

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Hamilton Middle School

School Plan for Student Achievement
2024-2025

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

Needs Assessment:

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

Accountability Measure I: Increase Achievement:

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

We set our Met/Exceeded goal for ELA at 38%, with actual results landing at 37% (a 7% growth overall). In addition to this positive metric, we also exceeded goals within our focus subgroups: AA - 33% Met/ Exceed (15% growth) ELL - 7% Met/Exceed (3% growth) In digging deeper in the ELA data, we saw a positive trend with all grades, but the largest growth being in grade 8. This may be attributed to a few key factors. One, we hired two new ELA 8 teachers who worked collaborately in planning and designing engaging lessons. We also had true co-teaching with our RSP students in ELA8. We are using these findings to bring cohesive teaching strategies to our entire team - for example common annotations and formative assessment strategies.

ELA Goals

Our ELA goal for 24-25 is that overall 45% of Hamilton students are Met/Exceeded. We are setting the AA goal at 40% Met/ Exceeded and the EL goal at 10% Met/Exceeded. We will be using teacher release days to focus on ELA standards aligned rigorous tasks and eliciting student feedback through formative assessment strategies. We will closely monitor the Edulastic and iReady scores of students to inform next instructional steps. Data check will take place after each unit. District OCIPD team will work with Hamilton as a focus school.

Comprehensive Needs Assessment: Mathematics

Math Findings

Our math goals were not met, with the actual Met/Exceeded % landing at 13%, while the goal was set at 25. One positive that we did note is that our AA students showed an increased growth (increase of 5%) although not meeting the initial goal of 13%. We attribute the findings to a lack of regularly planned formative assessment in the classroom, as well as a lack of data driven discussions. To improve, we are implementing co-teaching for all RSP students in math (as well as ELA). We are providing QCI professional development in the areas of learning targets, and formative assessment. We have already planned for 3 math release days where PD will take place, but also data reviews will be used to drive instructional practices.

Math Goals

Our Math goal for 24-25 is that overall 25% of Hamilton students are Met/Exceeded. We are setting the AA goal at 14% Met/ Exceeded and the EL goal at 5% Met/Exceeded. We will accomplish these goals through specific PD around formative assessment strategies and frequent data conversations as a math team. Our IIC will focus on being a math coach this year, meeting with the math team on 3 separate release days. In addition, all RSP students will receive instruction through co-taught math classes. Data review of edulastic and iReady will take place at the end of each unit to inform next instructional steps. Focus on standards-aligned tasks and formative assessment strategies.

Comprehensive Needs Assessment: English Learners

English Learner Findings

At Hamilton we have the newer comer program, ENLACE, with 16 students enrolled. This is the second year of the program and so we are still in beginning stages of monitoring the progress of these students. During the 23-24 school year 27 EL students were reclassified (exited EL) and are now being monitored, which marks more than 10% of our EL population. We continue to monitor the progress of our EL students and provide QCI in all classrooms.

English Learner Goals

At Hamilton we have the newer comer program, ENLACE, with 16 students enrolled. This is the second year of the program and so we are still in beginning stages of monitoring the progress of these students. We will continue to monitor and support by providing 2 college aides to assist the students. During the 24-25 school year we will monitor the EL students closely and meet with individual students who show a need for additional support. We continue to monitor the progress of our EL students and provide QCI in all classrooms.
AP - provide UDL professional development for all teachers to ensure students have access to the curriculum
Monitoring plan - monitor students progress on iReady, ELPAC, and ELA and Math unit assessments.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Our culture and climate data 63% is below LBUSD MS average of 72%. In reviewing the data, the leadership team is struggling to pinpoint the reason for the low score and believe that social media may be one culprit.

Culture/Climate Goals

The culture, Sense of Belonging, goal for the 24-25 year is 75%. One thing we have established this year is a no phone policy in order to diminish social media bullying, promote positive mental health and support academic growth. We are also continuing to offer clubs based on student interests. AP - survey students throughout the year on sense of belonging, safety and other measures as needed. Provide students with lessons through advisory classes to teach about types of safety, sense of belonging and community. Use RJ coach Thursday and Fridays to build community with teachers and students. Review student survey data quarterly to inform of next steps and overall needs. Share data with staff and students.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) To meet the goals below, the ELA department will have release days to focus on creating standards aligned tasks with a variety of formative assessments used during instruction. In addition, department meeting time will allow for data drive discussions around the Priority Standard assessments. Staff PD will focus on U1, U4 and U3 - ensuring that lessons are standards based, engaging students and using formative	Goal Met	The 2024 SBAC goal was met, with a score of 37% Met/Exceeded in ELA. Our subgroup data shows that: AA students scored 33% Met/Exceeded, a 15% growth from the previous year. EL goal - 7% Met/Exceeded, an increase of 3% from the previous year.	Modifications for the 2024-2025 school year include having co-taught classes for all RSP student in ELA. This instructional practice yielded positive results, particularly in 8th grade, and is part of the master schedule. In addition, we will continue to have ELA release days (2) to focus on QCI practices and to also bring cultural relevancy into our learning intentions to increase student engagement. Lastly, we have added an advisory period where student have access to iReady personalized instruction.

assessment to determine next instructional steps. By June 2024, 100% (based on D1) of our MS students scoring on or above grade level will achieve at least one year of academic growth based on the iReady ELA assessment administered in May 2023. D1 = 139* students currently on grade level; 17% of students. By June 2024, 5% (based on D1) of our African-American students will demonstrate greater than one year of growth based on the iReady ELA assessment administered in May 2023. [5* AA students need to make more than one year's progress to meet the goal. By June 2024, 38% of our MS students will score Met/Exceeded on SBAC ELA, a 8% improvement from 2023. By June 2024, 27% of our African-American students will Meet or Exceed on the SBAC ELA Assessment, an increase of 9% compared to 2023. By June 2024, 6% of our EL students will Meet or Exceed on the SBAC ELA Assessment, an increase of 2% compared to 2023.

Monitoring of progress towards

	<p>this goal occurs monthly with administration and teachers reviewing iReady data, as well as unit data, in addition to lesson plans aligned to the standards.</p>			
Math	<p>1) To meet the goals below, the Math department will have release days to focus on creating standards aligned tasks with a variety of formative assessments used during instruction. In addition, department meeting time will allow for data drive discussions around the unit assessments. Lastly, the Math team is also employing vertical learning strategies to increase rigor and engagement. Staff PD will focus on U1, U4 and U3 - ensuring that lessons are standards based, engaging students and using formative assessment to determine next instructional steps. By June 2024, 100% (based on D1) of our MS students scoring on or above grade level will achieve at least one year of academic growth based on the iReady Math assessment administered in May 2023 D1 = 61* students currently on grade level; 7% of students By June 2024, 2% (based on D1) of our African-American students</p>	<p>Goal Partially or Not Met</p>	<p>The 2024 SBAC goal was not met, our goal was 25% met or exceeded, our actual data was 13% M/E.</p> <p>We did celebrate a growth of 5% in our AA subgroup.</p>	<p>This year, we have added in co-teaching for all RSP students in math classes.</p> <p>In addition, our IIC is focusing on math classrooms to support best instructional practices including teacher clarity and formative assessment strategies.</p> <p>Both Principal Martin and AP Galbreath will be evaluating and supporting the math team.</p> <p>We also added a section of Math 7 to support students who may not be on track for Algebra in grade 8. This has master schedule implications for 8th grade math offerings for the 2025-2026 school year.</p>

	<p>will demonstrate greater than one year of growth based on the iReady Math assessment administered in May 2023. [2* AA students need to make more than one years progress to meet the goal]D1 = 4 AA students currently on grade level; 9% of AA studentsBy June 2024, 25% of our MS students will score Met/Exceeded on SBAC Math, an 9% improvement from 2023.By June 2024, 13% of our African-American students will Meet or Exceed on the SBAC Math Assessment, an increase of 9% compared to 2023</p> <p>Monitoring of progress towards this goal occurs monthly with administration and teachers reviewing iReady data, as well as unit data, in addition to lesson plans aligned to the standards.</p>			
English Learner	<p>1) Hamilton has the ENLACE program for beginning ELs, this program provides intense instruction for these students with a small teacher to student ratio. In addition, Hamilton counselor will closely monitor students ELPAC testing, and all teachers will receive data on the EL students that they have in class</p>	Goal Met	<p>This goal included ELPAC and SBAC testing as reference points. Hamilton has successfully reclassified 53 students during the 2023-2024 school year.</p> <p>In addition, we surpassed our ELA goal in SBAC.</p>	<p>We are continuing the ENLACE program and celebrating the reclassification of students. We have begun an ESL class for parents so that they can better support their students.</p>

	<p>in order to best support all learners. ELA By June 2024, 2*% (based on D1) of our EL students will demonstrate greater than one year of growth based on the iReady ELA assessment administered in May 2023. [*4 EL students need to make more than one years progress to meet the goalD1 = 5 EL students currently on grade level; 2.7% of EL students By June 2024, 4% of our EL students will Meet or Exceed on the SBAC Math Assessment, an increase of 2% compared to 2023. MATH By June 2024, 2*% (based on D1) of our EL students will demonstrate greater than one year of growth based on the iReady ELA assessment administered in May 2023. [*4 EL students need to make more than one years progress to meet the goalD1 = 0 EL students currently on grade level; 0% of EL students By June 2024, 4% of our EL students will Meet or Exceed on the SBAC Math Assessment, an increase of 2% compared to 2023.</p>			
Culture/Climate	1) To meet the goals below, student surveys will be administered each semester in addition to the PULSE survey	Goal Met	This goal was met, we hired YMCA and Act Out as well as teachers to run after school clubs and sport events.	This year we have implemented attendance rewards for students - monthly attendance challenges, perfect attendance awards.

that is administered at the start of the school year and again in the spring. In addition, ELOP funds will be used to hire outside agencies to engage students in enrichment activities to increase Sense of Belonging.

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

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

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

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

Monitoring of progress towards this goal occurs weekly with

We maintained the Sense of Belonging per the PULSE survey.

Our attendance goal was not met, our actual was 92%. However we decreased chronic absenteeism by 6%.

We are also continuing to monitor chronic absenteeism and are sending staff to do home visits if we are unable to reach families.

We are continuing clubs this year and working on finding community partners for other after school enrichment activities.

<p>administration and the Wellness Team. Each week, PULSE survey data is reviewed and students who have requested a check-in are met with. In addition, student surveys are deployed each semester to gauge their engagement and needs.</p>			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Assistant Principal/ Interventions Director This person will monitor student attendance, behavior, SEL, and academic interventions. The LROIX tracking system will be used and students will meet weekly to review progress on intervention goals. This person will also monitor growth in math and ELA to ensure that we increase our percent met/exceeds in both content areas. Monitoring will include weekly feedback to teachers, ensuring they are on the district pacing and using the assessments agreed on by the district and department. (IN 2)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>In addition to the basic responsibilities AP 2 will facilitate professional development on Safe & Civil strategies. Collect and monitor data on signature practices of safe & civil, lead the safe & civil team. Collect suspension data and facilitate the shift towards more restorative practices (IN 3)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
<p>Many of our students experience adversity in their lives-including poverty, health challenges, community violence, and difficult family circumstances that prevent them from coming to school. An additional Bilingual Intermediate Office Assistant (1.0 FTE) is needed to support all students in grades 6-8 with chronic abseteeism. By working closely with counselor, the IIC, and administrative team, the IOA will build strong relationships with students that have high absenteeism rates and identify factors contributing to poor school attendance in order to provide applicable support services and interventions in partnership with students and their parents/guardians. (IN 4)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Employment of Rec Aides to assist with supervision before and during school hours, and at lunch, will provide additional adults to assure campus is safe and orderly. (IN 7)	Limited or no impact	Limited or no impact	Somewhat Impactful	Strong Positive Impact
Teachers & Leadership will attend professional development trainings/release days. Teachers will meet to analyze lessons, plan units and analyze student work. Teachers will analyze colleagues' best practices. ILT, Leadership team and teachers will meet quarterly to analyze data (PDSA) and to plan next steps. Leadership team will collaborate on master schedule to ensure students are correctly placed in their intervention and support classes and have equitable access to all courses. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Teacher will plan and disseminate QCI PD to elective teachers - music, art, computer, PLTW - to align instruction and student data analysis with schoolwide goals and equity focus. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
California Association for Health, Physical Education, Recreation and Dance (CAHPERD) provides teachers with the most up to date best practices regarding movement. Its goal is to promote healthful lifestyles through quality education for all populations and provide leadership to schools and communities. LBUSD will be speaking at CAHPERD this year regarding fitness and the newly developed fitness folder. Pejta Waider, the presentations will directly connect to QCI practices in PE. (PD 3)	Limited or no impact	Limited or no impact	Somewhat Impactful	Somewhat Impactful
Lease/Rent of RICOH copy machine in the 500 lounge. (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Materials and supplies for student incentives to support our Positive Behavior Plan. Certificate paper, award pins, lanyards, school supplies, and other incentive items voted on by student council and the leadership team. Lunch activities, monthly awards and quarter honor roll awards. (SM 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Replacement of teaching station technology in classrooms and common areas. This also includes any costs associated with installing/mounting such equipment. (SM 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Radio/Walkie Talkie to support student safety and campus supervision (SM 5)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Enrichment activities for all students, including field trips and transportation. Enrichment activities tied to grade level standards and core content. (SM 6)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. • Reading and writing analysis grounded in evidence from text. • Regular practice with reading and producing complex text and its academic vocabulary with intensity. <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:</p> <p>A cold-read Unit assessment, which assesses whether students can read "new" text(s) and apply the same level of understanding and mastery of the CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level - NewsELA</p> <p>Thinking Maps</p> <p>ELlevation</p> <p>iReady</p>

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>At least 3 pieces of processed writing that include the three writing genres and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Write from the Beginning & Beyond supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Thinking Maps</p>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Math (6-8) All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice.</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>SBAC Summative Assessment (Grade 6-8)</p>	<p>Content area textbooks and online resources from Big Ideas Mathematics</p> <p>LBUSD Supplemental Instructional Resources</p> <p>Khan Academy</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Reduction of chronic	70% of Hamilton	All Parents, Identified	LCFF \$48,341	07/01/2024 -	Counselor Principal	Chronic absenteeism

<p>absenteeism, reduction of students being at-risk due to attendance, increase of mental health referrals and supports to families. Attendance/Chronic Absenteeism Rate 70, Other 30</p>	<p>students have 2 or more at-risk flags, meaning that this student population experiences increased challenges in making annual academic progress based on myriad factors; poverty, health challenges, community violence, difficulty getting safe passage to school, attendance concerns, foster youth, homeless youth, etc. This position, IOA .5 FTE is needed to support all students with chronic absenteeism and other obstacles impeding their academic progress. By working closely with the Counselor, the administrative team, our Social Worker, Community Schools Facilitator, School Psychologist, and the office team, this IOA will work with</p>	<p>At-Risk Students, Other Targeted Students, Support Staff/Counselors, Targeted Parents</p>	<p>Intermediate Office Assistant .5 FTE - LCFF 100%</p>	<p>06/30/2025 Daily</p>	<p>list - reduce from 26% Referrals to Counselor/Mental Health support Increase in overall attendance Attendance/Chronic Absenteeism Rate 70, Other 30</p>
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	families of students who are at-risk. This IOA will build relationships with students and families, identify barriers to poor student attendance, share resources in order to support students getting back on track to be High School Ready.					
Hamilton students are currently at: 30% met/exceeded ELA (SBAC); 20% on grade level iReady D2 2023-2024 16% met/exceed Math (SBAC); 15% on grade level iReady D2 2023-2024 Jan. 2024 chronic attendance rate - 26% HSR rate 18.9%; 11.5% behind MS district average D/F Rate 30, Attendance/Chronic Absenteeism Rate 20, Basic Services 50	Assistant Principal - Interventions This staff member will monitor student attendance, behavior and academic progress. LROIX tracking will be used to progress monitor students goals. This AP will meet with students weekly to review progress on intervention goals. This staff member will also monitor grow in ELA (Reading) and Math per iReady and Edulastic assessments as well as grades at reporting	All Students, All Parents, All Staff, English Learners, Identified At-Risk Students, Other Targeted Students, Targeted Parents, Targeted Staff	Title 1 \$101,765 Asst. Principal Middle .5 FTE - Title 1 100%	07/01/2024 - 06/30/2025 Daily	Principal	Notes of meetings with students, LROIX tracking, SST agendas and notes, home visit summaries, iReady and Edulastic data, attendance data, discipline data, meetings and feedback to teachers. D/F Rate 30, Attendance/Chronic Absenteeism Rate 20, Basic Services 50

	<p>periods. This staff will hold SST meetings as needed to support student academic and behavior growth. This staff member will working closely with teachers to ensure they are on district pacing, utilizing district resources, and providing engaging QCI for all students.</p>					
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<p>Our Sense of Belonging data has dipped slightly per the PULSE survey. In addition, our campus is under construction, with changes to routes across campus and for evacuation purposes. This staff member will monitor the campus and determine next steps to ensure a safe and civil place to learn. SEL Survey 50, Basic Services 50</p>	<p>This Assistant Principal position will focus on Safe and Civil Practices schoolwide in addition to their AP duties. This will include professional development on Safe and Civil strategies for Tier I as well as monitoring of the Safe School Plan and Emergency Preparedness. Discipline referral and suspension data will be analyzed, along with PULSE and CORE survey data, to make strategic moves to increase Sense of Belonging on campus.</p>	<p>Identified At-Risk Students, Targeted Staff, All Staff, All Students</p>	<p>Title 1 \$101,765 Asst. Principal Middle .5 FTE - Title 1 100%</p>	<p>07/01/2024 - 06/30/2025 Daily</p>	<p>Principal 50% AP</p>	<p>Monthly tardy data, referral data, suspension data Monthly emergency drill reflection and monitoring Monitoring of student participation in clubs/after school events Ad-hoc surveys to secure student voice in decision making SEL Survey 50, Basic Services 50</p>
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
n/a	Outreach to elementary feeder schools, host site visit night and school tours for students and families. WEB leaders host orientation in August. WEB leaders in an elective class, student events throughout the year.	Advertisement and support of HS Choice process for students and families. School counselor meets individually, coordinates HS Counselor visits. Family and Community Facilitator will host a HS information night for families to learn about the different high schools, pathways, sports, clubs etc. Once the application window opens, there will be an additional night where parents will receive assistance to complete the application online.

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Additional monitoring of students to ensure student safety and well being. Monitor campus to make sure it is a safe and civil place for students to learn. Basic Services 100	Employment of Rec Aides to assist with supervision before/after school hours, and at lunch, will provide additional adults to assure campus is safe and orderly.	LCFF Rec \$39,051 Recreation Aide .4 FTE - LCFF Rec 100% Recreation Aide .4 FTE - LCFF Rec 100% Recreation Aide .4 FTE - LCFF Rec 100%	07/01/2024 - 06/30/2025 Daily	Principal, AP	Evaluation by Admin team, communication regarding student behavior concerns and campus safety

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Teachers and Leadership need time to plan and coordinate curriculum, look at data, and determine next steps in order to best meet the needs of our students. Culture-Climate Survey (Parent) 50, Basic Services 50	Teachers & Leadership will attend professional development trainings/release days. Teachers will meet to analyze lessons, plan units and analyze student work. Teachers will analyze colleagues' best practices. ILT, Leadership team and teachers will meet quarterly to analyze data (PDSA) and to plan next steps. Leadership team will collaborate on master schedule to ensure students are correctly placed in their intervention and support classes and have equitable access to all courses.	LCFF \$24,354 Substitute teacher full day (30) for 3 days - LCFF 100%	07/01/2024 - 06/30/2025 Quarterly	Principal Assistant Principal Department Heads 6th, 7th and 8th grade teachers	Meeting agendas, work accomplished and data.
Teachers need time to plan and coordinate lessons, look at data and determine next steps in order to meet the needs of all students	Teachers will attend release days to work with OCIPD leaders and IIC. Teachers will analyze data and plan for upcoming units.	LCFF \$28125 substitute teacher for full release days	Quarterly 24-25 school year	IIC Leadership Team Principal APS	Meeting agenda, internal walkthrough data, progress monitoring of release day.

UDL - designing lessons for all students	Staff meetings will include access to UDL PD provided by OCIPD staff in order to best support all Hamilton students.	No cost	8/30-6/20/25	Laura Martin Jason West Marcus Galbreath Mike Crockett OCIPD	teacher evaluation feedback, walkthrough data collection
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Describe Teacher Involvement

All teachers will have access to professional development trainings and resources to support implementation of QCI, and Restorative Practices in their classrooms. Teachers will participate in monthly classroom walkthroughs.
 All teachers will participate in an action team; SSC, Attendance, RJ, Student/Staff Celebrations, Interventions, Safe and Civil schools; to have input on important processes and systems that impact our school and students academic experiences. Family/Community events to include community partners, we also hold family noghts based on content area themes.

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

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Community outreach Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 20, Basic Services 40	Parent involvement starts at the beginning of the school year with our Parent and Student Orientation. Certificated and classified staff members work together to build community with incoming families and arrange meaningful presentations for new students and their loved ones.	Par Inv \$4,493 LCFF \$3,395 Teacher Hourly P Schedule (8) for 10 hours annually - LCFF 50%; Par Inv 50% OT - Intermediate Office Assistant (3) for 5 hours annually - Par Inv 100% Hourly - Campus Staff Assistant (1) for 10 hours annually - Par Inv 100%	07/01/2024 - 06/30/2025 Annually	Principal	Preparations, sign in sheets, feedback after the event
Community building, parent involvement Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 20, Basic Services 40	Parent involvement is crucial for student success. During Parent and Student orientation we share presentations for both groups on how to be successful in middle school. Some of these presentations require materials and supplies for families.	Par Inv \$500 Materials - Par Inv 100%	07/01/2024 - 06/30/2025 Annually	Principal	Feedback on survey from the events, sign in sheets
Parents need support in learning English to support their children with school work. EL Reclassification 50, Culture-Climate Survey (Parent) 50	Provide ESL classes for parents. Becoming a community school means we need to support our parents in accessing resources that in turn support our students.	Title 1 \$5,092 Teacher Hourly P Schedule (1) for 60 hours annually - Title 1 100%	08/30/2024 - 06/20/2025 Weekly	Blanca Tillett, Nicole Lopez LBSA Laura Martin	Quarterly check-ins with the teacher. Weekly attendnace logs

School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	221413
Title I Parent and Family Involvement (3008)	6663

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	91000

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

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

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

APEX Online

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

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Laura Martin	12-31-1969
Staff	Classroom Teacher	Lauren Dejoras	06-16-2025
Staff	Classroom Teacher	Kristine Acosta	06-16-2025
Staff	Classroom Teacher	Megan Norris	06-16-2025
Staff	Classroom Teacher	Alfonso Raya	06-16-2026
Staff	Other School Personnel	Blanca Zamorano-Tillett	06-16-2026
Community	Parent/Community Member	█ Felix	06-16-2025
Community	Parent/Community Member	█ Guzman	06-16-2025
Community	Parent/Community Member	█ Velazquez	06-16-2025
Community	Student	J █	06-13-2025
Community	Student	A █	06-13-2025
Community	Student	C █	06-13-2025

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	████████ Cerda
DELAC Representative	Parent of EL Student (required)	████████ Alcocer
Principal or Designee	Staff Member (required)	Laura Martin
Secretary	Staff Member (required)	Blanca Zamorano-Tillett

Name	Representing
████████ Rodriguez	Parent of EL Student
████████ Ramirez	Parent of EL Student
████████████████████ Negrete	Parent of EL Student
████████████████████ Gonzales	Parent of EL Student
████████ Rodriguez	Parent of EL Student

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	12/06/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>To improve reading comprehension on ELPAC and SBAC, provide before or after school tutoring.</p> <p>To improve math scores offer Saturday and Summer school focusing on math</p> <p>To improve on all domains of ELPAC and SBAC offer Saturday School for EL students who are Nearly Met and high Non Met.</p> <p>To ensure Newcomers are receiving Designated and Integrated EL instruction, maintain the ENLACE program.</p> <p>To provide long term EL students support to the core content hire bilingual college aides.</p> <p>To reduce tardiness for first period, reward students who make it on time</p> <p>To improve a sense of belonging among students, increase clubs and activities such as sports tournaments (flag football, softball, baseball, soccer, etc) during lunch, before and after school.</p> <p>To improve a sense of belonging among families, keep offering workshops and activities for parents such as family nights, parenting workshops, and mental health classes</p> <p>To provide a safe environment, admin and staff should follow the Uniform</p>

4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	12/17/2024
6. What was SSC's response to ELAC recommendations?	Response from SSC: SSC will discuss ways in which we can support your recommendations to ensure that we are meeting the needs of all our EL students. Several of your recommendations are in place like tutoring M-W afterschool, ENLACE program, and we are adding 3 more student clubs in January. (Cheer clinic, soccer and gardening club). In addition, the ESL parent classes have been extended for a second semester. The uniform policy will be discussed with the rest of the staff.

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 12/17/2024
2. The SSC approved the **Home-School Compact** on 10/28/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/28/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/24/2024, 09/27/2024
5. SSC Participated in the Annual Evaluation of SPSA: 11/19/2024
6. The SPSA was approved at the following SSC Meeting: 12/17/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

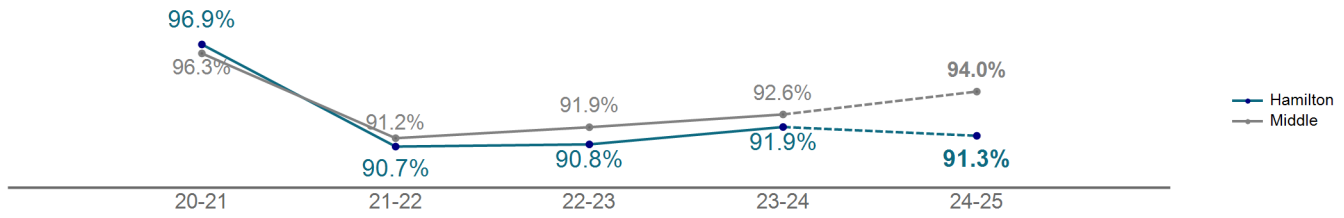
Printed Name: _____ Date: _____

ELAC Chair: _____

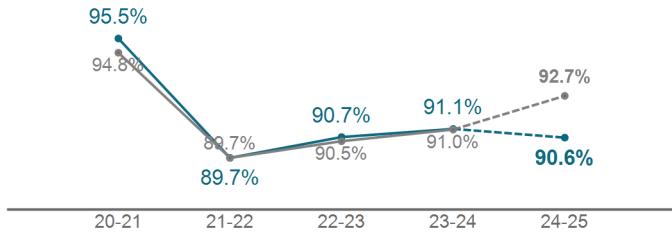
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Attendance Rate

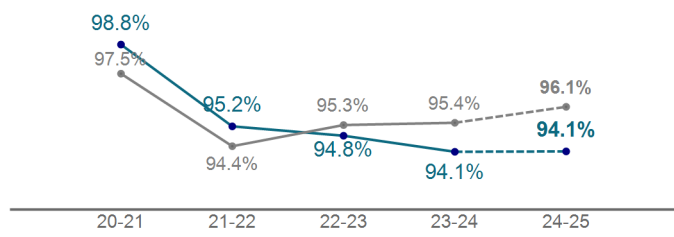
Hamilton
All Students
N = 771



African American
N = 85



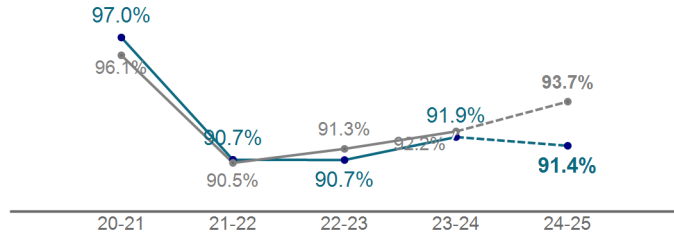
Asian
N = 24



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 620



Pacific Islander



20-21

White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

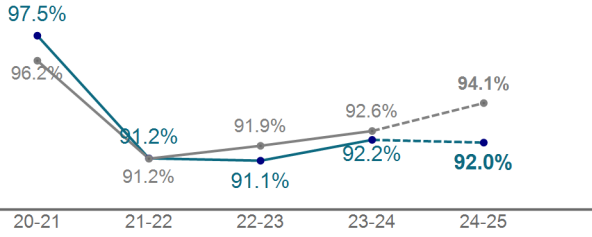
Other

Subgroup with fewer than 20 students.

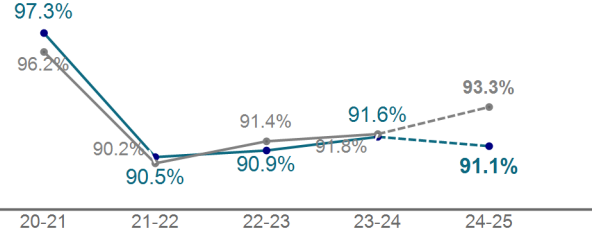
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

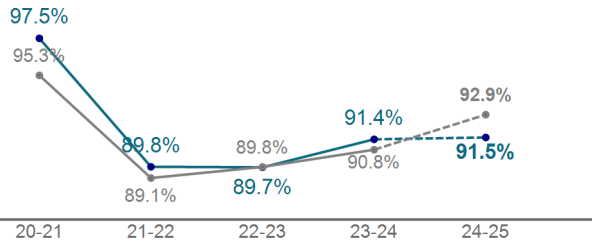
EL + RFEP
N = 367



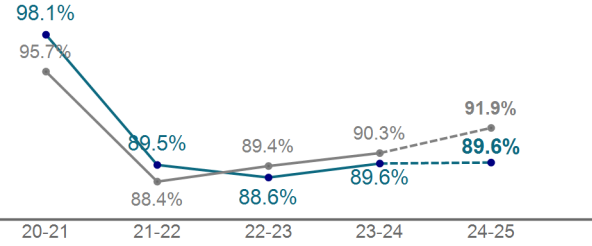
Low SES
N = 646



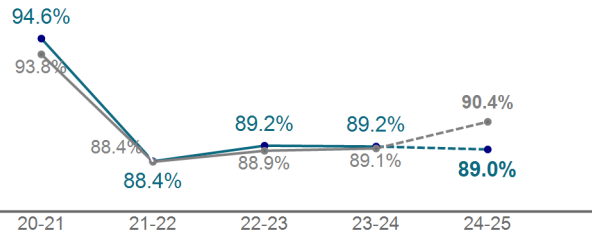
English Learner
N = 210



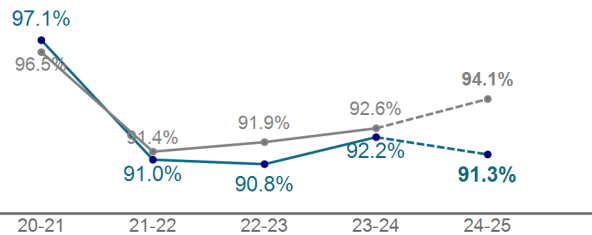
Special Education
N = 124



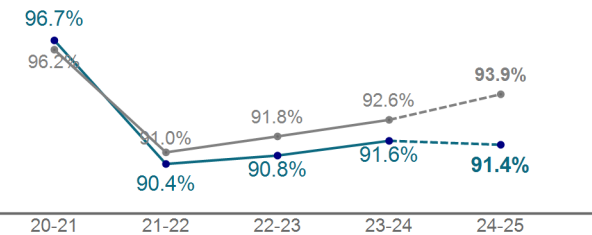
Homeless or Foster Youth
N = 41



Female
N = 380



Male
N = 391



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

Chronic Absence by Attendance Bands School Data by Subgroup Hamilton 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate	MS Chronic Rate	
		Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance					
All Students	850	850	9	19	16	19	38	27.5%	33.7%	43.3%	22.8%
Grade	Gr. 06	273	9	22	19	16	34	30.8%	35.7%	50.2%	20.9%
	Gr. 07	272	10	21	13	21	36	30.5%	32.9%	43.8%	23.3%
	Gr. 08	305	8	14	15	20	43	22.0%	32.6%	36.7%	24.2%
Ethnicity	African American	115	16	15	17	20	33	30.4%	32.4%	47.0%	32.3%
	American Indian	1					100	0.0%	0.0%	0.0%	28.6%
	Asian	28		11	14	11	64	10.7%	13.8%	25.0%	12.3%
	Cambodian	25	12	4	36	12	36	16.0%	25.0%	52.0%	13.0%
	Filipino	11			18	9	73	0.0%	14.3%	18.2%	4.5%
	Hispanic	651	7	20	15	19	38	27.8%	34.6%	43.0%	24.1%
	Pacific Islander	13		23	15	31	31	23.1%	37.5%	38.5%	36.9%
	White	15	7	47	7	27	13	53.3%	60.0%	60.0%	16.1%
	Other	16	25		44	19	13	25.0%	33.3%	68.8%	15.8%
Gender	Female	408	8	18	15	19	39	26.5%	33.8%	41.2%	22.9%
	Male	441	9	20	17	18	36	28.6%	33.7%	45.4%	22.7%
	Nonbinary	1					100	0.0%	0.0%	0.0%	24.0%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Hamilton 2023-2024

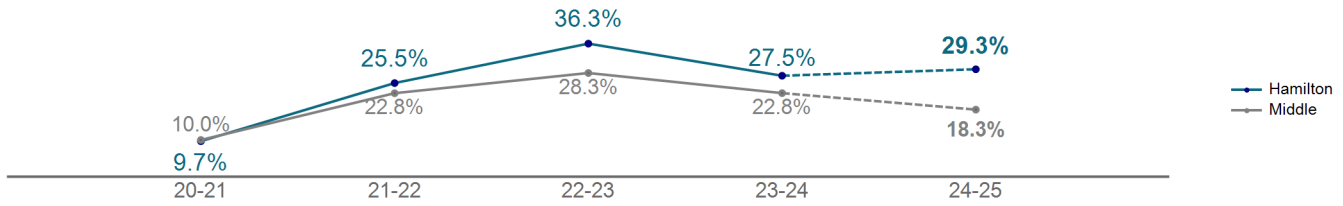
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Subgroup	Total	Attendance Bands					Attendance Rates			
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory
	Low SES	665	9	19	16	18	37	28.6%	32.8%	44.2%	26.9%
	ELL	174	9	24	16	16	36	32.8%	39.2%	48.9%	30.9%
	RFEP	219	7	16	13	19	45	23.3%	28.6%	36.5%	17.4%
	EL + RFEP	393	8	20	15	17	41	27.5%	33.4%	42.0%	22.7%
	Special Ed.	154	13	25	16	20	26	37.7%	39.3%	53.9%	33.8%
	Spec Ed. Speech/RSP	73	7	25	19	21	29	31.5%	27.0%	50.7%	29.8%
	Homeless/Foster	66	15	26	15	20	24	40.9%	40.5%	56.1%	37.7%
	Foster	13	8	15	23	15	38	23.1%	44.4%	46.2%	36.2%
	Homeless	53	17	28	13	21	21	45.3%	40.0%	58.5%	37.9%
	GATE/Excel	97	1	8	16	14	60	9.3%	16.8%	25.8%	10.3%

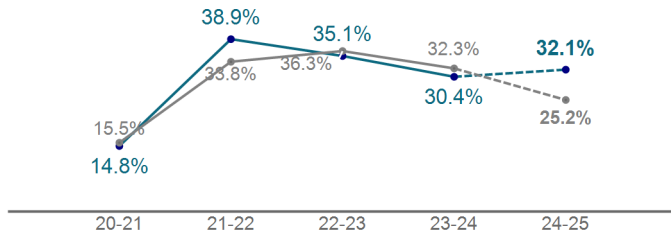
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

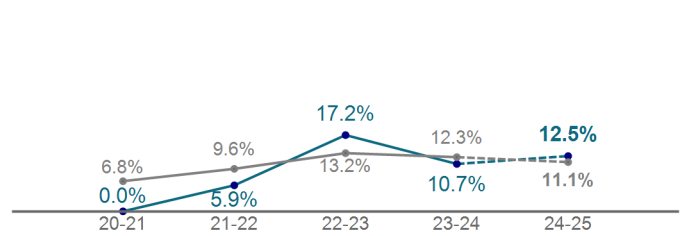
**Hamilton
All Students
N = 751**



**African American
N = 78**



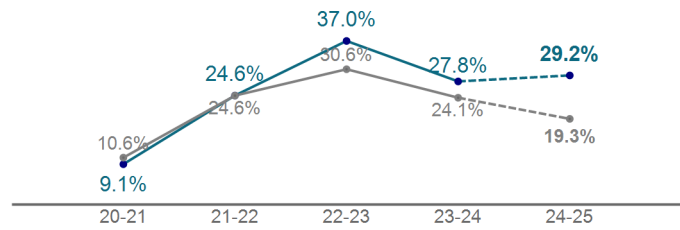
**Asian
N = 24**



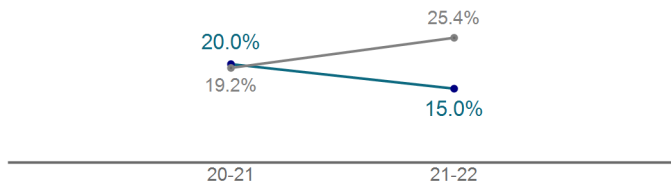
Filipino

Subgroup with fewer than 20 students.

**Hispanic
N = 607**



Pacific Islander



White

Subgroup with fewer than 20 students.

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

Percent of Students in the Moderately or Severely Chronic Categories

Native American

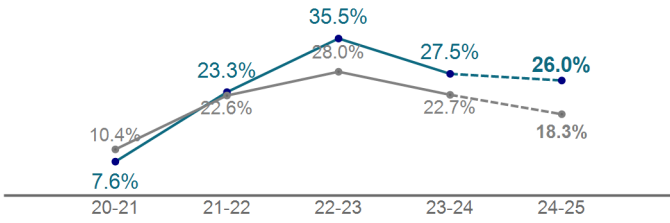
Subgroup with fewer than 20 students.

Other

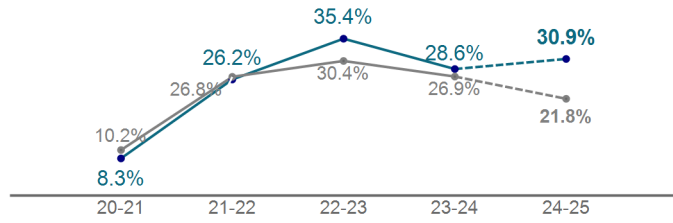
Subgroup with fewer than 20 students.

Percent of Students in the Moderately or Severely Chronic Categories

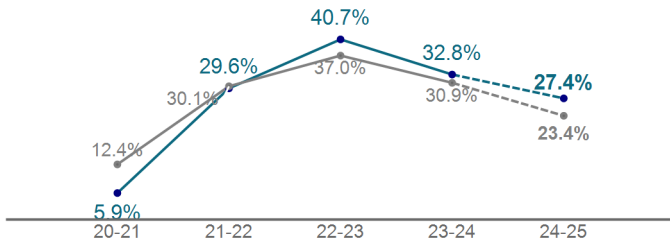
EL + RFEP
N = 358



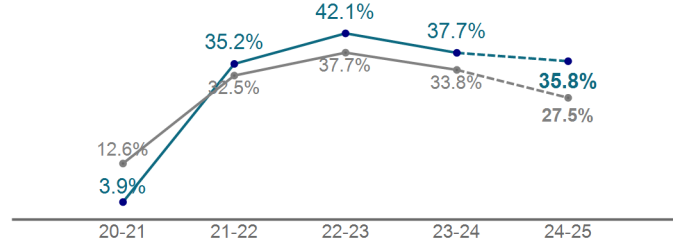
Low SES
N = 645



English Learner
N = 201



Special Education
N = 123



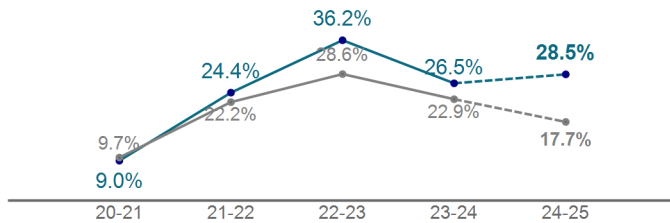
Homeless or Foster Youth

Subgroup with fewer than 20 students.

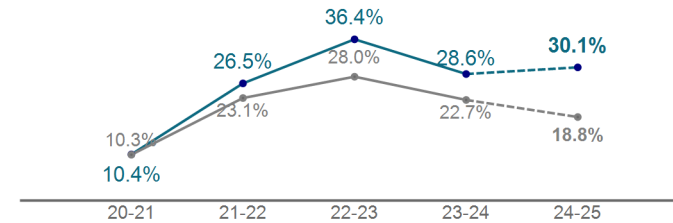
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 372



Male
N = 379



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SBAC ELA 2024 :: School Data by Subgroup

Hamilton

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg		
All Students	745	745	63%	35	29	29	8	37%	↑7		↑3	
	All Middle		52%	27	24	31	17	48%	↑3		↑1	
	District		51%	29	22	27	23	49%	↑1		↑2	
Grade	Gr. 06	245	66%	31	35	22	12	34%	↑1		-	
		All Middle		56%	29	27	28	16	44%	↑1		↓7
		District		55%	29	26	28	17	45%	↑1		↓6
	Gr. 07	227	63%	39	24	31	6	37%	↑7		↑3	
		All Middle		49%	27	22	32	19	51%	↑2		↑8
		District		48%	27	21	32	20	52%	↑2		↑8
	Gr. 08	273	61%	34	27	34	5	39%	↑14		↑7	
		All Middle		50%	25	25	33	17	50%	↑5		↑1
		District		50%	25	24	32	18	50%	↑3		↑1
Ethnicity	Hispanic	566	64%	34	30	29	7	36%	↑7		↑4	
		All Middle		58%	30	28	30	12	42%	↑3		↑-
		District		57%	33	25	27	16	43%	↑1		↑2
	African American	100	67%	44	23	24	9	33%	↑15		↑4	
		All Middle		65%	39	26	26	9	35%	↑5		↑3
		District		66%	42	24	22	12	34%	↑2		↑3
	Asian	26	35%	27	8	50	15	65%	↑12		↑5	
		All Middle		34%	15	19	36	30	66%	↑1		↑1
		District		32%	15	18	29	38	68%	↑2		↑4
	Cambodian	23	48%	22	26	39	13	52%	↓2		-	
		All Middle		37%	16	21	35	28	63%	↑2		↑-
		District		37%	18	20	30	33	63%	↑2		↑3

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Hamilton

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Other	16*	81%	31	50	19	19%	↓15		-	
		All Middle	33%	15	17	34	33	67%	↑3		↓-
		District	32%	16	15	28	41	68%	↑1		↑-
	White	14*	79%	50	29	21	21%	↓12		-	
		All Middle	27%	13	15	36	37	73%	↓-		↓2
		District	26%	12	14	30	44	74%	↑-		↓-
	Pacific Islander	12*	42%	8	33	42	17	58%	↑25		-
		All Middle	54%	24	30	35	11	46%	↑6		↑8
		District	57%	28	29	31	11	43%	↑5		↑2
	Filipino	10*	40%	10	30	40	20	60%	↑17		-
		All Middle	23%	10	13	38	39	77%	↑8		↑6
		District	27%	13	14	32	42	73%	↑1		↑4
American Indian	1*	100%	100				0%	↓100		-	
	All Middle	40%	25	15	50	10	60%	↑7		↓6	
	District	46%	31	15	44	10	54%	↓5		↓5	
Gender	Female	374	59%	28	30	32	9	41%	↑10		↑4
		All Middle	46%	22	24	34	20	54%	↑3		↑2
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	370	68%	41	27	25	6	32%	↑4		↑2
		All Middle	57%	32	25	28	15	43%	↑2		↓1
		District	55%	33	22	25	20	45%	↑1		↑1
Nonbinary	1*	0%			100		100%	-		-	
	All Middle	42%	17	25	42	17	58%	↑2		↑12	
	District	46%	24	22	34	20	54%	↓6		↑3	

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Hamilton

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	EL + RFEP	336	67%	38	29	26	7	33%	↑5		↑4
		All Middle	62%	34	28	28	10	38%	↑2		↑1
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	136	93%	68	26	7	7%	↑2		↑4	
		All Middle	93%	65	27	7	7%	↓1		-	
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	200	49%	18	31	40	12	52%	↑4		↑3
		All Middle	44%	16	28	40	15	56%	↑4		↑2
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	10*	80%	50	30	10	10	20%	↑5		-
		All Middle	78%	48	29	18	4	22%	↓2		↓6
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	95	22%	4	18	52	26	78%	↑8		↑2
		All Middle	13%	2	11	39	48	87%	↑3		↑-
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	41	73%	39	34	22	5	27%	↑10		↑14
		All Middle	69%	43	26	25	6	31%	↓1		↑1
		District	69%	45	24	22	9	31%	↓5		↑2
Homeless/Foster	51	75%	41	33	20	6	25%	↑9		↑12	
	All Middle	70%	44	26	24	6	30%	↓1		-	
	District	70%	46	24	21	9	30%	↓5		↑1	
Low SES	588	65%	36	29	28	7	35%	↑5		↑3	
	All Middle	59%	32	27	29	11	41%	↓-		↑1	
	District	60%	35	25	25	15	40%	↓1		↑2	

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SBAC ELA 2024 :: School Data by Subgroup

Hamilton

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	122	92%	68	24	7	2	8%	↓1		↓4
		All Middle	85%	65	20	12	3	15%	↑2		↑1
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	80	88%	61	26	10	3	13%	↓2		↓4
		All Middle	80%	57	24	15	4	20%	↑2		↑1
		District	79%	57	22	14	7	21%	↑-		↑2

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SBAC Math 2024 :: School Data by Subgroup

Hamilton

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	761	87%	60	27	9	4	13%	↓3		↓7	
	All Middle	68%	42	26	17	15	32%	↑2		↓-	
	District	64%	38	25	19	17	36%	↑2		↓2	
Grade	Gr. 06	250	86%	52	35	10	4	14%	↓6		↓8
		All Middle	68%	39	29	17	16	32%	↑-		↓2
		District	67%	39	29	17	16	33%	↓1		↓2
	Gr. 07	232	86%	62	24	12	2	14%	↓2		↓7
		All Middle	66%	41	25	19	15	34%	↑2		↑2
		District	65%	40	25	19	16	35%	↑2		↑1
	Gr. 08	279	89%	66	23	6	5	11%	↓-		↓5
		All Middle	69%	46	23	15	16	31%	↑4		↓1
		District	68%	45	23	15	16	32%	↑4		↓1
Ethnicity	Hispanic	581	88%	59	29	9	3	12%	↓4		↓7
		All Middle	74%	47	27	15	10	26%	↑2		↓-
		District	71%	43	27	18	12	29%	↑2		↓2
	African American	100	91%	73	18	8	1	9%	↑5		↓2
		All Middle	83%	59	24	11	6	17%	↑1		↓1
		District	80%	55	25	13	7	20%	↑2		↓2
	Asian	27	59%	44	15	26	15	41%	↑1		↓5
		All Middle	50%	28	22	22	28	50%	↑2		↓1
		District	45%	24	22	21	33	55%	↑3		↓2
Cambodian	24	62%	42	21	25	13	38%	↑6		↓5	
	All Middle	53%	30	24	21	25	47%	↑3		↓1	
	District	50%	26	24	23	28	50%	↑5		↓2	

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Hamilton

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Other	16*	88%	69	19	6	6	13%	↓15		-
		All Middle	48%	24	24	22	30	52%	↑2		↓1
		District	43%	22	21	23	34	57%	↑2		↓2
	White	14*	100%	71	29			0%	-		-
		All Middle	41%	18	23	23	36	59%	↓2		↓2
		District	38%	17	21	25	37	62%	↓-		↓4
	Pacific Islander	12*	83%	42	42	17		17%	↑10		-
		All Middle	75%	45	30	16	9	25%	↑4		-
		District	70%	43	28	21	9	30%	↑5		↓2
	Filipino	10*	70%	30	40	10	20	30%	↓27		-
		All Middle	38%	17	21	26	36	62%	↑13		↑9
		District	38%	18	20	27	35	62%	↑6		↑4
American Indian	1*	100%	100				0%	-		-	
	All Middle	75%	45	30	10	15	25%	↑9		-	
	District	69%	41	29	20	10	31%	↑3		↓3	
Gender	Female	379	88%	62	26	9	3	12%	↓1		↓7
		All Middle	69%	42	27	17	14	31%	↑2		↑-
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	381	86%	59	28	9	4	14%	↓4		↓6
		All Middle	67%	42	25	17	17	33%	↑2		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
Nonbinary	1*	100%	100				0%	-		-	
	All Middle	75%	38	38	17	8	25%	↓14		↑5	
	District	76%	40	36	14	10	24%	↓14		↑3	

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SBAC Math 2024 :: School Data by Subgroup

Hamilton

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	EL + RFEP	353	89%	63	26	8	3	11%	↓4		↓6
		All Middle	77%	51	26	14	9	23%	↑2		↓-
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	153	99%	87	12			1%	↓1		↓2
		All Middle	96%	79	17	3		4%	↑-		↓-
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	200	81%	45	36	13	6	19%	↓7		↓9
		All Middle	66%	34	32	21	14	34%	↑3		↓-
		District	64%	35	29	21	15	36%	↑2		↓4
	Foster	10*	90%	80	10	10		10%	↑10		-
		All Middle	87%	70	17	11	2	13%	↑1		↓1
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	95	45%	11	35	38	17	55%	↓7		↓16
		All Middle	26%	7	19	27	47	74%	↑4		↓1
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	46	93%	67	26	4	2	7%	↓5		↓6
		All Middle	84%	61	23	10	6	16%	↓1		↓1
		District	82%	56	25	11	7	18%	↓4		↓1
Homeless/Foster	56	93%	70	23	5	2	7%	↓2		↓5	
	All Middle	84%	62	22	10	6	16%	↓-		↓1	
	District	82%	57	25	11	7	18%	↓4		↓2	
Low SES	594	89%	61	28	8	3	11%	↓4		↓8	
	All Middle	76%	49	27	14	10	24%	↓1		↓1	
	District	72%	45	27	17	11	28%	↑-		↓2	

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Hamilton

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	122	97%	84	13	2	3%	↓1		↓3	
		All Middle	92%	78	14	5	3	8%	↑1		↓-
		District	86%	70	17	8	6	14%	↑1		↓-
	Spec Ed. Speech/RSP	80	95%	78	18	4	1	5%	↓2		↓3
		All Middle	89%	72	17	6	5	11%	↑-		↓-
		District	83%	63	20	10	7	17%	↑1		↓-

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SBAC Science 2024 :: School Data by Subgroup

Hamilton

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	280	84%	26	58	14	2	16%	↑4		-	
	All Middle	75%	18	57	19	6	25%	↑3		-	
	District	73%	17	57	19	7	27%	↑1		-	
Grade	280	84%	26	58	14	2	16%	↑4		-	
	All Middle	75%	18	57	19	6	25%	↑3		-	
	District	75%	18	56	19	7	25%	↑2		-	
	Gr. 07	All Middle*	100%	100			0%	-		-	
Ethnicity	Hispanic	215	85%	25	60	13	2	15%	↑4		-
		All Middle	82%	22	60	15	3	18%	↑2		-
		District	80%	20	60	16	4	20%	↑1		-
	African American	35	89%	40	49	11		11%	↑11		-
		All Middle	86%	22	64	12	2	14%	↑2		-
		District	86%	24	62	12	2	14%	↑1		-
	Asian	10*	50%	20	30	40	10	50%	↑10		-
		All Middle	56%	6	50	33	11	44%	↑5		-
		District	55%	7	48	30	15	45%	↑2		-
	White	8*	88%	38	50	13		13%	↓88		-
		All Middle	51%	9	42	30	19	49%	↑1		-
		District	50%	6	44	30	19	50%	↑1		-
	Cambodian	6*	67%	17	50	17	17	33%	-		-
All Middle		58%	6	52	29	13	42%	↑13		-	
District		63%	8	55	26	11	37%	↑3		-	
Filipino	4*	75%	75	25			25%	-		-	
	All Middle	55%	6	49	33	12	45%	↑9		-	

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SBAC Science 2024 :: School Data by Subgroup

Hamilton

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Filipino	District	55%	6	49	32	13	45%	↓1		-
		4*	100%	100				0%	-		-
	Pacific Islander	All Middle	90%	20	70	7	3	10%	↑1		-
		District	91%	14	76	6	4	9%	↓2		-
	Other	3*	100%	100				0%	-		-
		All Middle	55%	9	46	31	14	45%	↑7		-
		District	56%	10	46	28	16	44%	↑1		-
	American Indian	1*	100%	100				0%	-		-
All Middle*		89%	22	67	11		11%	↑11		-	
District		81%	23	58	15	4	19%	↓8		-	
Gender	Female	128	91%	20	71	9		9%	↓3		-
		All Middle	76%	16	60	19	5	24%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	151	79%	32	48	18	3	21%	↑9		-
		All Middle	75%	21	54	18	7	25%	↑4		-
		District	73%	18	55	19	8	27%	↑-		-
Nonbinary	1*		0%			100	100%	-		-	
	All Middle*	75%		75	25		25%	↑7		-	
	District	61%	9	52	26	13	39%	↑7		-	
Special Populations	EL + RFEP	141	86%	28	57	12	2	14%	↑2		-
		All Middle	84%	24	59	13	3	16%	↑3		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	45	100%	56	44			0%	-		-
		All Middle	99%	48	51	1		1%	↑1		-

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SBAC Science 2024 :: School Data by Subgroup

Hamilton

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	ELL	District	98%	40	58	2	2%	↑-		-	
	RFEP	96	79%	16	64	18	3	21%	↓2		-
		All Middle	78%	15	63	18	5	22%	↑2		-
	Foster	District	76%	12	64	20	5	24%	↓-		-
		3*	100%	67	33		0%	-		-	
		All Middle	97%	37	60	3	3%	↓-		-	
	GATE/Excel	District	89%	32	57	8	2	11%	↓1		-
		34	47%		47	41	12	53%	↑8		-
		All Middle	34%	2	32	43	24	66%	↑14		-
	Homeless	District	35%	3	33	39	25	65%	↑8		-
		20	90%	20	70	10	10%	↑3		-	
		All Middle	88%	28	60	11	12%	↑3		-	
	Homeless/Foster	District	86%	28	59	12	14%	↑-		-	
		23	91%	26	65	9	9%	↑2		-	
		All Middle	89%	29	60	10	11%	↑3		-	
	Low SES	District	87%	28	59	12	13%	↓-		-	
		220	85%	26	59	14	15%	↑4		-	
		All Middle	83%	22	61	14	3	17%	↓-		-
Special Ed.	District	82%	20	61	15	4	18%	↓1		-	
	48	96%	56	40	4	4%	↑4		-		
	All Middle	94%	43	51	5	6%	↑2		-		
Spec Ed. Speech/RSP	District	92%	41	51	6	2	8%	↑1		-	
	31	94%	48	45	6	6%	↑6		-		
	All Middle	92%	36	56	7	2	8%	↑3		-	

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SBAC Science 2024 :: School Data by Subgroup

Hamilton

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
Spec Ed. Speech/R	District	89%	34	55	8	3	11%	↑1		-

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SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Hamilton

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	719	25	36	13	12	40	
		All Middle	21	37	13	13	37	
		District	30	33	15	16	36	
	Grade	Gr. 06 (Minimum Growth Target: 27)	237	39	30	13	16	41
			All Middle	11	43	16	16	25
			District	12	42	16	16	26
		Gr. 07 (Minimum Growth Target: 25)	217	5	45	18	11	27
			All Middle	37	28	14	16	42
			District	37	28	14	15	42
	Gr. 08 (Minimum Growth Target: 14)	265	26	33	8	9	49	
		All Middle	19	39	8	8	45	
		District	19	40	8	8	44	
Ethnicity	Hispanic	553	26	36	12	11	41	
		All Middle	21	37	13	13	37	
		District	29	34	15	16	36	
	African American	94	19	35	16	12	37	
		All Middle	23	37	12	12	40	
		District	28	34	15	15	37	
	Asian	23	26	22	17	17	43	
		All Middle	24	35	14	13	39	
		District	35	31	14	15	40	

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

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Hamilton

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
Category	Subgroup	N	Average Scale Score Change	Growth Target			
				Declined	Below Target	Above Target	Accelerated*
E L A	Cambodian	21	-	38	19	10	33
		All Middle	20	36	14	12	38
		District	34	30	16	16	38
	Other	14^	-	43	21	14	21
		All Middle	22	35	13	14	38
		District	32	30	16	19	35
	White	13^	-	46	8	46	
		All Middle	18	38	12	14	35
		District	28	33	15	18	34
	Pacific Islander	12^	-	17	8	42	33
		All Middle	34	30	11	13	46
		District	30	34	13	17	37
	Filipino	9^	-	44	11	22	22
		All Middle	34	28	12	15	45
		District	35	29	16	17	38
American Indian	1^	-	100	0			
	All Middle^	11	39	11	6	44	
	District	26	32	21	13	34	
Gender	Female	356	27	33	12	14	41
		All Middle	25	35	13	14	38
		District	32	31	15	17	36

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

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Hamilton

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Male	362	22	38	13	10	39
		All Middle	19	39	13	12	37
		District	27	35	15	15	35
	Nonbinary	1^	-				100
		All Middle	10	50	5	18	27
		District	5	53	6	12	29
Special Populations	EL + RFEP	327	25	36	11	11	42
		All Middle	23	36	12	13	38
		District	29	34	14	14	38
	ELL	130	33	33	11	13	43
		All Middle	24	36	13	13	38
		District	33	32	17	16	35
	RFEP	197	21	39	11	10	41
		All Middle	22	36	12	13	38
		District	26	35	12	13	40
	Foster	8^	-	50	13		38
		All Middle	-1	41	16	12	31
		District	9	40	19	13	28
	GATE/Excel	94	25	37	10	14	39
		All Middle	23	35	14	14	37
		District	31	31	16	18	35

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

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Hamilton

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Homeless	35	22	31	17	17	34
			All Middle	19	39	12	12	38
			District	27	35	14	14	37
	Homeless/Foster	43	13	35	16	14	35	
		All Middle	17	39	12	12	37	
		District	25	35	15	14	36	
	Low SES	577	26	36	13	12	40	
		All Middle	21	37	13	13	37	
		District	29	33	15	16	35	
	Special Ed.	120	25	36	14	11	39	
		All Middle	21	38	13	12	37	
		District	28	35	15	15	35	
	Spec Ed. Speech/RSP	79	18	39	14	13	34	
		All Middle	21	37	14	12	37	
		District	31	34	15	15	36	

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

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Hamilton

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
Category	N	Average Scale Score Change	Growth Target					
			Declined	Below Target	Above Target	Accelerated*		
All Students	715	715	-5	52	11	12	25	
		All Middle	15	40	12	13	35	
		District	22	35	19	19	27	
	Grade	Gr. 06 (Minimum Growth Target: 24)	237	2	50	14	12	24
			All Middle	15	40	15	15	30
			District	14	39	15	15	30
		Gr. 07 (Minimum Growth Target: 17)	217	-18	59	6	11	24
			All Middle	17	38	11	11	40
			District	16	39	11	11	39
Gr. 08 (Minimum Growth Target: 19)	261	-1	49	12	14	25		
	All Middle	13	42	11	12	36		
	District	14	42	11	12	36		
Ethnicity	Hispanic	549	-5	52	11	13	25	
		All Middle	13	41	13	12	34	
		District	20	36	20	18	26	
	African American	94	-13	55	14	9	22	
		All Middle	8	44	12	12	32	
		District	18	38	18	17	26	
	Asian	23	-18	61	13	17	9	
		All Middle	17	38	12	14	36	
		District	25	32	18	21	28	

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

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Hamilton

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	Cambodian	21	-3	52	19	19	10	
		All Middle	15		40	12	14	34
		District	24		33	19	21	27
	Other	14^	-	64	7	7	21	
		All Middle	21		38	12	12	37
		District	27		32	18	20	30
	White	13^	-	38	8	8	46	
		All Middle	25		33	12	15	41
		District	27		31	20	21	28
	Pacific Islander	12^	-	42	17	8	33	
		All Middle	18		40	10	9	41
		District	24		34	19	20	28
	Filipino	9^	-	56	33	11		
		All Middle	41		24	10	16	50
		District	37		25	19	22	35
American Indian	1^	-				100		
	All Middle^	16		39	6	33	22	
	District	24		35	16	30	19	
Gender	Female	354	-4	50	13	14	23	
		All Middle	16		39	13	13	35
		District	21		35	19	19	26

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

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Hamilton

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Gender	Male	360	-6	54	9	11	26	
		All Middle	13	41	12	12	35	
		District	23	34	19	19	28	
	Nonbinary	1^	-	100	0			
		All Middle	7	50	9	41		
		District	11	45	15	6	33	
Math	EL + RFEP	327	-6	54	13	9	24	
		All Middle	13	42	12	11	35	
		District	20	37	19	16	27	
	ELL	131	-5	58	11	7	24	
		All Middle	8	45	12	10	33	
		District	24	34	20	18	27	
	Special Populations	RFEP	196	-7	52	14	11	23
			All Middle	15	40	12	12	36
			District	15	40	18	15	28
		Foster	8^	-	75	13	13	0
			All Middle	-3	45	16	10	29
			District	11	39	20	14	27
	GATE/Excel	93	-3	46	18	16	19	
		All Middle	26	31	14	15	40	
		District	28	29	21	22	29	

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

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Hamilton

1/6/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
M at h Special Populations	Homeless	35	17	40	23	9	29
		All Middle	9	45	12	10	33
		District	20	37	19	17	27
	Homeless/Foster	43	12	47	21	9	23
		All Middle	8	45	13	10	32
		District	19	37	19	16	27
	Low SES	574	-8	53	11	11	24
		All Middle	12	42	12	12	33
		District	21	36	19	18	27
	Special Ed.	117	14	44	7	10	38
		All Middle	7	46	11	10	33
		District	20	38	18	17	28
	Spec Ed. Speech/RSP	76	15	46	7	12	36
		All Middle	7	46	11	11	32
		District	20	37	18	17	28

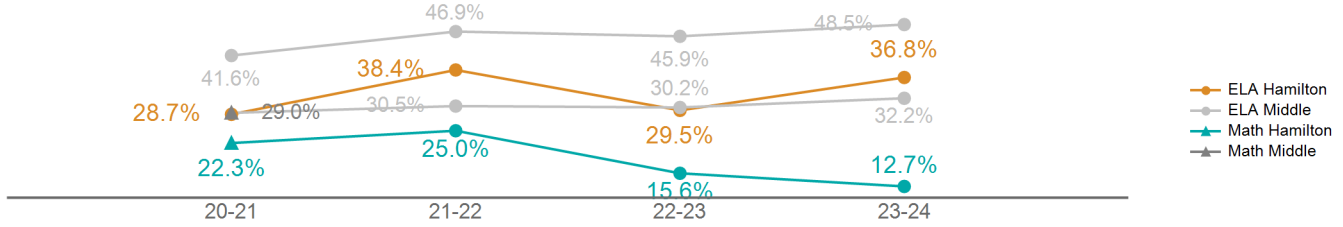
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

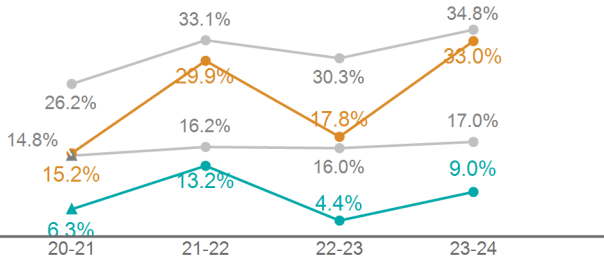
*Accelerated Growth = At least double the minimum growth target for the grade level.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

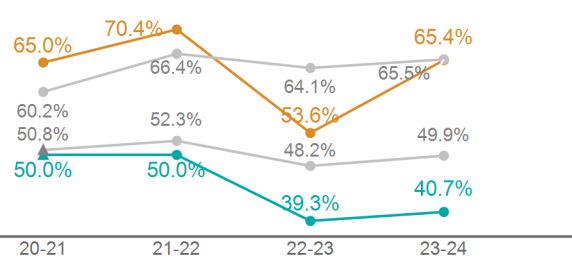
**Hamilton
All Students
N = 761**



**African American
N = 100**



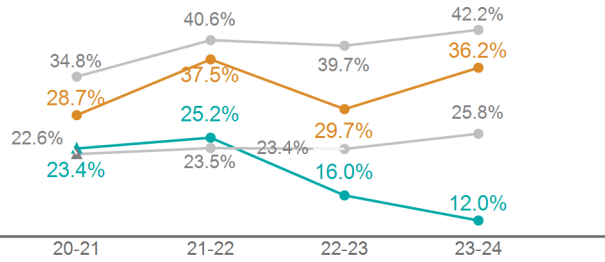
**Asian
N = 27**



Filipino

Subgroup with fewer than 20 students.

**Hispanic
N = 581**



Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

Native American

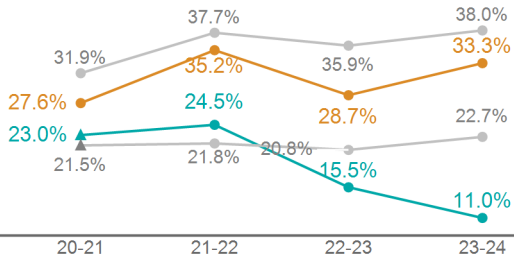
Subgroup with fewer than 20 students.

Other

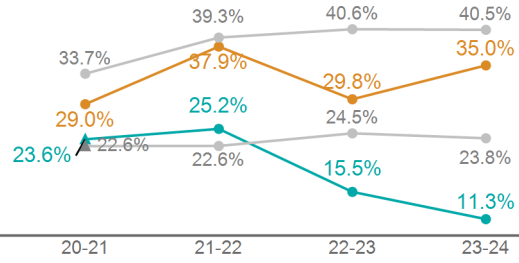
Subgroup with fewer than 20 students.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

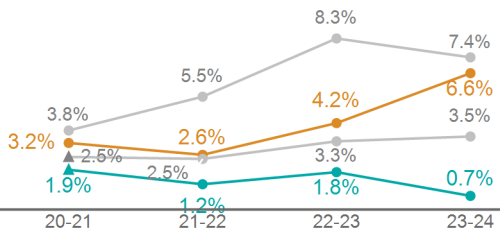
EL + RFEP
N = 353



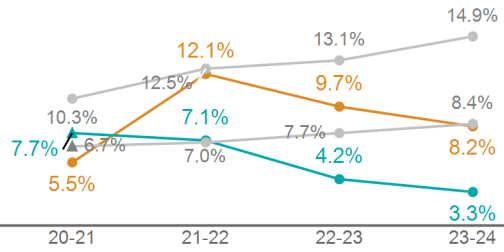
Low SES
N = 594



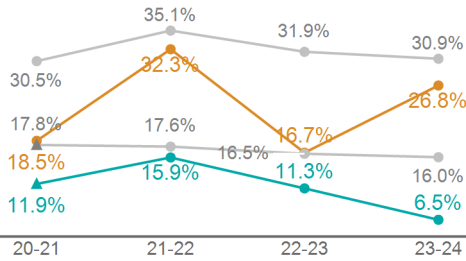
English Learner
N = 153



Special Education
N = 122

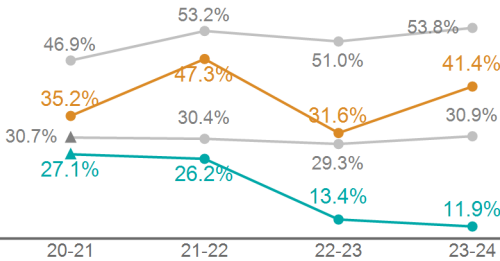


Homeless
N = 46

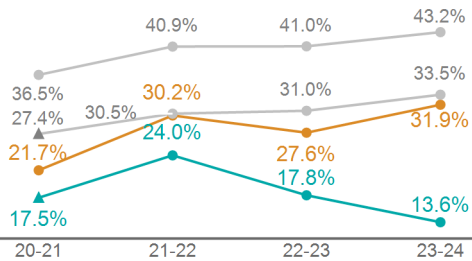


Foster Youth
Subgroup with fewer than 20 students.

Female
N = 379



Male
N = 381



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

1/6/25

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	11,840	51%	31	20	23	26	49%	↑1		↑4
Addams	377	69%	46	23	18	13	31%	↓5		↑8
Alvarado	161	36%	14	22	29	35	64%	↑7		↑17
Barton	201	72%	47	25	16	11	28%	↑5		↑3
Birney	250	59%	39	20	20	22	41%	↓7		↓1
Bixby	253	36%	15	20	22	42	64%	↓1		↑10
Bryant	154	53%	34	19	29	19	47%	↑4		↑9
Burbank	269	52%	30	22	29	18	48%	↑10		↑11
Burcham	165	39%	19	19	21	40	61%	↓11		↓3
Carver	239	32%	13	19	25	43	68%	↓3		↑2
Chavez	141	67%	46	21	20	13	33%	↑1		↑5
Cleveland	202	19%	6	12	32	49	81%	↑4		↓4
Dooley	366	57%	35	22	27	15	43%	↑1		↑2
Edison	210	76%	56	20	18	6	24%	↓11		↑4
Emerson	160	26%	12	14	23	52	74%	↑3		↑5
Fremont	216	19%	8	11	28	53	81%	↑-		↑2
Gant	294	19%	3	16	26	55	81%	↑2		↑5
Garfield	269	62%	39	23	17	21	38%	↓6		↓2
Gompers	179	51%	33	18	24	25	49%	↓11		-
Grant	432	68%	42	26	21	12	32%	↓5		↓1
Harte	351	60%	37	23	23	17	40%	↑4		↑6
Henry	379	31%	14	17	30	39	69%	↑3		↑8
Herrera	335	67%	39	27	21	13	33%	↓7		↑7
Holmes	172	36%	21	15	23	41	64%	↑6		↑4

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

1/6/25

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	167	71%	53	18	12	17	29%	↓8		↓3
Kettering	136	30%	13	18	26	43	70%	↓-		↓1
King	276	70%	50	20	17	13	30%	↓3		↑4
Lafayette	411	62%	38	24	22	16	38%	↑3		↑4
Lincoln	406	58%	36	22	23	19	42%	↑2		↑6
Longfellow	450	37%	19	19	22	41	63%	↑2		↑6
Los Cerritos	226	37%	20	17	24	39	63%	↓9		↓4
Lowell	257	19%	12	6	27	54	81%	↑6		↑7
Macarthur	144	40%	19	21	26	34	60%	↓-		↓5
Madison	174	44%	21	24	26	30	56%	↓1		↓4
Mann	147	61%	44	17	21	18	39%	↑3		↑6
McKinley	238	61%	34	27	24	16	39%	↑2		↑9
Naples	138	16%	7	9	25	59	84%	↓2		↑3
Oropeza	250	58%	42	16	18	23	42%	↑9		↑6
Prisk	239	23%	8	14	22	56	77%	↓1		↑2
Riley	159	39%	20	19	28	33	61%	↑16		↑11
Roosevelt	434	68%	42	26	21	11	32%	↑2		↑7
Signal Hill	319	47%	28	19	25	29	53%	↑1		↑8
Smith	328	69%	47	22	20	11	31%	↓4		↑2
Stevenson	243	62%	38	24	21	17	38%	↑6		↑4
Twain	192	48%	25	23	26	27	52%	↓4		↓2
Webster	197	69%	46	23	17	14	31%	↑2		↑1
Whittier	281	75%	57	18	17	8	25%	↑2		↑6
Willard	253	66%	39	27	19	14	34%	↑1		↓2

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

1/6/25

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	11,940	56%	30	26	23	21	44%	↑4		↓1
Addams	377	71%	42	29	18	11	29%	↓1		↓4
Alvarado	161	48%	18	30	25	26	52%	↑8		↑11
Barton	204	76%	50	26	13	10	24%	↑7		↑1
Birney	254	60%	35	26	23	17	40%	↓1		↓5
Bixby	253	45%	20	25	25	30	55%	↑3		↓3
Bryant	156	65%	35	30	19	17	35%	↓3		↓6
Burbank	275	68%	42	26	22	10	32%	↑2		↑4
Burcham	165	39%	13	27	28	32	61%	↓2		↓6
Carver	241	30%	15	15	30	39	70%	↑2		↓5
Chavez	142	79%	48	31	15	6	21%	↑6		↓1
Cleveland	202	19%	5	14	33	48	81%	↑13		↑4
Dooley	371	67%	39	28	21	12	33%	↑2		↓5
Edison	212	78%	54	24	17	5	22%	↓2		↓6
Emerson	160	33%	13	20	33	35	68%	↑4		↓14
Fremont	218	26%	8	17	35	39	74%	↑7		↓2
Gant	294	19%	5	14	31	51	81%	↑5		↑1
Garfield	266	61%	31	30	25	14	39%	↑8		↑6
Gompers	179	63%	32	31	25	12	37%	↓11		↓8
Grant	436	72%	37	35	18	10	28%	↑1		↓3
Harte	357	66%	38	27	24	10	34%	↑9		↑-
Henry	379	38%	12	26	32	30	62%	↑5		↓7
Herrera	339	72%	39	33	20	8	28%	↑-		↑8
Holmes	172	47%	21	26	26	28	53%	↑8		↑1

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

1/6/25

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	167	69%	49	20	22	9	31%	↑3		↓5
Kettering	135	29%	6	23	34	37	71%	↑8		↑2
King	279	74%	46	28	18	9	26%	↓1		↓3
Lafayette	421	64%	37	27	22	14	36%	↑1		↓5
Lincoln	410	59%	26	32	27	15	41%	↑8		↑6
Longfellow	450	45%	19	26	22	33	55%	↑5		↑4
Los Cerritos	226	38%	17	21	24	38	62%	↑3		↓2
Lowell	257	28%	12	16	22	50	72%	↑5		↓1
Macarthur	143	43%	16	27	30	27	57%	↑7		↓3
Madison	174	53%	24	29	26	21	47%	↓6		↓12
Mann	148	61%	34	27	26	12	39%	↑-		↑2
McKinley	241	66%	42	23	24	10	34%	↑7		↑6
Naples	138	20%	9	11	28	53	80%	↓1		↓2
Oropeza	254	69%	41	28	18	13	31%	↑8		-
Prisk	239	26%	8	18	24	50	74%	↑2		-
Riley	159	50%	19	31	33	18	50%	↑16		↓5
Roosevelt	451	69%	41	28	22	9	31%	↑2		↓3
Signal Hill	324	53%	24	29	24	22	47%	↑5		↑8
Smith	330	71%	41	30	17	12	29%	↑4		↑2
Stevenson	250	69%	38	31	20	11	31%	↑4		↓5
Twain	192	58%	29	29	22	20	42%	↓4		↓10
Webster	198	72%	41	31	12	16	28%	↑2		↓4
Whittier	287	79%	57	22	13	8	21%	↑1		↓2
Willard	254	65%	29	36	19	16	35%	↑8		↓1

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

1/6/25

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	4,137	70%	17	53	20	10	30%	↓-	-
Addams	127	81%	19	62	15	4	19%	↓5	-
Alvarado	56	61%	5	55	30	9	39%	↑5	-
Barton	75	92%	36	56	5	3	8%	↓5	-
Birney	104	77%	22	55	15	8	23%	↓7	-
Bixby	77	57%	6	51	30	13	43%	↑4	-
Bryant	55	76%	22	55	18	5	24%	↓11	-
Burbank	102	70%	15	55	24	7	30%	↑5	-
Burcham	52	65%	6	60	21	13	35%	↓10	-
Carver	80	29%	3	26	39	33	71%	↑18	-
Chavez	47	94%	34	60	6		6%	↓9	-
Cleveland	82	32%	1	30	44	24	68%	↑20	-
Dooley	129	78%	26	51	18	5	22%	↑8	-
Edison	74	89%	27	62	8	3	11%	↓7	-
Emerson	48	44%	4	40	33	23	56%	↑1	-
Fremont	52	33%	4	29	29	38	67%	↑10	-
Gant	80	41%	4	38	31	28	59%	↓3	-
Garfield	101	81%	21	60	16	3	19%	↓3	-
Gompers	58	62%	12	50	34	3	38%	↓8	-
Grant	145	89%	34	55	10	1	11%	↓4	-
Harte	121	80%	17	64	18	2	20%	↑2	-
Henry	128	58%	4	54	28	14	42%	↑1	-
Herrera	130	75%	14	61	20	5	25%	↓7	-
Holmes	66	70%	12	58	20	11	30%	↑16	-

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

1/6/25

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
Hudson	63	87%	32	56	10	3	13%	↓1	-
Kettering	42	48%	48	40	12	52%	↓7	-	
King	96	85%	18	68	10	4	15%	↓9	-
Lafayette	130	85%	26	59	12	2	15%	↑4	-
Lincoln	141	79%	17	62	18	3	21%	↑-	-
Longfellow	165	50%	6	44	25	25	50%	↑7	-
Los Cerritos	88	56%	6	50	32	13	44%	↓11	-
Lowell	85	39%	12	27	38	24	61%	↑12	-
Macarthur	44	64%	9	55	30	7	36%	↓2	-
Madison	61	61%	8	52	23	16	39%	↓5	-
Mann	49	78%	39	39	22	22%	↑2	-	
McKinley	85	78%	13	65	18	5	22%	↓2	-
Naples	42	36%	2	33	26	38	64%	↓1	-
Oropeza	95	74%	16	58	22	4	26%	↑15	-
Prisk	89	30%	2	28	25	45	70%	↓2	-
Riley	48	65%	8	56	23	13	35%	↑7	-
Roosevelt	170	89%	28	61	7	4	11%	↓6	-
Signal Hill	104	62%	14	47	23	15	38%	↑10	-
Smith	125	82%	25	57	16	2	18%	↓8	-
Stevenson	94	84%	24	60	12	4	16%	↓6	-
Twain	75	77%	25	52	15	8	23%	↓17	-
Webster	61	84%	20	64	13	3	16%	↓7	-
Whittier	107	88%	31	57	7	6	12%	↓4	-
Willard	89	80%	15	65	16	4	20%	↑7	-

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

1/6/25

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Middle	11,803	52%	27	24	31	17	48%	↑3		↑1
Bancroft	801	47%	19	28	35	18	53%	↓2		↓2
Franklin	959	65%	37	28	27	8	35%	↓1		↑1
Hamilton	745	63%	35	29	29	8	37%	↑7		↑3
Hoover	491	55%	26	29	31	14	45%	↑11		↑6
Hughes	1,200	50%	27	23	31	19	50%	↑1		↓1
IVA	1	100%	100				0%	↓100		-
Jefferson	981	49%	25	24	32	19	51%	↑-		↑3
Keller	468	35%	12	23	37	28	65%	↑2		↑-
Lindbergh	388	65%	35	30	26	9	35%	↑4		↑6
Lindsey	688	65%	37	28	27	8	35%	↑3		↓1
Marshall	939	38%	17	21	37	25	62%	↑5		↑2
Nelson	775	67%	41	26	22	10	33%	↓4		↓9
Rogers	763	35%	17	18	31	34	65%	↓6		↓7
Stanford	1,111	32%	14	18	37	31	68%	↑1		↓2
Stephens	653	46%	22	24	39	15	54%	↑17		↑16
Washington	841	71%	44	26	23	6	29%	↑3		↑2

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

1/6/25

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	11,853	68%	42	26	17	15	32%	↑2		↓-
Bancroft	797	64%	36	28	19	17	36%	↓2		↓3
Franklin	980	81%	58	23	12	7	19%	↓1		↓2
Hamilton	761	87%	60	27	9	4	13%	↓3		↓7
Hoover	491	76%	51	26	13	10	24%	↑9		↑1
Hughes	1,197	57%	33	24	22	21	43%	↑6		↑4
IVA	1	100%	100				0%	↓100		-
Jefferson	979	71%	45	26	15	14	29%	↑2		↑1
Keller	468	47%	20	27	25	28	53%	↑6		↑7
Lindbergh	388	81%	50	30	15	5	19%	↑3		↑6
Lindsey	691	85%	57	28	9	6	15%	↑1		↓5
Marshall	939	54%	29	25	23	23	46%	↑2		↑2
Nelson	780	81%	55	26	12	8	19%	↓-		↓7
Rogers	765	50%	24	26	22	27	50%	↓4		↓3
Stanford	1,103	47%	22	25	23	30	53%	↑1		↓1
Stephens	661	68%	39	29	19	13	32%	↑9		↑6
Washington	853	84%	59	25	11	5	16%	↑2		↑1

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

1/6/25

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	4,011	75%	18	57	19	6	25%	↑3		-
Bancroft	269	73%	13	59	21	6	27%	↑2		-
Franklin	338	85%	29	56	14	1	15%	↑-		-
Hamilton	280	84%	26	58	14	2	16%	↑4		-
Hoover	177	86%	17	69	11	3	14%	↑5		-
Hughes	418	65%	11	54	25	11	35%	↑4		-
Jefferson	324	77%	16	60	17	6	23%	↑5		-
Keller	146	62%	3	58	29	10	38%	↑4		-
Lindbergh	121	87%	23	64	11	2	13%	↑1		-
Lindsey	221	92%	23	69	8		8%	↓3		-
Marshall	305	69%	8	61	26	6	31%	↑6		-
Nelson	257	82%	21	61	14	4	18%	↑11		-
Rogers	269	43%	8	35	38	19	57%	↑3		-
Stanford	350	65%	17	47	23	13	35%	↓3		-
Stephens	237	86%	30	56	11	3	14%	↑-		-
Washington	299	90%	32	59	9		10%	↑1		-

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

1/6/25

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,682	48%	27	21	25	27	52%	↑-		↓-
Avalon	224	76%	50	27	18	5	24%	↓2		↓8
Cubberley	646	31%	16	15	29	40	69%	↑1		↑2
Muir	654	59%	34	26	24	17	41%	↓1		↓1
Newcomb	548	21%	8	13	29	51	79%	↓2		↑1
Powell	549	68%	39	29	19	14	32%	↓4		↓4
Robinson	528	71%	47	25	20	9	29%	↓3		-
Tincher	530	28%	13	15	32	40	72%	↑3		↑5

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

1/6/25

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	3,691	58%	33	25	20	22	42%	↑-	↓3
Avalon	227	87%	57	30	10	3	13%	↓7	↓12
Cubberley	647	45%	24	21	22	33	55%	↑-	↓4
Muir	654	66%	36	30	20	14	34%	↑-	↓1
Newcomb	549	30%	10	20	27	43	70%	↓4	↓5
Powell	549	74%	49	26	16	10	26%	↑4	↑-
Robinson	532	81%	52	29	14	5	19%	↓2	↓2
Tincher	530	39%	15	24	25	36	61%	↓-	↓3

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

1/6/25

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	1,285	68%	17	51	22	10	32%	↑2	-
Avalon	114	89%	27	62	10		11%	↓4	-
Cubberley	218	52%	10	43	28	20	48%	↑3	-
Muir	238	78%	17	61	17	5	22%	↑3	-
Newcomb	177	34%	2	32	40	26	66%	↓5	-
Powell	183	84%	33	51	14	2	16%	↑5	-
Robinson	182	87%	24	64	10	2	13%	↓1	-
Tincher	173	56%	10	46	32	12	44%	↑8	-

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

1/6/25

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All High	4,652	47%	27	21	28	24	53%	↑1		↑3
Browning	49	80%	51	29	10	10	20%	↓2		↓5
Cabrillo	363	61%	34	27	30	9	39%	↑-		↑12
CAMS	170	2%	2	15	82	98%	98%	↓2		↑5
EPHS	112	79%	57	22	17	4	21%	↓8		↑6
Jordan	494	66%	44	22	26	9	34%	↑5		↑4
Lakewood	580	50%	23	27	36	14	50%	↑6		↑5
McBride	176	22%	7	14	35	43	78%	↑9		↑4
Millikan	783	38%	23	16	29	33	62%	↓4		↑2
Polytechnic	941	48%	27	21	28	24	52%	↑1		↑4
Reid	37	92%	65	27	8	8%	8%	↑6		↑10
Renaissance	83	28%	8	19	35	37	72%	↑20		↑8
Sato	123	6%	6	28	66	94%	94%	↓2		↑5
Wilson	741	52%	28	25	27	21	48%	↓8		↓3

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

1/6/25

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All High	4,629	76%	55	22	14	10	24%	↓2		↓11	
Browning	46	87%	76	11	13		13%	↑11		↓10	
Cabrillo	334	91%	76	15	8		9%	↑1		↓5	
CAMS	170	6%		15	18		76	94%	↓1		↓7
EPHS	106	94%	82	12	5		6%	↑3		↑2	
Jordan	495	92%	75	17	6	2	8%	↑1		↓10	
Lakewood	576	89%	61	27	9	2	11%	↓3		↓12	
McBride	178	55%	26	29	26	19	45%	↑10		↓8	
Millikan	788	68%	41	27	21	11	32%	↓3		↓13	
Polytechnic	940	74%	55	20	14	11	26%	↓5		↓10	
Reid	37	100%	92	8			0%	-		↓5	
Renaissance	83	88%	51	37	10	2	12%	↓2		↓20	
Sato	123	29%	9	20	33	38	71%	↓6		↓8	
Wilson	753	84%	61	23	12	4	16%	↓9		↓15	

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

1/6/25


All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded				
All High	4,561	76%	15	61	19	5	24%	↓1		-	
Browning	64	94%	27	67	6		6%	↓2		-	
Cabrillo	383	92%	24	69	8		8%	↓5		-	
CAMS	162			16%	15	53	31	84%	↑5		-
EPHS	144	92%	24	68	8		8%	↑4		-	
Jordan	413	93%	22	72	6		7%	↓3		-	
Lakewood	596	85%	17	68	14	1	15%	↓-		-	
McBride	155	72%	13	59	24	4	28%	↓3		-	
Millikan	755	67%	9	58	27	6	33%	↑5		-	
Polytechnic	873	73%	14	59	19	7	27%	↓3		-	
Reid	90	97%	42	54	3		3%	↑2		-	
Renaissance	73	88%	12	75	11	1	12%	↓2		-	
Sato	96	55%	4	51	32	13	45%	↓35		-	
Wilson	757	75%	13	62	21	5	25%	↑2		-	

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

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

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

1/6/25

All

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

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
District	31,977	51%	29	22	27	23	49%	↑1	↑2

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

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	32,113	64%	38	25	19	17	36%	↑2	↓2

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

1/6/25

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,994	73%	17	57	19	7	27%	↑1		-

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

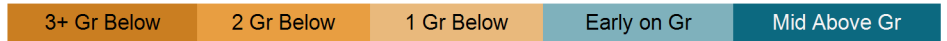


i-Ready Math Overall Relative Placement

School Data by Subgroup

Hamilton 2023-2024 Grade 6

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
6	All Students	All	1	240	36	14	39	10	2		
			2	247	29	15	37	15	4		
			3	239	27	13	33	18	8		
		Teacher	Feliciano, W	1	60	35	18	38	8		
				2	64	30	19	36	16		
				3	65	31	15	32	20	2	
			Mc Glynn, D	1	55	42	16	38	4		
				2	55	33	11	45	9	2	
				3	58	24	22	33	14	7	
	Teacher		Pompa, L	1	60	10	10	53	22	5	
				2	59		5	7	42	34	12
				3	60	8	7	43	23	18	
		Renick, L	1	53	42	19	32	6	2		
			2	53	34	25	32	8	2		
			3	54	37	11	31	15	6		
		Vilchez, C	1	11	100						
			2	12	83	17					
			3	12	83	8	8				
	Ethnicity	African American	1	28	43	14	32	7	4		
			2	29	31	7	45	14	3		
			3	26	35	12	35	15	4		
		Asian	1	6	17	17	50	17			
			2	6	17		67	17			
			3	6		17	17	17	33	17	
		Filipino	1	2			50	50			
			2	2				100			
			3	2				50	50		
		Hispanic	1	192	37	14	38	10	2		
			2	196	31	16	35	14	4		
			3	193	27	13	34	18	7		
Pacific Islander		1	6	17		83					
		2	6		17	33	50				
		3	5			40	20	40			

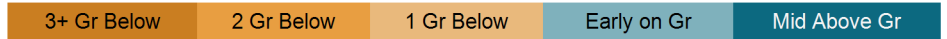


i-Ready Math Overall Relative Placement

School Data by Subgroup

Hamilton 2023-2024 Grade 6

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
6	Ethnicity	Other	1	6	33	33	33		
			2	6	17	50	33		
			3	5	40	40	20		
		White	2	2	50	50			
			3	2		50	50		
		Gender	Female	1	122	34	11	41	11
	2			128	29	10	40	16	5
	3			122	28	13	29	21	9
	Male		1	118	37	17	36	8	
			2	119	29	21	34	14	3
			3	117	26	14	38	15	7
	Special Populations	Low SES	1	197	37	13	39	9	2
			2	199	31	14	36	16	3
			3	191	28	15	31	18	8
		ELL	1	51	59	16	25		
			2	59	49	22	25	3	
			3	57	47	12	30	9	2
		RFEP	1	50	16	16	48	16	4
			2	50	12	8	50	22	8
			3	52	19	12	37	21	12
		EL + RFEP	1	101	38	16	37	8	2
			2	109	32	16	37	12	4
			3	109	34	12	33	15	6
		Special Ed.	1	33	76	15	6	3	
			2	35	60	11	26	3	
			3	34	56	15	21	6	3
		Spec Ed. Speech/RSP	1	17	71	24	6		
			2	18	56	6	39		
			3	17	47	18	24	6	6
	Foster	1	4	75	25				
2		4	75	25					
3		4	50	50					

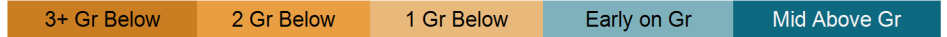


i-Ready Math Overall Relative Placement

School Data by Subgroup

Hamilton 2023-2024 Grade 6

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
6	Special Populations	Homeless	1	13	46	15	23	15		
			2	14	36	14	29	21		
			3	16	44	13	19	25		
		GATE/Excel	1	28	7	4	50	32	7	
			2	27		4	4	22	52	19
			3	26	8		31	38	23	

i-Ready Math Overall Relative Placement

School Data by Subgroup

Hamilton 2023-2024 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
7	All Students	All	1	228	45	21	27	7		
			2	222	45	14	28	10	2	
			3	229	39	13	34	9	5	
	Teacher	Dejoras, L	1	57	33	26	33	7		
			2	56	39	11	38	13		
			3	58	31	9	48	10	2	
		Golden, L	1	162	45	23	25	7		
			2	155	45	16	26	10	3	
			3	167	40	15	30	8	7	
		Vilchez, C	1	11	100					
			2	11	100					
			3	11	100					
	Ethnicity	African American	1	35	54	26	17	3		
			2	35	51	17	23	9		
			3	38	32	16	34	8	11	
		Asian	1	11	18	55		27		
			2	11	27	27	18	27		
			3	11	27	27	18	27		
		Filipino	1	3	33	33	33			
			2	3	33	33	33			
			3	4	25	25	25	25		
		Hispanic	1	166	46	22	27	6		
			2	161	47	14	29	10		
			3	162	42	14	35	7	2	
		Pacific Islander	1	2	50	50				
			2	2		50	50			
			3	2		50	50			
White	1	4	50	25	25					
	2	3	33	33	33					
	3	5	40	40	20					
Other	1	7	29	43	29					
	2	7	29	14	43	14				
	3	7	57	29	14					

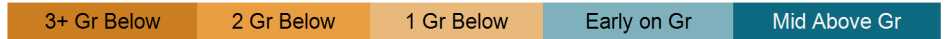
i-Ready Math Overall Relative Placement

School Data by Subgroup

Hamilton 2023-2024 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	Gender	Female	1	118	46	19	29	6	
			2	117	44	16	30	9	
			3	120	41	15	35	6	3
		Male	1	110	45	24	25	7	
			2	105	48	11	26	11	4
			3	109	38	11	32	12	7
	Special Populations	Low SES	1	180	49	23	23	4	
			2	170	46	15	27	9	2
			3	174	41	14	32	7	5
		ELL	1	45	71	11	18		
			2	44	80	7	14		
			3	44	70	9	16	5	
		RFEP	1	58	28	24	36	12	
			2	54	24	15	46	11	4
			3	55	24	11	51	9	5
		EL + RFEP	1	103	47	18	28	7	
			2	98	49	11	32	6	2
			3	99	44	10	35	7	3
		Special Ed.	1	39	74	8	18		
			2	39	79	3	15	3	
			3	39	74	13	8	5	
		Spec Ed. Speech/RSP	1	24	71	13	17		
			2	24	79	4	17		
			3	24	75	17	4	4	
	Foster	1	4	75	25				
		2	3	67	33				
		3	3	33	33	33			
	Homeless	1	9	56	11	33			
		2	10	60	30	10			
		3	10	40	30	20	10		
GATE/Excel	1	32	6	3	53	38			
	2	33	6	3	33	45	12		
	3	32	33	47	31	16			

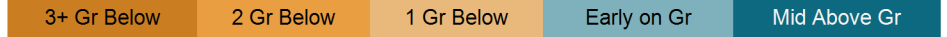


i-Ready Math Overall Relative Placement

School Data by Subgroup

Hamilton 2023-2024 Grade 8

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
8	All Students	All	1	265	52	15	26	6	1	
			2	267	50	14	25	9	3	
			3	266	44	12	27	11	6	
	Teacher	Dejoras, L		1	94	32	23	32	12	1
				2	92	27	13	41	14	4
				3	94	27	14	36	18	5
		Grimes, A		1	152	61	11	24	3	
				2	153	58	15	19	7	2
				3	157	50	13	23	8	6
		Vilchez, C		1	20	100				
				2	20	100				
				3	20	95				5

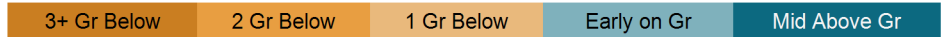
i-Ready Math Overall Relative Placement

School Data by Subgroup

Hamilton 2023-2024 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
8	Ethnicity	African American	1	33	73	12	15			
			2	33	79	6	12	3		
			3	35	66	11	17	3		
		American Indian	1	1	100					
			2	1	100					
			3	1				100		
		Asian	1	8		38	13	38	13	
			2	10		40	10	10	20	20
			3	10		40	10	40	10	
		Filipino	1	5	20	20	60			
			2	4		25	25	25	25	
			3	4		25	25	25	25	
		Hispanic	1	203		50	15	29	6	
			2	205		46	15	28	9	2
			3	201		40	13	29	11	6
		Pacific Islander	1	5		60	20	20		
			2	5		40	40	20		
			3	4		25	75			
		White	1	7		57	43			
			2	6		67	17	17		
			3	8		88	13			
		Other	1	3		67		33		
			2	3		67		33		
			3	3	33	33	33			
		Gender	Female	1	118	51	23	21	3	
				2	120	51	17	28	3	
				3	118	42	17	29	8	5
Male	1		146	53	8	29	8			
	2		146	50	12	21	14	3		
	3		147	47	9	24	14	6		
Nonbinary	1		1	100						
	2		1	100						
	3		1	100						

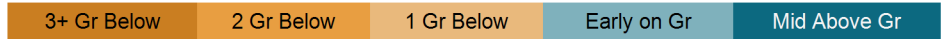
i-Ready Math Overall Relative Placement

School Data by Subgroup

Hamilton 2023-2024 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	Special Populations	Low SES	1	215	53	15	25	6	
			2	218	50	13	25	9	2
			3	212	44	11	28	11	6
		ELL	1	36	89			6	6
			2	41	93			5	2
			3	41	85			7	5
		RFEP	1	95	34	18	38		11
			2	94	33	19	34		14
			3	91	21	19	37	18	5
		EL + RFEP	1	131	49	15	29		8
			2	135	51	15	24		10
			3	132	41	15	27	12	5
		Special Ed.	1	43	84			5	9
			2	45	82			7	7
			3	45	78			7	9
		Spec Ed. Speech/RSP	1	22	77			9	14
			2	24	75			13	8
			3	24	71			13	8
		Foster	1	2	50		50		
			2	1	100				
			3	2	100				
		Homeless	1	15	33	7	53		7
			2	17	53		47		
			3	17	29	18	41	6	6
GATE/Excel	1	31	13	6	48	26	6		
	2	31	6		48	32	13		
	3	32	6		44	34	16		

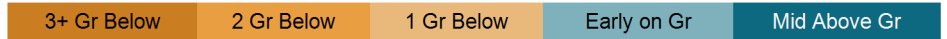
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hamilton 2023-2024 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
6	All Students	All	1	226	42	15	26	7	10	
			2	231	32	19	27	11	11	
			3	229	34	21	20	12	13	
	Teacher	Acosta, K	1	3	100					
			2	5	100					
			3	6	100					
		Apfelbach, J	1	12	75	8	8	8		
			2	13	77			23		
			3	13	54	38	8			
		Bautista, V	1	54	52	17	22	7	2	
			2	53	53	21	17	4	6	
			3	54	48	26	13	7	6	
		Corral, M	1	56	46	21	21	4	7	
			2	56	21	25	32	13	9	
			3	56	27	23	23	16	11	
		Garvey, E	1	59	51	19	20	7	3	
			2	59	51	17	24	7	2	
			3	62	52	21	18	6	3	
		Ward, L	1	58	14	14	36	10	26	
			2	58	3	12	36	21	28	
			3	58	5	12	29	19	34	
	Ethnicity	African American	1	27	52	11	26	11		
			2	26	35	19	23	12	12	
			3	23	39	9	22	13	17	
		Asian	1	6	33	33	17	17		
			2	6	50	50				
			3	6	17	33	17	17	17	
		Filipino	1	2	50	50				
			2	2	50	50				
			3	2	50	50				
Hispanic	1	180	42	15	26	8	9			
	2	184	33	20	25	11	11			
	3	186	35	20	19	12	13			

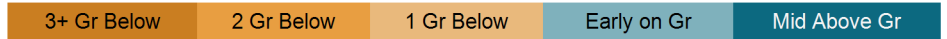
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hamilton 2023-2024 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
6	Ethnicity	Pacific Islander	1	6	17	17	67			
			2	5	20		80			
			3	6		50	33	17		
		White	1	1	100					
			2	2	50	50				
			3	2	50	50				
		Other	1	4		50	25	25		
			2	6		33	50	17		
			3	4	50	25	25			
	Gender	Female	1	118		36	13	34	5	13
			2	121		26	20	31	8	16
			3	115		27	21	20	11	21
		Male	1	108		50	17	18	9	6
			2	110		40	17	24	14	5
			3	114		42	20	20	12	5
	Special Populations	Low SES	1	189		43	16	24	7	9
			2	185		36	20	23	10	12
			3	185		35	23	18	10	13
		ELL	1	51		73	18	10		
			2	56		70	14	14	2	
			3	54		61	28	11		
		RFEP	1	47		15	21	36	17	11
			2	48		8	17	40	15	21
			3	47		19	13	32	11	26
EL + RFEP		1	98		45	19	22	8	5	
		2	104		41	15	26	8	10	
		3	101		42	21	21	5	12	
Special Ed.		1	34		82	6	6	3		
		2	32		78	13	6	3		
		3	32		66	22	6	6		
Spec Ed. Speech/RSP	1	18		94	6					
	2	16		88	13					
	3	18		83	6	6	6			

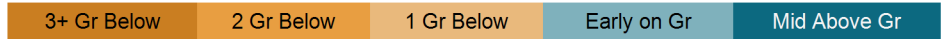
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hamilton 2023-2024 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Special Populations	Foster	1	3	67		33		
			2	3	33	33	33		
			3	3	67		33		
		Homeless	1	13	54	15	8	15	8
			2	14	57	14	7	7	14
			3	16	44	25	6	13	13
		GATE/Excel	1	27	7	4	26	19	44
			2	28	4	7	18	32	39
			3	27	4	7	7	22	59

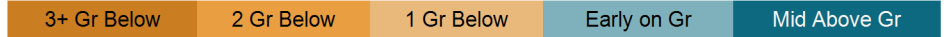
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hamilton 2023-2024 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
7	All Students	All	1	207	43	16	19	14	9	
			2	216	47	14	14	14	11	
			3	223	43	12	22	13	10	
	Teacher	Acosta, K	1	5	100					
			2	6	100					
			3	7	100					
		Apfelbach, J	1	11	100					
			2	11	100					
			3	11	100					
		Larsen, C	1	105	36	14	21	14	14	
			2	103	30	17	17	18	17	
			3	107	30	10	25	16	19	
	Paone, S	1	105	49	20	18	11	2		
		2	108	57	15	13	10	5		
		3	109	51	15	19	12	3		

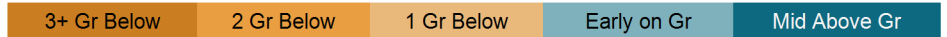
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hamilton 2023-2024 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	Ethnicity	African American	1	29	38	17	17	17	10
			2	30	43	7	17	20	13
			3	33	42	15	27	6	9
		Asian	1	11	36	9	27	9	18
			2	11	27	18	9	18	27
			3	10	30	20	20	30	
		Filipino	1	3	33	33	33		
			2	3	33	33	33		
			3	4	50	25	25		
		Hispanic	1	153	45	16	16	14	8
			2	159	49	16	14	13	8
			3	162	46	9	21	15	9
		Pacific Islander	1	2	100				
			2	2	50	50			
			3	2	50	50			
		White	1	4	50	25	25		
			2	4	75	25			
			3	5	20	40	20	20	
		Other	1	5	20	60	20		
			2	7	43	14	14	14	14
			3	7	14	57	14	14	
Gender	Female	1	112	42	19	21	12	7	
		2	116	50	13	16	15	7	
		3	119	45	10	24	13	8	
	Male	1	95	43	13	17	17	11	
		2	100	43	15	13	14	15	
		3	104	41	13	19	13	13	
Special Populations	Low SES	1	164	46	17	17	13	6	
		2	169	50	14	17	11	8	
		3	172	45	12	24	10	9	
	ELL	1	41	85	7	5	2		
		2	41	85	5	10			
		3	45	87	2	9	2		

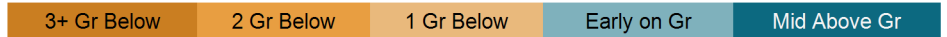
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hamilton 2023-2024 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
7	Special Populations	RFEP	1	52	25	21	15	25	13	
			2	55	25	27	22	7	18	
			3	54	28	7	31	22	11	
		EL + RFEP	1	93	52	15	11	15	8	
			2	96	51	18	17	4	10	
			3	99	55	5	21	13	6	
		Special Ed.	1	35	74	6	11	9		
			2	36	78	6	11	3		
			3	39	72	10	13	5		
		Spec Ed. Speech/RSP	1	21	71	5	14	10		
			2	22	77	9	14			
			3	25	68	16	12	4		
		Foster	1	2		50			50	
			2	2		50			50	
			3	3		67			33	
Homeless	1	8	38	13	38	13				
	2	8	38	13	50					
	3	9	56		22	11	11			
GATE/Excel	1	33		9	6	21	27	36		
	2	34		12	9	18	26	35		
	3	32		33		34	22	38		

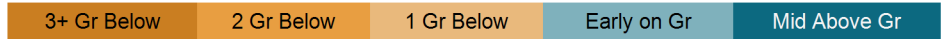
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hamilton 2023-2024 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
8	All Students	All	1	257	53	8	19	14	6	
			2	251	47	8	21	16	8	
			3	263	41	8	22	17	12	
	Teacher	Acosta, K	1	3	100					
			2	4	100					
			3	4	100					
		Apfelbach, J	1	18	100					
			2	18	100					
			3	18	83	6	6	6		
		Arend, G	1	117	50	6	18	19	8	
			2	118	42	9	20	18	10	
			3	123	39	10	21	18	12	
		Worthington, R	1	126	50	11	23	10	6	
			2	123	48	8	23	15	7	
			3	127	39	7	24	17	13	
	Ethnicity	African American	1	29	69	14	10	7		
			2	25	56	8	32	4		
			3	34	56	15	9	12	9	
		American Indian	1	1	100					
			2	1	100					
			3	1					100	
		Asian	1	9	33	22	33	11		
			2	10	40	10	30	20		
			3	10	40		30	30		
	Filipino	1	5	20	40	40				
		2	4	25	25	25	25			
		3	4	50		25	25			
	Hispanic	1	199	52	8	19	14	8		
		2	197	48	8	20	16	8		
		3	200	41	9	23	17	11		
Pacific Islander	1	5	20	20	60					
	2	5	40	20	40					
	3	4	50		25	25				

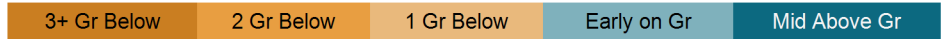
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hamilton 2023-2024 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	Ethnicity	White	1	6	67	17	17		
			2	7	57	29	14		
			3	7	43	43	14		
		Other	1	3	67		33		
			2	2	50		50		
			3	3	33	33	33		
	Gender	Female	1	111	49	11	21	16	4
			2	113	45	8	25	17	5
			3	121	36	11	25	20	9
		Male	1	145	56	6	17	12	8
			2	137	50	9	18	14	10
			3	141	47	6	19	14	13
		Nonbinary	1	1					100
			2	1					100
			3	1					100
	Special Populations	Low SES	1	207	53	7	19	14	6
			2	204	48	8	21	16	7
			3	206	43	10	21	16	11
		ELL	1	39	95	3	3		
			2	41	93	5	2		
			3	42	93	5	2		
		RFEP	1	92	39	10	20	20	12
			2	90	38	10	24	18	10
			3	91	25	7	32	21	15
		EL + RFEP	1	131	56	8	15	14	8
			2	131	55	8	18	12	7
			3	133	47	6	22	14	11
Special Ed.		1	44	77	7	7	7	2	
		2	41	78	2	7	12		
		3	44	68	5	16	7	5	
Spec Ed. Speech/RSP	1	24	67	13	13	4	4		
	2	22	68	5	14	14			
	3	23	61	4	22	4	9		

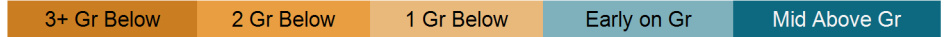
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hamilton 2023-2024 Grade 8



Legend

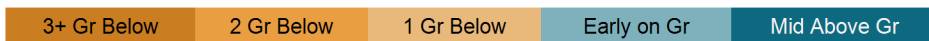


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
8	Special Populations	Foster	1	2	50	50				
			3	2	100					
		Homeless	1	17	53	6	29	12		
			2	15	33	7	27	33		
			3	17	35	6	24	29	6	
		GATE/Excel	1	32		19	22	38	22	
			2	32		13	6	22	38	22
			3	32		6	9	25	28	31

i-Ready Math Overall Relative Placement School Data by Subgroup Hamilton 2023-2024



Legend



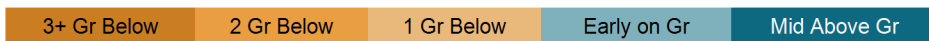
Category		Diagnostic Window	# Students	Percent by Category					
All Students	762	3	762	38	13	31	12	6	
Grade	Gr. 06	3	251	27	14	34	18	8	
	Gr. 07	3	238	40	13	33	9	5	
	Gr. 08	3	273	45	13	26	11	5	
Ethnicity	African American	3	104	45	13	28	8	6	
	Asian	3	27		30	7	15	30	19
	Hispanic	3	577	37	13	32	12	5	
Gender	Female	3	373	37	15	31	12	6	
	Male	3	388	39	11	31	13	6	
Special Populations	Low SES	3	599	38	14	30	12	6	
	ELL	3	149	66	10	18	5	1	
	RFEP	3	200	22	15	41	16	7	
	EL + RFEP	3	349	40	13	31	11	5	
	Special Ed.	3	121	70	12	12	6	1	
	Spec Ed. Speech/RSP	3	68	66	16	10	6	1	
	Homeless	3	44	39	18	27	14	2	
	GATE/Excel	3	95		4	3	41	35	17

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Hamilton 2023-2024



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students	760	3	760	41	13	21	14	11
Grade	Gr. 06	3	250	36	21	20	11	12
	Gr. 07	3	236	45	12	21	13	10
	Gr. 08	3	274	43	8	21	16	11
Ethnicity	African American	3	102	50	14	17	10	10
	Asian	3	27	30	11	11	22	26
	Hispanic	3	577	42	13	21	14	10
Gender	Female	3	375	37	15	22	14	12
	Male	3	384	46	12	19	13	10
Special Populations	Low SES	3	597	42	15	20	12	11
	ELL	3	149	79	12	7		
	RFEP	3	201	26	8	31	18	16
	EL + RFEP	3	350	49	10	21	11	9
	Special Ed.	3	122	69	11	12	5	3
	Spec Ed. Speech/RSP	3	69	70	9	13	4	4
	Homeless	3	44	45	16	11	18	9
	GATE/Excel	3	95	6	7	22	24	40

The percentages may not equal 100% due to rounding.



ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Hamilton

Site Level Overall Performance Level Summary



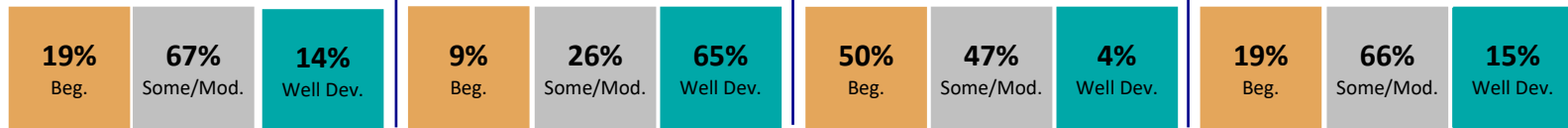
Site Level Domain Performance Level Summary

Listening

Speaking

Reading

Writing



Grade Level Performance Summary (Overall and by Domain)

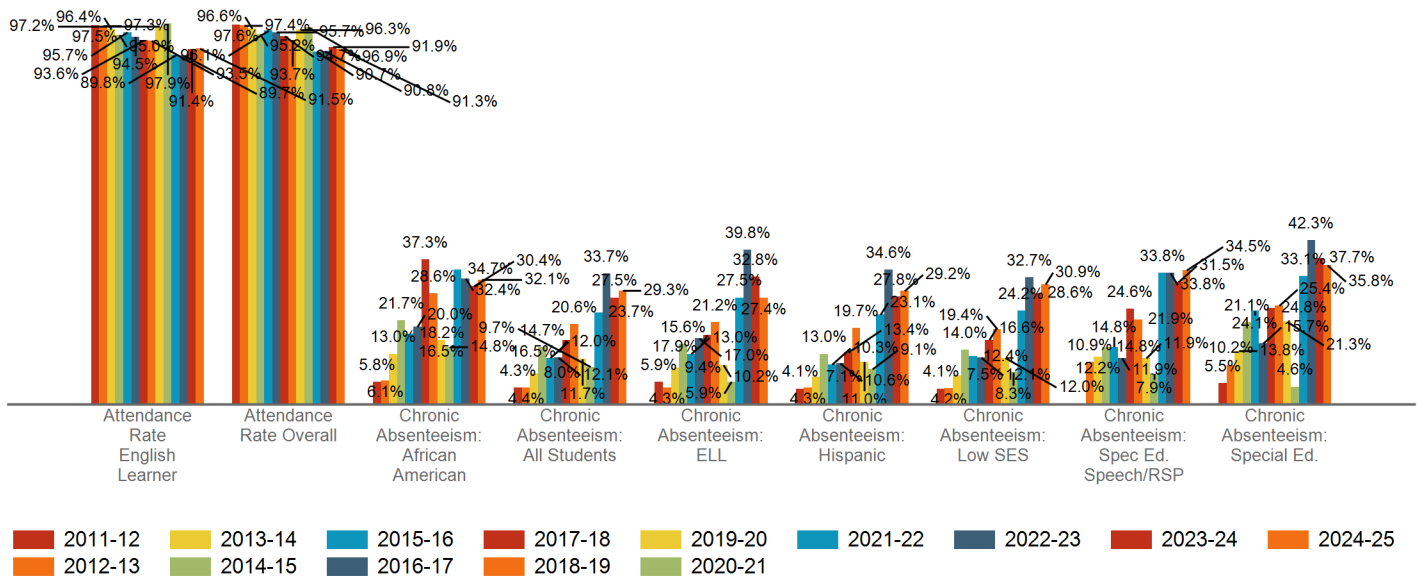
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
06	16%	29%	44%	11%	16%	64%	16%	9%	21%	66%	41%	51%	3%	26%	54%	16%
07	13%	28%	44%	13%	11%	62%	13%	8%	25%	54%	39%	41%	7%	10%	57%	20%
08	16%	39%	31%	12%	27%	57%	8%	8%	27%	57%	59%	33%	0%	14%	75%	4%

Attendance/Chronic Absenteeism Rate

School Year: 23-24

Goals

Area	Description
Culture/Climate Goals	<p>To meet the goals below, student surveys will be administered each semester in addition to the PULSE survey that is administered at the start of the school year and again in the spring. In addition, ELOP funds will be used to hire outside agencies to engage students in enrichment activities to increase Sense of Belonging.</p> <p>Hamilton is surveying all students to determine what types of clubs/activities they would like to see available for them. Once this data is collected it will be shared with staff to prompt club sponsorships.</p> <p>By June 2024, 66% of students will report a positive sense of belonging via the PULSE survey. Currently, in Fall of 2023 we are at 65% Sense of Belonging, with 7 clubs taking place after school.</p> <p>Attendance goal is 95%, with a decrease in chronic absenteeism by 3%.</p> <p>Attendance progress monitoring occurs weekly, with home visits taking place as needed per attendance reporting period.</p> <p>Monitoring of progress towards this goal occurs weekly with administration and the Wellness Team. Each week, PULSE survey data is reviewed and students who have requested a check-in are met with. In addition, student surveys are deployed each semester to gauge their engagement and needs.</p>



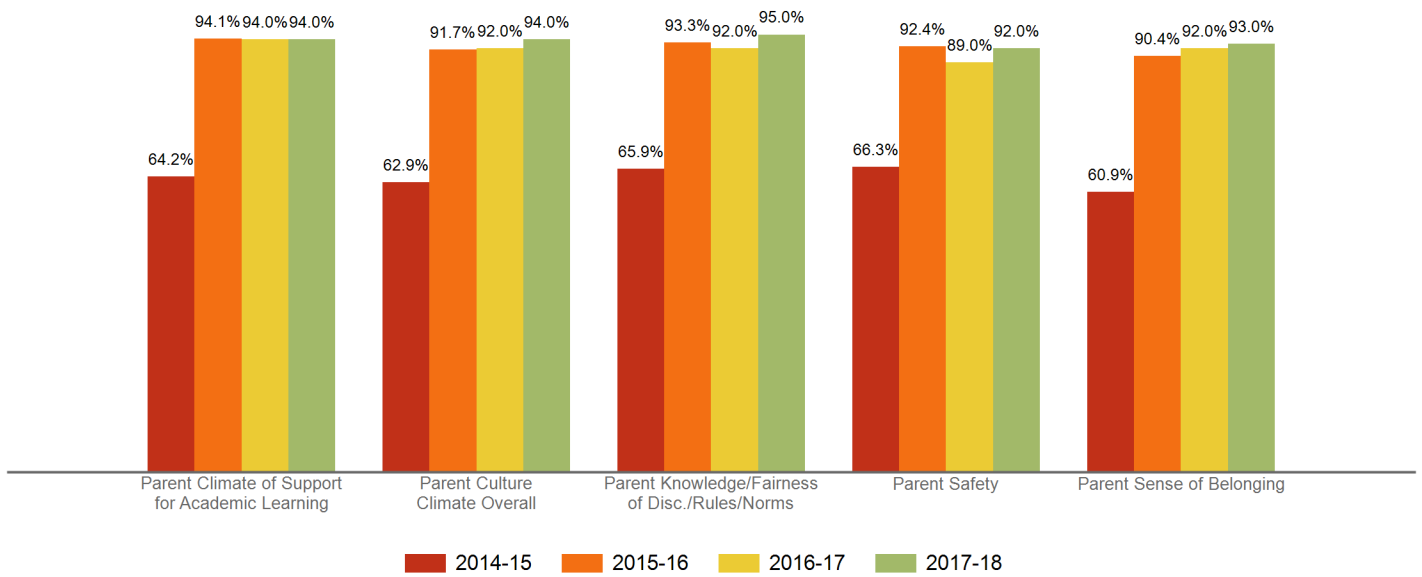
Budgeted Items

Line Number	Description	Cost	Personnel Summary
2	Assistant Principal/ Interventions Director This person will monitor student attendance, behavior, SEL, and academic interventions. The LROIX tracking system will be used and students will meet weekly to review progress on intervention goals. This person will also monitor growth in math and ELA to ensure that we increase our percent met/exceeds in both content areas. Monitoring will include weekly feedback to teachers, ensuring they are on the district pacing and using the assessments agreed on by the district and department.		Asst. Principal Middle
4	Many of our students experience adversity in their lives-including poverty, health challenges, community violence, and difficult family circumstances that prevent them from coming to school. An additional Bilingual Intermediate Office Assistant (1.0 FTE) is needed to support all students in grades 6-8 with chronic absenteeism. By working closely with counselor, the IIC, and administrative team, the IOA will build strong relationships with students that have high absenteeism rates and identify factors contributing to poor school attendance in order to provide applicable support services and interventions in partnership with students and their parents/guardians.		Intermediate Office Assistant
Total			

Culture-Climate Survey (Parent)

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	<p>To meet the goals below, student surveys will be administered each semester in addition to the PULSE survey that is administered at the start of the school year and again in the spring. In addition, ELOP funds will be used to hire outside agencies to engage students in enrichment activities to increase Sense of Belonging.</p> <p>Hamilton is surveying all students to determine what types of clubs/activities they would like to see available for them. Once this data is collected it will be shared with staff to prompt club sponsorships.</p> <p>By June 2024, 66% of students will report a positive sense of belonging via the PULSE survey. Currently, in Fall of 2023 we are at 65% Sense of Belonging, with 7 clubs taking place after school.</p> <p>Attendance goal is 95%, with a decrease in chronic absenteeism by 3%.</p> <p>Attendance progress monitoring occurs weekly, with home visits taking place as needed per attendance reporting period.</p> <p>Monitoring of progress towards this goal occurs weekly with administration and the Wellness Team. Each week, PULSE survey data is reviewed and students who have requested a check-in are met with. In addition, student surveys are deployed each semester to gauge their engagement and needs.</p>

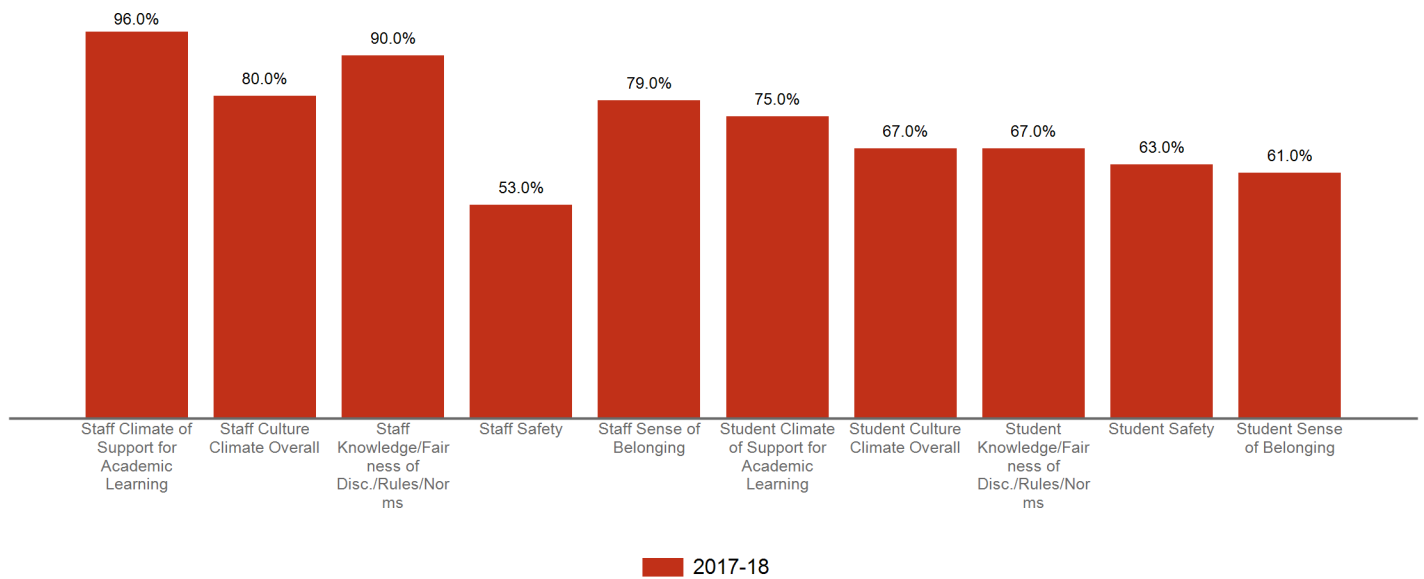


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Student Planners to facilitate communication between school and parents/guardians regarding school policies/procedures, as well as student goal setting and academic progress.		Materials
2	Additional hourly for clerical staff, custodians, counselor, IIC to support evening/out of school day events for students and families		Hourly - Campus Staff Assistant, Hourly - Intermediate Office Assistant, Hourly - Recreation Leader, Teacher Hourly Extra Comp
3	Communication platform (SMORE) for all stakeholders to assist all students and families regardless of language with resources and upcoming events.		Services
Total			

Culture-Climate Survey (Student-Staff)

School Year: 23-24

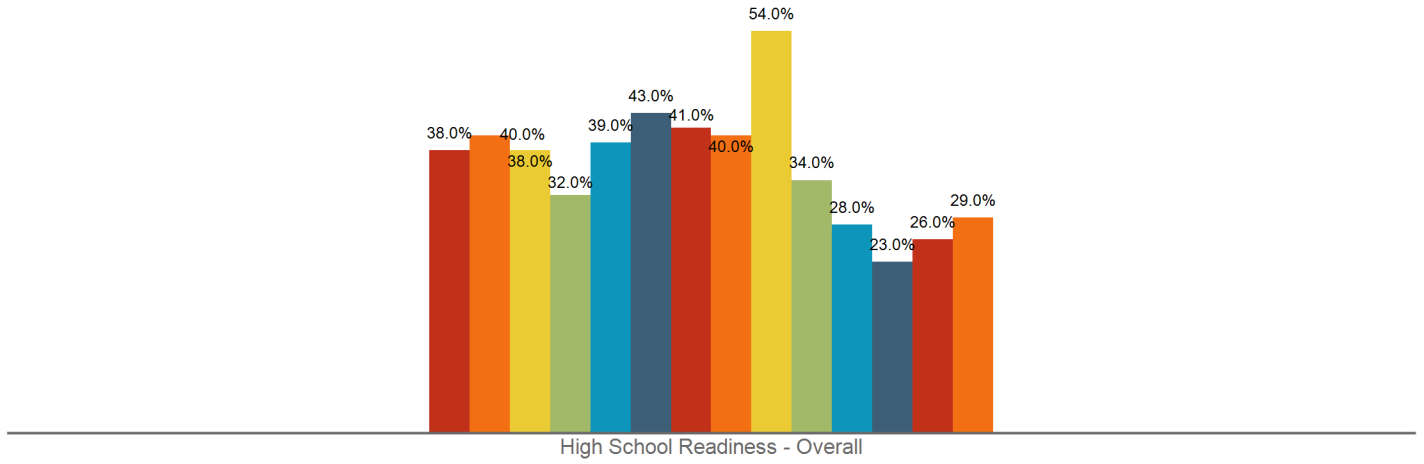
Goals	
Area	Description
Culture/Climate Goals	<p>To meet the goals below, student surveys will be administered each semester in addition to the PULSE survey that is administered at the start of the school year and again in the spring. In addition, ELOP funds will be used to hire outside agencies to engage students in enrichment activities to increase Sense of Belonging.</p> <p>Hamilton is surveying all students to determine what types of clubs/activities they would like to see available for them. Once this data is collected it will be shared with staff to prompt club sponsorships.</p> <p>By June 2024, 66% of students will report a positive sense of belonging via the PULSE survey. Currently, in Fall of 2023 we are at 65% Sense of Belonging, with 7 clubs taking place after school.</p> <p>Attendance goal is 95%, with a decrease in chronic absenteeism by 3%.</p> <p>Attendance progress monitoring occurs weekly, with home visits taking place as needed per attendance reporting period.</p> <p>Monitoring of progress towards this goal occurs weekly with administration and the Wellness Team. Each week, PULSE survey data is reviewed and students who have requested a check-in are met with. In addition, student surveys are deployed each semester to gauge their engagement and needs.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	Communication platform (SMORE) for all stakeholders to assist all students and families regardless of language with resources and upcoming events.		Services
	Materials and supplies for student incentives to support our Positive Behavior Plan. Certificate paper, award pins, lanyards, school supplies, and other incentive items voted on by student council and the leadership team. Lunch activities, monthly awards and quarter honor roll awards.		Materials
5	Radio/Walkie Talkie to support student safety and campus supervision		Materials
Total			

High School Readiness

School Year: 23-24



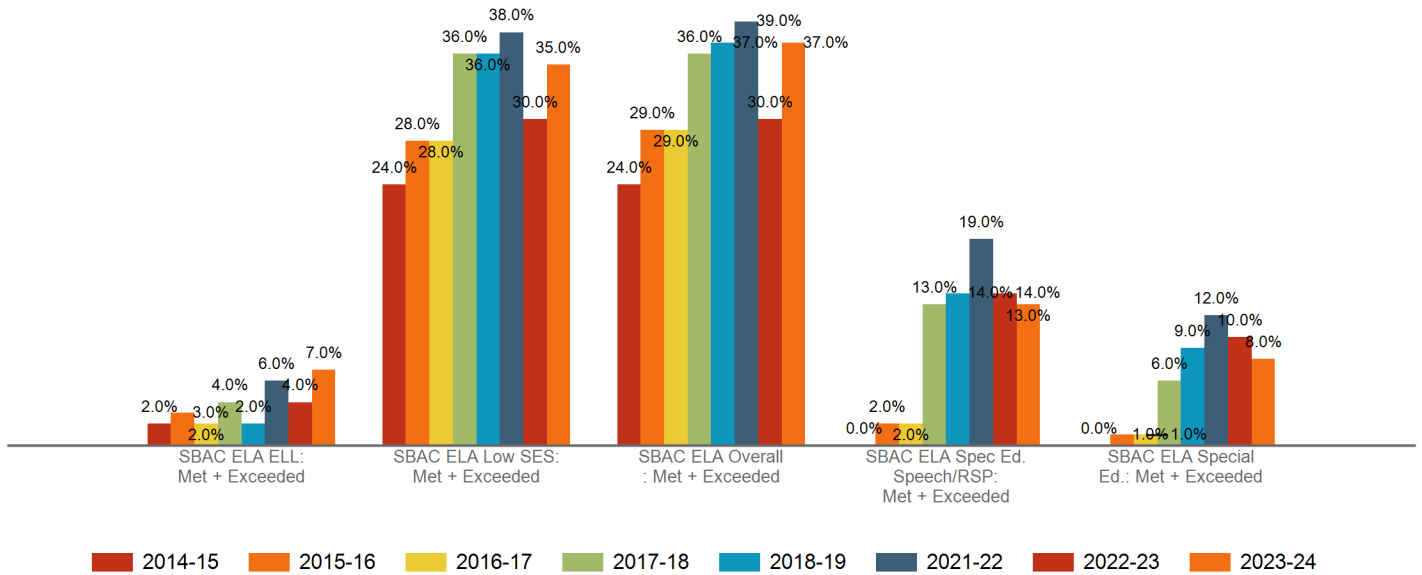
■ 2011-12 ■ 2013-14 ■ 2015-16 ■ 2017-18 ■ 2019-20 ■ 2021-22 ■ 2022-23 ■ 2023-24 ■ 2024-25
■ 2012-13 ■ 2014-15 ■ 2016-17 ■ 2018-19 ■ 2020-21

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	Materials and supplies for student incentives to support our Positive Behavior Plan. Certificate paper, award pins, lanyards, school supplies, and other incentive items voted on by student council and the leadership team. Lunch activities, monthly awards and quarter honor roll awards.		Materials
6	Enrichment activities for all students, including field trips and transportation. Enrichment activities tied to grade level standards and core content.		Services
Total			

SBAC ELA

School Year: 23-24

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

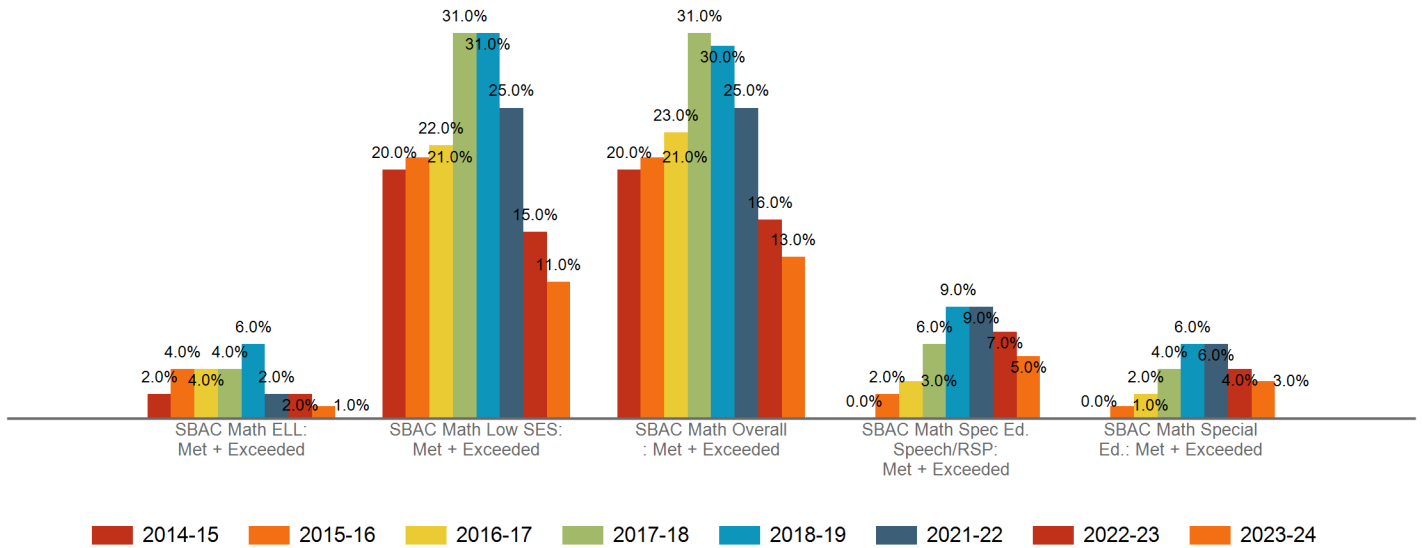


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Teachers & Leadership will attend professional development trainings/release days. Teachers will meet to analyze lessons, plan units and analyze student work. Teachers will analyze colleagues' best practices. ILT, Leadership team and teachers will meet quarterly to analyze data (PDSA) and to plan next steps. Leadership team will collaborate on master schedule to ensure students are correctly placed in their intervention and support classes and have equitable access to all courses.		Substitute teacher full day
Total			

SBAC Math

School Year: 23-24

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



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Teachers & Leadership will attend professional development trainings/release days. Teachers will meet to analyze lessons, plan units and analyze student work. Teachers will analyze colleagues' best practices. ILT, Leadership team and teachers will meet quarterly to analyze data (PDSA) and to plan next steps. Leadership team will collaborate on master schedule to ensure students are correctly placed in their intervention and support classes and have equitable access to all courses.		Substitute teacher full day
Total			

Mathematics Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17615	42	11/4/23	12/16/23	5	3	15
	42					15

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Student Planners to facilitate communication between school and parents/guardians regarding school policies/procedures, as well as student goal setting and academic progress.	\$600	
	Teachers & Leadership will attend professional development trainings/release days. Teachers will meet to analyze lessons, plan units and analyze student work. Teachers will analyze colleagues' best practices. ILT, Leadership team and teachers will meet quarterly to analyze data (PDSA) and to plan next steps. Leadership team will collaborate on master schedule to ensure students are correctly placed in their intervention and support classes and have equitable access to all courses.	\$28,125	Substitute teacher full day
2	Additional hourly for clerical staff, custodians, counselor, IIC to support evening/out of school day events for students and families	\$2,286	
	Assistant Principal/ Interventions Director This person will monitor student attendance, behavior, SEL, and academic interventions. The LROIX tracking system will be used and students will meet weekly to review progress on intervention goals. This person will also monitor growth in math and ELA to ensure that we increase our percent met/exceeds in both content areas. Monitoring will include weekly feedback to teachers, ensuring they are on the district pacing and using the assessments agreed on by the district and department.	\$94,832	
	Lease/Rent of RICOH copy machine in the 500 lounge.	\$6,000	
	Teacher will plan and disseminate QCI PD to elective teachers - music, art, computer, PLTW - to align instruction and student data analysis with schoolwide goals and equity focus.	\$3,459	
3	California Association for Health, Physical Education, Recreation and Dance (CAHPERD) provides teachers with the most up to date best practices regarding movement. Its goal is to promote healthful lifestyles through quality education for all populations and provide leadership to schools and communities. LBUSD will be speaking at CAHPERD this year regarding fitness and the newly developed fitness folder. Pejta Waider, the presentations will directly connect to QCI practices in PE.	\$2,614	
	Communication platform (SMORE) for all stakeholders to assist all students and families regardless of language with resources and upcoming events.	\$250	
	In addition to the basic responsibilities AP 2 will facilitate professional development on Safe & Civil strategies. Collect and monitor data on signature practices of safe & civil, lead the safe & civil team. Collect suspension data and facilitate the shift towards more restorative practices	\$94,832	
	Materials and supplies for student incentives to support our Positive Behavior Plan. Certificate paper, award pins, lanyards, school supplies, and other incentive items voted on by student council and the leadership team. Lunch activities, monthly awards and quarter honor roll awards.	\$7,000	
4	Many of our students experience adversity in their lives-including poverty, health challenges, community violence, and difficult family circumstances that prevent them from coming to school. An additional Bilingual Intermediate Office Assistant (1.0 FTE) is needed to support all students in grades 6-8 with chronic absenteeism. By working closely with counselor, the IIC, and administrative team, the IOA will build strong relationships with students that have high absenteeism rates and identify factors contributing to poor school attendance in order to provide applicable support services and interventions in partnership with students and their parents/guardians.	\$90,371	
	Replacement of teaching station technology in classrooms and common areas. This also includes any costs associated with installing/mounting such equipment.	\$800	
5	Employment of a Technology Aide will assist in keeping our labs and carts up and running. In addition, this individual will be able to support teachers and classes as they complete supplemental projects/assignments that are technology based.	\$13,129	
	Radio/Walkie Talkie to support student safety and campus supervision	\$5,040	
6	Enrichment activities for all students, including field trips and transportation. Enrichment activities tied to grade level standards and core content.	\$13,200	
7	Employment of Rec Aides to assist with supervision before and during school hours, and at lunch, will provide additional adults to assure campus is safe and orderly.	\$43,430	
Total		\$405,968	

All Parents
School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Student Planners to facilitate communication between school and parents/guardians regarding school policies/procedures, as well as student goal setting and academic progress.	\$600	
	Teachers & Leadership will attend professional development trainings/release days. Teachers will meet to analyze lessons, plan units and analyze student work. Teachers will analyze colleagues' best practices. ILT, Leadership team and teachers will meet quarterly to analyze data (PDSA) and to plan next steps. Leadership team will collaborate on master schedule to ensure students are correctly placed in their intervention and support classes and have equitable access to all courses.	\$28,125	Substitute teacher full day
2	Additional hourly for clerical staff, custodians, counselor, IIC to support evening/out of school day events for students and families	\$2,286	
	Assistant Principal/ Interventions Director This person will monitor student attendance, behavior, SEL, and academic interventions. The LROIX tracking system will be used and students will meet weekly to review progress on intervention goals. This person will also monitor growth in math and ELA to ensure that we increase our percent met/exceeds in both content areas. Monitoring will include weekly feedback to teachers, ensuring they are on the district pacing and using the assessments agreed on by the district and department.	\$94,832	
	Lease/Rent of RICOH copy machine in the 500 lounge.	\$6,000	
	Teacher will plan and disseminate QCI PD to elective teachers - music, art, computer, PLTW - to align instruction and student data analysis with schoolwide goals and equity focus.	\$3,459	
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	Communication platform (SMORE) for all stakeholders to assist all students and families regardless of language with resources and upcoming events.	\$250	
	In addition to the basic responsibilities AP 2 will facilitate professional development on Safe & Civil strategies. Collect and monitor data on signature practices of safe & civil, lead the safe & civil team. Collect suspension data and facilitate the shift towards more restorative practices	\$94,832	
	Materials and supplies for student incentives to support our Positive Behavior Plan. Certificate paper, award pins, lanyards, school supplies, and other incentive items voted on by student council nad the leadership team. Lunch activities, monthly awards and quarter honor roll awards.	\$7,000	
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	Replacement of teaching station technology in classrooms and common areas. This also includes any costs associated with installing/mounting such equipment.	\$800	
5	Employment of a Technology Aide will assist in keeping our labs and carts up and running. In addition, this individual will be able to support teachers and classes as they complete supplemental projects/assignments that are technology based.	\$13,129	
	Radio/Walkie Talkie to support student safety and campus supervision	\$5,040	
6	Enrichment activities for all students, including field trips and transportation. Enrichment activities tied to grade level standards and core content.	\$13,200	
7	Employment of Rec Aides to assist with supervision before and during school hours, and at lunch, will provide additional adults to assure campus is safe and orderly.	\$43,430	
Total		\$405,968	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Student Planners to facilitate communication between school and parents/guardians regarding school policies/procedures, as well as student goal setting and academic progress.	\$600	
	Teachers & Leadership will attend professional development trainings/release days. Teachers will meet to analyze lessons, plan units and analyze student work. Teachers will analyze colleagues' best practices. ILT, Leadership team and teachers will meet quarterly to analyze data (PDSA) and to plan next steps. Leadership team will collaborate on master schedule to ensure students are correctly placed in their intervention and support classes and have equitable access to all courses.	\$28,125	Substitute teacher full day
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	Assistant Principal/ Interventions Director This person will monitor student attendance, behavior, SEL, and academic interventions. The LROIX tracking system will be used and students will meet weekly to review progress on intervention goals. This person will also monitor growth in math and ELA to ensure that we increase our percent met/exceeds in both content areas. Monitoring will include weekly feedback to teachers, ensuring they are on the district pacing and using the assessments agreed on by the district and department.	\$94,832	
	Lease/Rent of RICOH copy machine in the 500 lounge.	\$6,000	
	Teacher will plan and disseminate QCI PD to elective teachers - music, art, computer, PLTW - to align instruction and student data analysis with schoolwide goals and equity focus.	\$3,459	
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	Communication platform (SMORE) for all stakeholders to assist all students and families regardless of language with resources and upcoming events.	\$250	
	In addition to the basic responsibilities AP 2 will facilitate professional development on Safe & Civil strategies. Collect and monitor data on signature practices of safe & civil, lead the safe & civil team. Collect suspension data and facilitate the shift towards more restorative practices	\$94,832	
	Materials and supplies for student incentives to support our Positive Behavior Plan. Certificate paper, award pins, lanyards, school supplies, and other incentive items voted on by student council and the leadership team. Lunch activities, monthly awards and quarter honor roll awards.	\$7,000	
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	Replacement of teaching station technology in classrooms and common areas. This also includes any costs associated with installing/mounting such equipment.	\$800	
5	Employment of a Technology Aide will assist in keeping our labs and carts up and running. In addition, this individual will be able to support teachers and classes as they complete supplemental projects/assignments that are technology based.	\$13,129	
	Radio/Walkie Talkie to support student safety and campus supervision	\$5,040	
6	Enrichment activities for all students, including field trips and transportation. Enrichment activities tied to grade level standards and core content.	\$13,200	
7	Employment of Rec Aides to assist with supervision before and during school hours, and at lunch, will provide additional adults to assure campus is safe and orderly.	\$43,430	
Total		\$405,968	

All Students

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Student Planners to facilitate communication between school and parents/guardians regarding school policies/procedures, as well as student goal setting and academic progress.	\$600	
	Teachers & Leadership will attend professional development trainings/release days. Teachers will meet to analyze lessons, plan units and analyze student work. Teachers will analyze colleagues' best practices. ILT, Leadership team and teachers will meet quarterly to analyze data (PDSA) and to plan next steps. Leadership team will collaborate on master schedule to ensure students are correctly placed in their intervention and support classes and have equitable access to all courses.	\$28,125	Substitute teacher full day
2	Additional hourly for clerical staff, custodians, counselor, IIC to support evening/out of school day events for students and families	\$2,286	
	Assistant Principal/ Interventions Director This person will monitor student attendance, behavior, SEL, and academic interventions. The LROIX tracking system will be used and students will meet weekly to review progress on intervention goals. This person will also monitor growth in math and ELA to ensure that we increase our percent met/exceeds in both content areas. Monitoring will include weekly feedback to teachers, ensuring they are on the district pacing and using the assessments agreed on by the district and department.	\$94,832	
	Lease/Rent of RICOH copy machine in the 500 lounge.	\$6,000	
	Teacher will plan and disseminate QCI PD to elective teachers - music, art, computer, PLTW - to align instruction and student data analysis with schoolwide goals and equity focus.	\$3,459	
3	California Association for Health, Physical Education, Recreation and Dance (CAHPERD) provides teachers with the most up to date best practices regarding movement. Its goal is to promote healthful lifestyles through quality education for all populations and provide leadership to schools and communities. LBUSD will be speaking at CAHPERD this year regarding fitness and the newly developed fitness folder. Pejta Waider, the presentations will directly connect to QCI practices in PE.	\$2,614	
	Communication platform (SMORE) for all stakeholders to assist all students and families regardless of language with resources and upcoming events.	\$250	
	In addition to the basic responsibilities AP 2 will facilitate professional development on Safe & Civil strategies. Collect and monitor data on signature practices of safe & civil, lead the safe & civil team. Collect suspension data and facilitate the shift towards more restorative practices	\$94,832	
	Materials and supplies for student incentives to support our Positive Behavior Plan. Certificate paper, award pins, lanyards, school supplies, and other incentive items voted on by student council and the leadership team. Lunch activities, monthly awards and quarter honor roll awards.	\$7,000	
4	Many of our students experience adversity in their lives-including poverty, health challenges, community violence, and difficult family circumstances that prevent them from coming to school. An additional Bilingual Intermediate Office Assistant (1.0 FTE) is needed to support all students in grades 6-8 with chronic absenteeism. By working closely with counselor, the IIC, and administrative team, the IOA will build strong relationships with students that have high absenteeism rates and identify factors contributing to poor school attendance in order to provide applicable support services and interventions in partnership with students and their parents/guardians.	\$90,371	
	Replacement of teaching station technology in classrooms and common areas. This also includes any costs associated with installing/mounting such equipment.	\$800	
5	Employment of a Technology Aide will assist in keeping our labs and carts up and running. In addition, this individual will be able to support teachers and classes as they complete supplemental projects/assignments that are technology based.	\$13,129	
	Radio/Walkie Talkie to support student safety and campus supervision	\$5,040	
6	Enrichment activities for all students, including field trips and transportation. Enrichment activities tied to grade level standards and core content.	\$13,200	
7	Employment of Rec Aides to assist with supervision before and during school hours, and at lunch, will provide additional adults to assure campus is safe and orderly.	\$43,430	
Total		\$405,968	

English Learners

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Student Planners to facilitate communication between school and parents/guardians regarding school policies/procedures, as well as student goal setting and academic progress.	\$600	
	Teachers & Leadership will attend professional development trainings/release days. Teachers will meet to analyze lessons, plan units and analyze student work. Teachers will analyze colleagues' best practices. ILT, Leadership team and teachers will meet quarterly to analyze data (PDSA) and to plan next steps. Leadership team will collaborate on master schedule to ensure students are correctly placed in their intervention and support classes and have equitable access to all courses.	\$28,125	Substitute teacher full day
2	Additional hourly for clerical staff, custodians, counselor, IIC to support evening/out of school day events for students and families	\$2,286	
	Assistant Principal/ Interventions Director This person will monitor student attendance, behavior, SEL, and academic interventions. The LROIX tracking system will be used and students will meet weekly to review progress on intervention goals. This person will also monitor growth in math and ELA to ensure that we increase our percent met/exceeds in both content areas. Monitoring will include weekly feedback to teachers, ensuring they are on the district pacing and using the assessments agreed on by the district and department.	\$94,832	
	Lease/Rent of RICOH copy machine in the 500 lounge.	\$6,000	
	Teacher will plan and disseminate QCI PD to elective teachers - music, art, computer, PLTW - to align instruction and student data analysis with schoolwide goals and equity focus.	\$3,459	
3	California Association for Health, Physical Education, Recreation and Dance (CAHPERD) provides teachers with the most up to date best practices regarding movement. Its goal is to promote healthful lifestyles through quality education for all populations and provide leadership to schools and communities. LBUSD will be speaking at CAHPERD this year regarding fitness and the newly developed fitness folder. Pejta Waider, the presentations will directly connect to QCI practices in PE.	\$2,614	
	Communication platform (SMORE) for all stakeholders to assist all students and families regardless of language with resources and upcoming events.	\$250	
	In addition to the basic responsibilities AP 2 will facilitate professional development on Safe & Civil strategies. Collect and monitor data on signature practices of safe & civil, lead the safe & civil team. Collect suspension data and facilitate the shift towards more restorative practices	\$94,832	
	Materials and supplies for student incentives to support our Positive Behavior Plan. Certificate paper, award pins, lanyards, school supplies, and other incentive items voted on by student council and the leadership team. Lunch activities, monthly awards and quarter honor roll awards.	\$7,000	
4	Many of our students experience adversity in their lives-including poverty, health challenges, community violence, and difficult family circumstances that prevent them from coming to school. An additional Bilingual Intermediate Office Assistant (1.0 FTE) is needed to support all students in grades 6-8 with chronic absenteeism. By working closely with counselor, the IIC, and administrative team, the IOA will build strong relationships with students that have high absenteeism rates and identify factors contributing to poor school attendance in order to provide applicable support services and interventions in partnership with students and their parents/guardians.	\$90,371	
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	Radio/Walkie Talkie to support student safety and campus supervision	\$5,040	
6	Enrichment activities for all students, including field trips and transportation. Enrichment activities tied to grade level standards and core content.	\$13,200	
7	Employment of Rec Aides to assist with supervision before and during school hours, and at lunch, will provide additional adults to assure campus is safe and orderly.	\$43,430	
Total		\$405,968	

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Special Education

School Year: 23-24

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Total		\$405,968	

School Plan for Student Achievement Addendum 2024-2025

Comprehensive Support and Improvement (CSI) - Low Performing ▾

Hamilton Middle School ▾

If ATSI, identify subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

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

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

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

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

Date Approved by SSC

November 19, 2024

Signature of Principal



Signature of SSC Chair



Resource Inequities

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

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

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Teachers provide additional interventions such as:

Disabilities: Inclusion (in gen ed electives in addition to gen ed core)

Co-teaching in Math and ELA

All students are offered after school tutoring and homework help

CCR and Female Leadership Academy/Male Leadership Academy classes are also interventions for the targeted groups.

ENLACE-Program for Newcomer Students

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.
- Based on the research and “gap” analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD’s “intervention tracker” or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

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

More broadly, the LROIX platform developed by LBUSD’s Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are “at-promise” across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2024-2025

Apoyo y Mejora Integral (CSI) - Bajo desempeño ▾

Hamilton Middle School ▾

Si es ATSI, identifique los subgrupos:

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

Atestación:

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

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

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

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

Fecha de aprobación por el SSC

Noviembre 19, 2024

Firma del director

Firma del presidente del SSC

Inequidad de recursos

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

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

- No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos *(opcional)*

Los maestros brindan intervenciones adicionales como:

Discapacidades: Inclusión (en materias optativas de educación general además de las materias básicas de educación general)

Co-Enseñanza en Matemáticas y ELA

A todos los estudiantes se les ofrece tutoría y ayuda con las tareas después de la escuela

Las clases de CCR y Female Leadership Academy/Male Leadership Academy también son intervenciones para los grupos objetivo.

Programa ENLACE para estudiantes recién llegados

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

Apoyo para Escuelas Identificadas

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

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

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

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

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

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

Supervisión y evaluación de la eficacia

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

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

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

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



2024-2025 Home-School Compact

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

Hamilton Middle School Staff

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

Hamilton Students

- Students will dress appropriately at all times by adhering to the school's uniform policy.
- Students will read at home daily for 20-30 minutes.
- Students will take materials to class daily.
- Students will follow classroom, school, and district rules and arrive at class on time.
- Students will complete all class and homework assignments.
- All cell phones and electronic devices will be turned off and concealed during the school day.
- Students will attend 96% of the school year to be High School Ready missing no more than 7 days within the school year.
- Hamilton students will demonstrate respect for the Hamilton school community.
- Students will check their CANVAS page daily ESPECIALLY when absent.
- Students will share the CANVAS pairing code with their parent/guardian.

Hamilton Parents/Guardians

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

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

Advisory Teacher Signature and Date

Parent/Guardian's Signature and Date

Student's Signature and Date

Approved by SSC on October 28, 2024

Hamilton Middle School - A Community Centered School

Learn - Encourage - Accountable - Determined

LEAD like a Wolverine

2024-2025 Compact entre Hogar-Escuela

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

Personal de Hamilton Middle School

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

Estudiantes de Hamilton

- Los estudiantes se vestirán apropiadamente en todo momento cumpliendo con la política de uniformes de la escuela.
- Los estudiantes leerán en casa diariamente durante 20 a 30 minutos.
- Los estudiantes llevarán materiales a clase diariamente.
- Los estudiantes seguirán las reglas del salón de clases, la escuela y el distrito y llegarán a clase a tiempo.
- Los estudiantes completarán todas las tareas de clase y en casa.
- Todos los teléfonos celulares y dispositivos electrónicos estarán apagados y ocultos durante el día escolar.
- Los estudiantes asistirán el 96% del año escolar para estar listos para la escuela secundaria y no faltarán más de 7 días dentro del año escolar.
- Los estudiantes de Hamilton demostrarán respeto por la comunidad escolar de Hamilton.
- Los estudiantes revisarán su página CANVAS diariamente ESPECIALMENTE cuando estén ausentes.
- Los estudiantes compartirán el código para ser observador en CANVAS con sus padres/tutores.

Padres de Estudiantes de Hamilton /Tutores

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

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

Firma de Maestro de Advisory y Fecha

Firma de Padres/Tutores y Fecha

Firma de Estudiante y Fecha

Aprobado por SSC Octubre 28, 2024



Hamilton Middle School Family Involvement Guidelines

2024-2025

As a school that receives Title I, Part A (Title I) funds, Hamilton has developed jointly with the members of the School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section III8(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Hamilton's expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Hamilton agrees to implement the following requirements:

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



PART II.

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

I. Hamilton will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section III8(b) of the ESEA.

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



iii. Oral and written translations are made available upon request.

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

- SSC & ELAC meeting
- School Website
- Annual Title I Meeting
- Main Office
- Back to School Night and Open House
- Parent/Guardian Meetings

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

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

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

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

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

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



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

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

7. Hamilton will submit to the district any family comments if the schoolwide plan under section (III4) (b) (2) is not satisfactory to families of participating children:

- At School site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH-STUDENT ACADEMIC ACHIEVEMENT

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

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



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

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

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

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

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

- Family Workshops
- Parenting Classes

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

- Teacher/Staff In-services
- Resource Information

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



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

PART IV.

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section III8(e) of the ESEA:

- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- training families to enhance the involvement of other families; 3
- adopting and implementing model approaches to improving family involvement;
- establishing a district-wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section III8 of the ESEA, as families may request.

PART V. ADOPTION

Hamilton's Family Involvement Guidelines have been developed jointly with and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on **10/28/2024** and will be in effect between 2024-2025 school year. The school will distribute the Guidelines to all families on or before **11/22/24**. Hamilton, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Signature of Principal

Date

Revised: October 28, 2024



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

PART IV.

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families’ capacity for involvement in the school to support their children’s academic achievement, such as the following discretionary activities listed under section III8(e) of the ESEA:

- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- training families to enhance the involvement of other families; 3
- adopting and implementing model approaches to improving family involvement;
- establishing a district-wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section III8 of the ESEA, as families may request.

**PART V.
ADOPTION**

Hamilton’s Family Involvement Guidelines have been developed jointly with and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on **10/28/2024** and will be in effect between 2024-2025 school year. The school will distribute the Guidelines to all families on or before **11/22/24**. Hamilton, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

_____ Signature of Principal

_____ Date

Revised: October 28, 2024



**Pautas de Participación Familiar de la Secundaria Hamilton
2024-2025**

Como escuela que recibe fondos del Título I, Parte A (Título I), Hamilton ha desarrollado junto con los miembros del Consejo Escolar y distribuido a las familias de los niños participantes, Pautas de participación escolar y familiar, que contienen información requerida por la sección III18(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen las expectativas de Hamilton para la participación familiar y describen cómo la escuela implementará una serie de actividades específicas de participación familiar. El Pacto Hogar-Escuela está incorporado a las Pautas de participación escolar y familiar.

PARTE I

Hamilton se compromete a implementar los siguientes requisitos:

- Desarrollar y distribuir conjuntamente a las familias de los niños participantes, Pautas de participación escolar familiar que la escuela y las familias de los niños participantes acuerden.
- Notificar a las familias sobre las Pautas para la participación familiar en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a las familias en un idioma que la familia pueda entender.
- Poner a disposición de la comunidad local las Directrices para la participación escolar y familiar.
- Actualizar periódicamente las Pautas de participación escolar y familiar para satisfacer las necesidades cambiantes de las familias y la escuela.
- Adoptar el pacto entre el hogar y la escuela de la escuela como un componente de sus Pautas de Participación Escolar y Familiar.
- Acepta regirse por la siguiente definición legal de participación familiar y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:



PARTE II.

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

I. Hamilton tomará las siguientes acciones para involucrar a las familias en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación escolar familiar y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección III8 (b) de la ESEA. .

- Asistencia a una de las capacitaciones del distrito o de la escuela. Los temas incluyen:
 - i. Responsabilidades y funciones del SSC y sus miembros
 - ii. Composición de SSC
 - iii. Consideraciones presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel del ELAC y otros comités asesores
- Planifique una reunión con los miembros del SSC y ELAC para revisar las pautas del año anterior y las actividades de participación familiar descritas en el Plan Único para el Rendimiento Estudiantil.
 - i. Invite a otras familias y partes interesadas a asistir a la reunión.
 - ii. Anuncie en el boletín del Título I, en la noche de regreso a clases, a través de parent messenger, etc.
- Durante las Juntas
 - i. Revisar el Plan Único para el Rendimiento Estudiantil y, como grupo, anotar los cambios y hacer ajustes (eliminaciones o adiciones) según sea necesario.
 - ii. Redactar o actualizar las pautas de participación familiar y los pactos entre el hogar y la escuela
 - iii. Traducciones orales y escritas están disponibles a pedido.



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

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

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

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

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

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

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

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

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



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

7. Hamilton presentará al distrito cualquier comentario familiar si el plan escolar según la sección (III4) (b) (2) no es satisfactorio para las familias de los niños participantes:

- En las reuniones del consejo escolar

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

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

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

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

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



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

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

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

- Talleres Familiares
- Clases de Educar

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

- Servicios de maestros/personal
- Información de recursos

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

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



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

Las Pautas para la participación escolar y familiar pueden incluir párrafos adicionales que enumeren y describan otras actividades discrecionales que la escuela, en consulta con sus familias, decida realizar para desarrollar la capacidad de participación de las familias en la escuela para apoyar el rendimiento académico de sus hijos, como las siguientes actividades discrecionales actividades enumeradas en la sección IIII8(e) de ESEA:

- proporcionar la capacitación necesaria en alfabetización para las familias con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiamiento razonablemente disponibles para esa capacitación;
- formar a las familias para mejorar la participación de otras familias; 3
- adoptar e implementar enfoques modelo para mejorar la participación familiar;
- establecer un consejo asesor familiar (DCAC) en todo el distrito para brindar asesoramiento sobre todos los asuntos relacionados con la participación familiar en los programas del Título I, Parte A;
- desarrollar funciones apropiadas para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación familiar; y
- proporcionar otro apoyo razonable para las actividades de participación familiar según la sección IIII8 de ESEA, según lo soliciten las familias.

**PARTE V.
ADOPCIÓN**

Las Pautas de participación familiar de Hamilton han sido desarrolladas conjuntamente y acordadas por familias de niños que participan en programas del Título I, Parte A. Las pautas fueron adoptadas por los miembros del Consejo Escolar del sitio el 10/28/2024 y estarán vigentes entre el año escolar 2024-2025. La escuela distribuirá las Pautas a todas las familias el 11/22/24 o antes. Hamilton, cuando sea posible, proporcionará una copia de estas pautas a las familias en un idioma que la familia pueda entender.

Firma del Director

Fecha

NOV. 1, 2024

Versión Revisada: 10/28/2024



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

Las Pautas para la participación escolar y familiar pueden incluir párrafos adicionales que enumeren y describan otras actividades discrecionales que la escuela, en consulta con sus familias, decida realizar para desarrollar la capacidad de participación de las familias en la escuela para apoyar el rendimiento académico de sus hijos, como las siguientes actividades discrecionales actividades enumeradas en la sección III8(e) de ESEA:

- proporcionar la capacitación necesaria en alfabetización para las familias con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiamiento razonablemente disponibles para esa capacitación;
- formar a las familias para mejorar la participación de otras familias; 3
- adoptar e implementar enfoques modelo para mejorar la participación familiar;
- establecer un consejo asesor familiar (DCAC) en todo el distrito para brindar asesoramiento sobre todos los asuntos relacionados con la participación familiar en los programas del Título I, Parte A;
- desarrollar funciones apropiadas para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación familiar; y
- proporcionar otro apoyo razonable para las actividades de participación familiar según la sección III8 de ESEA, según lo soliciten las familias.

**PARTE V.
ADOPCIÓN**

Las Pautas de participación familiar de Hamilton han sido desarrolladas conjuntamente y acordadas por familias de niños que participan en programas del Título I, Parte A. Las pautas fueron adoptadas por los miembros del Consejo Escolar del sitio el 10/28/2024 y estarán vigentes entre el año escolar 2024-2025. La escuela distribuirá las Pautas a todas las familias el 11/22/24 o antes. Hamilton, cuando sea posible, proporcionará una copia de estas pautas a las familias en un idioma que la familia pueda entender.

Firma del Director _____ Fecha _____

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