School Year: **2024-25**

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		06/27/24

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.

In coordination with the Pasadena Unified School District's LACP, Hamilton Elementary School has goals to address the ESSA requirements for improved student achievement in ELA and Math, the requirements for professional development and improved evidence based instructional strategies, and specific areas for Hamilton Elementary including family engagement, attendance, and behavioral supports which are also requirements of ESSA and the LCAP.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Creating our SPSA is a collaborative process involving district staff, site staff, and our educational stakeholders. Our site plan was developed through a series of meetings with staff, our MTSS team, and School Site Council (SSC). Our site council met on April _____. The final draft of the SPSA was reviewed by School Site Council (SSC) on May _____. Both SSC and our educational stakeholders were actively involved in reviewing data and developing our SPSA goals. The Annual Review of the SPSA will take place in
April 2025 with the SSC.

Resource Inequities

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

The California Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The latest Dashboard data for Hamilton Elementary, clearly shows that English Learners are not succeeding at the same rate as non-English Learners in Math and English. We need to continue to focus resources on meeting the academic needs of our English Learners.

Likewise, the Chronic Absentee Indicator shows African American Students are 27% chronically absent, a decline of 7.2% from the previous year (N=37); English Learner Students are 25% chronically absent (N=60), which is a decline of 6% from the previous year; Students With Disabilities (SWD) (N=77) are 36.4% chronically absent a decline of 10.3% from last year. Overall, School-wide Chronic Absentee Data shows 18% chronically absent (N=490), a decline of 4.4% from the pervious year.

School Vision and Mission

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

School Profile

School Profile Description 2024-2025
Alexander Hamilton Elementary School, located on the southern edge of Pasadena, is one of 14 elementary schools in the Pasadena Unified School District. Hamilton is a neighborhood school with approximately 482 students enrolled in grades K-5 and 40 Pre-School students. Approximately 54% of Hamilton students qualify for free and reduced lunch. Students come to Hamilton from both neighborhood and open enrollment. There are over 16 home languages spoken by our students. Our diverse student body reflects the following significant demographic groups:
School Demographics
Student Group: Total - Percentage
English Learners: 11.8%
Foster Youth: 0.8%
Homeless: 0.2%
Socioeconomically Disadvantaged: 51.5% (248)
Students with Disabilities: 12.4% (60)

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Race/Ethnicity: Total - Percentage
African American: 7.5% (36)
Asian:11% (53)
Filipino:16 - 3.3%
Hispanic: 43.4% (209)
Two or More Races: 10% (48)
White: 23.4% (113)

Hamilton school provides the following staff:
1 Pre-School teacher and 3 Pre-School assistants
20 Regular Education Teachers (Grades K-5)
2 Special Day Class Teachers (Grades K-2 and Grades 3-5)
1 Resource Specialist Program Teacher
1 Instructional Coach
1 80% Computer Teacher
1 RTI Wellness Coach
1 Speech Teacher
1 50% School Psychologist
1 50% Librarian
0 20% Nurse
1 75% Health Clerk
2 Intervention Teachers
1 Office Manager
1 75% Clerk/Typist
1 Cafeteria Manager and 2 assistants
1 Head Custodian and 2 Evening Custodian
5 Special Education Instructional Aides
1 20% Instrumental Music Teacher
2 Therapists through Foothill Family Services
Parks and Recreation After School Program
LEARNs After School Program
1 Principal
Hamilton Elementary contains the following:
1 Transitional Kindergarten
1-Pre Kindergarten (A.M./P.M classes)
3- Kindergarten Classes
3-First Grade Classes
3-Second Grade Classes
3-Third Grade Classes
2-Fourth Grade Classes
1- 4/5 combo class
2-Fifth Grade Classes
1- 1-3 SDC Class

1-3-5 SDC Class
Technology is a important component in the education of Hamilton students. It is especially important as we teach the Common Core Standards. In our computer lab, students have the opportunity to expand their knowledge of the core

curriculum in project-based learning and computer skills following the state technology and curriculum standards for each grade level. Chromebooks are available for students to use in every classroom, which is a one to one student ratio.

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

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Hamilton students have access to a variety of community resources. PTA, local libraries, art galleries (Armory, Norton Simon, and Huntington). as well as, museums, music centers, mental health facilities (Foothill Family Services), California Institute of Technology, Pasadena City College and various others are resources are available to assist all our students. Through the PTA and our room parents, the school community works together to promote student achievement and to support the positive climate evident at Hamilton School. In addition to the PTA, Hamilton has formed an Annual Fund Committee to raise money to provide financial support for technology and library programs. Our Annual Fund sets a fundraising goal each year and strives to increase donations from both families and our community. Teachers and staff utilize a number of assessments to guide and adjust instruction in order to improve student achievement. This data is entered into a computer data system. Graphs and data reported are used to guide future instructional practices. This information is shared with grade level teams and parents during conferences, staff meetings and Student Study Team Meetings. In addition, alternating Mondays are utilized for a variety of staff development needs. An Intervention Program (RTI) delivered by the Instructional Coach and intervention teacher provide the students with differentiated instruction based on their individual needs. This intervention program is designed to provide support in both English Language Arts and in Mathematics. In addition, before school intervention is provided to help with the struggling students as well as accelerating learning through i-Ready. The creation and implementation of vertical data teams in the three core curricular areas (English Language Arts, Mathematics and Science) assist us in continually monitoring progress toward our goals. Programs used to monitor student growth and differentiate instruction such as i-Ready and other supplemental programs are used to support student learning. Teachers frequently work in grade level teams to generate intervention and acceleration strategies for meeting the needs of all learners. The computer lab teacher assists with generating charts and graphs for the data teams to align instruction to meet student needs. Teachers collaborate on a consistent, on-going basis to plan instruction and implement best practices. Classroom teachers are assisted by our instructional coach to support differentiated instruction to meet the needs of all students. All staff members, teachers, volunteers, and LEARNs staff regularly implement programs that support our regular instruction and utilize school resources to help students meet and exceed grade level standards. Examples of these programs include one-to-one tutoring, small group instruction, LEARNs program, intervention, Theatre, Armory Arts, computer lab and library. Advanced students work in a small group on special projects while under the direction of the classroom teacher, resource teacher, and computer lab teacher.
Our focus is to continue strong instruction in all curricular areas and to meet the needs of all our student subgroups while incorporating the Common Core Standards, Response to Intervention Academic and Behavioral and Project Based Learning.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	6.90%	7.47%	8.13%	35	36	41
Asian	11.64%	11%	11.11%	59	53	56
Filipino	2.56%	3.32%	3.77%	13	16	19
Hispanic/Latino	43.00%	43.36%	42.46%	218	209	214
Pacific Islander	%	0%	%		0	
White	25.25%	23.44%	20.63%	128	113	104
Multiple/No Response	9.66%	9.96%	12.10%	49	48	61
			Total Enrollment	507	482	504

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	92	72	72
Grade 1	78	87	69
Grade 2	90	71	89
Grade3	77	91	77
Grade 4	90	77	92
Grade 5	80	84	77
Total Enrollment	507	482	504

Conclusions based on this data:

1. Hamilton Elementary's enrollment has decreased by 25 students in the 2022/23 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	65	57	63	11.20%	12.8%	12.5%
Fluent English Proficient (FEP)	67	50	49	15.30%	13.2%	9.7%
Reclassified Fluent English Proficient (RFEP)	8	5		20.0%	12.3%	

Conclusions based on this data:

1. The number of Hamilton English Learners DECREASED overall from 60 to 57 over a three year period (2020-2021 to 2022-2023).
2. The percentage of Fluent English Proficient students at Hamilton DECREASED overall from 15.3% to 10.4% over a three year period (2020-2021 to 2022-2023).
3. The percentage of Hamilton English Learners who reclassified DECREASED year over year from 2020-2021 to 2022-2023 (20.0%, 12.3%, 8.7%, respectfully)

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	75	89	75	74	89	74	74	89	74	98.7	100.0	98.7
Grade 4	89	74	91	88	73	90	88	73	90	98.9	98.6	98.9
Grade 5	78	84	71	78	84	71	78	84	71	100.0	100.0	100
All Grades	242	247	237	240	246	235	240	246	235	99.2	99.6	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2484.	2451.	2453.	50.00	40.45	39.19	18.92	25.84	21.62	18.92	13.48	21.62	12.16	20.22	17.57
Grade 4	2498.	2532.	2492.	38.64	52.05	37.78	26.14	26.03	23.33	13.64	6.85	14.44	21.59	15.07	24.44
Grade 5	2510.	2523.	2542.	37.18	32.14	36.62	17.95	27.38	28.17	12.82	17.86	19.72	32.05	22.62	15.49
All Grades	N/A	N/A	N/A	41.67	41.06	37.87	21.25	26.42	24.26	15.00	13.01	18.30	22.08	19.51	19.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	41.89	29.21	27.03	48.65	56.18	51.35	9.46	14.61	21.62
Grade 4	26.14	35.62	25.56	54.55	53.42	61.11	19.32	10.96	13.33
Grade 5	24.36	26.19	33.80	53.85	58.33	53.52	21.79	15.48	12.68
All Grades	30.42	30.08	28.51	52.50	56.10	55.74	17.08	13.82	15.74

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37.84	31.46	33.78	47.30	44.94	48.65	14.86	23.60	17.57
Grade 4	29.55	38.36	23.33	53.41	52.05	55.56	17.05	9.59	21.11
Grade 5	35.90	26.19	35.21	38.46	53.57	52.11	25.64	20.24	12.68
All Grades	34.17	31.71	30.21	46.67	50.00	52.34	19.17	18.29	17.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.92	22.47	20.27	70.27	64.04	62.16	10.81	13.48	17.57
Grade 4	21.59	31.51	20.00	64.77	61.64	68.89	13.64	6.85	11.11
Grade 5	23.08	17.86	26.76	58.97	67.86	67.61	17.95	14.29	5.63
All Grades	21.25	23.58	22.13	64.58	64.63	66.38	14.17	11.79	11.49

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	39.19	20.22	28.38	48.65	65.17	56.76	12.16	14.61	14.86
Grade 4	26.14	31.51	18.89	60.23	58.90	70.00	13.64	9.59	11.11
Grade 5	17.95	22.62	29.58	55.13	65.48	60.56	26.92	11.90	9.86
All Grades	27.50	24.39	25.11	55.00	63.41	62.98	17.50	12.20	11.91

Conclusions based on this data:

1. in the 22/23 school year, 67.48% of the students exceeded and/or met standard in ELA.
2. In the 22/23 school year, writing has the highest percentage of students achieving below standard at 18.29%.
3. In the 22/23 school year, 30.08% of students scored above standard in Reading (demonstrated understanding of literary and non-fictional texts).

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	75	89	75	74	89	74	74	89	74	98.7	100.0	98.7
Grade 4	89	74	91	88	73	90	88	73	90	98.9	98.6	98.9
Grade 5	78	84	71	78	84	71	78	84	71	100.0	100.0	100
All Grades	242	247	237	240	246	235	240	246	235	99.2	99.6	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2475.	2454.	2451.	40.54	38.20	36.49	29.73	28.09	22.97	14.86	7.87	17.57	14.86	25.84	22.97
Grade 4	2485.	2522.	2490.	28.41	42.47	35.56	18.18	27.40	21.11	36.36	17.81	18.89	17.05	12.33	24.44
Grade 5	2479.	2484.	2518.	28.21	22.62	25.35	5.13	17.86	21.13	25.64	17.86	26.76	41.03	41.67	26.76
All Grades	N/A	N/A	N/A	32.08	34.15	32.77	17.50	24.39	21.70	26.25	14.23	20.85	24.17	27.24	24.68

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40.54	35.96	40.54	44.59	34.83	31.08	14.86	29.21	28.38
Grade 4	26.14	35.62	26.67	50.00	46.58	51.11	23.86	17.81	22.22
Grade 5	20.51	23.81	26.76	43.59	44.05	47.89	35.90	32.14	25.35
All Grades	28.75	31.71	31.06	46.25	41.46	43.83	25.00	26.83	25.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.49	41.57	36.49	52.70	47.19	43.24	10.81	11.24	20.27
Grade 4	27.27	43.84	37.78	57.95	43.84	41.11	14.77	12.33	21.11
Grade 5	23.08	15.48	19.72	39.74	51.19	60.56	37.18	33.33	19.72
All Grades	28.75	33.33	31.91	50.42	47.56	47.66	20.83	19.11	20.43

Conclusions based on this data:

1. in the 22/23 school year, 58.54% (9.41% improvement from the previous year) of the students exceeded and/or met standard in Math.
2. In the 22/23 school year, applying concepts and procedures has the highest percentage of students achieving below standard at 28.46%.
3. 27.24% of all students in grades 3-5 did not meet the standard in Math.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	1425.6	*	*	1435.2	*	*	1402.9	7	7	14
1	1438.0	*	*	1461.3	*	*	1414.1	*	*	11	4	6
2	1470.7	1456.1	*	1474.2	1480.2	*	1466.5	1431.5	*	13	11	6
3	*	1494.9	1504.4	*	1510.6	1525.1	*	1478.8	1483.2	7	11	11
4	1487.4	*	*	1490.9	*	*	1483.5	*	*	11	8	10
5	*	*	*	*	*	*	*	*	*	8	10	8
All Grades										57	51	55

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	21.43	*	*	21.43	*	*	42.86	*	*	14.29	*	*	14
1	18.18	*	*	18.18	*	*	36.36	*	*	27.27	*	*	11	*	*
2	7.69	9.09	*	53.85	27.27	*	23.08	36.36	*	15.38	27.27	*	13	11	*
3	*	18.18	36.36	*	27.27	36.36	*	54.55	9.09	*	0.00	18.18	*	11	11
4	0.00	*	*	27.27	*	*	54.55	*	*	18.18	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.53	11.76	29.09	29.82	35.29	29.09	38.60	39.22	29.09	21.05	13.73	12.73	57	51	55

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	21.43	*	*	21.43	*	*	50.00	*	*	7.14	*	*	14
1	36.36	*	*	9.09	*	*	36.36	*	*	18.18	*	*	11	*	*
2	30.77	27.27	*	38.46	27.27	*	15.38	27.27	*	15.38	18.18	*	13	11	*
3	*	36.36	72.73	*	45.45	9.09	*	18.18	0.00	*	0.00	18.18	*	11	11
4	27.27	*	*	45.45	*	*	27.27	*	*	0.00	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.32	37.25	50.91	35.09	37.25	21.82	22.81	17.65	18.18	15.79	7.84	9.09	57	51	55

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	14.29	*	*	21.43	*	*	50.00	*	*	14.29	*	*	14
1	9.09	*	*	18.18	*	*	18.18	*	*	54.55	*	*	11	*	*
2	0.00	0.00	*	46.15	18.18	*	23.08	27.27	*	30.77	54.55	*	13	11	*
3	*	0.00	0.00	*	36.36	27.27	*	27.27	36.36	*	36.36	36.36	*	11	11
4	0.00	*	*	9.09	*	*	54.55	*	*	36.36	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.51	1.96	7.27	19.30	21.57	30.91	40.35	41.18	34.55	36.84	35.29	27.27	57	51	55

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	14.29	*	*	85.71	*	*	0.00	*	*	14
1	36.36	*	*	45.45	*	*	18.18	*	*	11	*	*
2	38.46	18.18	*	38.46	63.64	*	23.08	18.18	*	13	11	*
3	*	45.45	63.64	*	45.45	18.18	*	9.09	18.18	*	11	11
4	18.18	*	*	72.73	*	*	9.09	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.82	23.53	41.82	49.12	56.86	52.73	21.05	19.61	5.45	57	51	55

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	28.57	*	*	50.00	*	*	21.43	*	*	14
1	27.27	*	*	54.55	*	*	18.18	*	*	11	*	*
2	30.77	45.45	*	53.85	36.36	*	15.38	18.18	*	13	11	*
3	*	45.45	81.82	*	54.55	0.00	*	0.00	18.18	*	11	11
4	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	52.94	61.82	49.12	39.22	23.64	17.54	7.84	14.55	57	51	55

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	7.14	*	*	78.57	*	*	14.29	*	*	14
1	18.18	*	*	18.18	*	*	63.64	*	*	11	*	*
2	0.00	0.00	*	69.23	54.55	*	30.77	45.45	*	13	11	*
3	*	0.00	0.00	*	63.64	45.45	*	36.36	54.55	*	11	11
4	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.26	5.88	9.09	61.40	60.78	58.18	33.33	33.33	32.73	57	51	55

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	21.43	*	*	57.14	*	*	21.43	*	*	14
1	18.18	*	*	27.27	*	*	54.55	*	*	11	*	*
2	15.38	0.00	*	53.85	54.55	*	30.77	45.45	*	13	11	*
3	*	0.00	0.00	*	81.82	90.91	*	18.18	9.09	*	11	11
4	0.00	*	*	63.64	*	*	36.36	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.53	7.84	20.00	45.61	64.71	61.82	43.86	27.45	18.18	57	51	55

Conclusions based on this data:

1. Hamilton 2023 ELPAC results revealed an INCREASE in the percentage of students scoring a 2, 3, and 4 while simultaneously DECREASING percentage of EL's who scored a 1, compared to 2022 ELPAC results.
2. The overall mean ELPAC score of students INCREASED three consecutive years from first to third grade: 1458 (2021) - 1470 (2022) - 1494 (2023)
3. The number of EL's who scored a 4 on the Oral Language section (speaking and listening domains) increased 3 consecutive years from first to third grade: 26 (2021) - 30 (2022) - 36 (2023)

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
482	**51.5**	**11.8**	**0.8**
Total Number of Students enrolled in Hamilton Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	57	11.8
Foster Youth	4	0.8
Homeless	1	0.2
Socioeconomically Disadvantaged	248	51.5
Students with Disabilities	60	12.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	36	7.5
Asian	53	11
Filipino	16	3.3
Hispanic	209	43.4
Two or More Races	48	10
White	113	23.4

Conclusions based on this data:

1. The percentage of students identified as Socioeconomically Disadvantaged is 51.5% (248 students) for the 22/23 school year.
2. The percentage of students identified as English Learners is 11.8% (57 students) for the 22/23 school year.

3. The percentage of students that are Hispanic is 43.4% (209 students) for the 22/23 school year.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Green		
English Learner Progress Green		

Conclusions based on this data:

1. Conditions & Climate: Hamilton performed in the "blue" (highest performance) in our Suspension Rate data.
2. Academic Engagement: Hamilton performed in the "yellow" (area for improvement) in our Chronic Absenteeism data.
3. Academic Performance: Hamilton scored "High Performing" all 3 areas (ELA, Math, and EL Progress).

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	1	2	1

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	Less than 11 Students
35.7 points above standard	31.2 points below standard	3 Students
Maintained +2 points	Increased +8.6 points	
240 Students	40 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Green	Red
3 Students	1.5 points above standard	83.9 points below standard
	Increased +7 points	Maintained +0.3 points
	146 Students	30 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
23.1 points below standard Decreased Significantly -40.4 points 17 Students	 No Performance Color 0 Students	115.1 points above standard Increased +8.8 points 24 Students	Less than 11 Students 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 2.8 points below standard Increased +10.7 points 120 Students	68.7 points above standard Decreased Significantly -25.1 points 19 Students	Less than 11 Students 0 Students	 Blue 101.5 points above standard Increased Significantly +19.2 points 50 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
68.5 points below standard Increased Significantly +37.1 points 28 Students	55.8 points above standard Increased Significantly +19.4 points 12 Students	47.9 points above standard Increased +4.7 points 176 Students

Conclusions based on this data:

1. The overall performance level for all 240 students in ELA is high scoring 35.7 points above standard (Green).
2. The overall performance level for Socioeconomically Disadvantaged Students (146) in ELA is high scoring 1.5 points (7 point increase from the previous year) above standard (Green).
3. The overall performance level for Hispanic Students (120) in ELA is high scoring 2.8 points (10.7 point increase from the previous year) below standard (Green).

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	0	1

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	Less than 11 Students
4.2 points above standard	51.4 points below standard	3 Students
Increased +3.5 points	Decreased -5.6 points	
240 Students	40 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Red
3 Students	33.4 points below standard	98.6 points below standard
	Increased +5.9 points	Maintained +0.6 points
	146 Students	30 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
30.8 points below standard		96.2 points above standard	Less than 11 Students
Increased +13.9 points	No Performance Color	Increased +12.1 points	8 Students
17 Students	0 Students	24 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
	39.3 points above standard	Less than 11 Students	
Yellow	Maintained -0.7 points	0 Students	Blue
39.6 points below standard	19 Students		63.9 points above standard
Increased +5.9 points			Increased +8.3 points
120 Students			50 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
81 points below standard	17.8 points above standard	15.7 points above standard
Increased +10.5 points	Increased +10.6 points	Increased +11.9 points
28 Students	12 Students	176 Students

Conclusions based on this data:

1. The overall performance level for all 240 students in Math is high scoring 4.2 points (3.5 point increase) above standard (Green).
2. The overall performance level for Socioeconomically Disadvantaged Students (146) in Math is medium scoring 1.5 points (5.9 point increase from the previous year) above standard (Yellow).
3. The overall performance level for Hispanic Students (120) in Math is medium scoring 39.6 points (5.9 point increase from the previous year) below standard (Yellow).

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
54.8% making progress towards English language proficiency
Number of EL Students: 42 Students
Performance Level: 3

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.

2023 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**
3	16	0	22

Conclusions based on this data:

1. The overall progress towards English Language proficiency levels for all 42 students is high - 54.8 points above standard (Green).
2. As measured by the EL Progres Indicator, 3 English Learners decreased one ELPI Level.
3. As measured by the EL Progres Indicator, 22 English Learners progressed at least one ELPI Level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	3	1	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
18% Chronically Absent	25% Chronically Absent	5 Students
Declined Significantly -4.4	Declined -6	
490 Students	60 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Orange
4 Students	25.3% Chronically Absent	36.4% Chronically Absent
	Declined Significantly -8.7	Declined -10.3
	257 Students	77 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Orange	6.3% Chronically Absent
27% Chronically Absent	0 Students	9.3% Chronically Absent	Declined -1.4
Declined -7.2		Increased 2.8	16 Students
37 Students		54 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Yellow	No Performance Color	Green
26.9% Chronically Absent	12.3% Chronically Absent	0 Students	7% Chronically Absent
Declined Significantly -5.6	Declined -7.4		Declined -4.5
212 Students	57 Students		114 Students

Conclusions based on this data:

1. Based on 2022-2023 data, Asian students increased chronic absenteeism by 2.8 %.
2. Hispanic students declined by -5.6, African American declined by -7.2, two or more races declined by -7.4 and White declined by -4.5 points.
3. All Students declined chronic absenteeism by -4.4 points.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts 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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	8

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	Less than 11 Students
0% suspended at least one day	0% suspended at least one day	5 Students
Declined Significantly -1.1	Declined -1.4	
497 Students	61 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Blue	Blue
5 Students	0% suspended at least one day	0% suspended at least one day
	Declined Significantly -1.7	Declined -4
	264 Students	79 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	Blue	0% suspended at least one day
0% suspended at least one day	0 Students	0% suspended at least one day	Maintained 0
Declined -2.4		Maintained 0	16 Students
39 Students		54 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	Less than 11 Students	Blue
0% suspended at least one day	0% suspended at least one day	1 Student	0% suspended at least one day
Declined Significantly -1.3	Declined -1.8		Declined -0.8
216 Students	57 Students		114 Students

Conclusions based on this data:

1. In 22-23 0% of the students (497) were suspended at least one day.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

Increase the cumulative percentage of all students meeting or exceeding standards in ELA as evidenced by iReady & CAASPP.

Identified Need

Improve student performance in the area of English Language Arts performance for the African American (n=17 low status level) performed at -23.1 distance from standard), Students with Disabilities (although they maintained very low status level- performed at -83.4 distance from standard) , English Learner (although they maintained low status level- performed at -31.2 distance from standard) subgroups. Additionally, by analyzing individual students' iReady growth data, grade-level
Professional Learning Teams have identified specific students to target instruction for improved outcomes in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP scores in ELA grades 3-5	Students with Disabilities Maintained a low score with a baseline score of -83.4 distance from standard.	CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -83.9 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 15 or more (to reach Yellow) to end at -80.9 or higher by the end of the 2024-2025 school year.
CAASPP scores in ELA grades 3-5	African American students declined significantly with a baseline score of -23.1 distance from standard.	*Local educational agencies, schools, and student groups do not receive a Status level when there were less than 30 students during the 2021-2022 school year. African American Students will decrease their the baseline of -23.1 (no color) by a total of 3 or more points with a stretch growth of 15 or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		more to end at -8 points away from standard.
CAASPP scores in ELA grades 3-5	English Learner students increased by 8.6 points with a baseline score of -31.2 distance from standard.	CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -31.2 (Yellow) from 2023 by a total of 3 or more (to reach Green) with a stretch goal of 15 or more (to reach Blue) to end at -28.2 or higher by the end of the 2024-2025 school year.
iReady Diagnostic Scores in grades 1-5	2024 EOY ELA= ____ %	ELA= ____%

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

We performed at an academic level that shows a need to continue to support student needs through targeted interventions and small group instruction.

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

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

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

No significant changes will be made to this goal.

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; Subgroups: African American, Multiple Races and Students with Disabilities

Strategy/Activity

Provide a variety of digital technology such as the web-based applications, computer devices, online supplemental curriculum and more (projector bulbs) to facilitate and enhance student learning in the classroom.Personnel Salaries for classified staff member pulling intervention groups based on need /iReady Data diagnostic assessments in the classroom. Classroom support personnel will provide support across all content areas in the form of small group instruction targeted to meet student needs based on academic data.

Push in support and supervision
$15,725 each ($17.50/hr+.415%benefits)
(2 hours) 8,915
(2 hours) 8,915
(4 hours) 17,829
(2 hours) 8,915

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)
44574	Title I Part A: Allocation

Strategy/Activity 2

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

All students; Subgroups: African American, Multiple Races and Students with Disabilities

Strategy/Activity

Identify key students who would benefit from Tier 2 Reading Intervention and/or other Tier 2 interventions. Certificated Personnel Salaries 1 staff member pulling intervention groups based on need /ELA & Math Data diagnostic assessments in the classroom.
substitute teacher for SB coverage

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)
30000	LCFF Supplemental and Concentration (S/C)
	Title I Part A: Allocation
3000	Title I Part A: Allocation
3087	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement. Students experience culturally relevant and linguistically sustaining instruction that builds upon learners' strengths and identity.

Goal 2

Increase the cumulative percentage of all students meeting or exceeding standards in Math as evidenced by iReady & CAASPP.

Identified Need

Improve student performance in the area of Math performance for English Learners (performed at -23.1 distance from standard), Students with Disabilities (although they maintained very low status level- performed at -83.4 distance from standard) , English Learner (although they maintained low status level- performed at -31.2 distance from standard) subgroups. Additionally, by analyzing individual students' iReady growth data, grade-level
Professional Learning Teams have identified specific students to target instruction for improved outcomes in ELA.

English Learners received a status level of low, declined -51.4

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP scores in Mathematics grades 3-5	English Learners declined with a baseline score of -51.4 (orange) distance from standard.	CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -51.4 (Orange) from 2024 by a total of 3 or more (to reach Yellow) with a stretch goal of 15 or more (to reach Green) to end at -48.4 or higher by the end of the 2025-2026 school year.
CAASPP scores in Mathematics grades 3-5	SES Students increased with a baseline score of -33.4 (yellow) distance from standard.	CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -33.4 (Yellow) from by a total of 3 or more (to reach Green) with a stretch goal of 15 or more (to reach

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Blue) to end at -30.4 or higher by the end of the 1-2 school year.
CAASPP scores in Mathematics grades 3-5	SWD Students maintained with a baseline very low status level -98.6 (red) distance from standard	CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -98.6 (Red) from by a total of 3 or more (to reach Orange) with a stretch goal of 15 or more (to reach Yellow) to end at -95.6 or higher by the end of the 1-2 school year.
CAASPP scores in Mathematics grades 3-5	Hispanic students increased, but still status level low 9 yellow) at -39.6 distance from standard.	CAASPP Math Average Distance From Standard for Hispanic will increase the baseline of 39.6 (Yellow) from by a total of 3 or more (to reach Green) with a stretch goal of 15 or more (to reach Blue) to end at 42.6 or higher by the end of the 1-2 school year.
iReady Diagnostic scores grades 1-5	2024 EOY Math= ____ %	Math= ____%

Annual Review

SPSA Year Reviewed: 2023-24

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.

Strategies that Hamilton has implemented are use of small group intervention, data analysis in PLC, and target intervention in the classrooms.

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

2023-2024 Hamilton hired a intervention teacher for Math

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.

2024-2025 Hamilton reduced number of intervention hours due to budget allocations. Last year, key students were identified who would benefit from Tier 2 Math Intervention and/or other Tier 2 interventions. 2023-2024 school year: Personnel Salaries for 5 classified staff member pulling intervention groups based on need /iReady Data diagnostic assessments in the classroom Classroom support personnel will provide support across all content areas in the form of small group instruction targeted to meet student needs based on academic data. This goal will continue for the 24-25 school year, reduced personal 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

Teachers and staff training and support in meeting the needs of students and classrooms. (Implement instructional and behavioral supports in classrooms to increase effective learning environments for all students.)
Professional Development Needs
Online Subscriptions (i.e Generation Genius)

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 Part A: Allocation

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

Professional development conferences

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)
3200	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Project aides for push in support and 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)	Source(s)
15005	LCFF Supplemental and Concentration (S/C)
7281	Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All student demographics performing below grade level

Strategy/Activity

Classroom support personnel will provide support across all content areas in the form of small group instruction targeted to meet student needs based on academic data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

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 # 7

By 2027, PUSD will accomplish the following:
English Learners will increase at least one performance level on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics as measured by the California School Dashboard.
Reclassify English Learners (EL) within TK-5 at a rate of 25% or higher,
Reduce the number of long-term English Learners (LTEL) in grades 8-12 to less than 5%,
Increase percentage of English Learners making progress toward academic language proficiency as measured by the ELPI to 65%.

Goal 3

English Learner Goal #3: English Learner Needs- Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

Identified Need

Our goal is to reclassify 15% of our English Learners. (Long Term English Learners- LTEL)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC State Assessment	50% of the 1st grade students scored at Level 1 or 2 as measured by the 22-23 ELPAC. 50% of the 2nd grade students scored at Level 1 or 2 as measured by the 22-23 ELPAC. 64% of the 3rd grade students scored at Level 1 or 2 as measured by the 22-23 ELPAC. 55% of the 4th grade students scored at Level 1 or 2 as measured by the 22-23 ELPAC.	Increase the number of EL students who score higher than a 2 on ELPAC by 15% for each grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	50% of the 5th grade students scored at Level 1 or 2 as measured by the 22-23 ELPAC.	
Reclassification report using ELlevation student information system		
ELAC meetings Community Liaison (Bilingual)	Our Liaison makes numerous calls and I use all call to contact parent, but we consistently have limited parents who participates.	
ELPAC State Assessment - Long-term English Learners (LTEL's)	(Currently (23-24) there are no LTELs at Hamilton) 23-24 School Year - 21 Hamilton EL's (11 third graders; 10 fourth graders) are at risk of LTEL status.	Decrease the number of At-Risk LTEL's in grades 3-4 at Hamilton by 33% (or 7 out of 21 At-Risk LTEL's). Breakdown by grade: 3rd Grade: 4 out of 11 EL's will reclassify 4th Grade: 3 out of 10 EL's will reclassify

Annual Review

SPSA Year Reviewed: 2023-24

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 have 30 minutes per day designated to English Learner instruction, and they have received training from the TCM program.

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

EL Coach and Supplemental materials and personnel are purchased from PUSD LADD office.

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.

2024-2025 Hamilton will continue to have an assigned EL Coach and Aide to facilitate TCM EL Curriculum

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 who are identified as English Learners (RFEP, IFEP)

Strategy/Activity

Teachers will implement designated and integrated EL instruction weekly, and monitor EL student progress during data team meetings/ increase productivity during PLC/ A Meetings -2500 Professional Training and Development needs.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners (ELL's)

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 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

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

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

Amount(s)	Source(s)
0	Title I Part A: Parent Involvement

Strategy/Activity 4

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

English Language Learners (ELL's)

Strategy/Activity

Conduct Instructional Rounds- collaboration among teachers and administration to examine a problem and work together for a solution. Teachers and administrators work together to identify and sole common problems related to teaching and learning.
Site leadership will conduct formal and informal walk-throughs during ELD instruction ensuring that all students, including those from historically marginalized communities, attain equitable outcomes.
Designated and integrated ELD strategies and activities focusing on English Language Learning Skills such as vocabulary, sentence structure, and visual cues.
Collaborative teaching strategies to help students work together in discussion pairs and groups to respond to classroom teaching.

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

Amount(s)	Source(s)

Strategy/Activity 5

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

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)
0	

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 # 3

Students will be in school everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 4

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

Identified Need

Our goal is to create a culture that promotes positive behavior and school attendance.Identify reasons for Chronic Absenteeism and regularly communicate to families of those students identified.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA State Dashboard data, Aeries Attendance reports	Chronic Absenteeism has overall decreased, however currently is in the yellow band	Chronic Absenteeism for All Students will increase the baseline of 18 (Yellow) from by a total of 3 or more (to reach Green) with a stretch goal of 15 or more (to reach Blue) to end at 21 or higher by the end of the 1-2 school year.
CA State Dashboard data, Aeries Attendance reports	Chronic Absenteeism for All Students - baseline of 18% (n-88) Chronic Absenteeism for African American- baseline of 27 (N- 10) Chronic Absenteeism for Hispanic - baseline of 32.5% (N-74) Chronic Absenteeism for English Learners - baseline of 25.0% (N - 15) Chronic Absenteeism for Socioeconomically Disadvantaged - baseline of 25% (N-65)	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Chronic Absenteeism for Students with Disabilities - baseline of 36% (N-28)	

Annual Review

SPSA Year Reviewed: 2023-24

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.

Attendance Clerk identifes categories of absences, implements reporting of those categories for each absence and implements weekly reports of students identified as Chronically Absent.

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

Aeries Attendance reports, SARTS and SARBS

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.

No significant changes will be made to this goal.

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

Project Aide: Push in support and supervision (Total for 1= $17,205 each (includes benefits) Monitor attendance and hold Student Attendance Review Team meetings (SARTS). Give Attendance Awards to students. Principal attends CWA meetings and continue professional development with PUSD Community. Schedule IEP meetings to implement behavior goals. Incentives for students who have positive attendance and demonstrate positive character. Continue School-Wide Positive Behavior Intervention Supports, Anti-Bullying lessons, and Social-Emotional Learning lessons using Second Step web-based curriculum. Continue PBIS leadership team monthly meetings and implement strategies for staff members including Check in-Check out, positive feedback, awards, and incentives. Provide counseling referrals to Foothill Family Services and

School Psychologist.

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)
1073	Title I Part A: Parent Involvement

Strategy/Activity 2

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

Parents and Guardians

Strategy/Activity

Parent Involvement Meetings

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)
1115	LCFF Supplemental and Concentration (S/C)
	Title I Part A: Allocation

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

Noon Aide- Safety and supervison

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)

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 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)
	Title I Part A: Allocation

Strategy/Activity 2

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)
	Title I Part A: Parent Involvement

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 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

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

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

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 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

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

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

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

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

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	$61015
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$61015
Other State/Local Funds provided to the school	$49320

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation ($)

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 Funding Sources	Allocation ($)

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

Total of federal, state, and/or local funds available for this school: $110,335

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	49320	0.00
Title I Part A: Parent Involvement	1073	0.00
Title I Part A: Allocation	59942	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental and Concentration (S/C)	49,320.00
Title I Part A: Allocation	59,942.00
Title I Part A: Parent Involvement	1,073.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role

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

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 .

Attested:

Principal, Erika Cooper on 5/8/24

SSC Chairperson, Kahlmus Eatman on 5/8/24

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

PUSD School-Site Attendance Improvement Plan

School:	Alexander Hamilton Elementary	**Principal:**	Erika Cooper
School Number:	626-396-5730	**Counselor:**	Felicia Gomez-Bardon, RTI
Date Completed:	June 11, 2024	**Principal Signature:**	Erika Cooper

Goal: Decrease the percentage of chronically absent students to 10% or less.

2024-2025 Current Chronic Absentee Rate	2024-2025 Chronic Absentee End-Of-Year Goal	2024-2025 Chronic Absentee Goal
17.8% (22-23) 13.2% (23-24 EOY) -4.2%	10%	10%

GOAL 1: TEAMS & DATA			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Use of Data**: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this data used to monitor student progress?	Identify students struggling to attend school using AERIES queries, office referrals, no show lists. Identify chronic students Apply interventions on an ongoing basis	Queries on AERIES will be run on a monthly basis	Goal is to develop an individualized plan and apply interventions to 100% of students who have been identified on a monthly basis. Improve the attendance of 50% or more of identified students. This will be assessed on a quarterly basis.

b. **Attendance Improvement Team**: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	Hamilton has an attendance improvement team, including principal, office manager, RTI Coach, and instructional coach.	Our team meets at least monthly to discuss improvement efforts.	reduced number of absences, truant absences & chronic absentee rate

GOAL 2: PREVENTION			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Prevention Strategies**: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	-Trauma informed and restorative practices are used to build relationships with all students and promote regular attendance. Continued use of the 16 Proactive Classroom Management Skills to Support Academic Engagement. Celebrate the class that has improved attendance for the week with a reward of the class's choice (extra recess etc.) Monthly perfect attendance celebrations Recognize students who have the most improved attendance for each semester.	Monthly celebrations Semester and End-of-Year Awards	Increase overall ADA percentage by 10%, which will be assessed at year's end. It will be progress monitored by assessing ADA figures at every attendance month.

b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	Utilize Social Emotional Learning curriculum (Step Up) to address students' needs. Create publications delineating attendance expectations (principal's monthly Smore, weekly Sunday Night Blasts - Blackboard, PTA Coffee with the principal)	Social Emotional Learning lessons to be taught on a weekly basis. Include attendance messages each month either from a blast or a newsletter. RTI Coach & Classroom Teacher outreach via phone calls and in person conversations	reduced number of absences, truant absences & chronic absentee rate

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Attendance Intervention**: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	Celebrating & Incentivizing Good Attendance Monitor Data Frequently	Daily/Monthly	reduced number of absences, truant absences & chronic absentee rate
b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	Engage and Reengage Students with School Connectedness https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm	daily	Students who feel connected to their school and classrooms.

● 351 South Hudson Avenue, Room 206 ● Pasadena California 91109 ● (626) 396-3600, x 88230 ● (626) 793-9858 fax ● www.pusd.us

Pasadena Unified School District
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	Click or tap here to enter text.	**Principal:**	Click or tap here to enter text.
School Number:	Click or tap here to enter text.	**Counselor:**	Click or tap here to enter text.
Date Completed:	Click or tap here to enter text.	**Principal Signature:**	

Goal: Decrease the percentage of chronically absent students to 10% or less.

2023-2024 Current Chronic Absentee Rate	2024-2025 Chronic Absentee End-Of-Year Goal	2024-2025 Chronic Absentee Goal
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

GOAL 1: TEAMS & DATA			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Use of Data**: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this data used to monitor student progress?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

b. **Attendance Improvement Team**: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

GOAL 2: PREVENTION			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Prevention Strategies**: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**

a. **Attendance Intervention**: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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 2024-25, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $2,057,070.00:

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 2024-25 is as below:

School: <u>Hamilton Elementary</u>

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$2,057,070.00	9,440	$217.90	245	$53,385.50