard for African American will increase the baseline of 18.5 (Green) from 2019 by a total of 10 or more (to reach Blue) to end at 28.5 or higher by the end of the 2020-2021 school year.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -67.7 (Yellow) from 2019 by a total of 62.6 or more (to reach Green) with a stretch goal of 77.7 or more (to reach Blue) to end at -5.1 or higher by the end of the 2020-2021 school year.
Informal Reading Inventory (Qualitative Reading Inventory)		
Local Interim IAB Interim Assessment Benchmark		

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

### Strategy/Activity

In order to meet the school-wide goals Hamilton will continue to incorporate the following:

Balanced Literacy:

Guided Reading, Mini lessons, Read Alouds and Word Work Rotations. In addition we will continue to incorporate:

- CLOSE Reading
- RACE Writing; (Restate, Answer, Cite, Explain)
- Comprehension Skills and strategies: author's purpose and text structure, teacher modeling by reading aloud
- vocabulary development
- graphic organizers
- Use of differentiated instruction
- Use of Daily 5

RAZ kids computer program for grades K-2.

"Leader in Me" student leadership guides

IRI focusing on improvement in:

Grade level reading

Fluency

Comprehension

Vocabulary

Oral reading accuracy

Students will receive a comprehensive and standards-based English Language Arts program using the adopted Study Sync curriculum and supplemental materials. Teachers will implement a broad repertoire of teaching strategies to meet the needs of students.

Students will build stamina for reading digital text and listening to digital text. Students will improve their skills to interact with digital text.

Students will use technology to write and edit work.

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

Teachers will observe each other teach through Instructional Rounds (2 times per year) and will have an opportunity to monitor a Problem of Practice

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

Instructional coach to provide ELD support and to monitor EL students, Provide coaching to teachers (funding by District/Title I: see closing the gap).

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

\* modified by SSC (9/2/2020)

Substitute teacher to provide intervention to upper grade students.(LCFF).

Teachers will use the first 20 days of school to emphasize academic basics of holding a pencil, letter formation in manuscript and cursive, and basic rules of sentence structure.

Teachers will use Scholastic for ELD and EL students to create direct instruction for specific ELA standards: Storyworks

\*\*\$23,048 (Title I-20%)\*\*

\*\*\$92,193 (Annual Fund- %80)\*\*

\*\*\$6,512 (Title I) + \$6,512 (LCAP) for intervention teacher 2 days/week\*\*

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	Title I
0	LCFF - Supplemental
23,048	Title I
92,193	Annual Fund

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

The Strategy/Activity will serve all students

**Strategy/Activity**

Writers Workshop will be the instructional model to teach students writing in K-5 classes. This will include: Mini lesson, modeling, guided practice, independent writing time and teacher conferencing.

Publishing Parties to celebrate high quality assignments from each student.

Implement the CLOSE response

Writing opportunities throughout the day including: writing process, cold writes, journal writing, etc..

The continued use of Mentor text as real life application by author's to model writing for our students.

Students' own writing will be used as models for each other.

Anchor charts and rubrics will be used to guide student writing.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	

**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**

Purchasing materials specifically to support distance learning needs such as:

Web Cam

USB Cord

Doc Camera

Cat 5 Cable

Units of Study (Virtual)

Headphones with Microphones  
speakers

extra hours classified/ certificated hours

white board

RAZ Kids (4-5th grade)

additional technology as needed to support distance learning

\*this strategy will impact multiple goals but is being documented here\*

### **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)

18960.75

Title I

## **Annual Review**

### **SPSA Year Reviewed: 2019-20**

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

## **ANALYSIS**

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

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

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

Hamilton was successful in administering the strategies and activities listed above. Professional development allowed for teachers to learn and become comfortable with Balanced Literacy and writing workshop on a regular basis for all students.

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

There was no drastically material difference in proposed and actual expenditures.



# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 1

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

## Goal 3

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -25.9 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 20.9 or more (to reach Green) to end at -22.9 or higher by the end of the 2020-2021 school year.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment for California (ELPAC)	2019-2020 ELPAC 49% of the English Learners (ELs) Moderately/Well developed  CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -25.9 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 20.9 or more (to reach Green) to end at -22.9 or higher by the end of the 2020-2021 school year.	Increase of 5% to 54% of the EL's Moderately/Well developed  CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -25.9 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 20.9 or more (to reach Green) to end at -22.9 or higher by the end of the 2020-2021 school year.
Informal Reading Inventory	students regressed from 4% to 6 % not meeting grade level expectations from beginning to mid year IRI	Students will continue making growth towards grade level standards.

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

## Strategy/Activity 1

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

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

English Language Learners (ELL's)

### Strategy/Activity

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

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

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

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

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

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

\*During the 2020-2021 school year, EL students proficiency in ELA and Math will improve a minimum of one level as reported on the California Dashboard.

\*EL scores on the CAASPP will increase 5% in both ELA and Math (increasing the % of EL students progressing at least one level or achieving 15 percentage points across 3 years).

\*During the 2020-2021 school year, continue to monitor best practices and instructional strategies, utilizing formative data to guide our areas of need.

The review of data in our PLCs will drive and plan our instruction.

Provide teacher release time for Learning walks, peer observations and grade level planning time.

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

\*\*Library Coordinator: Annual Fund - \$22,978\*\*

### 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)

22,978

Source(s)

Annual Fund

## Strategy/Activity 2

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

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

English Language Learners (ELL's)

### Strategy/Activity

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

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

Parents will be notified regarding District Parent Meetings and Workshops.

**\*\*\$1,326 Parent Involvement\*\***

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,326

Source(s)

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

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

### Strategy/Activity 4

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

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

English Language Learners (ELL's)

### Strategy/Activity

Instructional Rounds

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	

**Annual Review**

**SPSA Year Reviewed: 2019-20**

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

**ANALYSIS**

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

Teachers used combination of the adopted Balanced Literacy and Scholastic Storyworks materials and supplemental materials to meet the needs of students. We experienced an overall decrease of -25.9% in the number of students proficient in ELA. English Learners will decrease the baseline of -25.9 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 20.9 or more (to reach Green) to end at -22.9 or higher by the end of the 2020-2021 school 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.

Implemented as written.

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

For the 20/21 school year we will begin to implement CLOSE reading strategies schoolwide with a focus on Inquiry. We will adjust the ELA intervention teachers and provide support for our EI students.

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 4

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

## Goal 4

By the end of the 2020-21 school year, we will increase the number of parent volunteer hours from 4983 hours in 2018-2019 to 6000 hours in 2020-2021 as measured by the volunteer sign-in in the office.

\*\*

## Identified Need

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

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

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

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

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

ALL students

### Strategy/Activity

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

Offer workshops to inform families of the expectation and standards children need to meet in each grade level and ways for families to support the expectations and learning at home.

LACOE/Teacher workshops to be held. Encourage

all parents including parents of EL, GATE, AA to attend.

Parent Classroom walk-through opportunities will be held to allow parents to watch instructional practices:

Balanced Literacy

Writer's Workshop

Math instruction

Science

Survey the parents to determine the successes and deltas of Hamilton's learning environment including the perceived cultural/gender/LGBTQ biases.

Find engaging speakers that address specific cultural concerns.

**\*\*Parent/Materials Snacks \$1,326 (Title I)\*\***

**\*\*Identikid Software \$500 (Title I)\*\***

### **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)

1,326

Title I Part A: Parent Involvement

500

Title I

### **Strategy/Activity 2**

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

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

All Students

#### **Strategy/Activity**

Principal will provide welcome information in August for all families.

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

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

### **Strategy/Activity 3**

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

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

All Students

Strategy/Activity

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

Home School communication (postcards for student recognition)

Facebook updated regularly

Hamilton's newsletter will continue to include information regarding:

- Parent Group Updates
- Classroom highlights
- Recognition of parent volunteers at various events
- Calendar of upcoming events

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

**Strategy/Activity 4**

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

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

All Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

**Strategy/Activity 5**

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

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

All Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	

**Annual Review**

**SPSA Year Reviewed: 2019-20**

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

**ANALYSIS**

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

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

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

n/a

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

n/a



# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 5

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

### Goal 5

Chronic Absenteeism for All Students will increase the baseline of 6.4 (Yellow) from 2019 by a total of 5 or more (to reach Green) with a stretch goal of 9.4 or more (to reach Blue) to end at 11.4 or higher by the end of the 2020-2021 school year.

Chronic Absenteeism for African American will increase the baseline of 12.7 (Orange) from by a total of 10 or more (to reach Yellow) with a stretch goal of 12.2 or more (to reach Green) to end at 22.7 or higher by the end of the 1-2 school year.

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

Chronic Absenteeism for Socioeconomically Disadvantaged will increase the baseline of 11.7 (Orange) from by a total of 10 or more (to reach Yellow) with a stretch goal of 11.2 or more (to reach Green) to end at 21.7 or higher by the end of the 1-2 school year.

Chronic Absenteeism for Students with Disabilities will increase the baseline of 12.7 (Orange) from by a total of 10 or more (to reach Yellow) with a stretch goal of 12.2 or more (to reach Green) to end at 22.7 or higher by the end of the 1-2 school year.

### Identified Need

Chronic absenteeism rate needs to decrease for all students from 6.4 (Yellow) from 2019 by a total of 5 or more (to reach Green) in 2021.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	Chronic Absenteeism for All Students - baseline of 6.4 (Yellow)  Chronic Absenteeism for African American will increase the - baseline of 12.7 (Orange)  Chronic Absenteeism for Hispanic - baseline of 10 (Orange)	Chronic Absenteeism for All Students will increase the baseline of 6.4 (Yellow) from 2019 by a total of 5 or more (to reach Green) with a stretch goal of 9.4 or more (to reach Blue) to end at 11.4 or higher by the end of the 2020-2021 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Chronic Absenteeism for Socioeconomically Disadvantaged - baseline of 11.7 (Orange)</p> <p>Chronic Absenteeism for Students with Disabilities - baseline of 12.7 (Orange)</p>	<p>Chronic Absenteeism for African American will increase the baseline of 12.7 (Orange) from by a total of 10 or more (to reach Yellow) with a stretch goal of 12.2 or more (to reach Green) to end at 22.7 or higher by the end of the 1-2 school year.</p> <p>Chronic Absenteeism for Hispanic will increase the baseline of 10 (Orange) from by a total of 5 or more (to reach Yellow) with a stretch goal of 10 or more (to reach Green) to end at 15 or higher by the end of the 1-2 school year.</p> <p>Chronic Absenteeism for Socioeconomically Disadvantaged will increase the baseline of 11.7 (Orange) from by a total of 10 or more (to reach Yellow) with a stretch goal of 11.2 or more (to reach Green) to end at 21.7 or higher by the end of the 1-2 school year.</p> <p>Chronic Absenteeism for Students with Disabilities will increase the baseline of 12.7 (Orange) from by a total of 10 or more (to reach Yellow) with a stretch goal of 12.2 or more (to reach Green) to end at 22.7 or higher by the end of the 1-2 school year.</p>
Attendance data	Chronic Absentee percentages increased from 6.42% in 10/19 to 8.13% in 3/20.	Less that 6.42% chronic Absentee for the first quarter.
Leader in Me MRA data	40% of our Hamilton community and staff completed the online MRA survey for Spring 2020.	90 % of the community and 100% of staff will participate in the online MRA survey for Spring 2021

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

## Strategy/Activity 1

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

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

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

### Strategy/Activity

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

Provide Leader in Me Habits Instruction

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

\*\*

Administration and staff will periodically stand at the drop-off line. They will make inquiries 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 at 8 a.m. to remind them that their child needs to be at school by 8:45 a.m.

\*\*8,040 Certificated teacher: supervision\*\*

\*\*\$9,180 Instructional Aide\*\*

\*\*3,672: K supervision morning\*\*

### 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)
4,020	Title I
3,672	LCFF - Supplemental
9,180	LCFF - Supplemental
	None Specified

## Strategy/Activity 2

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

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

### Strategy/Activity

the Leader in Me:TLIM used to positively improve school climate.

Improved student behavior and the establishment of a culture, guided by the 7 Habits supporting respect and acceptance of others.

### **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)

None Specified

### **Strategy/Activity 3**

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

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

This Strategy/Activity will serve ALL students

Strategy/Activity

SEL: Leader In Me/ Stephen Covey's 7 Habits of Happy Kids: Membership  
Workbooks: Leader in Me addresses social-emotional learning, equity, achievement gaps, resilience and trauma-informed practices, self-directed learning, PBIS,  
\*\*\$4,200\*\*

### **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)

4,200

Title I

### **Strategy/Activity 4**

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

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

This Strategy/Activity will serve ALL students

Strategy/Activity

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

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

## Strategy/Activity 5

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

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

This Strategy/Activity will serve ALL students

Strategy/Activity

All Staff will received training on Customer Service Do's and Don'ts as appropriate for their 2020-2021 school positions.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

## Annual Review

### SPSA Year Reviewed: 2019-20

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 Leader in Me lessons, social and emotional learning process equips students with essential 21-century skills to build meaningful relationships and take ownership of their education.

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

n/a

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

n/a

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal #

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

Suspension Rate for English Learners will increase the baseline of 1.3 (Yellow) from 2019 by a total of 1 or more (to reach Green) with a stretch goal of 1.3 or more (to reach Blue) to end at 2.3 or higher by the end of the 2020-2021 school year.

Suspension Rate for Students with Disabilities will increase the baseline of 2.5 (Orange) from 2019 by a total of 0.3 or more (to reach Yellow) with a stretch goal of 1 or more (to reach Green) to end at 2.8 or higher by the end of the 2020-2021 school year.

## Identified Need

By the end of the 2019-20 school year, we will decrease suspensions for all students, as measured by the CA Dashboard Suspensions Rate by 2.5% SPED , 8% Hispanic to a total of 1 or more (to reach Green) with a stretch goal of 1.3 or more (to reach Blue) to end at 2.3 or higher by the end of the 2020-2021 school year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension Rate for English Learners baseline of 1.3 (Yellow) Suspension Rate for Students with Disabilities baseline of 2.5 (Orange)	Suspension Rate for English Learners will increase the baseline of 1.3 (Yellow) from 2019 by a total of 1 or more (to reach Green) with a stretch goal of 1.3 or more (to reach Blue) to end at 2.3 or higher by the end of the 2020-2021 school year. Suspension Rate for Students with Disabilities will increase the baseline of 2.5 (Orange) from 2019 by a total of 0.3 or more (to reach Yellow) with a stretch goal of 1 or more (to reach Green) to end at 2.8 or higher by the end of the 2020-2021 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)

Revise lunch schedules for kindergarten students to reduce the number of students on the playground during morning and afternoon recess.  
Have student leaders serve as helpers and mentors.  
Staff to monitor morning supervision.

### Strategy/Activity

Fidelity to selected interventions: Leader in Me habits of happy Kids  
Share successes/ needs for improvement through vertical articulation at “A” meetings.  
Use Leader in Me as a proactive means to assign leadership roles. Follow-up with the teacher, principal, and families.  
10,000 Morning supervision

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

Title I

## 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.

### 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: 2019-20**

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.

This strategy and articulated referral system has further reduced suspensions.

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)
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# Annual Review

## SPSA Year Reviewed: 2019-20

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: 2019-20**

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)
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# Annual Review

## SPSA Year Reviewed: 2019-20

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: 2019-20**

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	\$ 92,376.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$145,201.50

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$
Title I Part A: Parent Involvement	\$

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

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

State or Local Programs	Allocation (\$)
	\$
Annual Fund	\$
LCFF - Supplemental	\$

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

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



# 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 2020-21, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,941,915.00:

- 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 2020-21 is as below:

**School: Hamilton**

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,941,915.00	9651	\$201.21	288	\$57,948.48

# 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
- 3 Other School Staff
- 7 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Erika Cooper	Principal
Kirsten Jackson	Parent or Community Member
Ciro Donalek	Parent or Community Member
Alexis Casillas	Parent or Community Member
Kimberly Enriquez	Classroom Teacher
Nichole Anderson	Classroom Teacher
Katherine Wiggins	Classroom Teacher
Adrianna Glazner	Parent or Community Member
Alden Denila	Other School Staff
Kevin Edge	Parent or Community Member
Robert Hanff	Parent or Community Member
Rebecca Polivy	Parent or Community Member
Janet Kitani	Other School Staff
Julie Ysassi	Classroom Teacher

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

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 September 29, 2020.

Attested:


Principal, Erika Cooper on 9/29/20

SSC Chairperson, Adrianna Glazener on 9/29/20

# 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.**

[Stakeholder 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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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



## Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

## Budget Summary

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

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

## Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.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



## Hamilton Elementary

### SSC Meeting Minutes

March 10, 2020

- I. Welcome and Introductions
- II. Call to Order

The meeting was called to order at 8:06am.

- III. Approval of Minutes from February 11, 2020

The minutes were reviewed. Robert Hanff made a motion to approve the minutes. Nichole Anderson seconded. The minutes were approved unanimously.

- IV. Approval of Proposed Agenda

The proposed agenda was reviewed. Martin Thomas made a motion to approve the agenda and Kevin Edge seconded. The agenda was approved unanimously.

- V. Unfinished business **8:05 - 8:45am**
  - a. Budget breakdown of spent Title I and LCAP and discussion/ final voting of further spending of remaining money for the 2019-2020 School Year

After all the spending this year, these are the amounts remaining:

Title I remaining: **\$956**

LCAP Carryover: **\$1,782.70**

Title I carryover remaining: ~~\$4,900~~ (we realized we forgot to subtract \$1,000 for new playground equipment/basketball hoops and \$500 for awards/incentives; voted on at the December meeting, so the remaining carryover is really **\$3,400**)

We will find out on 3-11 the cost of the smartboards.

As a staff, they discussed math manipulatives and items needed by grade level. They have a list of many items.

Due to the uncertainty of how much the smartboards will cost, we are prioritizing the remainder of the money. We don't know if we will be able to purchase all of this, but have prioritized them below.

First, pay for smartboards.

Second, purchase earbuds for the students who can't afford them (appx \$100).

Third, purchase math resources that teachers need (teachers are working on lists)

Fourth, purchase STEM materials such as Linkbot classroom bundle. Suggestions listed below. Class sets are more expensive, we can get cheaper prices if necessary if we don't have enough money to buy a class set, we can research options for partners to work with.

- linkbots **\$3,599.99** (<https://www.barobo.com/linkbot>)
- Ozobots <https://shop.ozobot.com/collections/for-school/products/classroom-kit> **\$1800**
- Lego Mindstorms  
<https://education.lego.com/en-us/products/lego-mindstorms-education-ev3-core-set/5003400>  
**\$439** (enough for 2 students)
- Cubelets  
[https://www.amazon.com/Cubelets-Code-Construct-Education-Pack/dp/B0751TLWX3/ref=sr\\_1\\_2\\_sspa?keywords=cubelets&qid=1574460481&sr=8-2-spons&psc=1&spLa=ZW5jcmlwdGVkUXVhbGlnaWVvYUExV1ZQRtIUUU4xSVY2JmVuY3J5cHRlZElkPUeWwNzlxNTI5MTFFQlNVVjg2TzBSViZlbnNyeXB0ZWRRBZEIkPUeWwNTE1NjUwMVVURTgySEgyWlBOOSZ3aWRnZXROYW1lPXNwX2F0ZiZhY3Rpb249Y2xpY2tSZWRpcmVjdCZkb05vdExvZ0NsaWNRPXRYdWU=](https://www.amazon.com/Cubelets-Code-Construct-Education-Pack/dp/B0751TLWX3/ref=sr_1_2_sspa?keywords=cubelets&qid=1574460481&sr=8-2-spons&psc=1&spLa=ZW5jcmlwdGVkUXVhbGlnaWVvYUExV1ZQRtIUUU4xSVY2JmVuY3J5cHRlZElkPUeWwNzlxNTI5MTFFQlNVVjg2TzBSViZlbnNyeXB0ZWRRBZEIkPUeWwNTE1NjUwMVVURTgySEgyWlBOOSZ3aWRnZXROYW1lPXNwX2F0ZiZhY3Rpb249Y2xpY2tSZWRpcmVjdCZkb05vdExvZ0NsaWNRPXRYdWU=) **\$1734.00**
- Raspberry Pi <https://www.sparkfun.com/products/14802> **\$1499.99**

Fifth, purchase science materials for experiments. We may have to save this one for next year.

- b. Current PD offerings for teachers for this school year within PUSD (which are mandatory, which are optional, and how are we supporting our SPSA goals through PD
- c. Potential conferences/PD opportunities for next school year

Mrs. Cooper updated the council with PD opportunities. The district does PD for teachers on the current curriculum. There are some great math conference, Kagan conferences, social emotional learning, mindfulness, leader in me conferences, equity, GATE, and additional conferences. Suggestions for conferences will be thought of and built into the plan for the next school year (the council voted to allot appx \$7500 for next year's school plan to be spent at Principal's discretion on PD for teachers).

- d. Discuss goals for the 2020-2021 plan: How can we use resources to further our goals in ELA and Math for next school year?

We will be discussing this more deeply at the next SSC meeting.

- PD for teachers

\$7500 aside for the PD

- Student Data discussion from February: What academic areas and student groups do we focus on for next year?

5<sup>th</sup> graders on the science test from last year: 52% meets and exceeds. There is room for improvement. Making a science goal in the SPSA for next year would be a good idea. We will also have a school-wide science grant which will give us more money.

Also, a math, ELA, Social Emotional goal, and a Tech goal. We possibly also think a PE goal would be good – the 5<sup>th</sup> graders have a test plus we have a new curriculum.

- e. Discuss, review, and approve Safety Plan

The council discussed the safety plan. We discussed peeling paint, craters for sprinklers, checking to see if the water was safe/installing a water bottle filler. We discussed making the exterior of the school look better, for example with bushes on the parkway on Del Mar. We discussed purchasing toilet buckets for the classrooms and adding that to the plan. We also want to finish installing the backpack hooks.

Parents would like to ensure there is soap in the bathrooms.

Robert Hanff made a motion to approve the safety plan as amended, Kirsten Jackson seconded. The Safety Plan was approved unanimously.

#### VI. New Business

- a. Update from STEM conference and next steps

Mrs. Anderson reported that the conference went well and the attendees wanted to purchase the linkbot classroom bundle.

- b. Review non-academic data

- PE update (new materials and curriculum have been purchased)

The materials were just delivered so teachers haven't had a chance to use it yet.

- Behavior/PBIS

The school uses Second Step for their social-emotional curriculum. The school uses Leader in Me as their big social emotional curriculum. Mrs. Cooper shared Leader in Me survey data with the council. The staff is discussing the cost of the Leader in Me program, as it is costly, and we are in year 3 of the grant so next year there won't be any additional funding.

- Technology

We have new projectors, doc cams, and hopefully the new smart boards. We are hoping to also purchase STEM materials if we have extra money. We are hoping to have a science lab up and running by next year.

How can we use technology to support and engage students in math, ELA, science?

#### VII. ELAC recommendations for 2019-2020 SPSA

ELAC is on board with the SSC recommendations. They will be meeting tomorrow. They would also like more parent classes and workshops.

#### VIII. Report from DAC (Kirsten)

Kirsten Jackson shared information from the most recent DAC meeting which was about social emotional learning and behavior programs and as well as emergency preparedness.

The meeting was adjourned at 9:15am.





## **Hamilton Parent Involvement Policy**

**~2020-2021~**

Parent participation at Hamilton School is aligned with our core values and is an integral component to overall program success. Parents volunteer their time and resources both inside and outside the classroom, hold school-community events, strategize improvements, and raise funds to offset budget deficits and provide enrichment.

Parents take an active involvement in the creation and the implementation of Hamilton's School Plan. All parent groups and/or parent leadership had input into the School Plan including: ELAC, SSC, PTA, Hamilton Annual Fund Committee and a district AAPC representative during their membership meetings and Board Meetings from January 2019 through the adoption of the plan April 2019. The School Site Council (SSC) is a state mandated, elected group of parents, teachers, and employees that works with the principal to develop, review, and evaluate school improvement programs at the school.

### **Questions carrying out SSC's responsibilities include:**

1. What are the goals and priorities of our school?
2. What data do we have that shows how well we are achieving the schools goals?
3. What new programs should be implemented to achieve these goals and how will we know if our new programs are effective?
4. Are there particular groups of students who are not doing as well as others, what support could we put in place to help these students and how will we fund those supports?
5. Do we have programs that are ineffective or unrelated to the goals and is it possible to eliminate those programs?

Through discussion and by answering these questions, the SSC carries out its specific duties and responsibilities which include:

- Developing and approving the School Plan ( "Single Plan for Student Achievement") and budgeting the related expenditures in accordance with all state and federal laws and regulations. A key part of this is to obtain recommendations from all school advisory committees.
- Recommending the approved Plan and expenditures to the PUSD Board of Education for approval.
- Providing ongoing review of the implementation of the Plan with the principal, teachers and other school staff members and periodically, and at least annually, evaluating the progress made toward school goals to raise the academic achievement of all students.
- Conducting discussions with staff and teachers on various issues that arise from time to time.

Below are the various parent groups that play an active role in determining the needs of the school and providing support either through volunteerism or fundraising.

Hamilton has many parent groups that focus on the opportunities provided to their children that will enhance their school experiences, while providing the parents with a network of support. It is the goal of Hamilton to provide opportunities to parents that will gain them knowledge or skills to support their children at home. PTA, ELAC and SSC are parent groups that provide parents with workshops or discussions about ways to help their children. In addition these parent groups are also a source of information. They provide our families with information regarding the school budget and student academic progress. We realize that the more families are involved in school, the more successful the school is.

**Hamilton Parent Committees:** All parents are invited and encouraged to attend the meetings below. Reminders of the meeting dates are provided in our Hamilton Newsletter, Hamilton Happenings, Weekly phone blasts home and weekly email. Communications are available in English and Spanish.

Parent Group	Meeting Dates	Description
<b>School Site Council</b>	2nd Tuesday of the Month, 8:00 am	Fifty percent of participants in SSC are parents. The council is a school governance body that strives to improve student achievement through review and approval of the SPSA, oversight of funding for specially funded accounts, dissemination of information about school events, and planning of current and future programs.
<b>PTA Volunteer Committees Extracurricular Events Fundraising Community Building</b>	Fridays at 9:00am	PTA connects parents and teachers, administration, and staff to promote success for all students. Monthly events are planned such as: Dine Out Nights, Fall Fundraisers, Teacher APpreciation events, Red Ribbon Week, Cultural Fair, SMART Night and our Family Dance. Fundraisers provide support for classroom field trips, teacher supplies, events throughout the year, assemblies and supplies, school-wide safety needs, and more.
<b>Annual Fund Spring Event Jog-A-Thon</b>	Meetings: Vary Events: Various dates throughout the year	Annual Fund is an organization designed for the sole purpose of raising money for the school to offset the budget deficits and provide enrichment. The goal for the 2019-2020 school year is 100,000. Teachers, staff, and administration, and the Annual Fund Committee

		determine how funds are spent. Funding is allocated for computer lab teacher and technology, librarian, the Arts/materials, and professional development for staff.
<b>ELAC</b>	Meetings: Monthly in Mr. Denila's Office or Auditorium	Parents participate in English Learner Advisory Committee (ELAC) to address issues specifically related to English Learners. The committee typically reviews EL data and programs and advises the principal, school staff, and SSC on programs and services for English Learners to assure the needs of EL students are being met.
<b>Special Education Parents</b>		Parents of students with Special Needs are provided annual IEP's to discuss the individual progress of their children. The school Principal also is available to meet with parents that have concerns about their child's progress. The principal, on site speech therapist, and school psychologist are able to provide the parents with answers to questions about special education.

A volunteer handbook is provided to all parent volunteers outlining the types of volunteer opportunities available at Hamilton. Every classroom is assigned a room parent that is the liaison between the teacher and parents to support ongoing communication of ways for parents to support the classroom instruction and needs.

## **Hamilton SCHOOL PARENT ORGANIZATIONS**

### **HAMILTON SCHOOL COMMUNICATION WITH PARENTS**

**School-Parent Compact:** The school-parent compact outlines how parents, the entire school staff, and students share the responsibility for improved student achievement and the means by which the school and parents build school's Parent Compact is included in the School Plan.

- SSC developed and approved the School-Parent Compact, by representatives of all stakeholder groups.
- During the annual parent-teacher conference the Compact shall be discussed as it relates to the individual student's achievement.
- Parents receive and review the School-Parent Compact during the registration process.

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**Parent Education and Communication** with families is accomplished through:

- Peachjar Communications of School and District flyers

- Student agendas for 3rd-5th grade students
- Principal Tri-Annual Newsletter
- School Website: Bobcat Buzz
- E-mail Blasts: Hamilton Happenings
- Weekly Sunday Night 7:00 pm phone call and email from Principal
- Twitter, Facebook and Instagram

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Parent Volunteers and Visitors are welcomed on campus and we are grateful for your cooperation. Below is our Hamilton School Policy regarding welcoming our parents/visitors on campus:

**Parents may volunteer**

- To work in classrooms (prearranged with class teacher).
- TB screening complete (Provided by school nurse in September or at PUSD Health Clinic)
- Sign-In at the main office (Volunteer tags are provided to all volunteers for safety and security reasons)

**Parents may visit and/or observe in classrooms**

- Pre-arrange with classroom teacher
- Sign-in at the Main Office
- Drop in limit of 20 minutes, as determined by teacher/administration

**Parents may conference with teachers**

- Pre-arrange with teacher
- Before or after school, as mutually agreed upon with parent and teacher
- Not within the instructional minutes of the school day

**Parents with concerns may:**

- Conference with the teacher
- Conference with administration
- Follow District Uniform Complaint Procedure

The Parent Involvement Policy has been read and agreed to by Hamilton Elementary School Site Council.

**Principal's Signature** Erika Cooper Date: 4-20-2020

**SSC Chair** Kirsten Jackson Date: 4-20-2020





**Pasadena Unified School District**  
**Child Welfare, Attendance & Safety**  
**Attendance Improvement Program**  
Attendance Improvement Implementation Plan

School: Hamilton Elementary School	Principal: E. Cooper
School Number: 26	Counselor: N/A
Date Completed: 5/8/20	Principal Signature: EC

**Goal:** Increase the percentage of students attending at 96% or higher. Decrease chronic absenteeism by 3%.

2019-20 Current ATT Percentage	2019-20 ATT Short Term Goal	2020-21 ATT Long Term Goal
96.43%	97%	97.5%
2019-20 Current Chronic Absence Percentage	2019-20 Chronic Absence Short Term Goal	2020-21 Chronic Absence Long Term Goal
8.13%	7%	5%

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**Pasadena Unified School District**  
**Child Welfare, Attendance & Safety**  
**Attendance Improvement Plan**

<b>GOAL 1: ATTENDANCE &amp; DROPOUT PREVENTION PLAN</b>			
<b>Strategy &amp; Activity Description</b>	<b>Target Audience/s</b>	<b>Frequency</b> Daily/Weekly/Monthly/Yearly	<b>Measure of Success</b>
Identify any pupil that is struggling transitioning from remote learning to in-class learning due to the pandemic and create a plan based on the pupil's situation (mental or physical health concern, attendance, class engagement both during and before remote learning, family situation)	Students struggling with transitioning back to in-class learning identified through attendance, behavioral, and remote learning participation data	Identify students struggling to return to school due to Covid-19 using AERIES queries, office referrals, no show lists, and remote learning participation rates	Goal is to develop an individualized plan and apply interventions to 100% of students who have been identified on a monthly basis.
Identify any pupil who is chronically absent (a pupil who is absent from school for 10% or more of the school days in one school year) and apply appropriate interventions (Truancy Letters, SART/SARB, SST, Tier II Interventions, Counseling, Mentoring, Alt Ed Placement, etc.)	Chronically absent students (pupils who are absent from school for 10% or more of days in one school year)	Queries on AERIES will be run on a monthly basis to identify chronic students  Apply interventions on an ongoing basis	Improve the attendance of 50% or more of identified students. This will be assessed on a quarterly basis.

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## Pasadena Unified School District Child Welfare, Attendance & Safety

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
Utilize Social Emotional Learning curriculum (Step Up & Leader In Me) to address students' anxiety related to Covid-19 and returning to school  Students will set their own attendance goals and monitor their absences on a daily basis using an LIM/Goal setting framework/ worksheet  Create publications delineating attendance expectations (principal's monthly Smore, weekly Sunday Night Blasts - Blackboard, PTA Coffee with the principal)	All students          All Parents	Social Emotional Learning lessons to be taught on a weekly basis       Include attendance messages each month either from a blast or a newsletter.	-reduced number of absences -reduced number of truant absences -reduced chronic absentee rate

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## Pasadena Unified School District Child Welfare, Attendance & Safety

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<p>-Trauma informed and restorative practices are used to build relationships with all students and promote regular attendance during the transition from remotely learning to in-class. Hamilton will continue to use the 16 Proactive Classroom Management Skills to Support Academic Engagement.</p> <p>-celebrate the class that has perfect attendance for the week with a reward of the class's choice (extra recess etc.)</p> <p>-Monthly perfect attendance celebrations</p> <p>-Recognize students who the most improved attendance for each semester</p>	<p>All students</p> <p>All teachers (through professional development)</p>	<p>Weekly recess with the principal</p> <p>Monthly celebrations</p> <p>Semester and End-of-Year Awards</p>	<p>Increase overall ADA percentage by 1%, which will be assessed at year's end.</p> <p>It will be progress monitored by assessing ADA figures at every attendance month.</p>

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**Pasadena Unified School District: Hamilton Elementary School**  
**School Plan for Student Achievement (SPSA) • Theory of Action Form • Theory of Action Form • 2020-21**  
*Goal 2: English Language Arts*

Problem Statement	Long-term Outcome (Outcome/Need)
English Learners, Foster Youth, eligible for Free/Reduced Meal Program and other sub groups have been less academically successful in English Language Arts (ELA).	All students will have access to high quality instruction in reading, writing, speaking, and listening. Students will show academic achievement.

Actions/Activities [If ...]	Immediate Outcomes [Then ...]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
Hamilton teachers and staff will provide high quality instruction based on the common core standards in ELA. Teachers will gain knowledge of new instructional strategies during A Meetings and Grade level meetings.	Hamilton students will have access to curriculum and highly-qualified and trained teachers. Teachers will use effective strategies, interventions, and methods to deliver instruction.	Students will have high quality instruction with intervention when needed, so they can improve academic skills.	Students are supported by effective teachers and leaders throughout their learning experience and improve achievement.
Instructional coaches provide quality training on programs, curriculum, standards, and strategies in ELA.	Teachers will receive training during A Mondays on programs, curriculum, and strategies so that student achievement will be positively affected.	Students will benefit with higher quality instruction that is focused on their needs and instruction will have a focus that will benefit all students.	Students are supported by highly effective instruction throughout their learning experience and improve academic achievement in literacy.
Students and teachers have access to high quality programs and curriculum in ELA that reach students in a variety of modes depending on need.	Students will have access to programs that are interesting and well implemented. Students will have a high interest in curriculum.	Students receive high quality instruction that is standards-aligned and evidence based programs.	Students are supported by effective teachers and programs throughout their learning experience and improve achievement.

(for each specific goal)

**If... Then... So that... Which leads to...**  
**(Provide your Theory of Action here)**

**IF**



## **Pasadena Unified School District: Hamilton Elementary School**

Hamilton teachers and staff will provide high quality instruction based on the common core standards in ELA. All practices will be evidence-based with a focus on all students achieving. Teachers will gain knowledge of new instructional strategies during A Meetings and Grade level meetings.

**And**

Instructional coaches provide quality training on programs, curriculum, standards, and strategies in ELA.

**And**

Students and teachers have access to high quality programs and curriculum in ELA that reach students in a variety of modes depending on need.

### **THEN**

Hamilton students will have access to curriculum and highly-qualified and trained teachers. Teachers will use effective strategies, interventions, and methods to deliver instruction.

**And**

Teachers will receive training during A Mondays on programs, curriculum, and strategies so that student achievement will be positively affected.

**And**

Students will have access to programs that are interesting and well implemented. Students will have a high interest in curriculum.

### **SO THAT**

Students will have high quality instruction with intervention when needed, so they can improve academic skills.

**And**

Students will benefit with higher quality instruction that is focused on their needs and instruction will have a focus that will benefit all students.

**And**

Students receive high quality instruction that is standards-aligned and evidence based programs.

### **WHICH LEADS TO**

Students are supported by effective teachers and leaders throughout their learning experience and improve achievement.

**And**

Students are supported by highly effective instruction throughout their learning experience and improve academic achievement in literacy.



**Pasadena Unified School District: Hamilton Elementary School**  
**School Plan for Student Achievement (SPSA) • Theory of Action Form • Theory of Action Form • 2020-21**

*Goal 5: Absenteeism*

<b>Problem Statement</b>	<b>Long-term Outcome (Outcome/Need)</b>
Chronic absenteeism rate needs to decrease for all students.	Chronic Absenteeism for All Students will increase the baseline by the end of the 2020-2021 school year.

<b>Actions/Activities [If ...]</b>	<b>Immediate Outcomes [Then ...]</b>	<b>Short-term Outcomes (specific goal) [So that ...]</b>	<b>Long-term Outcome [Which leads to ...]</b>
Provide morning supervision for students who arrive before teacher contract hours.	Students will have a larger window of time to ensure they arrive/attend school on time.	Students will have opportunities for breakfast and peer socialization, and will begin the day ready to learn.	Chronic Absenteeism for All Students will increase the baseline of 6.4 (Yellow) from 2019 by a total of 5 or more (to reach Green) with a stretch goal of 9.4 or more (to reach Blue) to end at 11.4 or higher by the end of the 2020-2021 school year.
Focus on the social emotional aspect of teacher/student positive reinforcement throughout the day.	Build stronger relationships with students. Creating a more positive school culture and community.	Students will benefit with higher quality instruction that is focused on their emotional needs, which will benefit all students.	Chronic Absenteeism for All Students will increase the baseline of 6.4 (Yellow) from 2019 by a total of 5 or more (to reach Green) with a stretch goal of 9.4 or more (to reach Blue) to end at 11.4 or higher by the end of the 2020-2021 school year.
Celebrate success throughout the year by communicating progress towards attendance goals.	The students will take ownership in their learning and will have incentive to attend class daily.	Students receive high quality instruction that is focused on their academic and social emotional needs.	Chronic Absenteeism for All Students will increase the baseline of 6.4 (Yellow) from 2019 by a total of 5 or more (to reach Green) with a stretch goal of 9.4 or more (to reach Blue) to end at 11.4 or higher by the end of the 2020-2021 school year.



## Pasadena Unified School District: Hamilton Elementary School

**IF** Hamilton provides morning supervision for students who arrive before teacher contract hours

**THEN** Students will have an increased opportunity to attend school on time.

**AND** Students will have opportunities for breakfast and peer socialization, and will begin the day ready to learn.

**IF** Teachers focus on the social emotional aspect of teacher/student positive relationships throughout the day.

**THEN** Teachers will build stronger, more meaningful relationships with students. Creating a more positive school culture and community.

**SO THAT** Students will benefit with higher quality instruction that is focused on their emotional needs, which will benefit all students.

**WHICH LEADS TO** Students attending school and receiving high quality instruction that is focused on their particular academic growth and social emotional needs.

### *Goal 1: Mathematics*

Problem Statement	Long-term Outcome (Outcome/Need)
Overall, all students declined 5.8 Points in Mathematics. There is a large achievement gap within subpopulations. Specifically, English	All students will have access to high quality instruction in Mathematics, using Ready and iReady. Students will show academic achievement

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### Pasadena Unified School District: Hamilton Elementary School

Learners, Socioeconomically disadvantaged, AA, Hispanic, and Students with Disabilities, have been less academically successful in Mathematics than White and Asian subpopulations.

with a goal of moving up one color on the ca dashboard.

<b>Actions/Activities [If ...]</b>	<b>Immediate Outcomes [Then ...]</b>	<b>Short-term Outcomes (specific goal) [So that ...]</b>	<b>Long-term Outcome [Which leads to ...]</b>
<b>Instructional Practices:</b> Hamilton teachers and staff will provide high quality instruction based on the common core standards in Math. All practices will be evidence-based with a focus on all students achieving. <b>Active Engagement:</b> Use collaborative learning strategies (Kagen Learning Structures & Cooperative group work)	Hamilton students will have access to curriculum and highly-qualified and trained teachers. Teachers will use effective strategies, interventions, and methods to deliver instruction.	Students will have high quality instruction with intervention when needed, so they can improve academic skills.	Students are supported by effective teachers and leaders throughout their learning experience and improve achievement and lead students to graduate in 4 years exemplifying our PUSD graduate profile.
<b>Training/ PD:</b> Instructional coaches (site and district), teacher leaders (ILT) , principal, and field experts (Ready staff) to provide regular in depth training on programs, curriculum, standards, and strategies in Mathematics.	Teachers will receive training during A Mondays on Ready and iReady curriculum, and supplemental strategies so that student achievement will be positively affected.	Students will benefit with higher quality instruction that is focused on their needs and instruction will have a focus that will benefit all students.	Students are supported by highly effective instruction throughout their learning experience and improve academic achievement in literacy.
<b>Community Partnerships &amp; Imbedded Instructional practices:</b> Students and teachers imbed mathematics instruction throughout other curricular areas via: Armory Artful Connections with Math Leader in Me: Aligning	Students will have access to integrated Math and Art focused programs that are interesting and well implemented. Students will have opportunities to incorporate Mathematics through their day in a variety of curricular areas ( CIE, Armory/ Math partnership). Using LIM aligning academics, students	Students receive high quality instruction from community based partners that is standards-aligned	Students are supported by effective teachers and programs throughout their learning experience and improve academic achievement, personal accountability,



## Pasadena Unified School District: Hamilton Elementary School

Academics	will set and monitor Math goals throughout the year.		
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### **IF**

Hamilton teachers and staff will provide high quality instruction based on the common core standards in Math . All practices will be evidence-based with a focus on all students achieving. Teachers will gain knowledge of new instructional strategies during A Meetings and Grade level meetings.

### **And**

Instructional coaches provide quality training on programs, curriculum, standards, and strategies in Math.

### **And**

Students and teachers have access to high quality programs and curriculum in Math that reach students in a variety of modes depending on need.

### **THEN**

Hamilton students will have access to curriculum and highly-qualified and trained teachers. Teachers will use effective strategies, interventions, and methods to deliver instruction.

### **And**

Teachers will receive training during A Mondays on programs, curriculum, and strategies so that student achievement will be positively affected.

### **And**

Students will have access to programs that are interesting and well implemented. Students will have a high interest in curriculum.

### **SO THAT**

Students will have high quality instruction with intervention when needed, so they can improve academic skills.

### **And**

Students will benefit with higher quality instruction that is focused on their needs and instruction will have a focus that will benefit all students.

### **And**

Students receive high quality instruction that is standards-aligned and evidence based programs.

### **WHICH LEADS TO**

Students are supported by effective teachers and leaders throughout their learning experience and improve achievement.

### **And**

Students are supported by highly effective instruction throughout their learning experience and improve academic achievement in literacy.

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Erika Cooper, Principal

Principal, Hamilton Elementary

#### About Our School

Greetings from Alexander Hamilton Elementary School. Since its founding in 1923, Hamilton has been dedicated to providing the very best elementary education to our students, Pre-K through Fifth Grade. Throughout our proud 97 year history, Hamilton has been a place where students are intellectually ambitious, engaged, and curious about the world in which they live. Our students are compassionate, creative, and filled with the desire to meet new challenges and pursue creative paths to solutions.

On any given day, our classrooms are full of activities and ideas that challenge and inspire our students. Our amazing teachers work hard to create an exceptional learning environment for our students. As a result, our school has been recognized at the state and national levels as being an example of not just excellent teaching, learning, and collaborating, but also high levels of student achievement and growth, and exemplary arts education programs. Additionally, Franklin Covey has recognized Hamilton as Leader in Me School, and our computer lab teacher was recently recognized as a recipient of the Milken Educator Award. Our major focus on leadership begins in the classrooms of our youngest students and culminates in fifth grade when our oldest students take on the responsibility of being the school's student leaders.

Throughout the year, exciting things are happening in our classrooms and on our campus! We encourage you to get involved by joining our Parent Groups, volunteering at school activities, and taking an active role in your child's education. You are the best gift you can give your child. You are your child's most important teacher. Spend time with your child. The elementary years go quickly, but they are among the most important and fundamental years of your child's life. It is my desire to keep the focus on increasing student achievement and doing whatever it takes to help ALL our students be successful and enjoy coming to school each day. I believe that learning should be fun and that an elementary school should pave the way for a lifetime of learning.

#### Contact

Hamilton Elementary  
2089 Rose Villa St.  
Pasadena, CA 91107-5078

Phone: 626-396-5730  
Email: [cooper.erika@pusd.us](mailto:cooper.erika@pusd.us)



## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Pasadena Unified
<b>Phone Number</b>	(626) 396-3600
<b>Superintendent</b>	Brian McDonald
<b>Email Address</b>	<a href="mailto:mcdonald.brian@pusd.us">mcdonald.brian@pusd.us</a>
<b>Website</b>	<a href="http://www.pusd.us">www.pusd.us</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Hamilton Elementary
<b>Street</b>	2089 Rose Villa St.
<b>City, State, Zip</b>	Pasadena, Ca, 91107-5078
<b>Phone Number</b>	626-396-5730
<b>Principal</b>	Erika Cooper, Principal
<b>Email Address</b>	<a href="mailto:cooper.erika@pusd.us">cooper.erika@pusd.us</a>
<b>Website</b>	<a href="http://hamilton.pusd.us">http://hamilton.pusd.us</a>
<b>County-District-School (CDS) Code</b>	19648816021612

*Last updated: 12/31/2019*

### School Description and Mission Statement (School Year 2019—20)

Greetings from Alexander Hamilton Elementary School and welcome to the 2019 – 2020 school year. Since its founding in 1923, Hamilton has been dedicated to providing the very best elementary education to our students, Kindergarten through Fifth Grade. Throughout our proud 97 year history, Hamilton has been a place where students are intellectually ambitious, engaged, and curious about the world in which they live. Our students are compassionate, creative, and filled with the desire to meet new challenges and pursue creative paths to solutions.

On any given day, our classrooms are full of activities and ideas that challenge and inspire our students. Our amazing teachers work hard to create an exceptional learning environment for our students. As a result, our school has been recognized at the state and national levels as being an example of not just excellent teaching, learning, and collaborating, but also high levels of student achievement and growth, and exemplary arts education programs. Additionally, Franklin Covey has recognized Hamilton as a Leader in Me School. Our major focus on leadership begins in the classrooms of our youngest students and culminates in fifth grade when our oldest students take on the responsibility of being the school's student leaders.

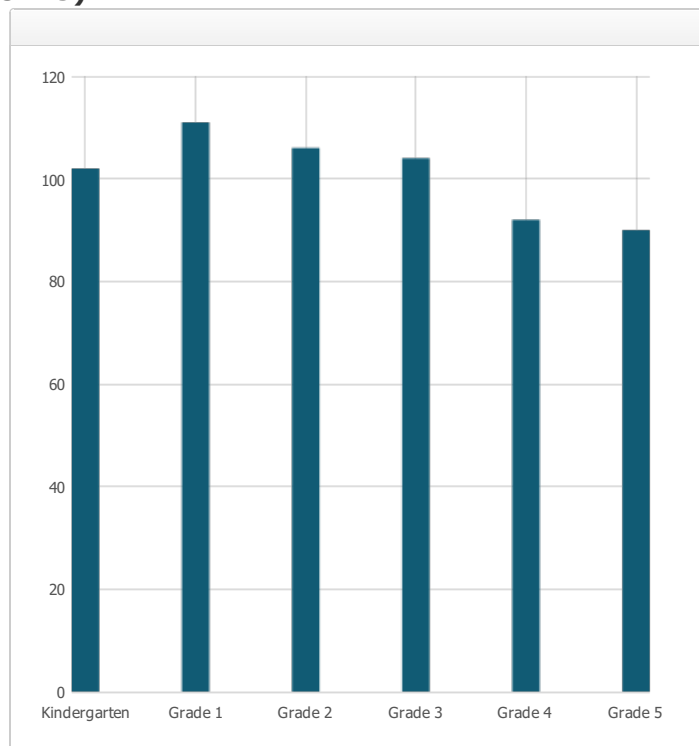
Throughout the year, exciting things are happening in our classrooms and on our campus! We encourage you to get involved by joining our Parent Groups, volunteering at school activities, and taking an active role in your child's education. You are the best gift you can give your child. You are your child's most important teacher. Spend time with your child. The elementary years go quickly, but they are among the most important and fundamental years of your child's life. It is my desire to keep the focus on increasing student achievement and doing whatever it takes to help ALL our students be successful and enjoy coming to school each day. I believe that learning should be fun and that an elementary school should pave the way for a lifetime of learning.

**Mission Statement:** As a team of teachers, staff, parents, and community members, our educational philosophy is embedded in all we do. Our mission is "to nurture, inspire, and challenge our students to become confident, creative, and successful leaders of tomorrow." 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 wonders of the world in which they live while striving to create confident and capable individuals with integrity and a sense of social responsibility.

*Last updated: 1/11/2020*

## Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	102
Grade 1	111
Grade 2	106
Grade 3	104
Grade 4	92
Grade 5	90
Total Enrollment	605



*Last updated: 12/31/2019*

## Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	10.20 %
American Indian or Alaska Native	0.20 %
Asian	14.20 %
Filipino	3.80 %
Hispanic or Latino	40.80 %
Native Hawaiian or Pacific Islander	0.30 %
White	24.50 %
Two or More Races	5.80 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	43.10 %
English Learners	12.70 %
Students with Disabilities	10.20 %
Foster Youth	0.70 %
Homeless	1.20 %

## A. Conditions of Learning

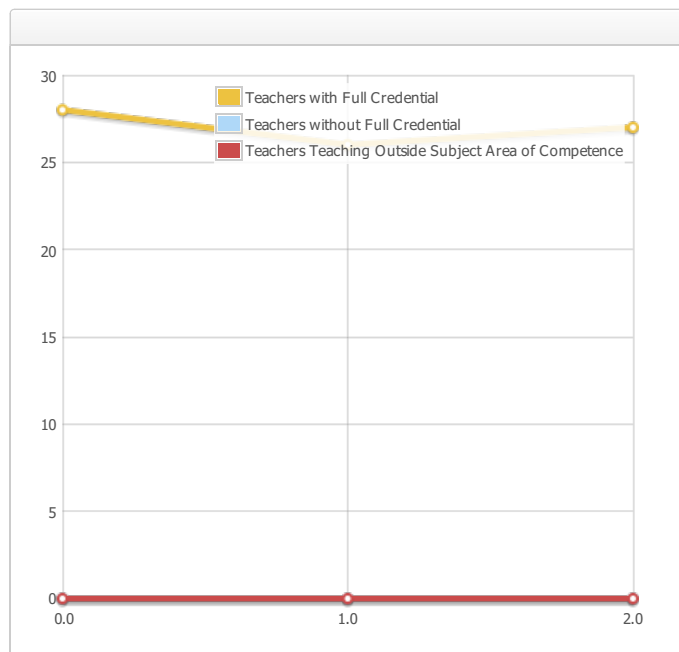
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

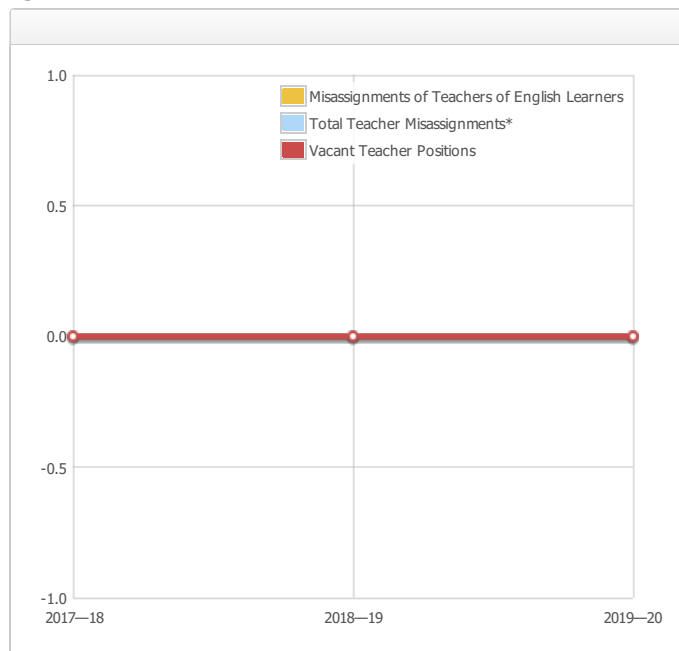
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	28	26	27	718
Without Full Credential	0	0	0	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/9/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/9/2020

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA K SRA/McGraw-Hill OCR/Big Books 2002 ELA 1-5 Reading/English SRA/McGraw-Hill OCR /Anthology 2002 ELD 1-5 Houghton Mifflin Read 180 2012	Yes	0.00 %
Mathematics	MATH K iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017 MATH 1-5 iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017	Yes	0.00 %
Science	SCI K Houghton Mifflin Harcourt School Publishers California Science Kindergarten Big Book 2007 SCI 1-5 Houghton Mifflin Harcourt School Publishers California Science Lv. 1-5 2007	Yes	0.00 %
History-Social Science	HSS K Scott Foresman History-Social Science for California: Learn & Work 2006 HSS 1 Scott Foresman History-Social Science for California: Time and Place 2006 HSS 2 Scott Foresman History-Social Science for California: Then and Now 2006 HSS 3 Scott Foresman History-Social Science for California: Our Communities 2006 HSS 4 Scott Foresman History-Social Science for California Our California 2006 HSS 5 Scott Foresman History-Social Science for California: Our Nation 2006	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts	VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 12/31/2019*



## School Facility Conditions and Planned Improvements

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. PUSD has adopted cleaning standards for all schools in the District.

*Last updated: 1/11/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Work Orders have been or will be issued.
<b>Interior:</b> Interior Surfaces	Good	Work Orders have been or will be issued.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Poor	Work Orders have been or will be issued.
<b>Electrical:</b> Electrical	Good	Work Orders have been or will be issued.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	No Repair needed.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Work Orders have been or will be issued.
<b>Structural:</b> Structural Damage, Roofs	Good	No Repair needed.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No Repair needed.

## Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
----------------	------

*Last updated: 1/11/2020*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	66.0%	70.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	60.0%	58.0%	35.0%	35.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 12/31/2019*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	268	265	98.88%	1.12%	69.81%
Male	148	146	98.65%	1.35%	62.33%
Female	120	119	99.17%	0.83%	78.99%
Black or African American	33	33	100.00%	0.00%	60.61%
American Indian or Alaska Native	--	--	--	--	
Asian	32	32	100%	0.00%	90.63%
Filipino	13	13	100.00%	0.00%	76.92%
Hispanic or Latino	114	112	98.25%	1.75%	53.57%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	58	58	100.00%	0.00%	84.48%
Two or More Races	15	14	93.33%	6.67%	100.00%
Socioeconomically Disadvantaged	130	128	98.46%	1.54%	53.13%
English Learners	56	56	100.00%	0.00%	37.50%
Students with Disabilities	36	35	97.22%	2.78%	25.71%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/31/2019*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	268	265	98.88%	1.12%	58.49%
Male	148	146	98.65%	1.35%	55.48%
Female	120	119	99.17%	0.83%	62.18%
Black or African American	33	33	100.00%	0.00%	33.33%
American Indian or Alaska Native	--	--	--	--	
Asian	32	32	100%	0.00%	100.00%
Filipino	13	13	100.00%	0.00%	84.62%
Hispanic or Latino	114	112	98.25%	1.75%	39.29%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	58	58	100.00%	0.00%	72.41%
Two or More Races	15	14	93.33%	6.67%	92.86%
Socioeconomically Disadvantaged	130	128	98.46%	1.54%	38.28%
English Learners	56	56	100.00%	0.00%	37.50%
Students with Disabilities	36	35	97.22%	2.78%	17.14%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/31/2019*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 12/31/2019*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.20%	22.50%	42.50%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/9/2020*

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019—20)

Parents are involved in school activities by volunteering at schools and/or district events, being a part of a school-level and/or district-level parent groups, participating in parenting and/or parent capacity building workshops, seminars, etc. District's Family Resource Center, district departments and community organizations, offers parent classes, trainings, Parent University workshops, and seminars on parenting, helping parents understand the state academic standards, state assessments, how to help their children to improve academic achievement, technology, leadership, etc. Information on all district-wide parent workshops, parent meetings, and volunteering/leadership opportunities are posted on the Family and Community Engagement webpage of PUSD.us. Parents can also contact the Family Resource Center at (626) 396-3600 ext. 88191 for help on navigating the school's system, information on parental involvement, trainings, and volunteering. Additionally, the Family Resource Center's two Community Liaison Specialists provide support to all schools on family engagement.

The District Family Resource Center, in collaboration with the Office of Student Support Programs and the District Advisory Council, offers trainings to parents and staff on School Site Councils, including SPSA goals, budget, parental involvement policies, how to conduct successful meetings, Robert's Rules of Order, etc.

The District Family Resource Center supports parent advisory groups (AAPC, CAC, DAC, PTA, FYC, LCAP PAC, and DELAC) and Parent Leaders Group, a cross-functional team that collaborates on family involvement programs and activities across the district. All parent groups provide annual recommendations to the School Board on academics, budget, school climate, parental involvement, etc.

Parents are encouraged to be involved at Hamilton School in many ways. Many volunteers on campus in the classrooms by working with small groups of students or by helping the teacher during field trips. Parents who work can support our goals and objectives at home, and those with Internet access can use one of the many programs available to students to help supplement learning. We invite parents to assist in any way they feel comfortable or are able. In addition, many parents participate in the organizations we have at Hamilton, such as School Site Council, Parent Teacher Association (PTA), Hamilton Annual Fund, English Language Advisory Council (ELAC), African American Parent Council (AAPC), Gifted and Talented Parent Advisory Council. Parents also have the opportunity to participate in school-wide activities such as Science Night (now SMART Night), Family Dance night, Cultural Fair, and Book Fair. On the last Friday of the month, parents are invited to attend our Assembly where select students recognized for Character and Scholarly Traits, and students with perfect attendance for the month are recognized.

# State Priority: Pupil Engagement

*Last updated: 1/11/2020*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

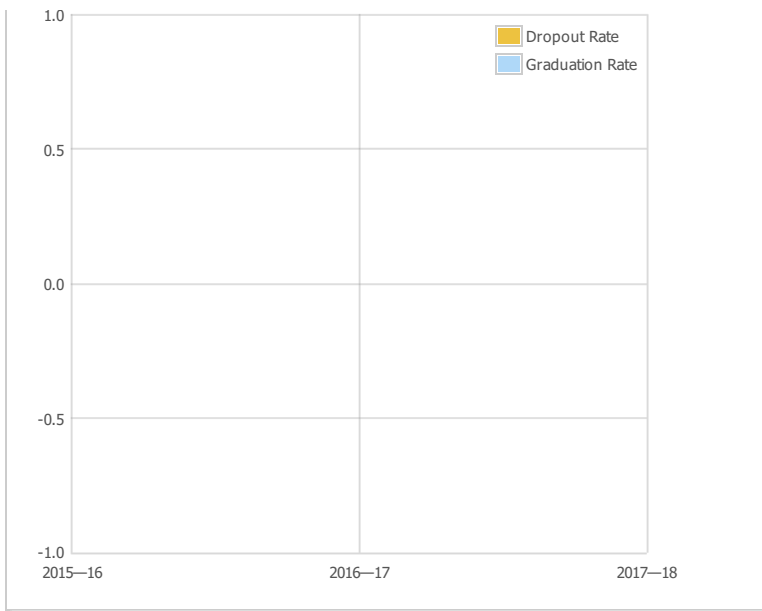
- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	10.00%	9.70%
Graduation Rate	--	82.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	7.90%	9.10%	9.60%
Graduation Rate	--	--	--	80.30%	82.70%	83.00%

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 12/31/2019*



# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.20%	0.30%	0.30%	4.60%	4.50%	4.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 12/31/2019*

## School Safety Plan (School Year 2019—20)

The safety of students and staff is a primary concern of Hamilton Elementary School. Students are supervised throughout the day by teachers and noon aides. Gates are locked throughout the school day. Visitors must sign in at the front office and receive a visitor's badge prior to touring the campus. The School Site Safety plan is updated annually by the Safety Committee; all revisions are shared immediately with the staff. The plan was most recently updated with faculty and School Site Council in 2019. The key elements of the Safety Plan focus on campus beautification and displaying students' work. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lockdown drills are conducted on a monthly basis throughout the school year.

*Last updated: 1/11/2020*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	1	3	
1	22.00	2	3	
2	23.00		4	
3	21.00	1	4	
4	33.00		1	2
5	26.00	1	3	
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		4	
1	23.00		4	
2	25.00		4	
3	20.00	1	4	
4	30.00		3	
5	26.00	1	3	
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.00		4	
1	22.00	1	4	
2	25.00		4	
3	22.00	1	4	
4	34.00			2
5	29.00	1	1	2
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.



**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

<b>Title</b>	<b>Ratio**</b>
Counselors*	0.00

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

\*\*Average Number of Pupils per Counselor

*Last updated: 12/31/2019*

**Student Support Services Staff (School Year 2018—19)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.00
Other	1.00

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 12/31/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6732.37	\$1576.08	\$5156.29	\$74308.50
District	N/A	N/A	\$6032.72	\$72777.79
Percent Difference – School Site and District	N/A	N/A	-14.53%	2.10%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-31.31%	-9.41%

Note: Cells with N/A values do not require data.

*Last updated: 1/9/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

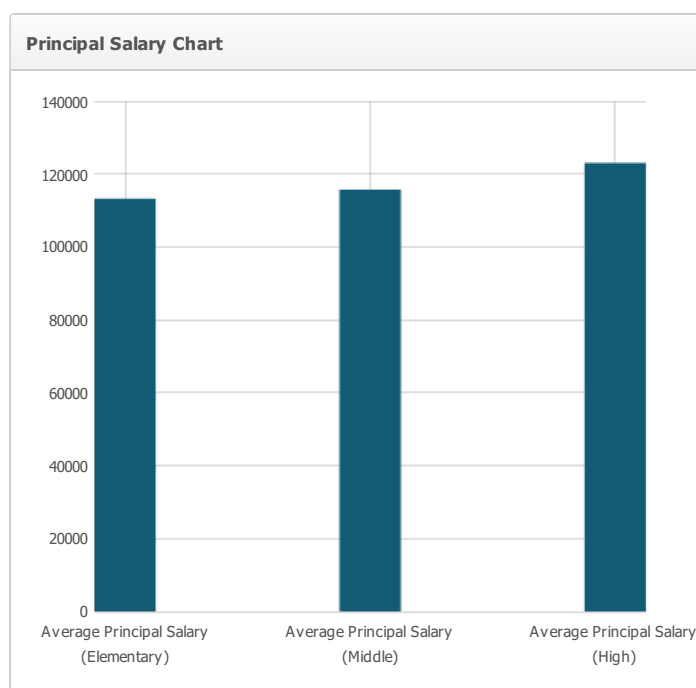
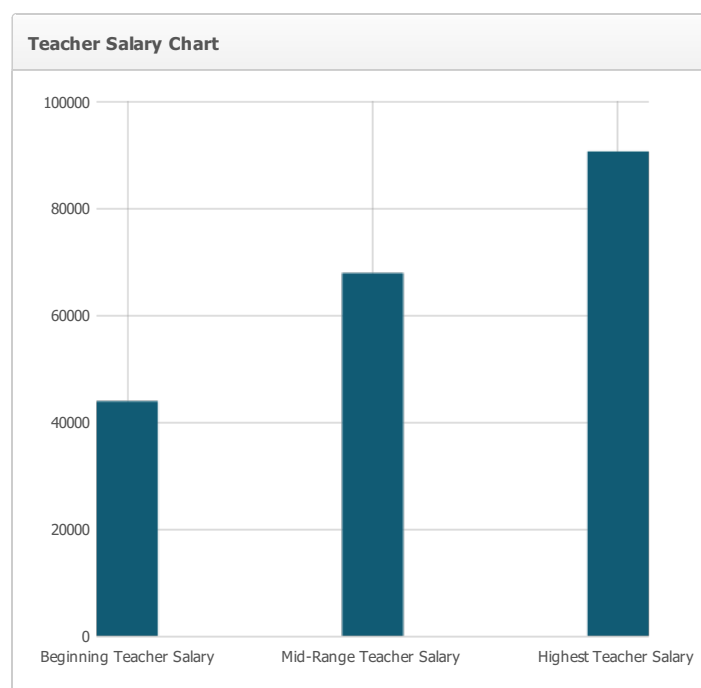
Hamilton Elementary school serves PK-5 students, including two Special Day Classes. Technology is a critical component in the education of Hamilton students. It is especially important as we teach the Common Core Standards. Our full-time credentialed Computer Teacher instructs all students in grades K-5 for, at minimum, 45 minutes weekly. 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 some of the projects that the students work on throughout the school year. Our computer lab contains three 3-D printers, which students use to create items they can use. Chromebooks are available for all students to use in the classrooms, (one Chromebook for every student). In addition, all students visit the library weekly. 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. Hamilton students have access to a variety of community resources. PTA, local libraries, art galleries (Armory, Southwest Museum, Norton Simon, and Huntington). as well as, museums (CA Science Center, Natural History Museum, La Brea Tar Pits, Cabrillo Beach), music centers (Orange County Opera Guild, Pasadena Philharmonic, California Jazz Institute), mental health facilities (Foothill Family Services), California Institute of Technology, Pasadena City College and various others are resources are available to assist all our students. Teachers and staff utilize a number of assessments to guide and adjust instruction in order to improve student achievement.

*Last updated: 1/11/2020*

**Teacher and Administrative Salaries (Fiscal Year 2017—18)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,901	\$51,374
Mid-Range Teacher Salary	\$67,859	\$80,151
Highest Teacher Salary	\$90,585	\$100,143
Average Principal Salary (Elementary)	\$113,223	\$126,896
Average Principal Salary (Middle)	\$115,692	\$133,668
Average Principal Salary (High)	\$123,024	\$143,746
Superintendent Salary	\$261,768	\$245,810
Percent of Budget for Teacher Salaries	29.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/7/2020*

**Advanced Placement (AP) Courses (School Year 2018—19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 12/31/2019*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	19	18	18

Alexander Hamilton’s  
School Vision and Mission Statement

Alexander Hamilton Elementary School will provide every student the opportunity to learn and succeed. Our mission is to provide a safe environment where students can develop responsibility, a positive self-concept and the social and academic skills necessary to provide for the future. Students will have the ability to express personal creativity and to realize maximum individual potential in a safe and respectful environment. The school will help students to attain the skills, knowledge, desire and self-discipline necessary to contribute to our diverse community

SAFE, RESPECTFUL AND RESPONSIBLE

Leadership Academy

Hamilton has established a Math Science, and Technology Academy to further promote educational opportunities and develop academic success in these areas.

The Academy Mission is as follows: The mission of the Academy is to achieve literacy and numeric competency amongst all students. In doing so, we will establish foundations in science and technology while developing the talents of motivated students, so that they may become thoughtful and productive members of an increasingly global, scientific and technological society.

We will educate all students to become creative problem solvers and life long learners by engaging them in hands-on explorations in a safe and healthy environment.

Hamilton School  
2089 Rose Villa St.  
Pasadena, CA 91107  
Ph: (626) 396-5730 | bobcatbuzz.com  
Erika Cooper, Principal

Hamilton Elementary School  
Family/Staff/Student Compact



In order for our children in Hamilton to learn and grow, we must all do our part. Together, we pledge to carry out this compact to promote student learning and growth. By signing below, I acknowledge that I fully understand, support, and agree to abide by the above responsibilities.

Staff

Student

Parent

Student Name

Grade

Teacher



In order for our children in Hamilton to learn and grow, we must all do our part. Together, we pledge to carry out this compact to promote student learning and growth. By signing below, I acknowledge that I fully understand, support, and agree to abide by the above responsibilities.

Staff

Student

Parent

Student Name

Grade

Teacher

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high quality curriculum and instruction aligned with the California State Standards
- Have high expectations for all students
- Provide a safe and positive environment conducive to learning
- Prepare meaningful, daily homework assignments for students (30 minutes for grades kinder –3 and 60 minutes for grades 4-6)
- Communicate regularly with families about students learning, progress, and behavior
- Provide opportunities for parent involvements such as volunteering in the classroom, PTA, special family nights, and other school-wide events
- Respect the school, staff, students, and families

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Arrive at school on time ready to learn and work
- Bring my completed homework and assignments and necessary materials each school day
- Know and follow school rules, playground rules, and classroom rules and procedures
- Be an active participant in learning and ask for help when I need it
- Keep classroom and school clean
- Be respectful of my school, teachers, and classmates



Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Help my child arrive at school on time and pick up my child on time
- Ensure that my child attends school every day (except when ill), dresses appropriately, and gets adequate sleep, good nutrition, and regular medical attention to be prepared for optimal learning
- Notify school promptly by phone whenever my child cannot attend
- Be responsible for updating emergency information
- Provide a quiet time and place for homework
- Encourage my child to complete homework and assignments in a timely manner and make sure that homework is completed and accurate
- Regularly monitor my child’s progress in school
- Communicate with the teacher if I have a concern
- Participate in school activities, such as school decision making, parent/ teacher conferences, and other school events as possible
- Review all school communication, notices, and reports from teacher or in weekly school folder and return all information promptly
- Respect the school, staff, students and families



# Pasadena Unified School District

## Instructional Services

### GIFTED AND TALENTED EDUCATION

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

#### Rubric

1 = This is an established practice that has been in place since before the 2020-21 school year.

2 = This practice is being implemented for the first time during the 2020-21 school year.

3 = This practice is being developed now to be implemented during the 2020-21 b school year.

#### Section 1: Program Design

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

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

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

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

**Section 2: Identification**

2:1 The nomination/referral process is ongoing.

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

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

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

**Section 3: Curriculum and Instruction**

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

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

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

	1	2	3
<b><u>Middle School</u></b>			
Are high-achieving GATE students placed in accelerated or honors classes?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> <li>• Honors class</li> <li>• Pre-AP classes</li> <li>• IB classes</li> <li>• Enrichment classes</li> <li>• Vertical subject-matter acceleration</li> <li>• Options for GATE Advisory</li> </ul>			
<b><u>High School</u></b>			
Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			
Are Advanced Placement classes available?			
Is the IB diploma/certificate program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?			
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> <li>• Honors classes</li> <li>• AP classes</li> <li>• IB classes</li> <li>• Career Pathways classes/Independent Study</li> <li>• Vertical subject-matter acceleration</li> <li>• Options for GATE Advisory</li> </ul>			
<b><u>All Grades</u></b>			
Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?	X		
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the GATE Principals Checklist annually as needed?	X		
Does the School Site Council review and approve the GATE Principal's Checklist annually?	X		



Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?	X		
Is the GATE Principal's Checklist developed in response to the specific and varied learning needs of the individual school population?	X		
<b>Section 4: Social and Emotional Development</b>			
4:1 Actions to meet the affective needs of gifted students are ongoing.			
4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).			
	<b>1</b>	<b>2</b>	<b>3</b>
Do schools provide enrichment activities that foster social interaction among GATE students?	X		
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?	X		
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?			
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?	X		
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?			
<b>Section 5: Professional Development</b>			
5:1 The district provides professional development opportunities related to gifted learners on a regular basis.			
	<b>1</b>	<b>2</b>	<b>3</b>
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> <li>PUSD GATE Program Overview</li> <li>GATE Identification Process</li> <li>Characteristics of Gifted Learners from Diverse Populations</li> <li>How to get or renew GATE Certification</li> <li>How to create and use the Individual Learning Plan</li> </ul>	X		
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> <li>Kaplan's Prompts of Depth and Complexity/Content Imperatives</li> <li>Acceleration of content (Universal Themes and Big Ideas)</li> <li>Differentiation of skill, product, process</li> <li>Critical and Creative thinking</li> <li>Independent Study/Developing an Interest</li> <li>Characteristics of Giftedness</li> <li>Scholarly Behaviors (Thinking like a Disciplinarian)</li> <li>Interdisciplinary lesson development</li> </ul>	X		

**Section 6: Parent and Community Involvement**

6:1 Open communication with parents and the community is maintained.

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

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

**Section 7: Program Assessment**

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

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

**Based on the above needs assessment, identify a SMART goal for 2020-21 for GATE at your school site:**

By 2020-2021 Hamilton's GATE program will provide identified GATE students with in school groupings and clusters appropriate for all gifted education students and available to all gifted learners. The program options support cognitive and social needs of students and provide opportunities within the school day for gifted students to work with their intellectual peers.

**Please identify key GATE teachers at your school site (those teaching GATE clusters for elementary school):**

Julie Ysassi, Sabrina Grimes, Alden Denila, Kristyn Shiohama

**School:** Hamilton**Date Approved By School Site Council:** 4/20/20**Dates and times of calendared site GATE advisory meetings 2020-21:**

	date	topic		date	topic
1st meeting	9/2020	GATE 101	3rd meeting	2/2021	TBD
2nd meeting	11/2020	Classroom strategies	4th meeting	4/2021	TBD