



# School Plan for Student Achievement (SPSA) Template

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

| School Name                | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|----------------------------|-----------------------------------|----------------------------------------|---------------------------|
| Hamilton Elementary School | 19-64881-6021612                  | 5/8/25                                 |                           |

## Purpose and Description

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

Schoolwide Program

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

Hamilton Elementary School aligns its goals with the Pasadena Unified School District’s LCAP to meet ESSA requirements by focusing on student achievement in English Language Arts and Math through evidence-based instructional practices and targeted professional development. The school also addresses ESSA priorities through initiatives that strengthen family engagement, improve attendance, and provide behavioral and social-emotional supports—all of which are integrated into the broader LCAP goals and supported by federal, state, and local programs.

# Educational Partner Involvement

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

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

Creating our SPSA is a collaborative process involving district staff, site staff, and educational stakeholders. The plan was developed through a series of meetings with staff, the MTSS team, and the School Site Council (SSC). Our SSC met on April 30, 2025 to review initial data and provide input. The final draft of the SPSA was reviewed and approved by the SSC on May 28, 2025. Throughout the process, SSC members and other stakeholders actively engaged in reviewing data, identifying priorities, and shaping the SPSA goals.

## Resource Inequities

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

As a result of the needs assessment, Hamilton Elementary identified resource inequities related to access to academic intervention support. Some students, particularly English Learners and those with IEPs, have limited access to consistent small group instruction due to staffing constraints. In addition, the school has an ongoing need for more SELteacher training support to address student social-emotional and behavioral needs. These inequities are being addressed through targeted use of Title I funds, LCAP actions, and strategic staffing.

## School Vision and Mission

### Hamilton Elementary Mission Statement

At Hamilton Elementary, we nurture, inspire, and challenge every student to become a confident, creative, and successful leader of tomorrow. Through a strong partnership among teachers, staff, families, and the community, we are committed to fostering academic excellence, character development, and a lifelong love of learning.

### Hamilton Elementary Vision Statement

We envision a school where all students have access to a rigorous, engaging, and well-rounded education. By integrating academic, social-emotional, and creative learning experiences, we empower students to become innovative problem solvers, responsible citizens, and compassionate leaders in the 21st century. Our shared efforts aim to close achievement gaps and ensure that every child reaches their fullest potential in a safe, inclusive, and supportive environment.

## School Profile

### Hamilton Elementary School – School Profile 2024–2025

Hamilton Elementary School, located in the southern region of Pasadena, is one of 14 elementary schools in the Pasadena Unified School District. Serving approximately 482 students in grades K–5 and 40 preschool students, Hamilton is a neighborhood school that also welcomes families through open enrollment. The school is proud of its diversity, with students speaking more than 16 home languages and representing a wide range of backgrounds.

### Demographics

English Learners: 11.8%

Foster Youth: 0.8%

Homeless: 0.2%

Socioeconomically Disadvantaged: 51.5%

Students with Disabilities: 12.4%

Race/Ethnicity Breakdown:

African American: 7.5%

Asian: 11%

Filipino: 3.3%

Hispanic/Latino: 43.4%

Two or More Races: 10%

White: 23.4%

Staff and Programs

Hamilton has a dedicated team that includes:

19 General Education Teachers (PK–5)

2 Special Day Class Teachers

2 Resource Specialist

.60 Intervention Teachers

1 Instructional Coach

1 RTI Wellness Coach

1 Speech and Language Specialist

1 School Psychologist (80%)

1 Health Clerk (75%)

1 Librarian (50%)

1 Nurse (20%)

5 Special Education Aides

Office, cafeteria, and custodial support staff

Therapists from Foothill Family Services

Principal and clerical support staff

1 STEM Lab Coordinator

After-school programs include LEARNs and the City of Pasadena Parks and Recreation Program.

Instructional Programs and Curriculum

Hamilton emphasizes academic achievement through a strong instructional foundation, enriched with arts, social-emotional learning, and technology. The school follows the California Common Core Standards and uses a variety of assessments to guide instruction and interventions. Instructional data is reviewed regularly in grade-level teams, student study teams, and vertical planning teams in ELA, math, and science.

Hamilton integrates Response to Intervention (RTI) for both academics and behavior. Students receive small group and one-on-one support through in-class push-in, and pull-out instruction, particularly in ELA and Math using i-Ready and other evidence-based programs.

Students benefit from:

Access to a STEM Lab, led by the STEM Lab Coordinator, where they engage in hands-on, inquiry-based learning activities aligned to science, technology, engineering, and math standards

One-to-one Chromebooks in every classroom

Weekly library visits and access to literature via the Birthday Book Club and Book Fairs

Second Step SEL curriculum, PBIS strategies

Weekly Art, Music, and Physical Education classes are provided to all students, taught by specialized instructors who support the development of creativity, expression, and physical well-being as part of a well-rounded education.

Community resources such as Pasadena City College, Caltech, local libraries, and museums

#### School Structure

Hamilton offers a comprehensive grade-level structure:

1 Transitional Kindergarten

1 Pre-Kindergarten (AM/PM)

3 Classes each of Kindergarten through Third Grade

3 Fourth Grade Classes

2 Fifth Grade Classes

1 SDC Class (Grades TK-2)

1 SDC Class (Grades 3–5)

#### Community and Parent Engagement

Hamilton maintains strong family and community partnerships. The PTA supports school programs and community-building activities. An Annual Fund Committee helps fund technology and library needs. Parents actively participate in school events, classroom support, and decision-making through the School Site Council (SSC) and room parent network.

In addition, Hamilton is supported by active parent groups including the African American Parent Council (AAPC) and the English Learner Advisory Committee (ELAC), which work collaboratively with school leadership to advocate for student achievement, equity, and family engagement.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

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

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 21-22              | 22-23 | 23-24 |
| Transitional Kindergarten         | 0                  | 0     | 0     |
| Kindergarten                      | 92                 | 72    | 72    |
| Grade 1                           | 78                 | 87    | 69    |
| Grade 2                           | 90                 | 71    | 89    |
| Grade3                            | 77                 | 91    | 77    |
| Grade 4                           | 90                 | 77    | 92    |
| Grade 5                           | 80                 | 84    | 77    |
| Total Enrollment                  | 507                | 482   | 504   |

### Conclusions based on this data:

- Hispanic student enrollment remains the largest demographic group, with slight growth.  
This year: 224 Hispanic students (42.67%)  
Last year: 214 Hispanic students  
Conclusion: The Hispanic student population has increased slightly, maintaining its position as the largest demographic at Hamilton. This growth suggests continued strong representation from this community in the school's neighborhood and open enrollment zones.
- White student enrollment has decreased, while the percentage of students identifying as Multiple Races has increased.  
White students:  
This year: 103 (19.62%)

Last year: 104

Multiple Races:

This year: 67 (12.76%)

Last year: 61 (12.10)

Conclusion: The total number of White students remained stable, but a notable increase in students identifying as Mixed/Multiple Races may reflect evolving self-identification or demographic shifts in the community.

3. African American and Filipino student populations have slightly declined, while Asian enrollment remains relatively steady.

African American:

This year: 42 (8.00%)

Last year: 41

Asian:

This year: 52 (9.90%)

Last year: 56

Filipino:

This year: 13 (2.48%)

Last year: 19

Conclusion: While the number of African American students stayed consistent, Filipino student enrollment decreased by nearly a third. The Asian student population declined slightly.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|-----------------------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|                                               | 21-22              | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 |
| English Learners                              | 65                 | 57    | 63    | 11.2%               | 12.8% | 12.5% |
| Fluent English Proficient (FEP)               | 67                 | 50    | 49    | 15.3%               | 13.2% | 9.7%  |
| Reclassified Fluent English Proficient (RFEP) | 8                  | 5     |       | 20.0%               | 12.3% |       |

### Conclusions based on this data:

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

# School and Student Performance Data

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

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

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

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

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

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

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

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

#### Conclusions based on this data:

- Socioeconomically disadvantaged students showed a small decline, while English learners maintained a relatively steady performance.

Socioeconomically Disadvantaged:  
Current Year: -10.2  
Prior Year: 1.5  
Conclusion: Socioeconomically disadvantaged students saw a decline in performance, reflecting a loss of -11.7 points. This group requires targeted resources and strategies to mitigate the impact of socio-economic challenges.

English Learners:  
Current Year: -32.1  
Prior Year: -31.2  
Conclusion: English Learners maintained relatively steady performance, with only a minimal change of -0.9. However, the group remains below standard and requires continued support to ensure academic growth.
- Asian students showed a significant decline in performance, while African American students saw improvement.

Asian Students:  
Current Year: 98.2  
Prior Year: 115.1  
Conclusion: Asian students experienced a notable decline in performance, with a decrease of 16.9 points, moving from a "Very High" status to a "Declined Significantly" status.

African American Students:  
Current Year: -10.6  
Prior Year: -23.1  
Conclusion: In contrast, African American students showed improvement, with an increase in performance by 12.5 points. This positive change highlights progress and potential areas for further enhancement.
- Students with Disabilities experienced the most significant decline in performance.

Current Year: Average distance from standard = -88.1  
Prior Year: -83.9  
Conclusion: The performance of students with disabilities saw a significant decline, with a loss of 4.2 points from the previous year. This group also received a "Very Low" status and requires focused attention to improve outcomes, potentially through more targeted interventions and support.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                      | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                                                                          | 40.54            | 35.96 | 40.54 | 44.59                 | 34.83 | 31.08 | 14.86            | 29.21 | 28.38 |
| Grade 4                                                                                                                          | 26.14            | 35.62 | 26.67 | 50.00                 | 46.58 | 51.11 | 23.86            | 17.81 | 22.22 |
| Grade 5                                                                                                                          | 20.51            | 23.81 | 26.76 | 43.59                 | 44.05 | 47.89 | 35.90            | 32.14 | 25.35 |
| All Grades                                                                                                                       | 28.75            | 31.71 | 31.06 | 46.25                 | 41.46 | 43.83 | 25.00            | 26.83 | 25.11 |

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

### Conclusions based on this data:

1. Students with Disabilities experienced the most significant decline in performance.  
Current Year: -124  
Prior Year: -98.6  
Conclusion: Students with disabilities showed a substantial decline in performance, with an average decrease of 25.4 points. This group now holds a "Very Low" status and has a significant negative impact on the overall performance. Focused interventions and support systems will be critical to addressing the challenges faced by this student group.
2. English Learners and Hispanic students both showed improvement, but remain below standard.  
English Learners:  
Current Year: -29.9  
Prior Year: -51.4  
Conclusion: English learners demonstrated significant improvement, increasing by 21.5 points from the previous year. Although this is a positive change, they are still performing below the expected standard and will need ongoing support for continued progress.  
Hispanic Students:  
Current Year: -33.8  
Prior Year: -39.6  
Conclusion: Hispanic students also showed an improvement with a 5.8-point gain, but still remain below the standard. Continued efforts should focus on providing additional academic resources and interventions.
3. High-performing groups (All Students, White, and Asian) showed a decline, despite maintaining high performance.  
All Students:  
Current Year: 4.4  
Prior Year: 4.2  
Conclusion: Overall, the performance of all students remained stable, with a slight increase in their average distance from the standard. However, this still reflects a positive overall standing, with a "High" status.  
White Students:  
Current Year: 60.3  
Prior Year: 63.9  
Conclusion: White students, despite being in the "Very High" category, experienced a decline in performance by 3.6 points.  
Asian Students:  
Current Year: 82  
Prior Year: 96.2  
Conclusion: Asian students, while remaining in the "Very High" category, showed a notable decline of 14.2 points.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|----------------------------------------------------------------------------------------------|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level                                                                                  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|                                                                                              | 21-22   | 22-23  | 23-24  | 21-22         | 22-23  | 23-24  | 21-22            | 22-23  | 23-24  | 21-22                     | 22-23 | 23-24 |
| K                                                                                            | *       | *      | 1425.6 | *             | *      | 1435.2 | *                | *      | 1402.9 | 7                         | 7     | 14    |
| 1                                                                                            | 1438.0  | *      | *      | 1461.3        | *      | *      | 1414.1           | *      | *      | 11                        | 4     | 6     |
| 2                                                                                            | 1470.7  | 1456.1 | *      | 1474.2        | 1480.2 | *      | 1466.5           | 1431.5 | *      | 13                        | 11    | 6     |
| 3                                                                                            | *       | 1494.9 | 1504.4 | *             | 1510.6 | 1525.1 | *                | 1478.8 | 1483.2 | 7                         | 11    | 11    |
| 4                                                                                            | 1487.4  | *      | *      | 1490.9        | *      | *      | 1483.5           | *      | *      | 11                        | 8     | 10    |
| 5                                                                                            | *       | *      | *      | *             | *      | *      | *                | *      | *      | 8                         | 10    | 8     |
| All Grades                                                                                   |         |        |        |               |        |        |                  |        |        | 57                        | 51    | 55    |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                     | *       | *     | 21.43 | *       | *     | 21.43 | *       | *     | 42.86 | *       | *     | 14.29 | *                        | *     | 14    |
| 1                                                                                     | 18.18   | *     | *     | 18.18   | *     | *     | 36.36   | *     | *     | 27.27   | *     | *     | 11                       | *     | *     |
| 2                                                                                     | 7.69    | 9.09  | *     | 53.85   | 27.27 | *     | 23.08   | 36.36 | *     | 15.38   | 27.27 | *     | 13                       | 11    | *     |
| 3                                                                                     | *       | 18.18 | 36.36 | *       | 27.27 | 36.36 | *       | 54.55 | 9.09  | *       | 0.00  | 18.18 | *                        | 11    | 11    |
| 4                                                                                     | 0.00    | *     | *     | 27.27   | *     | *     | 54.55   | *     | *     | 18.18   | *     | *     | 11                       | *     | *     |
| 5                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades                                                                            | 10.53   | 11.76 | 29.09 | 29.82   | 35.29 | 29.09 | 38.60   | 39.22 | 29.09 | 21.05   | 13.73 | 12.73 | 57                       | 51    | 55    |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                        | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                    | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                  | *       | *     | 21.43 | *       | *     | 21.43 | *       | *     | 50.00 | *       | *     | 7.14  | *                        | *     | 14    |
| 1                                                                                  | 36.36   | *     | *     | 9.09    | *     | *     | 36.36   | *     | *     | 18.18   | *     | *     | 11                       | *     | *     |
| 2                                                                                  | 30.77   | 27.27 | *     | 38.46   | 27.27 | *     | 15.38   | 27.27 | *     | 15.38   | 18.18 | *     | 13                       | 11    | *     |
| 3                                                                                  | *       | 36.36 | 72.73 | *       | 45.45 | 9.09  | *       | 18.18 | 0.00  | *       | 0.00  | 18.18 | *                        | 11    | 11    |
| 4                                                                                  | 27.27   | *     | *     | 45.45   | *     | *     | 27.27   | *     | *     | 0.00    | *     | *     | 11                       | *     | *     |
| 5                                                                                  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades                                                                         | 26.32   | 37.25 | 50.91 | 35.09   | 37.25 | 21.82 | 22.81   | 17.65 | 18.18 | 15.79   | 7.84  | 9.09  | 57                       | 51    | 55    |

| <b>Written Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                         | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                                     | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>                                                                                            | *       | *     | 14.29 | *       | *     | 21.43 | *       | *     | 50.00 | *       | *     | 14.29 | *                        | *     | 14    |
| <b>1</b>                                                                                            | 9.09    | *     | *     | 18.18   | *     | *     | 18.18   | *     | *     | 54.55   | *     | *     | 11                       | *     | *     |
| <b>2</b>                                                                                            | 0.00    | 0.00  | *     | 46.15   | 18.18 | *     | 23.08   | 27.27 | *     | 30.77   | 54.55 | *     | 13                       | 11    | *     |
| <b>3</b>                                                                                            | *       | 0.00  | 0.00  | *       | 36.36 | 27.27 | *       | 27.27 | 36.36 | *       | 36.36 | 36.36 | *                        | 11    | 11    |
| <b>4</b>                                                                                            | 0.00    | *     | *     | 9.09    | *     | *     | 54.55   | *     | *     | 36.36   | *     | *     | 11                       | *     | *     |
| <b>5</b>                                                                                            | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| <b>All Grades</b>                                                                                   | 3.51    | 1.96  | 7.27  | 19.30   | 21.57 | 30.91 | 40.35   | 41.18 | 34.55 | 36.84   | 35.29 | 27.27 | 57                       | 51    | 55    |

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

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

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

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

#### Conclusions based on this data:

1. The English Learners group maintained a 100% participation rate in both the current and prior years, with no students falling below the 95% participation threshold. The number of students tested remained consistent across both years, indicating stable engagement in the ELPAC assessments.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

| 2023-24 Student Population                                       |                                                                                                                                  |                                                                                                                                                              |                                                             |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                                 | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 504                                                              | 50.2%                                                                                                                            | 12.5%                                                                                                                                                        | 0.4%                                                        |
| Total Number of Students enrolled in Hamilton Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 63    | 12.5%      |
| Foster Youth                                      | 2     | 0.4%       |
| Homeless                                          | 3     | 0.6%       |
| Socioeconomically Disadvantaged                   | 253   | 50.2%      |
| Students with Disabilities                        | 75    | 14.9%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 41    | 8.1%       |
| American Indian              | 0     | 0.0%       |
| Asian                        | 56    | 11.1%      |
| Filipino                     | 19    | 3.8%       |
| Hispanic                     | 214   | 42.5%      |
| Two or More Races            | 61    | 12.1%      |
| Pacific Islander             | 0     | 0.0%       |
| White                        | 104   | 20.6%      |

### Conclusions based on this data:

1. The school has a 12.5% population of English Learners (ELs) who will need targeted language development support in both English and academic subjects. Additionally, 14.9% of students have disabilities, indicating a need

for differentiated instruction and specialized services to ensure all students, including those with special needs, have access to equitable educational opportunities.

2. The number of foster youth (0.4%) and homeless students (0.6%) is relatively low at Hamilton Elementary, but these students require focused attention and individualized support to ensure their emotional and academic well-being, especially considering the challenges these groups face. Tailored interventions, counseling, and community resources will be important to ensure their success in school.
3. A significant portion of the student body at Hamilton Elementary, 50.2%, is socioeconomically disadvantaged, which is a notable factor in addressing educational needs and resources. This group is likely to require additional academic and social support services to bridge achievement gaps. Additionally, Hamilton has a diverse student population, with 42.5% Hispanic, 20.6% White, African American (8.1%) and Asian (11.1%) students,

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



### 2024 Fall Dashboard Overall Performance for All Students

| Academic Performance                                                                                                                               | Academic Engagement                                                                                                                            | Conditions & Climate                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div></div> <div>Green</div>    | <div>Chronic Absenteeism</div> <div></div> <div>Yellow</div> | <div>Suspension Rate</div> <div></div> <div>Green</div> |
| <div>Mathematics</div> <div></div> <div>Green</div>             |                                                                                                                                                |                                                                                                                                             |
| <div>English Learner Progress</div> <div></div> <div>Blue</div> |                                                                                                                                                |                                                                                                                                             |

### Conclusions based on this data:

1. Hamilton Elementary earned a Green status for "All Students" in ELA, indicating high performance, though the average distance from standard (DFS) declined by 7.7 points from the previous year. While overall proficiency remains strong, the breakdown by student group reveals significant disparities: Students with Disabilities are in the Red (Very Low) status with a DFS of -88.1, reflecting a continued decline and indicating urgent need for targeted academic and instructional support.

English Learners and Socioeconomically Disadvantaged students remain in the Orange (Low) range, showing either maintenance or decline.

In contrast, Asian and White students performed at Very High levels (DFS 98.2 and 66.9, respectively), though both groups saw notable declines in growth.

2. Hamilton Elementary achieved a Green status in mathematics for All Students, maintaining a High performance level with a current average distance from standard (DFS) of +4.4 points. However, this overall success conceals persistent achievement gaps across student groups:  
English Learners made a significant improvement, increasing from -51.4 to -29.9 DFS, reflecting effective instructional strategies for this group.  
Despite this, Students with Disabilities declined sharply from -98.6 to -124, placing them in the Red (Very Low) status and highlighting an urgent need for specialized math intervention and support.  
Socioeconomically Disadvantaged and Hispanic students remained in the Low range (Orange and Yellow), although Hispanic students showed notable improvement.  
Conversely, Asian and White students maintained Very High status, with DFS scores of 82 and 60.3, respectively, though both groups experienced a performance decline.
3. Hamilton Elementary achieved a Blue rating—the highest performance level—on the English Learner Progress Indicator, with 66.7% of English Learners demonstrating growth on the Summative ELPAC or maintaining the highest proficiency level (Level 4). This marks a significant increase of 11.9 percentage points compared to the prior year's rate of 54.8%, moving the school from High to Very High status.  
Key data highlights:  
25 students progressed at least one ELPI level.  
1 student maintained Level 4.  
Only 8 students declined an ELPI level.  
The improvement reflects targeted efforts in designated and integrated ELD instruction, as well as strategic interventions and monitoring of EL student progress.  
This substantial gain indicates that Hamilton's English Learner support systems are not only effective but accelerating student language acquisition and academic readiness.

# School and Student Performance Data

## Academic Performance English Language Arts

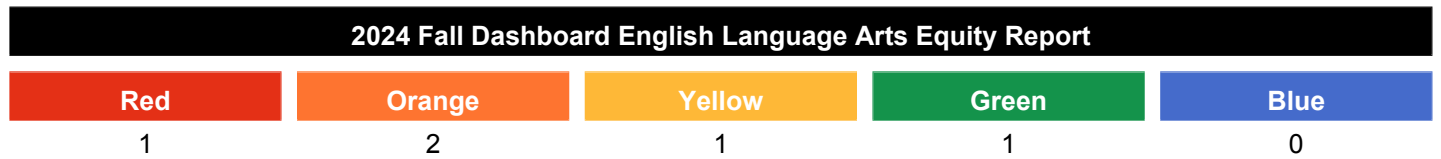
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group                                                                                                                                                 |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>28.0 points above standard</div> <div>Declined 7.7 points</div> <div>234 Students</div> | <div>English Learners</div> <div></div> <div>Orange</div> <div>32.1 points below standard</div> <div>Maintained 0.9 points</div> <div>36 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                                |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                         | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>                                  | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>10.2 points below standard</div> <div>Declined 11.7 points</div> <div>135 Students</div> |

|                                                                                                                                                                                                            |                                                                                                                                                                                                            |                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Red<br>88.1 points below standard<br>Declined 4.2 points<br>37 Students          | <b>African American</b><br><br>No Performance Color<br>10.6 points below standard<br>Increased 12.5 points<br>21 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                    |
| <b>Asian</b><br><br>No Performance Color<br>98.2 points above standard<br>Declined 16.9 points<br>25 Students             | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students<br>9 Students                                        | <b>Hispanic</b><br><br>Yellow<br>3.8 points below standard<br>Maintained 1.0 points<br>103 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>19.9 points above standard<br>Declined 48.8 points<br>24 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                         | <b>White</b><br><br>Green<br>66.9 points above standard<br>Declined 34.6 points<br>51 Students      |

#### Conclusions based on this data:

1. Hamilton Elementary School earned a Green rating for All Students in English Language Arts, indicating high overall academic performance. Students scored an average of 28 points above the standard, although this represents a decline of 7.7 points from the prior year. While performance remains commendable, the slight drop suggests a need to reinforce core instructional strategies to maintain progress.
2. Significant achievement gaps remain for several student subgroups. Students with Disabilities scored 88.1 points below standard and were rated Red (Very Low), showing further decline from last year. English Learners and Socioeconomically Disadvantaged students also performed below standard (Orange, Low), with minimal or declining growth.
3. African American students demonstrated a positive gain in English Language Arts, increasing their average score by 12.5 points compared to the prior year. Although the group remains in the Low status range, this upward trend indicates that strategic interventions may be contributing to improved outcomes.

# School and Student Performance Data

## Academic Performance Mathematics

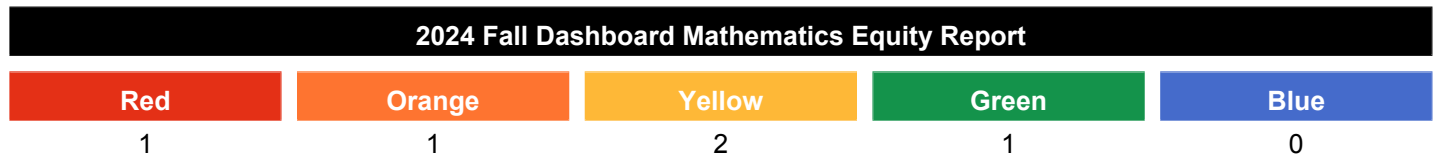
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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



This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                                                                            |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>4.4 points above standard</div> <div>Maintained 0.2 points</div> <div>235 Students</div> | <div>English Learners</div> <div></div> <div>Yellow</div> <div>29.9 points below standard</div> <div>Increased 21.5 points</div> <div>37 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                                 |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                          | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>                                  | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>32.5 points below standard</div> <div>Maintained 0.9 points</div> <div>136 Students</div> |

|                                                                                                                                                                                                           |                                                                                                                                                                                                          |                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Red<br>124.0 points below standard<br>Declined 25.4 points<br>37 Students       | <b>African American</b><br><br>No Performance Color<br>35.1 points below standard<br>Declined 4.3 points<br>21 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                    |
| <b>Asian</b><br><br>No Performance Color<br>82.0 points above standard<br>Declined 14.2 points<br>25 Students            | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students<br>9 Students                                      | <b>Hispanic</b><br><br>Yellow<br>33.8 points below standard<br>Increased 5.8 points<br>104 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>5.5 points below standard<br>Declined 44.8 points<br>24 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                       | <b>White</b><br><br>Green<br>60.3 points above standard<br>Declined 3.7 points<br>51 Students       |

#### Conclusions based on this data:

1. Hamilton Elementary maintained a Green rating for All Students in Mathematics, with students performing 4.4 points above the standard—a slight improvement from the previous year. This consistent high performance reflects strong foundational math instruction across grade levels.
2. English Learners made significant gains, improving their average score by 21.5 points from the previous year (from -51.4 to -29.9), earning a Yellow rating. While performance is still below standard, this progress highlights the positive impact of targeted supports and the potential to close the achievement gap with sustained intervention.
3. Students with Disabilities experienced a significant decline, dropping to -124 points below standard and earning a Red (Very Low) status. Similarly, Socioeconomically Disadvantaged students and African American students remain in the Low status range. These trends indicate a need for more effective differentiated instruction, tailored to underserved groups.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

| 2024 Fall Dashboard English Learner Progress Indicator                                    |                                                                                                             |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| English Learner Progress                                                                  | Long-Term English Learner Progress                                                                          |
| <br>Blue | <br>No Performance Color |
| 66.7% making progress.                                                                    | making progress.                                                                                            |
| Number Students: 39 Students                                                              | Number Students: 0 Students                                                                                 |

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

| 2024 Fall Dashboard Student English Language Acquisition Results |                                            |                         |                                    |
|------------------------------------------------------------------|--------------------------------------------|-------------------------|------------------------------------|
| Decreased One ELPI Level                                         | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 12.8%                                                            | 20.5%                                      | 2.6%                    | 64.1%                              |

### Conclusions based on this data:

- Hamilton Elementary achieved a Blue rating (Very High status) with 66.7% of English Learners showing progress—an 11.9 percentage point increase from the prior year (54.8%). This indicates a significant improvement in English language development and reflects the effectiveness of language instruction and support services.
- Out of 39 English Learners assessed, 25 students progressed an ELPI level on the Summative ELPAC, while only 5 declined, and no students showed lack of progress on the Alternate ELPAC. This shows that the vast majority of students are moving forward in their English proficiency, with minimal regression.
- The high rate of students improving or maintaining strong performance (e.g., 1 student maintained Level 4), suggests implementation of instructional strategies and consistent monitoring of EL learners' growth. These practices are effectively supporting language acquisition and academic readiness. EL Coach

# School and Student Performance Data

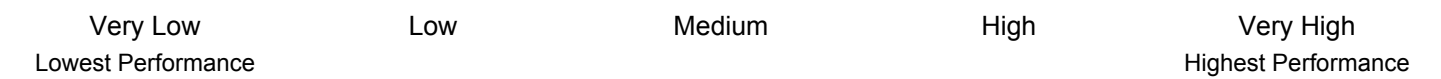
## Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



This section provides number of student groups in each level.



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

| 2024 Fall Dashboard College/Career Performance for All Students/Student Group |                  |                                 |
|-------------------------------------------------------------------------------|------------------|---------------------------------|
| All Students                                                                  | English Learners | Long-Term English Learners      |
| Foster Youth                                                                  | Homeless         | Socioeconomically Disadvantaged |
| Students with Disabilities                                                    | African American | American Indian                 |
| Asian                                                                         | Filipino         | Hispanic                        |
| Two or More Races                                                             | Pacific Islander | White                           |

Conclusions based on this data:  
1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group                                                                                                                                                       |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div><br/>Yellow</div> <div>11.3% Chronically Absent</div> <div>Declined 6.6</div> <div>512 Students</div>                    | <div>English Learners</div> <div><br/>Yellow</div> <div>15.2% Chronically Absent</div> <div>Declined 9.8</div> <div>66 Students</div>             | <div>Long-Term English Learners</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                    |
| <div>Foster Youth</div> <div><br/>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div> | <div>Homeless</div> <div><br/>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>7 Students</div> | <div>Socioeconomically Disadvantaged</div> <div><br/>Yellow</div> <div>17.3% Chronically Absent</div> <div>Declined 8</div> <div>260 Students</div> |

|                                                                                                                                                                                            |                                                                                                                                                                                          |                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Orange<br>23.4% Chronically Absent<br>Declined 13<br>94 Students | <b>African American</b><br><br>Orange<br>23.8% Chronically Absent<br>Declined 3.2<br>42 Students        | <b>American Indian</b><br><br>No Performance Color<br>0 Students                           |
| <b>Asian</b><br><br>Blue<br>1.7% Chronically Absent<br>Declined 7.5<br>58 Students                        | <b>Filipino</b><br><br>No Performance Color<br>15.8% Chronically Absent<br>Increased 9.5<br>19 Students | <b>Hispanic</b><br><br>Yellow<br>16.5% Chronically Absent<br>Declined 10.4<br>218 Students |
| <b>Two or More Races</b><br><br>Green<br>5.7% Chronically Absent<br>Declined 6.6<br>70 Students           | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                       | <b>White</b><br><br>Green<br>3.8% Chronically Absent<br>Declined 3.2<br>105 Students       |

#### Conclusions based on this data:

1. Hamilton Elementary reduced its overall chronic absenteeism rate from 18.0% to 11.3%, earning a Yellow rating with a “High” status level and a “Declined Significantly” change designation. This shows a strong schoolwide focus on improving attendance and student engagement.
2. Chronic absenteeism among English Learners dropped nearly 10 percentage points, and for Socioeconomically Disadvantaged students, it decreased by 8 percentage points. While both groups remain in the Yellow performance level, their decline signifies meaningful progress in reducing barriers to consistent school attendance.
3. Despite some improvement, Students with Disabilities (23.4%) and African American students (23.8%) continue to face high chronic absenteeism rates, both receiving an Orange rating. These figures indicate an ongoing need for targeted attendance interventions for these groups.

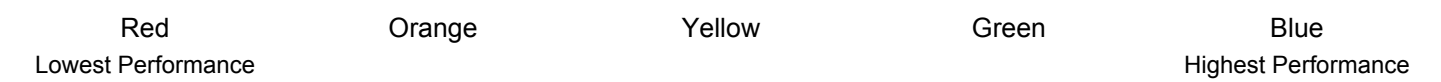
# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Graduation Rate for All Students/Student Group |                  |                                 |
|--------------------------------------------------------------------|------------------|---------------------------------|
| All Students                                                       | English Learners | Long-Term English Learners      |
| Foster Youth                                                       | Homeless         | Socioeconomically Disadvantaged |
| Students with Disabilities                                         | African American | American Indian                 |
| Asian                                                              | Filipino         | Hispanic                        |
| Two or More Races                                                  | Pacific Islander | White                           |

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

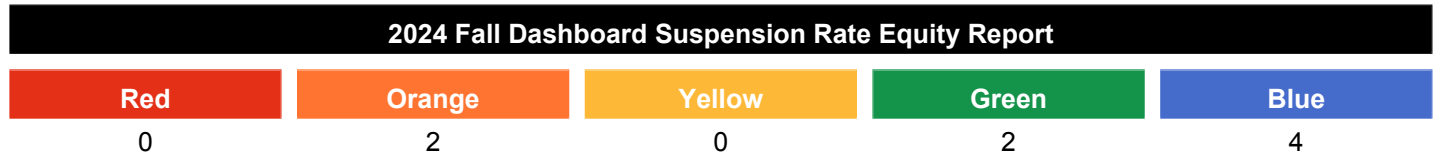
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group                                                                                                                                                                              |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>0.4% suspended at least one day</div> <div>Increased 0.4%</div> <div>518 Students</div>            | <div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>68 Students</div>         | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                              |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>8 Students</div> | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>0.4% suspended at least one day</div> <div>Increased 0.4%</div> <div>261 Students</div> |

|                                                                                                                                                                                                      |                                                                                                                                                                                               |                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Orange<br>1.1% suspended at least one day<br>Increased 1.1%<br>95 Students | <b>African American</b><br><br>Orange<br>2.4% suspended at least one day<br>Increased 2.4%<br>42 Students    | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                  |
| <b>Asian</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>60 Students                           | <b>Filipino</b><br><br>No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>19 Students | <b>Hispanic</b><br><br>Green<br>0.5% suspended at least one day<br>Increased 0.5%<br>220 Students |
| <b>Two or More Races</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>71 Students               | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                            | <b>White</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>106 Students        |

#### Conclusions based on this data:

1. Hamilton Elementary maintains very low suspension rates across most student groups, with an overall school suspension rate of 0.4%. While there was a slight increase in the suspension rate compared to the prior year, the increase is minimal and does not reflect a major trend of disciplinary issues within the school
2. Groups such as English Learners, Asian students, Filipino students, and White students all reported no suspensions in both the current and prior years, resulting in "Maintained" status. This suggests that these groups consistently show positive behavior and low suspension rates, which highlights the effectiveness of current school climate initiatives for these students.
3. Both Students with Disabilities (1.1%) and African American students (2.4%) saw increased suspension rates compared to the prior year. Although their rates are still relatively low compared to other schools, this increase warrants the need for continued supports to address disciplinary challenges within these student groups.

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 1

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

### Goal 1

Increase the percentage of all students meeting or exceeding grade-level standards in English Language Arts (ELA) by at least 5% as measured by iReady diagnostic assessments and CAASPP scores. Particular focus will be placed on accelerating growth for English Learners, Students with Disabilities, and socioeconomically disadvantaged students through the implementation of targeted small-group instruction, differentiated supports, and evidence-based literacy strategies.

### Identified Need

There is a critical need to improve English Language Arts (ELA) performance among specific student subgroups at our school. Recent data indicates significant achievement gaps, particularly among Students with Disabilities, who experienced a 4.2% decline and are currently performing at -88.1 points below standard (Very Low, Red status). English Learners also continue to underperform, with a distance from standard of -31.2, maintaining a Low status. While African American students showed some growth (+12.5%), they remain at -10.6 points below standard with Low performance status. Hispanic students saw a slight decline in performance, moving from -1.0 to -3.8 points below standard, maintaining a Medium status (Yellow). These trends highlight the ongoing need for targeted intervention and differentiated instruction to support historically underserved student groups and accelerate their progress toward proficiency in ELA.

### Annual Measurable Outcomes

| Metric/Indicator                | Baseline/Actual Outcome                                                                                                        | Expected Outcome                                                                                                                                                                                                                                                                              |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CAASPP scores in ELA grades 3-5 | Students with Disabilities Maintained a low score with a baseline score of -83.4 distance from standard.                       | CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -83.4 (Red) from 2024 by a total of 3 or more (to reach Orange) with a stretch goal of 15 or more (to reach Yellow) to end at -80.9 or higher by the end of the 2025-2026 school year. |
| CAASPP scores in ELA grades 3-5 | African American students showed some growth (+12.5%), they remain at -10.6 points below standard with Low performance status. | *Local educational agencies, schools, and student groups do not receive a Status level when there were less than 30 students during the 2024-2025 school year. African American Students will decrease their                                                                                  |

| Metric/Indicator                | Baseline/Actual Outcome                                                                                                       | Expected Outcome                                                                                                                                                                                                                                                                    |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 |                                                                                                                               | the baseline of -10.6 (no color) by a total of 3 or more points with a stretch growth of 15 or more to end at -7.6 or higher by the end of the 2025-2026 school year.                                                                                                               |
| CAASPP scores in ELA grades 3-5 | English Learners maintained, but continued to underperform, with a distance from standard of -31.2, maintaining a Low status. | CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -31.2 (Yellow) from 2024 by a total of 3 or more (to reach Green) with a stretch goal of 15 or more (to reach Blue) to end at -28.2 or higher by the end of the 2025-2026 school year. |

# Annual Review

## SPSA Year Reviewed: 2024-25

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

## ANALYSIS

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

The implemented strategies—including small group instruction, targeted interventions, and the use of data from iReady diagnostics—were carried out with fidelity across grade levels. These efforts supported students’ academic progress in ELA; however, performance data indicate that several student subgroups, particularly Students with Disabilities, English Learners, and African American students, continue to perform significantly below standard. While the strategies provided a foundation for academic support, the overall effectiveness was mixed. Gains among African American students (+12.5%) suggest some success, yet the continued underperformance in other subgroups highlights the need for more differentiated support moving forward.

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

There were no substantive differences between the planned actions and the actual implementation. All strategies and budgeted interventions, including instructional support staff, materials for small group instruction, and professional development, were implemented as intended.

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

While no significant changes will be made to the goal itself, adjustments will be made to enhance support for underperforming subgroups. These include increased frequency and monitoring of small group interventions and expanded use of formative assessments to inform instruction.

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

**Strategy/Activity 1**

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

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

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

**Strategy/Activity**

Students to be Served by this Strategy/Activity:  
All students, with targeted support for specific student groups including African American students, Students of Two or More Races, and Students with Disabilities.

Strategy/Activity Description:  
Provide differentiated small group instruction and targeted academic interventions during the instructional day and extended learning time (before/after school) to address the specific needs of underperforming student groups in English Language Arts (ELA). Teachers will use formative assessment data (e.g., iReady diagnostics) to identify student needs and tailor instruction accordingly. Additional support will include access to instructional aides, intervention specialists, and evidence-based literacy programs.

**Proposed Expenditures:**

Certificated Staff Time (ie: Intervention/Extended Learning, programs before and after school):  
\$3290

Instructional Aides: \$43820

Supplemental Curriculum Materials - Professional Development: \$4474

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s)                  |
|-----------|----------------------------|
| 43820     | Title I Part A: Allocation |
| 4474      | Title I Part A: Allocation |

## Strategy/Activity 2

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

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

All students, with focused support for African American students, Students of Two or More Races, and Students with Disabilities.

### Strategy/Activity

Identify and support students in need of Tier 2 interventions based on diagnostic assessment data in ELA and Math. A designated certificated staff member will provide targeted small-group instruction during the school day, focused on foundational reading skills and other identified areas of need. Students will be selected for intervention based on iReady and other formative assessment data. A substitute teacher can be used to provide classroom coverage to allow staff to conduct pull-out instruction and assessments as needed, ensuring minimal disruption to core instruction.

### Proposed Expenditures:

Certificated Intervention Teacher (Tier 2 Support): \$34884

Substitute Teacher Coverage (support): \$4984

Technology Tools, Assessment & Data Software Licenses (e.g., literacy tools, educational technology, radios, listening devices, online platforms): \$5,000

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

34884

5000

#### Source(s)

LCFF Supplemental and Concentration (S/C)

Title I Part A: Allocation

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 1

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

## Goal 2

All students—including English Learners, Foster Youth, students with disabilities, students eligible for the Free/Reduced Meal Program, and other historically underserved groups—will demonstrate improved performance in mathematics through access instruction and data-driven support systems. The goal is to increase the cumulative percentage of students meeting or exceeding standards in Mathematics, as measured by iReady and CAASPP.

## Identified Need

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

## Annual Measurable Outcomes

| Metric/Indicator                        | Baseline/Actual Outcome                                                                                                                                                                                   | Expected Outcome                                                                                                                                                                                                                                                                     |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CAASPP scores in Mathematics grades 3-5 | English Learners: Performance increased significantly, with Distance from Standard (DFS) improving by +21.5 points, rising to -29.9 DFS, resulting in a Yellow performance level and a Low status (n=37). | CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -29.9 (yellow) from 2024 by a total of 3 or more (to reach green) with a stretch goal of 15 or more (to reach blue) to end at -26.9 or higher by the end of the 2025-2026 school year. |
| CAASPP scores in Mathematics grades 3-5 | Black/African American Students: DFS dropped by -4.3 to -35.1%, with No Color and a Low status (n=21).                                                                                                    | CAASPP Math Average Distance From Standard for Black/African American students will decrease the baseline of -35.1 (no color) from by a total of 3 or more with a stretch goal of 15 or                                                                                              |

| Metric/Indicator                        | Baseline/Actual Outcome                                                                                                         | Expected Outcome                                                                                                                                                                                                                                                                          |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         |                                                                                                                                 | more to end at -32.1 or higher by the end of the 2025-2026 school year.                                                                                                                                                                                                                   |
| CAASPP scores in Mathematics grades 3-5 | Students with Disabilities: DFS declined sharply from -25.4 to -124.0, resulting in a Low status (Red) (n=37).                  | CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -124.0 (Red) from by a total of 3 or more (to reach Orange) with a stretch goal of 15 or more (to reach Yellow) to end at -122 or higher by the end of the 2025-2026 school year. |
| CAASPP scores in Mathematics grades 3-5 | Hispanic Students: Slight improvement (+5.8), yet still at -33.8% DFS, maintaining a Yellow status and Low performance (n=104). | CAASPP Math Average Distance From Standard for Hispanic will increase the baseline of -33.8 (Yellow) from by a total of 3 or more (to reach Green) with a stretch goal of 15 or more (to reach Blue) to end at -30.8 or higher by the end of the 1-2 school year.                         |

## Annual Review

### SPSA Year Reviewed: 2024-25

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

## ANALYSIS

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

During the 2023–2024 school year, Hamilton Elementary implemented several strategies to support student growth in mathematics. These included small group instruction, data-driven instruction through Professional Learning Communities (PLCs), and targeted classroom interventions. An intervention teacher was hired specifically to support math instruction, and instructional staff used iReady diagnostic data to identify students in need of Tier 2 intervention. These strategies contributed to notable gains among certain student groups, including a significant improvement for English Learners. While some progress was made, performance among Students with Disabilities and Black/African American students remains a key area of concern, highlighting the need for continued support.

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

One of the key changes in implementation was five classified support staff were utilized to deliver small-group interventions during the school day, based on diagnostic data from iReady. This

expanded the original scope of intervention services and provided broader support across classrooms.

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

Due to budget constraints, Hamilton will reduce the number of intervention personnel hours in the 2025–2026 school year. However, the school will continue to identify and support students needing Tier 2 Math Interventions through ongoing use of iReady data and PLC collaboration. The revised strategy will focus on maintaining effective small group instruction with limited personnel resources. Adjustments related to this goal—such as reduced personnel time and continued data-driven intervention targeting—can be found in the updated sections of the SPSA under Goal 2: Math Achievement, and corresponding Action Steps and Funding Allocations.

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

**Strategy/Activity 1**

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

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

All Students, with a focus on unduplicated student groups (English Learners, Students with Disabilities, Foster Youth, and students eligible for Free/Reduced-Price Meals).

**Strategy/Activity**

Provide ongoing professional development and instructional support to teachers and staff to enhance classroom instruction and behavioral practices. The goal is to create effective, inclusive, learning environments that support academic growth for all students.

Professional Development Needs:

Workshops and training in classroom management and classroom climate strategies (ie: Kagan)

Technology integration for instruction and intervention

Ongoing support using data to drive instruction

Budget Items May Include:

Online Subscription, training stipends, Substitute coverage for teacher release time Instructional materials to support PD implementation

Substitutes \$4984

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

4984

Source(s)

Title I Part A: Allocation

**Strategy/Activity 2**

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

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

All Students

Strategy/Activity

Noon Aides

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

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

Amount(s)

4383

Source(s)

LCFF Supplemental and Concentration (S/C)

### **Strategy/Activity 3**

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

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

All students

Strategy/Activity

Project aides for push in support and supervision  
Project Aides \$

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

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

Amount(s)

15093

Source(s)

LCFF Supplemental and Concentration (S/C)

### **Strategy/Activity 4**

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

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

All student demographics performing below grade level

Strategy/Activity

Classroom support personnel will provide support across all content areas in the form of small group instruction targeted to meet student needs based on academic data - Intervention Teacher \$34884 listed in G1

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

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

Amount(s)

Source(s)



# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 7

Goal 7: By 2027, PUSD will accomplish the following:  
English Learners will increase at least one performance level on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics as measured by the California School Dashboard.  
Reclassify English Learners (EL) at a rate of 30% or higher,  
Reduce the number of long-term English Learners (LTEL) to less than 8.5%,  
Increase percentage of English Learners making progress toward academic language proficiency as measured by the ELPI to 65%.

## Goal 3

Ensure English Learners achieve academic success and language proficiency by providing targeted integrated and designated EL instruction, supports, and progress monitoring to increase reclassification rates, reduce the number of long-term English Learners (LTELs), and improve performance on state assessments.

## Identified Need

Data indicates that 25% of English Learners are currently being reclassified annually. There is a need to increase this reclassification rate, decrease the percentage of LTELs in grades 3-5, and accelerate English Learner progress in ELA, math, and language proficiency as measured by the CAASPP ELPAC.

## Annual Measurable Outcomes

| Metric/Indicator                                                                     | Baseline/Actual Outcome                                                                                                                                                                                      | Expected Outcome                                                                                   |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| ELPAC State Assessment - English Learner Performance Indicator (ELPI) - CA Dashboard | 2024 Hamilton ELPAC ELPI results: <ul style="list-style-type: none"><li>12.8% decreased at least 1 ELPAC level</li><li>20.5% maintained ELPAC level</li><li>64.1% increased at least 1 ELPAC level</li></ul> | All EL's increase ELPI by at least 1 level; decrease number of students who drop one level or more |
| CA Dashboard 2024 ELPAC Performance Level                                            | 2024 Hamilton ELPAC progress: <ul style="list-style-type: none"><li>66.7% made progress or 11.9% increase from 2023</li><li>"Blue" status - highest indicator</li></ul>                                      | Increase % of EL's making progress on 2025 ELPAC by 15%                                            |

| Metric/Indicator                                                         | Baseline/Actual Outcome                                    | Expected Outcome                                       |
|--------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------|
| ELPAC State Assessment - At-Risk and Long-term English Learners (LTEL's) | 2024 Hamilton LTEL's = 0<br>2024 Hamilton At-Risk LTEL = 3 | Decrease the number of Hamilton At-Risk LTEL's by 100% |

## Annual Review

### SPSA Year Reviewed: 2024-25

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

## ANALYSIS

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

English Learner Coach and EL Intervention teacher implemented 2 hours weekly designated EL instruction. Coach and intervention teacher used TCM/Language Power, the EL curriculum adopted and paid for by PUSD LADD office.

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

EL Coach and Supplemental materials and personnel are purchased from PUSD LADD office. PUSD LADD office paid for 2 classroom teachers to be trained and certified in ELPAC testing. Those two teachers ELPAC tested their own English Learners (total of 5 EL's were tested by their teachers).

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

2025-26 Hamilton will not continue to have an assigned EL Coach and Aide to facilitate TCM EL Curriculum, this role will be with teachers in the classrooms.

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

### Strategy/Activity 1

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

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

All students who are identified as English Learners (EL's RFEP 4-Year Monitoring, RFEP, IFEP)

#### Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

**Strategy/Activity 2**

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

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

English Language Learners (ELL's)

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 3

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

## Goal 4

Hamilton Elementary has significantly reduced chronic absenteeism by 6.6 percentage points to 11.3% (512), earning a Yellow performance level and a High status on the California School Dashboard. To maintain and further this progress, the school must continue to address factors influencing attendance—including health, socio-emotional needs, and family engagement—while enhancing data-driven interventions and communication strategies that promote regular school attendance.

### Identified Need

Many students face barriers to regular attendance that are tied to living situations/locations, poor air quality or unclear communication between school and families. As we continue to address chronic absenteeism, there is a need to: Improve and maintain the safety and cleanliness of classrooms and common areas. Ensure classrooms and outdoor spaces are free of hazards and conducive to learning. Increase preventative safety measures (e.g., anti-slip mats, secure furniture, proper lighting). Strengthen the sense of belonging and comfort in school environments through clean, welcoming spaces. Improve two-way communication with families regarding student health, absences, and support resources.

### Annual Measurable Outcomes

| Metric/Indicator                                   | Baseline/Actual Outcome                                                                                                                                                                              | Expected Outcome                                                                                                                                                                                                                           |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CA State Dashboard data, Aeries Attendance reports | Hamilton Elementary has significantly reduced chronic absenteeism by 6.6 percentage points to 11.3%, earning a Yellow performance level and a High status on the California School Dashboard. (n512) | Chronic Absenteeism for All Students will increase the baseline of 18 (Yellow) from by a total of 3 or more (to reach Green) with a stretch goal of 15 or more (to reach Blue) to end at 21 or lower by the end of the 25-26 school year.  |
| CA State Dashboard data, Aeries Attendance reports | African American Student Group 3.2% - Low performance level Orange<br>23.8% chronically absent<br>(Number of Students: 42)                                                                           | Chronic Absenteeism for All Students will increase the baseline of 23 (Orange) from by a total of 3 or more (to reach Yellow) with a stretch goal of 15 or more (to reach Blue) to end at 21 or lower by the end of the 25-26 school year. |

| Metric/Indicator                                   | Baseline/Actual Outcome                                                                                                     | Expected Outcome                                                                                                                                                                                                                           |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CA State Dashboard data, Aeries Attendance reports | Hispanic Student Group significantly by -10.4 to 16.5% (n36/218) achieving performance level of Yellow and a status of High | Chronic Absenteeism for All Students will increase the baseline of 16 (Yellow) from by a total of 3 or more (to reach Green) with a stretch goal of 15 or more (to reach Blue) to end at 13 or higher by the end of the 25-26 school year. |
| CA State Dashboard data, Aeries Attendance reports | SED Student Group significantly by -8.0 to 17.3% (n45/260) achieving performance level of Yellow and a status of High       | Chronic Absenteeism for All Students will increase the baseline of 17 (Yellow) from by a total of 3 or more (to reach Green) with a stretch goal of 15 or more (to reach Blue) to end at 14 or lower by the end of the 25-26 school year.  |
| CA State Dashboard data, Aeries Attendance reports | EL Student Group significantly by -9.8 to 15.2% (n10/66) achieving performance level of Yellow and a status of High         | Chronic Absenteeism for All Students will increase the baseline of 15 (Yellow) from by a total of 3 or more (to reach Green) with a stretch goal of 15 or more (to reach Blue) to end at 12 or Lower by the end of the 25-26 school year.  |
| CA State Dashboard data, Aeries Attendance reports | SWD Student Group significantly by -13.0 to 23.4% (n22/94) achieving performance level of orange and a status of very High  | Chronic Absenteeism for All Students will increase the baseline of 23 (Orange) from by a total of 3 or more (to reach Yellow) with a stretch goal of 15 or more (to reach Blue) to end at 21 or higher by the end of the 1-2 school year.  |

## Annual Review

### SPSA Year Reviewed: 2024-25

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

## ANALYSIS

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

The Attendance Clerk tracks and reports absence categories weekly, helping to identify students who are chronically absent. This information is shared with school staff to guide outreach and support efforts. As a result, the school has seen a 6.6% decrease in chronic absenteeism, showing that these strategies are making a positive impact.

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

The school utilized Aeries Attendance Reports more extensively than originally anticipated to support accurate tracking. In addition, SART (School Attendance Review Team) processes were implemented earlier in the year to address at-risk students. These steps were taken within the existing budget and supported by staff development and collaboration, with no major deviations in planned expenditures.

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

No significant changes will be made to this goal. Based on the positive results seen this year, the current strategies will be maintained with ongoing monitoring and minor refinements as needed.

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

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

All Students

Strategy/Activity

Activity: Strengthen Student Attendance, Behavior, and School Climate through a Comprehensive Support System

To improve student outcomes in attendance, behavior, and school climate, Hamilton Elementary will implement a multi-tiered support approach:

Project Aide Support: Deploy project aides to provide targeted push-in academic assistance and supervision throughout the school day. (Total cost per aide is included in Goals 1–2.) These aides will play a vital role in maintaining student engagement, safety, and on-task behavior.

Attendance Goal Alignment: Building on the progress of reducing chronic absenteeism we will continue addressing key attendance drivers. This includes supporting student health and wellness, meeting socio-emotional needs, and fostering meaningful family engagement.

Sustaining Progress: The school will enhance data-informed interventions and refine communication strategies that encourage consistent attendance. Continued collaboration among staff, students, and families is essential to sustain and build on this positive trend.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s)                          |
|-----------|------------------------------------|
| 1561      | Title I Part A: Parent Involvement |

**Strategy/Activity 2**

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

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

Parents and Guardians

**Strategy/Activity**

To support improved student attendance, behavior, and overall school climate, Hamilton Elementary will implement a strategic plan to increase meaningful parent involvement through regularly scheduled parent engagement meetings.

Monthly Parent Involvement Meetings: Discuss at monthly parent meetings: key topics such as student attendance, behavior expectations, socio-emotional learning, and available support services. These meetings will serve as a platform for two-way communication

Data Sharing and Transparency: Use parent meetings to share attendance trends, chronic absenteeism data, and progress toward schoolwide goals. This transparency builds trust and empowers families to become active partners in promoting regular attendance and positive behavior.

Collaboration and Support: Collaborate with community agencies, health providers, and district personnel to bring resources directly to families during meetings—addressing barriers to attendance such as health and transportation

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s)                  |
|-----------|----------------------------|
| 1073      | Title I Part A: Allocation |

**Strategy/Activity 3**

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

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

All students

**Strategy/Activity**

To further improve student behavior, promote a positive school climate, and support regular attendance, Hamilton Elementary will strengthen campus safety and supervision systems through the following strategies:

**Behavioral and Supervision Support:** Increase the presence and effectiveness of supervision during high-traffic times (recess, lunch, arrival, dismissal) by assigning trained staff to key campus areas. Staff supervisors will implement consistent behavioral expectations and use positive reinforcement strategies to encourage respectful, responsible student behavior.

**Two-Way Radios for Staff Communication:** Equip yard supervisors and key staff with two-way radios to ensure rapid communication across campus, enabling faster responses to behavioral incidents, medical needs, or safety concerns.

**Staff Lanyards/ID Badges:** Provide all staff with clearly visible lanyards and ID badges to support a safe and secure learning environment, improve adult visibility for students, and ensure visitors can easily identify school personnel.

**Visitor Sign-In System:** Maintain and monitor a digital or manual visitor management system at the front office to ensure all campus guests are signed in, identified, and accounted for—enhancing overall school safety and student protection ( if funding comes available ie: Identi-Kid)

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

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

Amount(s)

Source(s)

180

LCFF Supplemental and Concentration (S/C)

# Budget Summary

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

## Budget Summary

| Description                                                                       | Amount  |
|-----------------------------------------------------------------------------------|---------|
| Total Funds Provided to the School Through the Consolidated Application           | \$64202 |
| Total Federal Funds Provided to the School from the LEA for CSI                   | \$0     |
| Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$64202 |
| Other State/Local Funds provided to the school                                    | \$54540 |

## Other Federal, State, and Local Funds

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

| Federal Programs Funding Sources | Allocation (\$) |
|----------------------------------|-----------------|
|----------------------------------|-----------------|

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

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

| State or Local Programs Funding Sources | Allocation (\$) |
|-----------------------------------------|-----------------|
|-----------------------------------------|-----------------|

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

Total of federal, state, and/or local funds available for this school: \$118,742

## Summary: Budgeted Resources

### Funds Budgeted to the School by Funding Source

| Funding Source                            | Amount Budgeted | Balance Remaining |
|-------------------------------------------|-----------------|-------------------|
| LCFF Supplemental and Concentration (S/C) | 54540           | 0.00              |
| Title I Part A: Parent Involvement        | 1561            | 0.00              |
| Title I Part A: Allocation                | 62641           | 0.00              |

### Expenditures by Funding Source

| Funding Source                            | Amount    |
|-------------------------------------------|-----------|
| LCFF Supplemental and Concentration (S/C) | 54,540.00 |
| Title I Part A: Allocation                | 62,641.00 |
| Title I Part A: Parent Involvement        | 1,561.00  |

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

| Name of Members | Role                       |
|-----------------|----------------------------|
| Erika Cooper    | Principal                  |
| Kahlmus Eatman  | Parent or Community Member |
| Solomon Cross   | Parent or Community Member |
| Kirsten Jackson | Parent or Community Member |
| Blaine Campbell | Parent or Community Member |
| Kim Enriquez    | Classroom Teacher          |
| David Berk      | Classroom Teacher          |
| Ana Negrete     | Classroom Teacher          |
| Tamyke Edwards  | Other School Staff         |

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

# Recommendations and Assurances

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

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

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

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

| Signature                                                                         | Committee or Advisory Group Name   |
|-----------------------------------------------------------------------------------|------------------------------------|
|  | English Learner Advisory Committee |

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

|                                                                                     |                                           |
|-------------------------------------------------------------------------------------|-------------------------------------------|
|   | Principal, Erika Cooper on 5/8/24         |
|  | SSC Chairperson, Kahlmus Eatman on 5/8/24 |

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



## PASADENA UNIFIED SCHOOL DISTRICT

### Title I - Other Authorized Activities Reservations

*Our Children. Learning Today. Leading Tomorrow*

The following amount of dollars reflects Title I Other Authorized Activities Reservations for the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2025-26, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of \$2,853,685.00:

- MTSS Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
- Families in transition/ Foster Youth support staff and services including transportation;
- Parent and Community Engagement;

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2025-26 is as below:

**School: Hamilton Elementary**

| Resource Code | Title I                                   | Total District Other Authorized Activities Reservation | # of FRL Student at District Title I Eligible Schools | Per Student shared Cost to School | #of FRL Student at School | Total Shared Cost to School |
|---------------|-------------------------------------------|--------------------------------------------------------|-------------------------------------------------------|-----------------------------------|---------------------------|-----------------------------|
| 30100         | Central Intervention Activities For Sites | \$2,853,685                                            | 7,990                                                 | \$357.16                          | 255                       | \$91,075.05                 |



## Pasadena Unified School District Student Wellness and Support Services

### PUSD School-Site Attendance Improvement Plan

|                        |                            |                             |              |
|------------------------|----------------------------|-----------------------------|--------------|
| <b>School:</b>         | Hamilton Elementary School | <b>Principal:</b>           | Erika Cooper |
| <b>School Number:</b>  | #26                        | <b>Counselor:</b>           | N/A          |
| <b>Date Completed:</b> | June 11                    | <b>Principal Signature:</b> | Erika Cooper |

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

| 2024-2025 Current Chronic Absentee Rate                              | 2025-2026 Chronic Absentee End-Of-Year Goal | 2025-2026 Chronic Absentee Goal |
|----------------------------------------------------------------------|---------------------------------------------|---------------------------------|
| 17.8% (22-23)<br>13.2% (23-24 EOY)-4.2%<br>12.2% (24-25 EOY)-1% n524 | 10%                                         | 10%                             |
|                                                                      |                                             |                                 |

| GOAL 1: TEAMS & DATA                                                                                                                                                                                                                                                                  |                                                                                                                                                                        |                                                                                                                   |                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Goal Item                                                                                                                                                                                                                                                                             | Strategy & Activity Description                                                                                                                                        | Frequency<br>Daily/Weekly/Monthly/Yearly                                                                          | Measure of Success                                                                                                |
| a. <b>Use of Data:</b> Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this data used to monitor student progress? | Identify students struggling to attend school using AERIES queries, office referrals, no show lists. Identify chronic students Apply interventions on an ongoing basis | Attendance data is reviewed monthly using AERIES queries to monitor trends and identify students needing support. | Progress will be evaluated quarterly, aiming for a 50% or greater improvement in attendance among those students. |

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## Pasadena Unified School District Student Wellness and Support Services

|                                                                                                                                                                           |                                                                                                                                    |                                                                                                               |                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| b. <b>Attendance Improvement Team:</b> Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan? | Hamilton has an established Attendance Improvement Team composed of the principal, office manager, coach, and instructional coach. | The team meets at least once a month to review attendance data, implement strategies, and monitor progress. . | Efforts focus on reducing overall absences, truancy, and the chronic absenteeism rate, guided by a current and active action plan. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

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



## Pasadena Unified School District Student Wellness and Support Services

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

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

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